

IRVINE VALLEY COLLEGE



CATALOG 2015–2016 Vol. XXVII

Irvine Valley College prohibits discrimination on the basis of gender, race, age, color, religion, national origin, ethnicity, disability, sexual orientation, or any legally protected characteristic, in the administration of its educational policies, personnel practices, and college programs. Grievance procedures exist for students, employees, and job applicants. Information regarding formal complaints is on file in the offices of the Chancellor and the Deputy Chancellor and in the offices of the College President and Vice President for Instruction. The Office of Student Services maintains grievance procedure information for students. Any questions concerning discrimination may be directed to the Irvine Valley College Vice President for Student Services and Title IX Coordinator at 949-451-5214, Irvine Valley College, 5500 Irvine Center Drive, Irvine, CA 92618.

Questions or problems regarding access of students with disabilities to any college program or service should be directed to the Irvine Valley College Vice President for Student Services and Section 504 ADA Coordinator at 949-451-5214, Irvine Valley College, 5500 Irvine Center Drive, Irvine, CA 92618.

Irvine Valley College has made every reasonable effort to ensure that the information published in this catalog accurately reflects current legislation, information, policies, and fees. However, these are subject to modification at any time, without notice, in order to accommodate changes in the resources or educational plans of the district, or for reasons deemed appropriate by the college president or designee.

Data on Irvine Valley College's programs leading to gainful employment, required to comply with the Higher Education Act of 1965 as amended, can be found on the Irvine Valley College website at www.ivc.edu. For catalog updates and addenda, please refer to www.ivc.edu/catalog.

Irvine Valley College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949, 415-506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the US Department of Education.

5500 Irvine Center Drive, Irvine, CA 92618 • 949-451-5100 • www.ivc.edu

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ACADEMIC CALENDAR

Fall Semester 2015

August 17 (Monday)	Instruction begins for full-semester classes and first eight-week session*
August 17–October 10 (Monday–Saturday)	Eight-week session
September 7 (Monday)	Classes not in session
September 8 (Tuesday)	Faculty Contractual Day—Classes not in session
September 1 (Tuesday)	Last date to apply for Fall 2015 degrees and certificates
October 12–December 16 (Monday–Wednesday)	Eight-week session
November 11 (Wednesday)	Veterans Day—Classes not in session
November 26–27 (Thursday–Friday)	Thanksgiving—Classes not in session
December 10–16 (Thursday–Wednesday)	Final examinations
December 17–January 18 (Thursday–Monday)	Classes not in session
December 23–January 1 (Wednesday–Friday)	College and District closed

Spring Semester 2016

January 1 (Friday)	New Year's Day; College and District closed
January 18 (Monday)	Martin Luther King, Jr. Day—Classes not in session
January 19 (Tuesday)	Instruction begins for full-semester classes and first eight-week session*
January 29–March 19 (Tuesday–Saturday)	Eight-week session
February 12–15 (Friday–Monday)	Lincoln's Day, Presidents' Day—Classes not in session
February 1 (Monday)	Last date to apply for Spring 2016 degrees and certificates <i>NOTE: Students planning to participate in the commencement ceremony must file their applications for degrees or certificates by this date.</i>
March 20–26 (Sunday–Saturday)	Spring Break—Classes not in session
March 25 (Friday)	Friday of Spring Break; College and District closed
March 28–May 21 (Monday–Saturday)	Eight-week session
May 24 (Tuesday)	Classes not in session
May 24 (Tuesday)	Commencement

Summer Session 2016

May 30 (Monday)	Memorial Day—Classes not in session
May 31–August 12 (Tuesday–Friday)	Summer session
June 1 (Wednesday)	Last date to apply for Summer 2016 degrees and certificates
July 4 (Monday)	Fourth of July—Classes not in session

* There are many late-starting classes. Consult the online schedule for start and end dates of shorter sessions each semester.

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SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

28000 Marguerite Parkway, Mission Viejo, CA 92692 • 949-582-4999 • www.socccd.edu

District Administration



Gary L. Poertner
Chancellor

Robert Bramucci, PhD
Vice Chancellor, Technology and Learning Services

David P. Bugay, PhD
Vice Chancellor, Human Resources & Employer/
Employee Relations

Debra L. Fitzsimons, EdD
Vice Chancellor, Business Services

Randy Peebles, EdD
Associate Vice Chancellor, Economic Development

Brandye D'Lena
Executive Director, Facilities Planning/Purchasing/
Materials Management

Tere Fluegeman
District Director, Public Affairs &
Government Relations

Denice Inciong
District Director, Research, Planning &
Data Management

Teddi Lorch
Executive Director, Human Resources & Employer/
Employee Relations

Kim McCord
Executive Director, Fiscal Services/Comptroller

Vision

South Orange County Community College District will be a leader in exemplary teaching and learning, student success and community partnerships.

Mission

South Orange County Community College District provides a dynamic and innovative learning environment dedicated to student success and economic growth of the region.

Core Values/Guiding Principles

We invest in our students' success, employees, physical plant, and community, with wise use of our resources.

District-wide Goals

1. SOCCCD will create a district-wide culture which is characterized by mutual respect and collaboration and which celebrates the uniqueness of each institution.
2. SOCCCD will support innovations that result in quantifiable improvement in student preparedness and success and will facilitate the institutionalization of those innovations across the district.
3. SOCCCD will maintain its technological leadership and will make future advancements which enhance student access and success.
4. SOCCCD will increase the effective use of all resources by developing and implementing a cycle of integrated district-wide planning.
5. SOCCCD will develop, document and implement data-driven district-wide decision-making processes that are collaborative, transparent, efficient and effective.
6. SOCCCD will assess the educational needs of the communities within the district boundaries and will pursue joint venture partnerships with educational institutions and business/industry.

Board of Trustees



T. J. Prendergast III
President



Timothy Jemal
Vice President



Marcia Milchiker
Clerk



Barbara J. Jay



David B. Lang



James R. Wright

IRVINE VALLEY COLLEGE PRESIDENT'S MESSAGE



Welcome!

From its early years as a satellite campus, to its independence in 1985, to the present day, Irvine Valley College (IVC) has been driven by a commitment to academic excellence and responsiveness to students.

Today we find ourselves at the forefront of the nation's community colleges that are working to ensure student success and completion rates. Our students are aided by the services we offer to keep them on track, through both the highs and the challenging moments of their college lives. We are very proud of our standout transfer rates; we rank number one among all community colleges in Orange County, and number two in California. As an added benefit to students, faculty and staff, IVC went smoke-free in 2015; for more information, please visit smokefree.ivc.edu.

Here are a few good things to know about IVC:

- Our student population exceeds 14,000, and includes international students from over 50 foreign countries.
- More than 60 associate degree majors and 50 career and technical certificate programs are available.
- Veterans are welcome; nearly 1,000 veterans are attending classes at IVC. In 2014, for the fifth year in a row, IVC was officially designated as a Military Friendly School.
- We continue to build strong articulation agreements with four-year universities—including transfer admission guarantees, which are the key link in preparing students for transfer to the University of California and California State University campuses (as well as private institutions).
- Our vibrant honors program is a member of the UCLA Transfer Alliance Program. Students certified after completing the IVC honors program are given priority consideration for admission to UCLA.
- We have award-winning chapters of the honor societies Phi Theta Kappa and Psi Beta, and award-winning Speech and Debate, Model United Nations, and Administration of Justice teams. Diverse student clubs thrive on campus.
- IVC competes in 13 men's and women's intercollegiate sports. From the inception of the athletics program in 1990 through the spring of 2015, IVC teams have collected 21 state championships and 41 conference titles.

We hope you find that IVC offers flexible course formats and scheduling to meet a variety of needs. We offer full-length and abbreviated semesters, hybrid and distance learning opportunities, as well as instruction during the day, evening, and weekend. In addition, Student Success Centers are offered to provide an array of support and tutoring services that help you succeed, whether your goal is to transfer or to earn a degree or certificate at IVC.

As you explore the college and this catalog, it is my hope that you become more familiar with our programs, academic policies, and support services. Our doors are open to you. Please let us know what you need to succeed.

A handwritten signature in black ink that reads "Glenn R. Roquemore". The signature is fluid and cursive, with a long horizontal line extending from the end.

Glenn R. Roquemore, PhD
President, Irvine Valley College

IRVINE VALLEY COLLEGE

5500 Irvine Center Drive, Irvine, CA 92618 • 949-451-5100 • www.ivc.edu

Background

Opened in 1979 as Saddleback College North Campus, Irvine Valley College received its current name and independent status in July 1985. In July 1988, the college received its first accreditation as a separate institution by the Western Association of Schools and Colleges. In 2015, the college celebrated its 30th anniversary as an accredited California community college. The college offers a full complement of programs, from the most traditional liberal arts and sciences to the advanced technologies. It has established a reputation for excellence within the community and among the student population. The success of the college's many programs has been reflected in its continued enrollment growth. At present, over 14,000 students participate in the college's day, evening and online programs. All instructional programs at the college are housed within 10 academic schools. Full-time instructional deans work with the vice president for instruction and the president in overseeing the instructional activities of the college.

Governance and Funding

Irvine Valley College is a public community college funded by a combination of state and local tax dollars. Through its foundation, the college also actively solicits private donations from individuals and corporations to support its capital outlay projects, program needs, and students through scholarships. The seven-member Board of Trustees of the South Orange County Community College District, through the Office of the Chancellor, governs Saddleback College in Mission Viejo, Irvine Valley College, and the Advanced Technology & Education Park (ATEP) in Tustin. Board members are elected at large from representative areas of the district. Irvine Valley College is under the direction and guidance of its president who, with the faculty and staff, administers the college and oversees the implementation of Board policies.

College Vision

Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.

College Mission

Irvine Valley College is committed to student success. The College is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community.

Irvine Valley College Statement on Freedom of Expression, Civility, and Mutual Respect

The Irvine Valley College community recognizes the important role of freedom of expression, civility, and mutual respect in fostering a healthy and productive college environment. Therefore, the College encourages an atmosphere of professionalism and cooperation, in which each member's roles and responsibilities are understood and appreciated, and in which the free expression of all opinions, beliefs, and ideas is encouraged and respected. Further, the College seeks to establish the highest level of communication and transparency in the various processes of campus governance and decision making.

To achieve these goals, the College invests its resources in expressing its commitment to free expression, civility, and mutual respect in college publications, including college handbooks and manuals; in proactive education for all employees; by sponsoring projects and activities that bring people together in a spirit of hospitality, service, appreciation and camaraderie; through regular open forums intended to foster the exchange of ideas; through maintaining open, inclusive and transparent decision-making processes, with regularly published results; and through a peer-driven process – in which all of the governance groups participate and contribute – for dispute resolution, one steeped in finding mutually agreeable solutions.

2014-2020 Strategic Goals

1. IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.
2. IVC will promote students' success by enhancing the teaching and learning environment.
3. IVC will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.
4. IVC will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

2014-2020 Strategic Objectives

- 1.1 Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.
- 1.2 Improve district climate in the areas of optimism, commitment, and respectful collaboration.
- 1.3 Improve the representative process through active engagement and communication.
- 1.4 Increase professional development opportunities that potentiate employees' talents and interests.
- 1.5 Improve training for all employees to increase district wide understanding of organizational structure, resources, processes and procedures.
- 2.1 Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.
- 2.2 Increase employee professional development opportunities that focus on student success outcomes.
- 2.3 Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support.
- 3.1 Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.
- 3.2 Improve alignment between workforce development offerings and regional job opportunities.
- 3.3 Provide relevant, innovative, and appropriate workforce training.
- 3.4 Improve student career preparation and readiness through experiential learning opportunities that allow students to explore career options, acquire work experience in their chosen field, and develop professional contacts.
- 4.1 Systematically assess the effectiveness of planning and resource allocation district-wide.
- 4.2 Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.
- 4.3 Develop and initiate multi-year financial planning.

Irvine Valley College Institutional Student Educational Goals and General Education/Learning Outcomes

INSTITUTIONAL EDUCATIONAL GOALS	STUDENT LEARNING OUTCOMES
	<i>Because individual IVC courses contribute* to one or more areas of the five institutional goals, students completing an associate degree at Irvine Valley College will be able to:</i>
Communication Skills	<ul style="list-style-type: none"> • Communicate effectively when speaking, writing, and presenting to a variety of audiences and with a variety of purposes.
Critical Thinking, Problem Solving, and Information Access and Analysis	<ul style="list-style-type: none"> • Engage in critical and creative thinking to solve problems, explore alternatives, and make decisions. • Develop comprehensive, rational arguments for ethical positions and describe the implications for the individual and the larger society. • Apply mathematical approaches and computational techniques to solve problems; to manipulate and interpret data; and to disseminate the data, methodology, analysis, and results. • Apply the fundamentals of scientific inquiry to real-life and hypothetical situations. • Use a variety of media, including computer resources, to access, organize, evaluate, synthesize, cite, and communicate that information.
Global Awareness	<ul style="list-style-type: none"> • Demonstrate and observe sensitive and respectful treatment of diverse groups and perspectives in a variety of settings. • Demonstrate an awareness of historical and contemporary global issues and events. • Demonstrate intercultural competence by engaging effectively—e.g., listening, speaking, writing, signing—with others whose language, ethnicity, religion, culture, country of origin, or economic or social background is different than their own.
Aesthetic Awareness	<ul style="list-style-type: none"> • Make use of a variety of critical methods to analyze, interpret, and evaluate works of literary, visual, and performing art. • Identify and recognize opportunities to participate in the creative arts as an artist, performer, observer, or technician. • Recognize the historic and cultural role of the creative arts in forming human experience.
Personal, Professional and Civic Responsibilities	<ul style="list-style-type: none"> • Identify and recognize opportunities to address civic and environmental needs. • Promote physical and mental well-being, self-management, maturity, and ethical decision-making.

* "Contribute" means that a specific course may fully or partially address the abilities described in a particular bulleted point.

COLLEGE ADMINISTRATION

Office of the President

College President: Glenn R. Roquemore, PhD

Room A 101 949-451-5210

Manager, Office of the President: Sandy Jeffries

Room A 103 949-451-5210

Executive Director, Foundation: Elissa Oransky

Room B 251 949-451-5472

Interim Director, Annual Giving and Development Services, Foundation: Karen Orlando

Room B 251 949-451-5511

Director, Marketing, Communications and Broadcast Services: Diane Oaks

Room LIB 205 949-451-5277

Office of College Administrative Services

Vice President for College Administrative Services: Davit Khachatryan

Room A 114 949-451-5326

Manager, Fiscal Services: Louise Straling

Room A 113 949-451-5272

Acting Director, Facilities: Jeffrey Hurlbut

Room M 102D 949-451-5546

Acting Assistant Director, Facilities: James Bettencourt

Room M 102C 949-451-5637

Director, Safety and Security/Chief of Police: Will Glen

Room CP 100 949-451-5200

Acting Police Operations Lieutenant: Todd Schmaltz

Room CP 100 949-451-5200

Acting Night Facilities Operations Supervisor: Mark Murphy

Room M 102A 949-451-5637

Director, Technology Services: Bruce Hagan

Room BSTIC 111A 949-451-5254

Office of Student Services

Vice President for Student Services: Linda M. Fontanilla, EdD

Room A 110 949-451-5214

Dean, Counseling Services: Elizabeth L. Cipres, EdD

Room SSC 210 I 949-451-5410

Dean, Enrollment Services: Arleen Elseroad

Room SSC 110C 949-451-5409

Admissions and Records Registrar: Ruben Guzman

Room SSC 110A 949-451-5220

Director, Child Development Center: Becky Thomas

Room CDC 114 949-451-5484

Assistant Dean, Financial Aid and Student Support Services: Ken Lira

Room SSC 130I 949-451-5435

Director, Health/Wellness Center: Nancy Montgomery

Room SSC 150 949-451-5221

Director, International Student Program: Christina Delgado

Room SSC 260D 949-451-5693

Director, Outreach and Recruitment: S. Mikiko Kumasaka

Room A100 949-451-5483

Director, Student Life:: Anissa "Cessa" Heard-Johnson

Room SSC 260 949-451-5364

Director, Student Success and Support Program: Janet Vera Lopez

Room SSC 110D 949-451-5732

Counselor, Transfer Center: Michelle Scharf

Room SSC 230D 949-451-5339

Director, Veterans Services Center: Nancy Montgomery

Room SSC 230 949-451-5221

Articulation Officer/Counselor: Tiffany Tran

Room SSC 210D 949-451-5324

Office of Instruction

Vice President for Instruction: Craig Justice, PhD

Room A 118 949-451-5212

Dean, the Arts: Joseph Poshek

Room BSTIC 203A 949-451-5650

Dean, Business Sciences, Online and Extended Education: Anna "Cathleen" Greiner, PhD

Room A 304 949-451-5565

Dean, Instruction, Economic and Workforce Development: Corine Doughty

ATEP A 107 949-282-2730

Dean, Kinesiology, Health and Athletics: Keith Shackelford, JD

Room PE 226 949-451-5398

Dean, Liberal Arts: Karima Feldhus, PhD

Room LIB 106C 949-451-5336

Dean, Mathematics, Sciences and Engineering: Lianna Zhao, MD

Room B 251 949-451-5450

Interim Dean, Social and Behavioral Sciences: Traci Fahimi

Room BSTIC 203C 949-451-5204

Director, Research, Planning and Accreditation: Craig Hayward, PhD

Room A 114 949-451-5788

ACADEMIC SCHOOLS/INSTRUCTIONAL OFFICES

Office of Online and Extended Education

949-451-5555

Online Education, Community Education, Emeritus Institute, IVC Testing Center

Office Location: A 304 • Anna "Cathleen" Greiner, PhD, Dean

School of the Arts

949-451-5650

Art, Art History, Communication Studies, Dance, Digital Media Art, Fine Arts, Music, Theatre Arts

Office Location: BSTIC 203A • Dean: Joseph Poshek

Academic Chair, Communication Arts: Gary Rybold, PhD 451-5346

Academic Chair, Dance: Katherine Milostan-Egus 451-5533

Academic Chair, Music: Matthew Tresler, DMA 451-5538

Academic Chair, Theatre Arts: Ron Ellison 451-5303

Academic Chair, Visual Arts: Julie Kirk 451-5285

School of Business Sciences

949-451-5310

Accounting, Computer Information Management, Management, Paralegal Studies, Real Estate

Office Location: BSTIC 203C • Anna "Cathleen" Greiner, PhD, Dean

Academic Chair: Bob Urell 451-5280

School of Guidance and Counseling

949-451-5410

Articulation, CalWORKs, Career and Job Placement Center, Counseling, Disabled Student Programs and Services, EOPS/CARE, Learning Disabilities Program, Transfer Center

Office Location: SSC 210 • Elizabeth L. Cipres, EdD, Dean

Academic Chair: Robert Melendez 451-5360

School of Humanities

949-451-5232

English, Film and Media Studies, Gender Studies, History, Humanities, Journalism, Philosophy, Religious Studies, Writing Center

Office Location: LIB 106C • Karima Feldhus, PhD, Dean

Academic Co-Chair, English: William Etter, PhD 451-5282

Academic Co-Chair, English: Julie Evans 451-5528

Academic Chair, Humanities: Brittany Adams, PhD 451-5563

(Continues)





School of Kinesiology, Health and Athletics 949-451-5398

Health, Intercollegiate Athletics, Kinesiology, Life Fitness Center, Nutrition, Strength Training Center

Office Location: PE 226 • Keith Shackelford, JD, Dean

- Academic Co-Chair, Kinesiology, Health and Athletics:* Jerry Hernandez 451-5397
- Academic Co-Chair, Kinesiology, Health and Athletics:* Tom Pestolesi 451-5629

School of Languages and Learning Resources 949-451-5232

Chinese, English as a Second Language, French, Japanese, Language Acquisition Center, Library Research, Reading/ESS Center, Sign Language, Spanish, Student Success Center

Office Location: LIB 106C • Karima Fedhus, PhD, Dean

- Academic Chair, Library Services:* Cheryl Delson 451-5581
- Academic Chair, ESL and Languages:* Susan Fesler 451-5486
- Academic Chair, Reading:* Melanie Haeri 451-5534

School of Life Sciences and Technologies 949-451-5238

Biological Sciences, Environmental Studies, Environmental Technologies, Health Sciences

Office Location: LSB 202 • Lianna Zhao, MD, Dean

- Academic Chair, Biological Sciences, Environmental Studies:* Jefferey Kaufmann, PhD . . 451-5423
- Academic Chair, Health Sciences:* Roland Rodriguez 451-5411

School of Mathematics, Computer Science and Engineering 949-451-5450

Computer Science, Design Model Making and Rapid Prototyping, Drafting, Engineering, Mathematics

Office Location: LSB 202 • Lianna Zhao, MD, Dean

- Academic Co-Chair, Computer Science:* Seth Hochwald 451-5316
- Academic Co-Chair, Computer Science:* Chan Loke 451-5541
- Academic Chair, Design Model Making and Prototyping, Drafting, Engineering:* Matt Wolken. . 451-5316
- Academic Co-Chair, Mathematics:* Miriam Castroconde 451-5396
- Academic Co-Chair, Mathematics:* Lan Pham 451-5334

School of Physical Sciences and Technologies 949-451-5561

Astronomy, Chemistry, Earth Science, Electrical Technology, Electronic Technology, Geology, Laser Technology, Marine Science, Physical Science

Office Location: LSB 202 • Lianna Zhao, MD, Dean

- Academic Chair, Chemistry:* John Davison, PhD 451-5492
- Academic Co-Chair, Laser Technology:* John Davison, PhD. 451-5492
- Academic Co-Chair, Laser Technology:* Kiana Tabibzadeh, PhD 451-5698
- Academic Chair, Astronomy, Earth Science, Electrical Technology, Electronic Technology, Geology, Marine Science, Physical Science:* Kiana Tabibzadeh, PhD. 451-5698

School of Social and Behavioral Sciences 949-451-5717

Administration of Justice, Anthropology, Economics, Geography, Human Development (Early Childhood Education), Political Science, Psychology, Recycling and Resource Management, Sociology

Office Location: BSTIC 203C • Interim Dean: Traci Fahimi

- Academic Chair, Administration of Justice:* Colin McCaughey 451-5402
- Academic Chair, Anthropology:* Wendy Gabriella, JD 451-5276
- Academic Chair, Economics:* Martha Stuffer 451-5759
- Academic Chair, Geography:* Jodi Titus 451-5659
- Academic Chair, Human Development (Early Childhood Education):* Donna King 451-5617
- Academic Chair, Political Science:* Joon Kil 451-5204
- Academic Chair, Psychology:* Kari Tucker, PhD 451-5447
- Academic Chair, Sociology:* Elizabeth Chambers, PhD 451-5401

ADMISSION

Eligibility

Irvine Valley College is one of two colleges in the South Orange County Community College District, which also includes Saddleback College. Students may apply to only one college. However, students may take classes at either college.

You may attend Irvine Valley College if

- you are a high school graduate (or have a High School Equivalency Certificate); *OR*
- you are 18 years old or older and show evidence of being able to benefit from instruction; *OR*
- you are a high school student, grades 9–12 (High school students may attend as special part-time students with permission from their high schools. Applications and permit forms are available online.); *OR*
- you are in the eighth grade or under—with recommendation from your school principal and approval of the instructor and school dean. Students in the eighth grade or under should consult the Office of Admissions and Records for further details, including specific deadlines for filing the Special Admission Request for K-12 Students.

Individuals holding valid non-immigrant visas, which federal law prohibits from enrolling in a course of study, are not admissible.

K-12 Students—

Each semester, prior to being allowed to register, students attending IVC as special part-time college students must submit the “Special Admission Request for K-12 Students” form (available online, at most local schools, or from the IVC Office of Admissions and Records located in the Student Services Center). Special admission requests must be submitted at least two business days prior to the availability of online registration for high school students.

K-12 students must also meet all course prerequisites. Assessment tests must be completed for subjects such as math and English. Prerequisites met with high school courses must be cleared by presenting a high school transcript to the Office of Admissions and Records.

K-12 Students: Enrolling in Physical Education/Kinesiology Classes

K-12 students are limited to participating in a maximum of 11 units per semester or summer session. The Education Code places enrollment restrictions on physical education/kinesiology courses for concurrently enrolled students. Consequently, IVC does not permit K-12 students to enroll in physical education/kinesiology courses. K-12 students who have been identified for progress or academic probation will not be allowed to participate at the college as special part-time students until they have graduated from high school. Questions regarding admission to Irvine Valley College may be sent via email to: ivcadmissions@ivc.edu

College of Record

You may only apply to Irvine Valley College or Saddleback College; this will be designated as your college of record. In addition, your college of record is where you complete all admission steps (application, orientation, assessment, advisement, academic plan); receive support services, such as financial aid, DSPS, EOPS and other special services; and plan to complete your educational goal. Should you need to discuss or change your college of record, please contact the Office of Admissions and Records.

Application

Students who are enrolling in the South Orange County Community College District for the first time and former students returning after an absence of a semester or more (not including summer) must submit an application for admission, either online or in person.

- **Online:** Log on to the IVC website: www.ivc.edu. Select “Admissions,” then follow the links.
- **In Person:** Complete an online application at the Office of Admissions and Records, Irvine Valley College, 5500 Irvine Center Drive, Irvine.

Applications for admission will be processed beginning on the following dates:

Fall semester: March 1.

Spring semester: September 1.

Summer session: March 1.

Equal Access

It is the policy of Irvine Valley College and the South Orange County Community College District to provide all persons with equal educational opportunities regardless of gender, race, age, color, religion, national origin, ethnicity, disability, sexual orientation, or any legally protected characteristic. The lack of English language skills will not be a barrier for admission to vocational education programs. Questions or complaints regarding access of students with disabilities to any college program or service, or questions or complaints regarding discrimination or harassment may be directed to: Vice President for Student Services, Irvine Valley College, 5500 Irvine Center Drive, Irvine CA, 92618, 949-451-5214. The Vice President for Student Services serves as the college ADA (Americans with Disabilities Act) Section 504 Coordinator and Title IX Coordinator.

Residence Classification

Each person enrolled in or applying for admission to a California community college, for purposes of admission and/or tuition, is classified as either a California resident or a nonresident. Students classified as nonresidents will be required to pay additional tuition and fees.

“Resident students” are those who have resided within California for at least one year prior to the residence determination date and have met the residency standards stipulated in Title 5 of the California Code of Regulations. The “residence determination date” is the day immediately preceding the opening day of instruction each semester or summer session during which the student proposes to attend college in the South Orange County Community College District.

“Nonresident students” are those who have not established California residence status in the state for at least one year prior to the residence determination date or those who hold certain non-immigrant visas which preclude them from establishing residence. Foreign students admitted to the United States under student visas are classified as nonresidents.

The Office of Admissions and Records determines the residence status of all new and former students for tuition purposes, based on responses provided in the college application for admission and, if necessary, other evidence furnished by the student.

EXEMPTIONS:

The California Education Code allows certain nonresidents the opportunity to pay in-state tuition. Eligibility criteria are noted below. Students who believe they are eligible for an exemption based on any one of the following criteria should consult the Office of Admissions and Records when they apply:

1. Students who are members of the armed forces of the United States who are stationed in this state on active duty, except those assigned to California for educational purposes.
2. Spouses and dependents (natural or adopted children or stepchildren) of active members of the armed forces.
3. Students who are eligible as covered individuals as defined in the Veterans Access, Choice and Accountability Act of 2014 (VACA Act) who are taking advantage of their Chapter 30 or 33 benefits.
4. Parents who are federal civil service employees and have moved to California as a result of a military realignment action that involves the relocation of at least 100 employees. This exemption also applies to the natural or adopted children or stepchildren of such employees.
5. Students who are under 20 years old and served by the California Foster Care System.
6. Students who have completed at least three years of high school in California and have graduated from a California high school. Students must fill out and submit the "AB 540 Affidavit for Exemption" for consideration.

Establishing Residence

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. The prospective resident must take steps at least one year and one day prior to the residence determination date to show an intent to make California a permanent home and, concurrently, relinquish legal residency in the state of his or her prior home. There are various steps that one may take to demonstrate the intent to become a California resident. The Office of Admissions and Records will assist any student who wishes to establish residency, providing recommendations for each individual case.

For general purposes, the following are some, but not the only ways to show one has taken the necessary steps toward becoming a California resident:

1. Registered to vote and voted in elections in California.
2. Filed resident California state income tax.
3. Owned and resided in a residential property, or consistently or continually occupied or rented an apartment on a lease basis.
4. Maintained licensing from California for professional practice.
5. Maintained California vehicle registration and driver's license.
6. Maintained active savings and checking accounts in California banks.
7. Maintained permanent military address and home of record in California, if in the military service.

Note: No single item listed above may establish a case for California residence. It is up to the applicant to offer as many documents as possible to prove validity of the change to California resident.

Reclassification to Resident Status

The request for reclassification to resident status must be initiated by the student. Students who are interested in changing their classification should consult the Office of Admissions and Records. Evidence of presence in and intent to reside in California—for at least one year and one day prior to a coming semester's start date—is required for consideration of a change in status and must be submitted for a residence review. Students should allow up to ten working days after submitting their documents for a decision. The burden of proof lies with the student. Residence reclassification must be completed no later than the first two weeks of the semester. Since some petitions require additional documentation to prove a residence case, students should be sure to submit reclassification requests early in an academic term.

International Students

Irvine Valley College welcomes international students on an F-1/student visa and offers a variety of services to support students throughout their studies. The application procedure for international students differs from domestic students. International applicants should be aware of application deadlines and ensure that all documents are submitted on time.

IVC admits international students in the fall, spring and summer terms (summer is open for in-country transfer students only). Prospective students may contact the International Student Center by calling 949-451-5414 or visit www.ivc.edu/student/iso.

All international students must maintain full-time enrollment (12 or more units each semester) in order to maintain their F-1 visa status. IVC international students may enroll in a maximum of 6 units at Saddleback College when certain classes are not offered at IVC, in order to maintain full-time enrollment. Students should consult the International Student Center for more information.

Students with other types of visas (not F-1) may apply and enroll online through the Office of Admissions and Records at www.admissions.ivc.edu. In order to apply, international students must submit the following documents by the posted deadlines:

1. Irvine Valley College online application.
2. A \$54 non-refundable application fee.
3. Proof of English proficiency: IVC accepts the following English proficiency tests:
 - TOEFL: 52 iBT or 470 paper-based
 - IELTS: 4.5
 - iTEP: 4.5
 - EIKEN: Grade 2A

The English proficiency requirement may be waived by successfully completing specific levels of instruction at one of IVC's partner intensive English schools. Please visit www.ivc.edu/student/iso for a list of partner schools.

Students who graduate from a US high school or whose native language is English are not required to submit proof of English proficiency. Students who have completed the equivalent of Writing 201, Writing 1 or Communication Studies 1 at an accredited US college/university may be able to waive the English proficiency requirement.

4. A bank statement and Affidavit of Support verifying sufficient funding to meet estimated tuition and living expenses is required to study at Irvine Valley College.
5. Proof of graduation from a secondary school/high school. Official credential evaluation may be required.
6. Data Form and F-1 Agreement
7. Copy of the applicant's passport information page.

Students transferring from other US schools have additional requirements that must be submitted in addition to the above listed documents.

Irvine Valley College will consider the admission of minors (under the age of 18) on a case-by-case basis. All minor applicants must have an established legal guardian that they are required to live with until they reach the age of 18. A notarized Guardianship Procedures Form must be submitted by the parents and legal guardian.

All F-1 visa students must purchase the district-mandated health insurance plan as a condition of enrollment. Additionally, international students must complete tuberculosis (TB) testing prior to registering for classes.

Upon admission, international students will go through the matriculation process, which includes orientation, assessment in math and English, academic advising, development of the first-semester MAP (My Academic Plan) and registration for classes.

Assessment results will be used to advise students of the recommended level of enrollment in English/ESL and math.

In addition to the college orientation, all international students are required to attend our mandatory International Student Orientation offered at the start of each semester.

All international students are required to enroll in the COUN 1 (Counseling 1) course during their first semester. The COUN 1 course is designed to assist international students in learning about the resources and services available on campus; graduation and university transfer requirements; and the academic requirements of an American college classroom.

REGISTRATION

Open Enrollment Policy

In conformity with the provisions of Title 5 of the California Administrative Code, the governing Board of the South Orange County Community College District affirms a policy of open enrollment. Unless specifically exempted by statute, every course, course section, or class, wherever offered and maintained by the District, for which average daily attendance is reported for state aid, is fully open to enrollment and participation by any person admitted to the college who meets the stated course prerequisites.

MySite

MySite is the IVC web portal that enables students to view their registration times, class schedules, grades, and academic history; add or drop classes; and access a variety of useful resources.

Students need an ID number and a Personal Identification Number (PIN) to use MySite. For more information about MySite, please refer to the student handbook.

Maintaining Student Contact Information

It is important for students to maintain current contact information, including the phone number, email address, and mailing address in their college record. An address and phone number may be updated through the student's MySite account under "My Information" or through the Office of Admissions and Records, located in the Student Services Center. Mail returned from the US Postal Service with a new forwarding address will be used as the basis for updating a student record.

New Students and Returning Students

New students are those who have never enrolled in classes at Irvine Valley College or Saddleback College.

Returning students are those who have previously attended either Irvine Valley College or Saddleback College but have been absent from the college for a semester or more, excluding summer.

Most students new to Irvine Valley College are required to complete orientation, assessment and advising prior to registering for classes.

Students who are required to participate in orientation, assessment and advisement will be notified when their application is processed. Students will not be permitted to enroll until all steps are completed. For more information, see *Student Success and Support Programs*.

Continuing Students

Continuing students are those who have been registered during the immediately preceding semester and have received at least one letter grade or "W." Those who were registered during the semester but did not complete a course with a letter grade or "W" will have forfeited their continuing student status and must file a new application.

Freshman Advantage Students

Students who have never enrolled in college are eligible to be Freshman Advantage students in their first academic year. Qualifying Freshman Advantage students must complete orientation, assessment and advisement prior to the designated deadline each spring to obtain a Freshman Advantage registration time for fall. Freshmen who do not complete orientation, assessment and advisement by the designated deadline will be classified as new/returning students.

Registration Times

Students will find their registration times on MySite under "My Information."

LEVEL 1

Only students who are required to complete all matriculation steps qualify for Level 1 registration.

Priority Registration

1. Specific groups (DSPS, EOPS, active duty military, certain veterans, and those served by the foster care system who are under 25) qualify for Priority Registration.
2. Other groups approved by local policy (student ambassadors, athletes, student government, Honors Program members, district staff and dependents of staff) qualify for Priority Registration.

Freshman Advantage (matriculated) - qualifying Freshman Advantage students are high school graduates who have never attended college and who complete orientation, assessment, and advisement prior to the designated deadline.

Continuing – students who enrolled at Irvine Valley College or Saddleback College during the previous academic semester. Registration times are assigned in descending order by completed units.

New/Returning – students who have never enrolled in the district or are returning after one or more semesters of nonattendance. Registration times are assigned on a first-come, first-served basis at the time their application is processed.

LEVEL 2

Emeritus – continuing students in good standing who are only enrolled in Emeritus Program classes.

LEVEL 3

Low Priority – any student who meets one or more of the following conditions:

- are not required to complete matriculation steps (orientation, assessment, advisement and academic plan).
- are on academic and/or progress probation for two consecutive semesters
- have completed 100 or more units district-wide (not including basic skills)

Students in the Low Priority category will be notified of their low priority registration as follows:

1. For students on probation for two consecutive semesters, notification will occur after the first semester of probation.
2. For students who reach the maximum 100 degree-applicable units completed in the district, notification will occur when 75% (75 units) of the limit has been reached.

LEVEL 4

High School – students concurrently enrolled in high school.

Students are encouraged to register as early as possible for the best possible course selection.

APPEAL PROCESS

Students who have lost their Level 1 registration may file an appeal at the Office of Admissions and Records. Appeals are considered under very narrow circumstances and are reviewed on a case-by-case basis. Consult the Office of Admissions and Records for information about the appeal process.

Registration Restrictions

A hold may prevent students from registering for classes. If that is the case, there will be a brief statement provided during the online registration process indicating the restriction, if applicable. Students must clear all restrictive holds prior to registration. Contact the indicated office for information on how to get the hold released. Outstanding debts must be resolved before registering for classes.

Students are required to clear all prerequisites and matriculation requirements prior to registration.

Students who are required to complete orientation, assessment or advisement, or those who need to clear a prerequisite prior to registration, should contact Assessment Services in the Office of Admissions and Records if they have questions or concerns. See the *Matriculation* or *Prerequisite* sections of the catalog for more information.

Auditing Classes

Irvine Valley College does not permit auditing of classes.

Adding Classes

FULL-TERM CLASSES FALL AND SPRING

Registration starts several weeks prior to the beginning of a semester. Registering after a semester begins can be difficult due to limited class availability. Decisions to cancel classes may be made early in the registration cycle. Students are encouraged to register early to avoid disappointing situations.

Beginning dates for priority registration each semester are available online on the admissions page of the college's website. The student's specific registration time is available online through the MySite web portal.

Registration is not complete until all fees—including enrollment, material, health and, when appropriate, nonresident tuition fees—have been paid. Registration after the semester begins will be handled as follows:

During the first two weeks of instruction: All classes are officially closed when their start date has occurred, and students are required to contact the course instructor for permission to enroll.

Instructors use their discretion in issuing add permits for closed classes. If the instructor grants permission to enroll, the student will be able to register online for the class using the unique APC (add permit code) issued by the instructor, or submit the add permit to the Office of Admissions and Records for processing. Students must pay all required course fees at the time of enrollment, or they may be dropped for non-payment.

Instructors may issue add permits up until the day before census (the 20% point) for the class. Students must use their add permit by the end of the last day to add noted on the APC.

The college does not permit starting a full-term class after the second week of instruction. Instructors may permit enrollment in a class up to the census date (the 20% point) solely at their discretion.

8-WEEK, SUMMER SESSION AND SHORT-TERM CLASSES

Students may enroll in eight-week, summer session, short-term, and other late-starting classes only until the day before the first class meeting, and then only if the class is open. Starting the first day of class, instructor permission is required for all add activity. The last day to add such classes is noted on APC (Add Permit Code). Students must enroll by the last day to add noted on the APC. An APC is a code issued by an instructor that will allow students to add a class online.

OPEN-ENTRY/ OPEN-EXIT CLASSES

The term "open entry/open exit" refers to courses in which students enroll at different times and complete at various times or at varying paces within a semester. The use of instructor adds is available for open-entry/open-exit classes until the 65% point in the semester (also known as the last day to withdraw with a "W"). After that point, only Tutoring 301 will be available for enrollment.

Attendance

Students are expected to attend classes regularly. Failure to attend can affect performance, which may be taken into consideration by instructors when assigning grades. An instructor may drop students who fail to attend the first meeting of any class for which they have officially enrolled unless prior arrangements have been made with the instructor. Instructors may also drop a student from a class when the student is absent for a total of two instructional hours per credit unit or after six cumulative instructional hours. However, it is always the student's responsibility to officially withdraw from classes. In no case should students presume they have been dropped by the instructor.

Waitlists

A waitlist is a priority system for petitioning closed classes. At the instructor's discretion, many closed classes offer a waitlist option. By selecting a waitlist option, students are notified when a space is available based on their order on the waitlist. When notified, a student is given a limited time to register. Students who are notified and do not register in the time permitted will lose their position on the waitlist and may request the next available space on the same waitlist after all other waitlisted students.

Student Photo ID

Once students have enrolled and paid their fees, they may obtain their permanent photo ID card in the Campus Police building (CP 100) during posted hours. Students must present a driver's license or other photo identification card. The student photo ID is required to use the library, Student Success Center, Life Fitness Center, and other college centers.

Dropping Classes

It is the student's responsibility to officially drop or withdraw from classes. Students may drop or withdraw from classes as follows:

- online
- or
- by filing a "Drop Card," available at the Office of Admissions and Records.

Note: Only those drops completed prior to the refund deadline are eligible for refund consideration. (See "Fees and Refunds" for information regarding refunds.)

DEADLINES FOR DROPPING CLASSES

In accordance with state regulations and district policy, the deadlines used for grading purposes are as follows:

- **Drop without a transcript annotation:** Drop must be completed prior to the first 20% of the course based on the individual class.
- **Drop with a "W" notation:** All courses dropped at the 20% point and up until the 65% point will be recorded on the transcript as a "W."

Drops after the 65% point are not allowed except under narrowly defined extenuating circumstances. These situations must be due to substantiated illness, accident, or events beyond the student's control that prohibit continuation in classes. By law, all classes remaining on the student's record after the 65% point require that a grade be issued.

For important deadlines for specific classes, students should log on to the IVC website and locate their classes in the index of the current semester's class schedule.

It is the student's responsibility to drop a class. However, every instructor has the authority to drop a student who misses the first class meeting or has excessive unexcused absences as defined in the class syllabus.

Repeating Courses

See page 69 for information about grades for repeated courses.

State regulations restrict the number of times a student may enroll in the same course. An enrollment occurs when a student receives an evaluative grade (A, B, C, D, F, P, or NP) or an "I" or "W". Courses are categorized into various types. Generally students may not repeat a course for which they have previously enrolled at IVC or Saddleback College.

Not Repeatable: Courses designated as not repeatable share no relationship to other courses and can only be repeated under specific circumstances (see *Reenrolling* below). For example, *HIST 21 American History Since the Civil War* is an independent course and shares no relationship to other courses. It is designated as not repeatable (NR) at the end of the course description..

Family of Courses: A family of courses is a set of courses in a related topic area. For example, *ART 80 Drawing Fundamentals*, *ART 81 Representational Drawing*, *ART 82 Advanced Drawing*, *ART 85 Life Drawing I*, *ART 86 Advanced Life Drawing*, and *ART 186 Drawing the Heads and Hands* are all in a family of art drawing courses. Each course is independent, but these courses are in a family of courses. A student may only complete four of the six art drawing courses. These courses are identified with a repeat code of R-A at the end of the course description.

Fractional Courses: A course may be designated as fractional when it is a portion of another course. For example, *JA 1A Introduction to Beginning Japanese I* and *JA 1B Continuation of Japanese I* are both a fractional part of *JA 1 Beginning Japanese I*. Students who complete *JA 1A*, may not enroll in *JA 1*. Once *JA 1A* is successfully completed, student may only move onto *JA 1B*.

Repeatable Courses: The course has been identified as repeatable because mastery of the skills may take more than one semester to fully develop. Taking the equivalent course at Saddleback College may affect the total number of enrollments allowed. These courses are identified with a repeat code of R-E-(number), which is the maximum number of repetitions. In no case will this number exceed three for a credit course.

Reenrolling

There are only very specific circumstances in which a student may reenroll in a course. Students may reenroll in a course **without a petition** in the following circumstances:

1. Students who have earned a D, F, NP (previously NC) or W in a course can reenroll in the same course. However, the student may only repeat a class no more than two additional times when such a grade is earned. A course that is equivalent to a Saddleback College course may affect the total number of enrollments allowed. Under this condition, a maximum of two previous grades and credits (if applicable) can be disregarded in computing the student's grade point average (GPA). However, all prior work will remain on the student's transcript to ensure a true and complete academic history.
2. Students may reenroll in courses up to the maximum number of enrollments permitted.

Students may repeat a course for which they have previously enrolled **only by petition and only for one of the following circumstances:**

- **Significant Lapse of Time:** Only students whose last enrollment resulted in a passing grade may qualify for this exception. To repeat a specific course, the course or program must have a recency prerequisite of not less than three years as a condition of admission to a program offered at the University of California or the California State University. Students must provide documentation for the program's requirement. The grade earned when the class is repeated will be used for GPA computation. The previous grade will be annotated as a repeat and will not be counted in GPA computation.

STUDENT SUCCESS AND SUPPORT PROGRAMS (SSSP)

• **Extenuating Circumstances:** Students may request to repeat a course in the event one of the previous grades earned was in part due to Extenuating Circumstances defined as documented cases of accident, injury or other circumstance beyond the student's control. Students are responsible for providing necessary documentation and clearly demonstrating the circumstances were beyond their control.

• **Legally Mandated Training:** Students may repeat a course if that course is legally mandated (by law or statute) and is a condition of the student's paid or volunteer employment. Students must supply the law or statute which requires the training and evidence that their employer or potential employer requires this training as a condition of employment.

• **Significant Change in Industry of Licensure:** Students may repeat a course if there has been a significant change in the industry or licensure standards since the student previously completed the course AND the student must take the course again for employment and licensure. Students must provide supporting documentation that clearly meets both conditions.

• **Disability Related Accommodation:** Contact the DSPS Office for more information on qualifying conditions for accommodation.

Students may submit a petition to the Admissions and Records Office. Allow at least five business days for a decision. Students whose petitions are approved will not be permitted to attempt to enroll in the specific course until one week before classes begin. Any student registering to repeat a course not identified as repeatable or repeating a course more often than permitted may be dropped from the course. Students who need assistance should contact the Office of Admissions and Records.

Once students have successfully completed an advanced course in the sequential core curriculum of a particular subject, they cannot go back and take a lower-level course in that subject area. However, students may enroll in ancillary classes with lower core prerequisites.

The Student Success and Support Program (SSSP), also known as Matriculation, provides services designed to promote the student's efforts toward completing their educational goals. Students are expected to complete key processes upon successfully achieving specific milestones. These services are a partnership between the student and IVC. Students are expected to identify an education and career goal, engage in courses and complete course requirements, and maintain progress toward successfully achieving their educational goal.

The Student Success and Support Program will help students to identify campus resources, evaluate their academic readiness, and determine their academic goals. Students are required to complete all of the following components of the Student Success and Support Program:

1. Orientation

Orientation provides an overview of important policies, procedures and services at IVC. Students are directed to complete orientation after they have applied and received their student ID. Orientation sessions are offered online or in person. Students can access orientation through their MySite account from any computer with Internet access.

2. Assessment

Specific levels of preparation are required in order to enroll in English, reading, mathematics, and English as a Second Language (ESL) courses. During the assessment session, students will be given tests in writing and mathematics in order to determine their current skill level in these areas. See page 18 for more information.

3. Advisement

a. **First Semester Academic Plan** - Students will formulate their initial academic plan based on the results from the assessment. This plan will be for 1-2 semesters, and will be created using MAP (My Academic Plan) in the student's MySite account. Advisement sessions are offered online or in person.

b. **Comprehensive My Academic Plan (MAP)** - Upon completion of 15 degree applicable units or during the 3rd enrolled semester, students will be required to complete a comprehensive academic plan. A comprehensive academic plan is a semester by semester plan for completing the student's academic goal. Failure to complete a comprehensive plan will result in a hold being placed on the student's enrollment.

EXEMPTIONS

Students will be exempt from matriculation if they are attending IVC for one of the following reasons:

- Legally mandated training or significant change in industry of licensure
- Personal development
- 4-year university/college student enrolling to meet bachelor degree requirements
- Concurrently enrolled as a K-12 Special Admit
- Students who have completed an associate degree or higher

Students who are exempt from completing the matriculation steps will receive a Level 3: Low Priority registration time (see *Registration Times*).

The scores from the assessment tests are used for placement in math, English, and ESL courses.

Students cannot fail the assessments. The results are used for placement purposes only. However, placing in a lower level class will increase the number of semesters students need to complete to achieve their goals. Results will determine how many semesters of math and/or English students will be required to complete prior to graduating and transferring. These assessments are free. Students must present an official photo identification (California driver license or school ID) to take the assessment. Students may sign up to take their assessment at admissions.ivc.edu.

MATHEMATICS

Students are strongly encouraged to review the material from their last math course *before* taking the math assessment. For more information, see the Math Department website: academics.ivc.edu/mcse/math.

WRITING OR ENGLISH AS A SECOND LANGUAGE (ESL)

The writing assessment (CTEP) consists of three parts: reading comprehension, sentence structure and grammar, and sentence and syntax skills. Students are strongly encouraged to review the sample questions, which can be found at admissions.ivc.edu.

Students whose first language is not English are strongly advised to take the ESL Assessment. This assessment is specifically designed to measure reading/writing and listening/speaking English skills.

RETEST POLICY

English or English as a Second Language (ESL) assessment exam:

Students are allowed to retest for English or ESL once during the calendar year. The retest must be a minimum of two weeks after the initial test. Students may also complete one writing sample once every six months to challenge their results.

ASSESSMENT AND PLACEMENT: MATHEMATICS, WRITING & ESL CLASSES

For more information, contact the Office of Admissions and Records, 949-451-5220, or Counseling Center, 949-451-5319.

Math assessment exam: Students may retest once every term. The retest must be a minimum of two weeks after the initial test.

ASSESSMENT AND PLACEMENT IN WRITING CLASSES

Students need to be aware that there are two writing assessments: one for speakers proficient in English who are interested in taking college-level writing courses and one for non-native speakers. Students will be directed to the appropriate test prior to their assessment appointment. For students who are unsure, faculty in ESL and English as well as staff in Assessment Services can assist in determining which assessment they should take.

Students who have been recommended for assessment in writing should take the college's writing exam, College Tests for English Placement (CTEP), during a regularly scheduled assessment session.

TAKING THE WRITING EXAM (CTEP)

- Your score on the writing exam (CTEP) will be used to determine the first writing course you will take at Irvine Valley College. You will receive a recommended class placement based on the results of your writing exam.
- Prepare for the exam by reviewing sample questions, available at admissions.ivc.edu/matriculation.
- Students are allowed to retest for English or ESL once during the calendar year. The retest must be a minimum of two weeks after the initial test.
- If you receive a recommended placement and want to challenge your score, you may complete the Writing Sample once every six months.

** Students must present transcripts or CTEP raw scores from other colleges or universities to the Office of Admissions and Records (Student Services Center, Room 110) before they attempt to register so that their eligibility can be verified and they can be cleared for registration. Otherwise, they will be blocked from enrolling.*

Students who have completed either (a) a college writing course at another accredited US college or university with a grade of "C" or better and have transcripts or (b) the CTEP (College Tests for English Placement) may not have to complete the entire assessment test at Irvine Valley College. However, they will have to present substantiating documents—transcripts from other colleges or CTEP raw scores—to the Office of Admissions and Records (SSC 110) as soon as possible before they register online so that their eligibility can be verified and they can be cleared for registration. Otherwise, they will be blocked from enrolling in writing courses. IVC does not accept assessment placements from other colleges. IVC does accept CTEP raw scores for placement consideration.

At Irvine Valley College, all college-level writing classes have prerequisites. Students' eligibility will be verified during registration, and only eligible students will be allowed to enroll.

WRITING 301

Writing 301 is a basic, pre-college writing class. Writing 301 has a corequisite of Writing 380, the Writing Conference. Students are eligible to enroll in Writing 301 only if they

1. Have passed Reading 370 with a grade of "A," "B," "C," or "P"; **or**
- 2.* Have passed the equivalent of Reading 370 at another college or university with a grade of "A," "B," "C," or "P"; **or**
3. Have received a recommended placement into Writing 301 based on Irvine Valley College's assessment process; **or**
- 4.* Have submitted CTEP raw scores to the Office of Admissions and Records.

WRITING 201

Writing 201 is a preparatory-level writing course prior to the first college-level writing course. Writing 201 has a corequisite of Writing 280, the Writing Conference. Students are eligible to enroll in Writing 201 only if they

1. Have passed Writing 301 with a grade of "A," "B," "C," or "P"; **or**
- 2.* Have passed the equivalent of Writing 301 at another college or university with a grade of "A," "B," "C," or "P"; **or**
3. Have received a recommended placement into Writing 201 based on Irvine Valley College's assessment process; **or**
- 4.* Have submitted CTEP raw scores to the Office of Admissions and Records.

WRITING 1

Writing 1 is the first college-level course in composition. Students are eligible to enroll only if they

1. Have passed Writing 201 or ESL 201 with a grade of "A," "B," "C," or "P"; **or**
- 2.* Have passed the equivalent of Writing 201 at another college or university with a grade of "A," "B," "C," or "P"; **or**
3. Have received a recommended placement into Writing 1 based on Irvine Valley College's assessment process; **or**
- 4.* Have submitted CTEP raw scores to the Office of Admissions and Records.

WRITING 2

Writing 2 is the second semester writing course at the college. Students are eligible to enroll in Writing 2 only if they

1. Have passed Writing 1 with a grade of "A," "B," "C," or "P"; **or**
- 2.* Have passed the equivalent of Writing 1 at another college or university with a grade of "A," "B," "C," or "P."

ASSESSMENT AND PLACEMENT IN MATHEMATICS CLASSES

Students who have been recommended for assessment at IVC should take the college's mathematics assessment exam during a regularly scheduled assessment session. Students may not have to complete the entire assessment session at Irvine Valley College if they have:

- 1.* Documentation confirming that they achieved Calculus or Statistics AP exam scores of 3, 4, or 5 **or**
- 2.* Transcripts verifying that they completed a college mathematics course at another accredited US college or university with a grade of "C" or better.

In order to qualify for an exemption based on (a) or (b) above, students will have to present transcripts to the Office of Admissions and Records (SSC 110) as soon as possible before they register online, so that their eligibility can be verified and they can be cleared for registration. Otherwise, they will be blocked from enrolling in mathematics courses. Students without qualifying AP scores or transcripts demonstrating that they have successfully completed a college math course must take the mathematics assessment exam in order to enroll in a math course at IVC. For more information, call 949-451-5220 or email ivcassessment@ivc.edu.

TAKING THE MATH ASSESSMENT TEST

Your score in the Math Assessment Test will be used to determine the first math course you will take at Irvine Valley College. Review the material of your last math course before taking the test to make sure you are placed at the correct level. Review materials can be found under "Math Assessment Test" on the Math Department website: academics.ivc.edu/mcse/math.

ASSESSMENT AND PLACEMENT IN ESL CLASSES

Non-native speakers attending IVC for the first time should take an assessment exam before enrolling. A specially designed diagnostic test and writing sample are used to determine the reading/writing and listening/speaking skills of ESL students. After completing the exam, students will receive class placement recommendations. All students are urged to follow these recommendations. Coursework or ESL placements from any other institution are not accepted for placement purposes. Students are allowed to retest for ESL once during the calendar year. The retest must be a minimum of two weeks after the initial test. Students may also complete one writing sample once every six months to challenge their results. Students may call 949-451-5220 or email ivcam@ivc.edu for more information.

Location and Contacts

Assessment Services are located in the Office of Admissions and Records, SSC 110. Assessments take place in SSC 240. Students may contact Assessment Services by calling 949-451-5220.

For more information, contact the Office of Admissions and Records, 949-451-5220, or Counseling Center, 949-451-5251.

****Students must present transcripts, CTEP raw scores from other colleges or universities, or AP exam documentation to the Office of Admissions and Records (SSC 110) before they attempt to register so that their eligibility can be verified and they can be cleared for registration. Otherwise, they will be blocked from enrolling.***

PREREQUISITES

How to Demonstrate That You Have Met a Prerequisite

The following actions will guide students who need to enroll in a course with prerequisites. Students will need to exercise one of the following options:

A. COMPLETE THE PREREQUISITE COURSE AT IVC:

Complete the required prerequisite course at Irvine Valley College or the equivalent Saddleback College course with a satisfactory grade—that is, a grade of “A,” “B,” “C,” or “P.” You must see the IVC Counseling Center for the Saddleback College course equivalency list.

B. SUBMIT TRANSCRIPTS FROM ANOTHER SCHOOL:

Provide grade transcripts from another US accredited college, university or high school, if appropriate. Such transcripts must demonstrate satisfactory completion of the prerequisite course—that is, completion of the course with a grade of “A,” “B,” “C,” or “P.” Please note that IVC does not accept high school transcripts for math or English placements. Other conditions may apply.

Students must present transcripts to the Office of Admissions and Records as soon as possible after they apply to Irvine Valley College. Students will be asked to complete and submit a request for an evaluation.

Students should begin the transcript verification process well before registration begins. Delays in processing transcript evaluations will affect a student’s ability to enroll in target courses. Specific information regarding procedures, timelines, and transcript evaluation notification is available in the Office of Admissions and Records.

C. TAKE THE IVC ASSESSMENT EXAMS:

Complete an assessment exam at Irvine Valley College. In some cases, students may clear prerequisites in writing and mathematics through assessment.

NOTE:

- Students must wait two weeks before retaking the English (CTEP) or ESL assessment exam. They are allowed to retest for English or ESL once during the calendar year.
- Students who wish to improve their writing placements may take the IVC Writing Sample Assessment or ESL Writing Sample Assessment immediately after they receive their course placement through the CTEP or ESL Assessment respectively. The Writing Sample Assessment and ESL Writing Sample Assessment may be repeated after six months have passed.
- IVC does not accept math, English, or English as a Second Language (ESL) placements from other institutions. IVC does accept CTEP (College Tests for English Placement) raw scores for placement consideration.

D. REQUEST AN ALTERNATE EVIDENCE REVIEW:

If students believe they have the prior knowledge, experience, and/or skills required to succeed in the course from which they have been blocked, they may file a request for an alternative evidence review. Students may obtain a request in the Office of Admissions and Records.

NOTE: Accompanying the form, students must submit alternative evidence that documents their competency to succeed in the course. Such evidence varies by course. Matriculation specialists can clarify the specific evidence required for the course you wish to submit for an alternative evidence review.

Students who file a Request for an Alternative Evidence Review will have the matter resolved within five (5) working days. Alternative Evidence Review shall be evaluated by the discipline faculty. The decision of the discipline faculty is final.

E. CHALLENGES:

“Request to Challenge” forms are available in the Office of Admissions and Records. Students may file a challenge based on any one of the following grounds:

- The student believes that he/she has cause to challenge his/her participation in assessment or orientation.
- The prerequisite or corequisite has not been established in accordance with the District’s process for establishing prerequisites and corequisites.
- The prerequisite or corequisite is in violation of Title 5, Article 55201.
- The prerequisite or corequisite is either unlawfully discriminatory or applied in an unlawfully discriminatory manner.
- The student will be subject to undue delay in attaining the goal of his/her educational plan because the prerequisite or corequisite course has not been made reasonably available.

Students who file a Request to Challenge on any ground will have the matter resolved within five (5) working days. Students who file a Request to Challenge on the basis of ground B, C, D or E during their assigned registration time will be granted eligibility to enroll in the class pending the outcome of the challenge. If the challenge is upheld, students who have enrolled in the class will be allowed to remain in the class. If the challenge is denied, students will be notified that they have been removed from the class.

Definitions

Irvine Valley College strives to guide students into courses in which they will have the greatest chance of academic success.

Prerequisites, corequisites, limitations on enrollment, and recommended preparation are identified in course descriptions in the catalog.

Students are responsible for meeting the prerequisite, corequisite, recommended preparation, and/or limitation for any course in which they intend to enroll.

PREREQUISITE

Mastery of a certain body of knowledge is necessary if students are to be successful in the target course. Most commonly, such knowledge is measured by successful completion of the prerequisite course listed in the college catalog. "Successful completion" is defined by a grade of "A," "B," "C," or "P" in the prerequisite course. Grades that are not acceptable are "C-," "D," "F," or "NP."

COREQUISITE

Concurrent (simultaneous) enrollment in or prior successful completion of a companion course is required. The information presented or the practice gained in the corequisite course is considered necessary for success in the target course.

RECOMMENDED PREPARATION

Certain course preparation is advised before students enter the target course. These recommendations indicate preparation that is considered advantageous—but not essential—to success in the target course.

LIMITATION ON ENROLLMENT

There is a special condition for entry into a course beyond mastery of a body of knowledge. Examples of limitations include auditions, tryouts, and eligibility standards set by the Commission on Athletics (COA).

TUITION AND FEE INFORMATION

ALL fees are subject to change. Registration is not complete until all required course fees have been paid.

ENROLLMENT FEE

\$46 per unit, required of all students, with the following exemptions:

- Concurrently enrolled high school students—9th through 12th grade.
Note: Other fees are not waived through this program.
- Students with the Board of Governors (BOG) Fee Waiver. More information can be obtained through the Financial Aid Office.
- Students with the California Department of Veterans Affairs' Waiver. More information can be obtained through the Bursar's Office.

Note: The enrollment fee is set by the State Legislature. The college will make every effort to inform students if and when the fee changes.

INSTRUCTIONAL MATERIALS FEE

This fee is required of all students enrolled in certain courses.

Courses may carry a nominal fee for instructional materials provided to students throughout the semester.

HEALTH FEE

\$19 for the fall and spring semesters, \$16 for the summer session, required of all students who enroll in classes held at Irvine Valley College or Saddleback College, with the following exemptions:

- Students enrolled only in classes held online or off campus at community instructional centers. These students may elect to pay the health fee on a voluntary basis.
- Students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect (Education Code section 76355).*
- Students who are attending the college under an approved apprenticeship training program (Education Code section 76355).*

* **Students must submit proof of exemptions at the time they register.**

Note: Health fees are subject to change. More information regarding the health services students are entitled to receive through the health fee program can be obtained through the Health and Wellness Center.

ASSOCIATED STUDENT BODY (ASB) ACTIVITY STICKER

\$10 per semester

The optional ASB activity sticker provides no-cost entry to campus athletic events; discounted Regal Cinema, AMC Theatre, and theme park tickets; an opportunity to apply for the Associated Students of Irvine Valley College (ASIVC) scholarship awards; and many more benefits. More information can be obtained through the ASIVC office.

TRANSCRIPT OR ENROLLMENT VERIFICATION FEE

Please see the Office of Admissions, Records and Enrollment Services for more information.

RETURNED CHECK FEE

A \$20 fee will be assessed for each check dishonored by the bank for whatever reason

Note: Once a check is submitted by a student, it is considered to be his or her enrollment confirmation. Placing a stop payment on a check does not in any way cancel the student's financial obligation to the college, nor does it clear an enrollment record.

PARKING FEE

Required of all students who park on campus, at the following rates (these rates are subject to change):

PERMIT TYPE	Automobiles	Motorcycles
Annual*	\$80	\$40
Fall Semester	\$40	\$20
Spring Semester	\$40	\$20
Summer Session	\$25	\$10

Board of Governors (BOG) Waivers are eligible for a discounted rate (Fall/Spring only).

*** Annual Parking Permits**

Annual permits, available for purchase during the fall semester only, will be valid through August 31, 2016. All annual and semester automobile permits are sold online through MySite and will be mailed to the address provided by the student. If the student does not have a MySite account (e.g. Community Education students), the permit may be ordered by visiting the CP 100 building. All motorcycle permits are only sold in the CP 100 building, and are not available for sale online. IVC annual parking permits are also valid at Saddleback College and ATEP in the same type of parking space.

Daily Parking Permits: \$5 per day (Rate subject to change)

Daily permits are available in the CP 100 building and at permit dispensers near the entrances to parking lots 2 (unavailable until completion of A 400 construction), 5, 8, and 10 and at the Irvine Valley entrance near the Performing Arts Center. (Permits are **not** sold at the Bursar's Office.) A daily permit dispenser is also available at ATEP. IVC daily parking permits are valid at IVC and ATEP only and are not transferable. These permits are not valid at Saddleback College. Properly displayed permits are valid in student parking only.

NONRESIDENT STUDENT FEES

These fees are assessed in addition to the fees applicable to students who are residents of the State of California:

- **Tuition Fee—\$200 per semester unit, required of all non-resident students.**
Nonresident Tuition Fee Exemptions: The law exempts certain nonresidents from paying the nonresident tuition fee. More information can be obtained through the Office of Admissions and Records.
- **Application Processing Fee—\$54 per application, required of all international students. This fee is nonrefundable.**
- **Capital Outlay Fee— \$42 per unit, required of all nonresident students, in addition to the Tuition Fee.**

Refunds

Important: Refunds are not processed automatically; they must be requested by the student. Students may choose to leave a credit on their student account to cover future enrollment charges. Students are eligible for a full refund of most fees provided they have officially dropped or withdrawn from classes prior to the refund deadline or their classes have been canceled by the college. Classes can be dropped through MySite or in person at the Office of Admissions and Records. There is no refund for classes added after the refund deadline date. Also, refunds are not available for any instructor drop that is initiated after the refund deadline.

PARKING FEE REFUNDS

Please see the South Orange County Community College District Traffic & Parking Regulations for all information regarding refunds of parking fees. Fees are only refunded:

- when a class is canceled by the college within 30 days of the start of classes due to insufficient enrollment and students are not enrolled in any other classes at the college during the semester; or
- if the student officially withdraws from all of their on-campus classes prior to the last day to drop the classes for refund eligibility, and the student parking decal is turned in to Campus Police in the CP 100 building.

Important: The permit must be received by Campus Police within the first four weeks of a regular term, or within the first two weeks of an eight-week term, if the student only enrolled in an eight-week term within a regular term or summer session. For parking regulations, please see page 90.

CREDIT CARD REFUNDS

Students may request a credit card refund if their original payment was made by a credit card within the last year. Refunds may be requested in person at the Bursar's Office or by calling 949-451-5600.

CHECK REFUNDS

These can be requested if the original payment was made by cash or a check, or if the original payment is older than a year. Requests must be submitted to the Bursar's Office using the "Check Refund Request Form," available at bursars.ivc.edu (in the refunds section) or at the Bursar's Office. A check will be mailed only to the address on record at IVC. Verify the address through your MySite account and make necessary changes **prior to** submitting this form. For MySite access issues, contact the Office of Admissions and Records.



DEGREES, CERTIFICATES, AND TRANSFER PLANNING

2015-2016 DEGREES AND CERTIFICATES

DEGREE/CERTIFICATE	AA	AS	CERT	PAGE
A+, Network+, Linux+			COP	116
Accounting		AS	COA	99
Acting	AA			176
Administration of Justice		AS-T		101
Administration of Justice: Law Enforcement		AS	COA	102
Administration of Justice: Supervision		AS	COA	102
Administrative Assistant		AS	COA	114
Animation for Games			COP	125
Anthropology	AA or AA-T			103, 104
Art	AA			105
Art History	AA or AA-T			107, 108
Assistant Stage Manager			COP	178
Biology	AA			110
Biotechnology Lab Assistant			COP	110
Business (Emphasis)	AA			92
Business Administration	AA	AS-T		155
Business Management		AS	COA	155
California State University General Education (CSUGE) Breadth			COA	34
CCNA (Cisco Certified Network Associate) Routing and Switching			COP	116
Chemistry	AA			111
Child Development (Human Development)		AS	COA	144
Civil Computer-Aided Design			COP	127
Coaching			COP	150
Commercial Dance			COA	121
Communication Studies	AA or AA-T			112, 113
Computer-Aided Design		AS	COA	126
Computer Applications		AS	COA	115
Computer Languages		AS		118
Computer Science		AS-T		118
Computerized Accounting			COP	99
Curatorial Studies			COP	108
Dance	AA			121
Dance Technique			COP	122
Design Model Making and Rapid Prototyping		AS	COA	124
Digital Graphic Applications			COP	117

DEGREE/CERTIFICATE	AA	AS	CERT	PAGE
Digital Media Art	AA		COA	125
Digital Photography			COP	117, 125
Early Childhood Assistant Teacher			COP	146
Early Childhood Associate Teacher			COP	146
Early Childhood Education for Transfer		AS-T		144
Economics	AA or AA-T			129
Electrician Trainee			COP	131
Electronic Technology		AS	COA	132
Electronics Aide			COP	
Energy Solar Photovoltaic Systems Technician			COP	131
English	AA-T			134
English: Literature	AA			133
English: Writing	AA			134
Entrepreneurial Planning and Presentation			COP	156
Entrepreneurship Skills			COP	157
Financial Accounting			COP	100
Financial/Managerial Accounting			COP	100
Fine Arts	AA			137
Fine Arts Appreciation (Emphasis)	AA			93
Fitness Professional			COA	150
French	AA			151
Geography	AA or AA-T			137
Geology	AA	AS-T		140
Health Sciences (Biology)	AA			110
History	AA-T			143
History: American	AA			142
History: European	AA			142
Humanities	AA			147
Humanities and Languages (Emphasis)	AA			94
Idea Development and Opportunity Recognition for Entrepreneurs			COP	157
Income Tax (Accounting)			COP	100
Infant/Toddler (Human Development)		AS	COA	145

DEGREE/CERTIFICATE	AA	AS	CERT	PAGE
Intersegmental General Education Transfer Curriculum (IGETC)			COA	36
Japanese	AA			151
Kinesiology	AA-T			149
Laser Technology: Optoelectronics			COP	153
Laser Technology: Photonics			COP	153
Liberal Studies: Teacher Education (Emphasis)	AA			95
Live Entertainment Technician			COP	178
Local Area Networks: Cisco		AS	COA	115
Manufacturing Assistant (Management)		AS	COA	156
Mathematics		AS or AS-T		159
Mechanical Computer-Aided Design			COP	127
Museum Education and Visitor Services			COP	108
Music	AA or AA-T			162, 163
Natural Sciences and Mathematics (Emphasis)	AA			96
Office Assistant			COP	117
Paralegal Studies		AS	COA	164
Payroll (Accounting)			COP	100
Philosophy	AA or AA-T			165
Pre-Law			COP	164
Physical Science	AA			166
Physics		AS-T		166
Political Science	AA or AA-T			167, 168
Pre-Engineering			COP	127
Psychology	AA or AA-T			169, 170
Real Estate		AS	COA	171
Real Estate Sales			COP	171
Recycling and Resource Management			COA	172
Recycling and Zero Waste			COP	173
Research Tools for Entrepreneurs			COP	157

DEGREE/CERTIFICATE	AA	AS	CERT	PAGE
Retail Management			COA	156
School-Age Child (Human Development)		AS	COA	145
Social and Behavioral Sciences (Emphasis)	AA			97
Sociology	AA or AA-T			174, 175
Spanish	AA or AA-T			152
Spreadsheets			COP	117
Studio Arts	AA-T			105
Supervision (Management)		AS	COA	156
Technical Theatre	AA			176
Theatre Arts	AA or AA-T			177
Understanding Entrepreneurial Operations			COP	157
Web Authoring		AS	COA	116
Web Page Authoring			COP	117

PLEASE NOTE:

Graduation requirements for an associate degree are explained on page 28.

Requirements for a certificate of achievement or certificate of proficiency are explained on page 26.

Degrees and certificates are arranged by program. See pages 99-178.

Degrees with an area of emphasis are described on pages 92-97.

KEY

- AA** Associate in Arts
- AA-T** Associate in Arts for Transfer
- AS** Associate in Science
- AS-T** Associate in Science for Transfer
- COA** Certificate of Achievement (state-approved program)
- COP** Certificate of Proficiency (locally approved program, under 18 units)

EARNING A CERTIFICATE

Irvine Valley College awards certificates in the technological, applied, and business sciences to students who complete the courses specified for each program. Curriculum is developed by the faculty in cooperation with advisory committees comprised of business and industry representatives to ensure students develop competencies needed for employment.

Waiver of Certificate Requirements

Students with previous educational or vocational experience who wish to waive a required course in a certificate program will be expected to verify equivalency by completing credit-by-exam or by petitioning for course substitutions. See counselor for assistance.

Application for Evaluation

Certificates are not awarded automatically. Students who expect to earn a certificate from the college must log on to MySite to submit an online application for evaluation with the Office of Admissions and Records. Responsibility for submitting this application rests with the student, and transcripts for all college work attempted must be on file for the application to be considered.

Students who complete a certificate of achievement (but not those who complete the certificate of proficiency) may participate in commencement. Information about graduation, including application deadlines, is available online on the admissions page of the college's website.

Certificates of Achievement

Certificates of achievement are granted for the completion of a specified program, or specified courses. These state-approved certificates acknowledge workplace competencies and job readiness. Certificates of achievement are transcribed on the student's academic record at the college.

CERTIFICATE OF ACHIEVEMENT REQUIREMENTS

The specific course requirements for each certificate of achievement are listed in the degree and certificate section of this catalog. In many, but not all cases, the courses that compose the certificate of achievement program are the same as those that compose the major for the associate degree.

To earn the certificate of achievement students must

1. Complete all of the courses in the certificate program with grade of "A," "B," "C," or "P."
2. Complete a minimum of 12 units in the certificate program at Irvine Valley College.
3. Submit an online application for evaluation (in MySite) with the Office of Admissions and Records in order to receive the certificate.

CERTIFICATE OF ACHIEVEMENT IN CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION-BREADTH (CSUGE-BREADTH):

Students may earn a certificate of achievement by completing 39-48 units of the California State University (CSU) General Education Certification pattern (see pages 34-35).

CERTIFICATE OF ACHIEVEMENT IN INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC):

Students may earn a certificate of achievement by completing 36-46 units of the IGETC pattern (see pages 36-37).

Certificates of Proficiency

Certificates of proficiency are granted for the completion of a specified program, or specified courses, whose total requirement is less than 18 units. These locally approved certificates are designed to acknowledge basic workplace competencies and job readiness for students who are entering the workforce or upgrading their job skills. Certificates of proficiency are not transcribed or recorded on the student's academic record at the college.

CERTIFICATE OF PROFICIENCY REQUIREMENTS

The specific course requirements for each certificate of proficiency are listed in the degree and certificate section of this catalog.

To earn the certificate of proficiency students must

1. Complete all of the courses in the certificate program with grade of "A," "B," "C," or "P."
2. Complete a minimum of 12 units in the certificate program at Irvine Valley College. If the total requirement for the certificate of proficiency is less than 12 units, students must complete all of the courses at Irvine Valley College. See counselor for assistance.

EARNING AN ASSOCIATE DEGREE

Associate in Arts and Associate in Science Degrees

Associate in Arts and Associate in Science degrees are designed for students who want to earn a two-year college degree, whether to enter directly into professional programs, career/technical training or specific employment; to achieve a personal or career goal; or to prepare for transfer to the University of California (UC), California State University (CSU), or a private or out-of-state university. Students who plan to transfer are encouraged to complete an associate degree. It may improve job opportunities while the student completes their education.

Students who intend to earn an associate degree prior to transfer are advised to consult with the counseling faculty as early as possible to develop an appropriate educational plan to achieve their academic goals and degree and their transfer objectives. This is especially important because different transfer institutions require specific general education patterns and lower-division courses to fulfill major requirements.

Graduation requirements for an associate degree are explained on page 28.

Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T)

California Community Colleges are now offering associate degrees for transfer to the CSU. These may include Associate in Arts (AA-T) or Associate in Science (AS-T) degrees. These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an AA-T or AS-T degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. Students who have been awarded an AA-T or AS-T are able to complete their remaining requirements for the 120-unit baccalaureate degree within 60 semester or 90 quarter units.

Current and prospective community college students are encouraged to meet with a counselor to review their options for transfer and to develop an educational plan that best meets their goals and needs.

At the time of catalog publication, a student may earn an AA-T in Anthropology, Art History, Communication Studies, Economics, English, Geography, History, Kinesiology, Music, Philosophy, Political Science, Psychology, Sociology, Spanish, Studio Art, or Theatre Arts, or an AS-T in Administration of Justice, Business Administration, Computer Science, Early Childhood Education, Geology, Mathematics, or Physics. See a counselor and visit adegreewithaguarantee.com or www.ivc.edu/catalog for more information and updates.



REQUIREMENTS FOR THE AA-T AND AS-T DEGREES

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the degrees section of this catalog. All courses in the major must be completed with a grade of "C" or better. (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see pages 34–35 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see pages 36–37 for more information).

MULTIPLE MAJORS

Students may elect to complete the requirements for more than one departmental major under the following conditions:

1. The student must meet the minimum requirements for each major; and
2. At least 12 of the required units in a major must be separate and distinct from the required units of the other major.

Multiple majors earned under one degree in the same semester/term will be posted as one degree with multiple majors on the student's official transcript and diploma.

ASSOCIATE DEGREE GRADUATION REQUIREMENTS

The South Orange County Community College District Board of Trustees, upon the recommendation of the faculty of Irvine Valley College, will confer the associate degree upon completion of the following requirements:

1. MAJOR REQUIREMENT

Complete the courses required for the associate degree major (AA or AS), or the associate degree for transfer (AA-T or AS-T). A grade of "A," "B," "C," or "P" is required for all courses to be counted toward the major. *Students may apply courses to fulfill both major requirements and general education requirements.*

2. UNIT REQUIREMENT

Complete a minimum of 60 units of credit. Courses numbered 1–299 at IVC are applicable toward the Associate in Arts (AA) and Associate in Science (AS) degrees; however, IVC courses numbered 200–299 are typically nontransferable to UC and CSU and may not apply toward the AA-T or AS-T degrees. Students may count only one English course below transfer-level freshman composition (Writing 201 at IVC) as credit toward the associate degree. Writing 1 is the first transfer-level composition course.

3. SCHOLARSHIP REQUIREMENT

Maintain a minimum grade point average of 2.0 in all units attempted at Irvine Valley College and a combined 2.0 grade point average including all work transferred to the college except basic skills courses. A grade of "A," "B," "C," or "P" is required for all courses to be counted toward the major (AA, AS, AA-T, or AS-T).

4. RESIDENCY REQUIREMENT (AA, AS)

Complete a minimum of 12 units, of the 60 total semester units, in residence at Irvine Valley College.

5. GENERAL EDUCATION REQUIREMENTS

Students are urged to consult an IVC counselor for assistance in forming an educational plan prior to choosing their general education pattern and degree. *Students may apply courses to fulfill both major requirements and general education requirements.*

Complete A, B, or C:

- The Irvine Valley College Associate Degree General Education Requirements (see pages 32–33), **or**
- The California State University General Education Certification Pattern (CSU Certification, see pages 34–35), **or**
- The Intersegmental General Education Transfer Curriculum (IGETC, see pages 36–37).

NOTE: Students pursuing an AA-T or AS-T must choose option B or C above. See AA-T/AS-T requirements at right.

6. COMPETENCY REQUIREMENT (AA, AS)

Writing Competency Requirement: Complete Writing 1 with a grade of "A," "B," "C," or "P."

AND

Mathematics Competency Requirement: Complete Math 253 (Intermediate Algebra) or a higher-level course in mathematics with a grade of "A," "B," "C," or "P."

INSTRUCTIONS FOR AA-T AND AS-T MAJORS:

To earn an Associate in Arts or Science for Transfer, you must complete the following requirements:

- Complete 60 CSU-transferable semester units.
- Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
- Complete units in the major as detailed in the degree section of this catalog. All courses in the major must be completed with a grade of "C" or better.
- Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see pages 34–35 for more information); **OR** the Intersegmental General Education Transfer Curriculum pattern (IGETC) (see pages 36–37 for more information).

FILING DEADLINES: DEGREES AND CERTIFICATES

Fall 2015: September 1, 2015

Spring 2016: February 1, 2016

Summer 2016: June 1, 2016

Deadlines are subject to change without notice.

Online applications are available on MySite. Applications submitted after a deadline date are included in the next semester. Online applications for CSU or IGETC certification have no filing deadlines and are processed when coursework is completed. For information about applying for CSU and IGETC certification, see page 29.

Students must submit their online application for graduation with the Office of Admissions and Records by February 1, 2016, to participate in the May 2016 commencement ceremony. Information about graduation, including application deadlines, is available online on the college website admissions page: admissions.ivc.edu

Students applying for Associate in Arts for Transfer or Associate in Science for Transfer degrees should check application deadlines with the Office of Admissions and Records. Online applications submitted after a deadline date are included in the next semester.

Online applications for CSU or IGETC certification have no filing deadlines and are processed when coursework is completed. Please note that students who receive CSU and IGETC certifications also receive a certificate of achievement and are eligible to participate in commencement. Students who wish to attend commencement must apply by February 1, 2016.

CSU and IGETC Certification

To earn an associate degree, students must complete a set of general education requirements. Fulfilling the Irvine Valley College general education requirements for the associate degree is one option available to students pursuing the AA or AS degree. Many students—especially those who are planning to transfer to a four-year college or university—opt to fulfill their lower-division general education requirements by completing either the California State University (CSU) General Education Certification pattern or the Intersegmental General Education Transfer Curriculum (IGETC). Students who complete either of these general education patterns must have their work officially certified by the Office of Admissions and Records.

FILING AN APPLICATION FOR CSU OR IGETC CERTIFICATION

Certification for CSU and IGETC is not awarded automatically. Students who expect to complete transfer certification must log on to MySite and submit an online application with the Office of Admissions and Records in the semester that certification is to be completed. Official transcripts from other colleges must be on file or included when filing an application. Official high school transcripts should also be filed for IGETC certification. Online applications for certification have no filing deadlines and are processed when coursework is completed. Students who complete CSU or IGETC certification will also receive a certificate of achievement in CSU or IGETC certification. Those wishing to participate in the May commencement ceremony should familiarize themselves with commencement deadlines and guidelines. Information about graduation, including application deadlines, is also available online on the admissions page of the college's website: www.ivc.edu. *For the CSU certification pattern, see pages 34-35. For the IGETC pattern, see pages 36-37.*

SUBMITTING AN APPLICATION FOR GRADUATION

Associate degrees are not awarded automatically. Students who expect to graduate from the college must log on to MySite and submit an online application for a degree with the Office of Admissions and Records. Students who apply for degrees or certificates by **February 1, 2016**, will be evaluated for participation in May commencement ceremonies. Responsibility for filing this application rests with the student, and transcripts for all college work attempted must be on file for the application to be accepted.

Commencement

Commencement is held once a year, in May, for students who have completed the requirements for their degree or certificate of achievement any semester during the year, including the summer session. **Students must submit their online application for graduation with the Office of Admissions and Records by February 1, 2016, to participate in the May commencement ceremony.** Information about graduation, including application deadlines, is available online on the admissions page of the college's website: www.ivc.edu.

Second Degree Requirements

STUDENTS WITH BACCALAUREATE DEGREES OR HIGHER DEGREES

Students seeking an associate degree after having previously received a baccalaureate (or higher) degree may qualify for a second degree by

1. Completing those general education requirements for which equivalents have not been completed;
2. Completing a minimum of 12 units in residence;
3. (a) Meeting the minimum requirements of the major and (b) Completing at least 12 of the required units in the second major that are separate and distinct from the required units of their first major; and
4. Achieving a minimum grade point average of 2.0 or above for all units counted toward the degree.

Students who have previously earned the equivalent of a Bachelor of Arts (BA) or a Bachelor of Science (BS) from a foreign educational institution will be evaluated on an individual basis. See a counselor for further assistance.

TRANSFER CREDIT FROM FOREIGN INSTITUTIONS

Students seeking evaluation of foreign coursework must provide a transcript evaluated by an accredited evaluation and translation service (see the Counseling Center or International Student Center for referrals). Students must turn in the official evaluation to the Office of Admissions and Records for inclusion in their record and then schedule an appointment with the Counseling Center so that their transfer work may be evaluated. Coursework from foreign institutions cannot be used for CSU or IGETC certification except to validate the foreign language requirement.

STUDENTS WITH ASSOCIATE DEGREES FROM OTHER COLLEGES

Students seeking a second associate degree after having previously received an associate degree from another college may qualify for a second degree by

1. Completing those general education requirements for which equivalents have not been completed;
2. Completing a minimum of 12 units in residence;
3. (a) Meeting the minimum requirements of the major and (b) Completing at least 12 of the required units in the second major that are separate and distinct from the required units of their first major; and
4. Achieving a minimum grade point average of 2.0 or above for all units counted toward the degree.

STUDENTS WITH PRIOR DEGREES FROM IRVINE VALLEY COLLEGE

Students seeking a second associate degree after having previously received an associate degree from Irvine Valley College may qualify for an additional degree if

1. They have completed those general education requirements for which equivalents have not been completed;
2. (a) They have met the minimum requirements for the second major, and (b) At least 12 of the required units in the second major are separate and distinct from the required units of their first major; and
3. They have achieved a minimum grade point average of 2.0 or above for all units counted toward the degree.

GENERAL EDUCATION

Philosophy of General Education

The college faculty determines the scope and content of the general education requirements in the belief that students graduating with a degree from Irvine Valley College should be liberally as well as specifically educated.

The philosophy underlying a "general education" is that no discipline is an isolated endeavor; instead, each relies upon and informs a common body of knowledge, ideas, intellectual processes, cultural traditions, and modes of perception. One's understanding of a specific subject area is greatly enhanced and enriched by knowledge in and experience with other disciplines. The well-educated student is one who is able to imagine, evaluate, and respond in a wide variety of ways and in a plurality of contexts.

The faculty expects that all students receiving degrees from the college will meet minimum standards in reading, writing, speaking, critical thinking, and mathematics and be broadly exposed to the natural and social sciences, the humanities, and the arts and languages, disciplines within which the human search for knowledge is carried out.

General Education Categories

LANGUAGE AND RATIONALITY

Reading and Writing

Courses in this category enable students to write clearly and effectively, particularly for the purposes of conducting an analysis, presenting a point of view, or expressing an idea or opinion; to read critically and perceptively in a variety of fields and from a variety of texts; and to reason in a logical and coherent fashion, recognizing and avoiding common fallacies of thought.

Speaking

Courses that fulfill this requirement emphasize the study of the nature, processes, and effects of human symbolic interaction, both verbal and nonverbal. These courses should provide theoretical and practical instruction in mass communication theory. They should also require that students research, outline, and deliver a platform presentation. Courses in this category should enable students to listen critically; to express a position reasonably; and to deliver an oral presentation in public, recognizing the need to adapt their delivery to reach a plurality of audiences for a variety of purposes.

Critical Thinking

Courses that fulfill this requirement are designed to provide theoretical and practical instruction in "good thinking" in a general sense. More specifically, such courses emphasize knowledge and skills that enable students to reach factual or judgmental conclusions concerning any topic without fallacy and on the basis of good reasons. Thus, students are instructed in general principles concerning the interpretation of evidence, deductive and inductive inference, and the pitfalls of language and persuasion. Critical thinking courses enable students to move beyond the passive collection of evidence or data and rather engage students in active analytical and evaluative thinking.

MATHEMATICS

Courses in this category enable students to develop mathematical thinking skills, construct logical arguments, and make valid inferences. In addition to their intrinsic value, these courses also train students in quantitative skills that are essential to many other disciplines.

AMERICAN INSTITUTIONS

Courses in this category provide students with basic education in American history and its political system. Beyond this, they are designed to provide a theoretical and practical framework within which students can examine central themes associated with the development of an American historical narrative, political system, and its corresponding national institutions. Instruction in these courses emphasizes the study of historical themes, issues, and events as a method of developing critical intelligence and awareness of these forces in the formation of a national identity and value system. The skills acquired in these courses allow students to examine the extent to which these values and patterns of identity are reflected in American political structures, procedures, and institutions.

NATURAL SCIENCES

A complete education includes training in the scientific method and the fundamental principles of natural science. These principles govern our world and have generated the technologies which run society and allow us to explore the universe. An understanding of the physical and biological sciences and the methods of scientific reasoning significantly enhances a person's ability to make political, moral, and social decisions.

Courses that fulfill this requirement should include an examination of physical and life science concepts, principles, theories, and laws. They should expose students to the methods of conducting scientific investigation in laboratory and field settings through observation; the collection, synthesis, and analysis of data; making calculations; graphing and drawing; and explaining conclusions. Finally, these courses should help students integrate the methods and concerns of the empirical sciences with technology and their applications in our daily lives.

SOCIAL SCIENCES

An education must include training in the scientific/empirical method of inquiry used in the social and behavioral sciences, as well as the fundamental principles that govern these disciplines. These principles influence the processes of human interaction, human behavior, and social institutions and help to define us individually and collectively as a society. An understanding of the principles of the social and behavioral sciences, combined with critical thinking, enhances an individual's ability to make responsible political, moral, and social decisions in the modern, everyday world.

Courses that fulfill this requirement explore the nature of individual and collective human behavior; the political, economic, social, and psychological structures/institutions of human beings; and the challenges of developing and sustaining interpersonal and intercultural relationships. These courses should provide instruction in the fundamental principles of the scientific method and the subsequent body of knowledge accumulated through its proper application—data collection, synthesis, and analysis. Such courses should encourage students to develop a healthy skepticism of “explanations” of human behavior, human interaction, and social institutions which lack rigorous examination by qualified social scientists and/or are based upon faulty scientific methodology or unclear thinking. Thus, courses that fulfill the social and behavioral sciences requirement should engage in a high level of critical thinking so that students develop the skills required to

make informed political, ethical, moral, and social decisions as participants in a successful democracy.

HUMANITIES

Courses that fulfill this requirement introduce students to the methods and values of humanistic study. These courses investigate the role that philosophy, literature, history, and the arts play in the shaping of human culture and the nature of humanity. Such courses undertake a critical appraisal of the central traditions, values, ideas, and texts by means of which cultures and civilizations—both Western and Eastern—have come to be formulated. Courses in this category also evaluate the major narratives of a culture in common ideas and opinions, in the fabrication of their histories, and in the major fictional and nonfictional texts of a civilization, ancient to modern. Central to these courses is the meaning of the human condition.

FINE ARTS AND LANGUAGES

Fine Arts

Courses in this category should engage students in the discovery and appreciation of the methods, value systems, processes, and products of the fine arts, including music, art, photography, speech, and theatre. These courses should develop students' understanding of—as well as their ability to respond to—the aesthetic significance of the formal order called “beauty” and a freer order characterized by the expression of “feeling.” Courses that fulfill this requirement should enable students to examine and respond to the world as it has been represented over time and across cultures in visual, aural, tactile, and dramatic forms; to express their ideas and attitudes in an artistic medium; and to appreciate the contributions that the fine arts have made in establishing and preserving our cultural and historical traditions.

Languages

Courses in this category encourage students to be competent at communicating in a foreign language, at least at the beginning level. These courses should require that students comprehend and converse in another language

as well as gain insight into the daily life and culture of the peoples whose language they are studying. Included in this category may be alternative forms of human communication—such as sign language—which provide students with a broad understanding of the process of acquiring language.

CULTURAL DIVERSITY

Courses that fulfill this requirement assist students in achieving a more comprehensive educational experience and cultural perspective by exposing them to historical and cultural patterns that lie outside the framework of the Western and European traditions. Students may select courses investigating non-Eurocentric cultures, such as those of Africa or Asia; one of the many cultures indigenous to the Americas; or one or more of the various ethnic groups in the United States that originated in Africa or Asia. In fulfilling this requirement, students are equipped with the requisite intellectual tools to understand and appreciate an increasingly diverse local, national, and world context; to compete effectively in the global economy; to derive stimulation and knowledge from culturally diverse perspectives; and to maintain a spirit of openness for and understanding of other cultures and lifestyles.

LIFELONG HEALTH AND PERSONAL DEVELOPMENT

Courses in this category focus on developing the processes that contribute to successful lifelong learning, understanding, and self-development. Such courses encourage students to be attentive to the health and well-being of their minds and bodies, resourceful about managing and improving the practical circumstances of their lives, and informed of ways and means by which the individual may promote lifelong personal health and personal development. Courses that fulfill this requirement should focus on the interdependence of the physiological, social/cultural, practical, and psychological/emotional factors that contribute to an individual's development, pose limitations, engender potential, and offer options to the individual throughout his or her life.

ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENTS IRVINE VALLEY COLLEGE 2015-2016

For more specific information, please see a counselor before enrolling in these courses. Students are encouraged to see a counselor by appointment to discuss the IVC General Education option as part of an educational plan.

° Cross-listed course: Credit will be given for only one course

Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP or CLEP

C=COMPLETED IP=IN PROGRESS N=NEEDED

AREA 1: LANGUAGE AND RATIONALITY—Complete one course in each of the following three categories (A, B, and C).

1A: READING AND WRITING: WRITING 1, 1H

Course from other college: _____ College: _____

1B: SPEAKING: COMMUNICATION STUDIES 1, 1H, 3*

* May be applied to Speaking or Critical Thinking, not both.

Course from other college: _____ College: _____

1C: CRITICAL THINKING:

COMMUNICATION STUDIES 2, 3*

PHILOSOPHY 3

PSYCHOLOGY 2, 13, 13H

* May be applied to Critical Thinking or Speaking, not both.

READING 74

WRITING 2, 2H

† May be applied to Critical Thinking or Mathematics, not both.

Course from other college: _____ College: _____

AREA 2: MATHEMATICS—Complete one of the following courses.

COMPUTER SCIENCE 6A°, 6B°

ECONOMICS 10°, 10H°

MATHEMATICS 2, 3A, 3AH, 3B, 3BH, 4A, 8, 10, 11, 24, 24H, 26, 30°, 31°, 105, 120, 124, 253

MANAGEMENT 10°, 10H°

PSYCHOLOGY 10, 10H

Course from other college: _____ College: _____ AP/CLEP: _____

AREA 3: NATURAL SCIENCES—Complete one of the following courses.

ASTRONOMY 20/25*

BIOLOGY 1/1L*, 1H/1L*, 2, 5, 10, 11, 12, 15, 16, 19, 19H
55, 93/93L*, 94, 97/97L*, 99/99L*, 121

CHEMISTRY 1A, 1B, 3, 4

EARTH SCIENCE 20

* Both the lecture and the lab must be completed for general education credit.

GEOGRAPHY 1/1L*

GEOLOGY 1, 2, 22, 23

MARINE SCIENCE 20

PHYSICS 2A, 4A, 20

Course from other college: _____ College: _____ AP: _____

AREA 4: SOCIAL SCIENCES—Complete one of the following courses.

ADMINISTRATION OF JUSTICE 2, 4, 5, 8, 113

ANTHROPOLOGY 2, 2H, 3, 4, 7, 9, 13

ECONOMICS 1, 1H, 2, 2H, 6°, 13, 20

ENVIRONMENTAL STUDIES 1, 6°

GEOGRAPHY 2, 3, 3H, 20, 38

GENDER STUDIES 10*, 20*

GLOBAL STUDIES 1, 2

† May be applied to Social Sciences or American Institutions, not both.

* May be applied to Social Sciences or Humanities, not both.

HUMAN DEVELOPMENT 7°, 15°

MANAGEMENT 1

POLITICAL SCIENCE 1†, 1H†, 3, 4, 6, 7, 12, 12H,
14, 14H, 17, 21

PSYCHOLOGY 1, 1H, 2, 3, 5, 5H, 7°, 9, 11, 20, 30°,
32, 37, 37H, 106

SOCIOLOGY 1, 1H 2, 3, 10, 15°, 19, 20, 30°

Course from other college: _____ College: _____ AP/CLEP: _____

AREA 5: CULTURAL DIVERSITY—Complete one of the following courses.

ANTHROPOLOGY 2‡, 2H‡, 3‡, 4‡, 7‡, 9‡

ART HISTORY 22‡, 23‡, 27‡

COMMUNICATION STUDIES 9‡

DANCE 3‡, 34‡, 35‡, 61‡

GEOGRAPHY 2‡, 3‡, 3H‡

GLOBAL STUDIES 1‡, 2‡

HUMAN DEVELOPMENT 130

HISTORY 1‡, 1H‡, 2‡, 30‡, 33‡, 40‡, 41‡°

‡ May be applied to both Cultural Diversity and the other general education category in which the course is listed.

HUMANITIES 20‡, 21‡, 22‡, 27‡

JAPANESE 21‡, 23‡

LITERATURE 46‡

MANAGEMENT 268, 269

MUSIC 21‡, 27‡

POLITICAL SCIENCE 6‡, 17‡, 41‡°

SIGN LANGUAGE 23‡

SOCIOLOGY 3‡, 20‡

Course from other college: _____ College: _____ AP: _____

Continues

Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP or CLEP

C=COMPLETED IP=IN PROGRESS N=NEEDED

AREA 6: HUMANITIES—Complete one of the following courses.

FRENCH 21
 GENDER STUDIES 10*, 20*
 HISTORY 1, 1H, 2, 10, 11, 20†, 21†, 24, 25, 30, 33, 40, 41°, 51, 51H
 HUMANITIES 1, 1H, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 71H, 72, 73, 74°
 JAPANESE 21, 23
 JOURNALISM 40, 41
 † May be applied to Humanities or American Institutions, not both. * May be applied to Humanities or Social Sciences, not both.

LITERATURE 1, 7, 20, 21, 22, 23, 24, 30, 31,
 32, 33, 40, 41, 43, 45, 46, 48°, 49, 90
 PHILOSOPHY 1, 2, 5°, 10, 11
 POLITICAL SCIENCE 5°, 41°

Course from other college: _____ College: _____ AP/CLEP: _____

AREA 7: FINE ARTS AND LANGUAGES—Complete one of the following courses.

ART 40, 41, 42, 50, 52, 53, 62, 64, 80, 81, 82, 85, 86, 186, 195
 ART HISTORY 1°, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31,
 32, 110, 133, 150°
 CHINESE 1, 2, 3
 COMMUNICATION STUDIES 3, 9, 30°, 35°, 100, 106A, 106B, 106C
 DIGITAL MEDIA ART 10, 51°, 52°, 55, 65, 140, 150°, 160, 195
 DANCE 1, 1A/1B*, 3, 5, 6, 7, 12, 13, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26,
 27, 30, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 48, 50, 55, 57, 58, 61,
 62, 65, 66, 67, 68, 69, 71, 72, 75, 77, 78, 81, 85, 91, 169, 170
 FRENCH 1, 1H, 2, 3, 4, 10, 11
 JAPANESE 1, 1H, 2, 3, 4, 10

MUSIC 1, 1H, 3, 4, 5, 6, 7, 20, 20H, 21, 27, 28, 38, 39, 40, 41, 42, 43,
 44, 46, 47, 54, 55, 56, 57, 59, 80, 81, 82, 83, 84, 85, 86, 87
 PHOTOGRAPHY 1°, 51°, 52°
 SIGN LANGUAGE 21, 22, 23
 SPANISH 1, 1H, 1A/1B*, 2, 3, 4, 10, 11
 THEATRE ARTS 1, 2, 3, 4, 7, 8, 9, 10, 15, 15A/15B*, 16, 16A/16B*,
 17, 17A/17B*, 18, 18A/18B*, 19, 19A/19B*, 20, 21, 22, 25,
 25H, 26, 26H, 27, 28, 28H, 30°, 35°, 40, 40C, 42, 44, 47, 48A,
 48B, 48C, 141A, 141B, 141C, 141D, 141E, 142A, 142B, 142C,
 143, 145, 153, 163
 WRITING 10, 11, 13, 14

* Students must complete both courses in an A/B sequence to receive general education credit.

Course from other college: _____ College: _____ AP/CLEP: _____

AREA 8: AMERICAN INSTITUTIONS— Complete one of the following courses.

HISTORY 20†, 21†
 POLITICAL SCIENCE 1‡, 1H‡
 † May be applied to American Institutions or Humanities, not both.
 ‡ May be applied to American Institutions or Social Sciences, not both.

Course from other college: _____ College: _____ AP: _____

AREA 9: LIFELONG HEALTH AND PERSONAL DEVELOPMENT—Complete at least one course in any two of the following categories.

Military service credit (DD214) clears Area 9.

9A: HEALTH AND WELLNESS:

BIOLOGY 44, 71
 COUNSELING 4†
 DANCE 51†, 51A/51B*†, 90, 91, 92, 170
 HEALTH 1, 2, 3, 107, 131
 KINESIOLOGY: ADAPTED 1

KINESIOLOGY 3A, 3B, 3C, 4, 5, 6, 11, 12, 13, 20, 22, 23, 25, 26, 27,
 28, 32, 61, 62, 63, 71, 72, 73, 74, 76, 77, 78, 79, 81, 82, 83, 84,
 101, 102, 223, 224
 NUTRITION 1, 2
 PSYCHOLOGY 33

* Students must complete both courses in an A/B sequence to receive general education credit. † May be applied to area 9A or 9C, not both.

Course from other college: _____ College: _____

9B: INFORMATION ACCESS:

COMPUTER INFORMATION MANAGEMENT 103, 107, 201A, 201B, 201C, 209, 210.1, 210.2
 LIBRARY 10, 111, 112
 READING 171

Course from other college: _____ College: _____

9C: PERSONAL AND PRACTICAL RESOURCES:

ACCOUNTING 206
 COUNSELING 1, 1H, 2, 4†, 10, 100A, 100B, 102, 103, 120, 150
 DANCE 45, 46, 47, 51†, 51A/51B†, 52, 53, 54, 68, 69, 72, 78, 86,
 87, 88, 93, 94, 95, 96, 253
 ECONOMICS 105°
 ELECTRICAL TECHNOLOGY 101

ENTREPRENEURSHIP 200
 HUMAN DEVELOPMENT 270
 KINESIOLOGY 85
 LEGAL 221
 MANAGEMENT 105°, 125
 TUTORING 100

* Students must complete both courses in an A/B sequence to receive general education credit. † May be applied to area 9A or 9C, not both.

Course from other college: _____ College: _____

CALIFORNIA STATE UNIVERSITY (CSU) GENERAL EDUCATION CERTIFICATION IRVINE VALLEY COLLEGE 2015-2016

FOR CSU ADMISSION REQUIREMENTS, COURSES IN AREAS A1, A2, A3, AND B4 MUST BE COMPLETED WITH A GRADE OF "A," "B," "C," OR "P."
FOR MORE SPECIFIC INFORMATION, PLEASE SEE A COUNSELOR.

° Cross-listed course: Area credit given for one course only

Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP, CLEP or IB	
C=COMPLETED IP=IN PROGRESS N=NEEDED	
AREA A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING —A minimum of 9 semester units or 12–15 quarter units, including one course from each of the three categories below.	
A1: ORAL COMMUNICATION: COMMUNICATION STUDIES 1, 1H, 3° Course from other college: _____ College: _____	
A2: ENGLISH COMPOSITION: WRITING 1, 1H Course from other college: _____ College: _____ AP: _____	
A3: CRITICAL THINKING: COMMUNICATION STUDIES 2, 3°; PHILOSOPHY 3; PSYCHOLOGY 13, 13H; READING 74; WRITING 2, 2H Course from other college: _____ College: _____	
AREA B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING —A minimum of 9 semester units or 12–15 quarter units with at least one course each from Physical Science and Life Science (at least one to contain a lab component), and one course from Mathematics/Quantitative Reasoning. <u>Underlined</u> courses have a lab component that also meet area B3.	
B1: PHYSICAL SCIENCE: ASTRONOMY <u>20, 25</u> BIOLOGY <u>10</u> CHEMISTRY <u>1A, 1B, 3, 4, 12A, 12B</u> EARTH SCIENCE <u>20</u>	GEOGRAPHY 1, <u>1/1L</u> , 10, 10H GEOLOGY <u>1, 2, 3, 22, 23</u> MARINE SCIENCE <u>20</u> PHYSICS <u>2A, 2B, 4A, 4B, 4C, 20</u>
Course from other college: _____ College: _____ AP/CLEP/IB: _____	
B2: LIFE SCIENCE: ANTHROPOLOGY 1, 1H BIOLOGY 1, 1H <u>1/1L, 2, 5, 11, 12, 15, 16, 19, 19H, 30, 32, 43, 55, 71, 72, 93, 93/93L, 94, 97, 97/97L, 99, 99/99L, 121</u> Course from other college: _____ College: _____ AP/CLEP/IB: _____	
B3: LABORATORY ACTIVITY —Any laboratory science course underlined in categories B1 and B2 meets this requirement. Course from other college: _____ College: _____ AP/CLEP/IB: _____	
B4: MATHEMATICS/QUANTITATIVE REASONING: COMPUTER SCIENCE 6A°, 6B° ECONOMICS 10°	MANAGEMENT 10° MATH 2, 3A, 3AH, 3B, 3BH, 4A, 8, 10, 11, 24, 24H, 26, 30°, 31°, 105, 124 PSYCHOLOGY 10, 10H
Course from other college: _____ College: _____ AP/CLEP/IB: _____	
AREA C: ARTS AND HUMANITIES —A minimum of 9 semester units or 12–15 quarter units with at least one course each in Arts and Humanities. ‡ Credit given in Area C or Area D, not both.	
C1: ARTS (ARTS, CINEMA, DANCE, MUSIC, THEATRE):	
ART 40, 80 ART HISTORY 1°, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 133, 150° COMMUNICATION STUDIES 30°, 100 DANCE 77, 78, 85	DIGITAL MEDIA ART 150° MUSIC 1, 20, 20H, 21‡, 27, 28, 39, 41, 54, 55, 56, 80, 81 PHOTOGRAPHY 1° THEATER ARTS 1, 8, 10, 20, 21, 22, 25, 25H, 26, 26H, 27, 30, 40
C2: HUMANITIES (LITERATURE, PHILOSOPHY, FOREIGN LANGUAGE):	
CHINESE 1, 2, 3 FRENCH 1, 1H, 2, 3, 4, 10, 11, 21 HISTORY 1‡, 2‡, 10, 11, 20‡, 21‡, 25‡, 30‡, 51‡ HUMANITIES 1, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 71H, 72, 73, 74° JAPANESE 1, 1H, 2, 3, 4, 10, 21, 23 LITERATURE 1, 7, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 43, 45, 46, 48°	PHILOSOPHY 1, 2, 5°, 10, 11 POLITICAL SCIENCE 5° SIGN LANGUAGE 21, 22, 23 SPANISH 1, 1H, 2, 3, 4, 10, 11 WRITING 10, 11, 13
Course from other college: _____ College: _____ AP/CLEP/IB: _____	

Continues

° Cross-listed course: Area credit given for one course only

Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP, CLEP or IB. C=COMPLETED IP=IN PROGRESS N=NEEDED		
AREA D: SOCIAL SCIENCES —A minimum of 9 semester units or 12–15 quarter units with courses in at least two disciplines.		
D1: ANTHROPOLOGY AND ARCHEOLOGY: ANTHROPOLOGY 2, 2H, 3, 4, 7, 9, 13		
D2: ECONOMICS: ECONOMICS 1, 1H, 2, 2H, 6°, 13, 20; ENVIRONMENTAL SCIENCE 6°		
D3: ETHNIC STUDIES: HISTORY 33, MUSIC 21‡, SOCIOLOGY 20		
D4: GENDER STUDIES: HISTORY 51‡, 51H‡; PSYCHOLOGY 20***; SOCIOLOGY 19		
D5: GEOGRAPHY: GEOGRAPHY 2, 3, 3H, 20, 38		
D6: HISTORY: HISTORY 1‡, 2‡, 20‡, 21‡, 24, 25‡, 30‡, 40, 41°, 51‡; POLITICAL SCIENCE 41°		
D7: INTERDISCIPLINARY SOCIAL OR BEHAVIORAL SCIENCE: COMMUNICATION STUDIES 5, 9; ENVIRONMENTAL SCIENCE 1; JOURNALISM 40		
D8: POLITICAL SCIENCE, GOVERNMENT AND LEGAL INSTITUTIONS: ADMINISTRATION OF JUSTICE 2**, 4, 113; POLITICAL SCIENCE 1, 1H, 3, 4, 6, 7, 12, 12H, 14, 14H, 17, 21		
D9: PSYCHOLOGY: HUMAN DEVELOPMENT 7°†; PSYCHOLOGY 1, 1H, 2, 3, 5, 7°†, 20***; 30°, 32, 33, 37, 106†; SOCIOLOGY 30°		
D0: SOCIOLOGY AND CRIMINOLOGY: ADMINISTRATION OF JUSTICE 2**, 8; HUMAN DEVELOPMENT 15°; PSYCHOLOGY 30°; SOCIOLOGY 1, 2, 3, 10, 15°, 30°		
† Credit given in Area D or Area E, not both. ** Credit given in Area D8 or D0, not both. ‡ Credit given in one area only: Area C2, D4, or D6. *** Credit given in Area D4 or D9, not both.		
D1-D0	Course from other college: _____	College: _____ AP/CLEP/IB: _____
D1-D0	Course from other college: _____	College: _____ AP/CLEP/IB: _____
D1-D0	Course from other college: _____	College: _____ AP/CLEP/IB: _____
AREA E: LIFELONG LEARNING AND SELF-DEVELOPMENT —A minimum of 3 semester units or 4–5 quarter units, not all in physical activities. No more than 1.5 units of kinesiology activity courses and/or dance courses may be used to fulfill this requirement.		
BIOLOGY 44 COUNSELING 1, 4, 10, 102, 103, 120, 150 DANCE 1, 1A, 1B, 3, 6, 7, 12, 13, 16, 17, 18, 22, 23, 24, 25, 26, 27, 33, 34, 35, 36, 37, 38, 39, 40, 45, 46, 47, 48, 51, 51A, 51B, 52, 53, 54, 55, 57, 58, 61, 65, 66, 67, 69, 71, 72, 86, 87, 88, 90, 91, 92, 93, 94, 95, 96, 170 HEALTH 1, 3, 107, 131 HUMAN DEVELOPMENT 7°† KINESIOLOGY: ADAPTED 1 KINESIOLOGY 3A, 3B, 3C, 4, 5, 6, 7, 11, 12, 13, 20, 22, 23, 25, 26, 27, 28, 61, 62, 63, 71, 72, 73, 74, 76, 77, 78, 79, 81, 82, 83, 84 NUTRITION 1, 2 PSYCHOLOGY 7°†, 33, 106† READING 171		
† Credit given in Area D or Area E, not both.		
	Course from other college: _____	College: _____ CLEP: _____
	Course from other college: _____	College: _____ CLEP: _____
	Military Service Credit (DD-214): _____	
CSU GRADUATION REQUIREMENT IN US HISTORY, CONSTITUTION AND AMERICAN IDEALS — This CSU graduation requirement may be completed at IVC prior to transfer. One course from Political Science and one course from History. 6 semester units.		
POLITICAL SCIENCE: POLITICAL SCIENCE 1† See counselor if American Government is completed out-of-state. AND HISTORY: HISTORY 20 OR 21		
† Courses used to meet the American Institutions requirement may also be used in Area C and/or D <u>only at the discretion of the CSU campus.</u>		
	Course from other college: _____	College: _____ AP/CLEP: _____
	Course from other college: _____	College: _____ AP/CLEP: _____

CERTIFICATION:

Students must file for certification during the beginning of their last semester at IVC prior to transferring, by visiting MySite and clicking on "Information."

Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP or IB		
C=COMPLETED IP=IN PROGRESS N=NEEDED		
AREA 4: SOCIAL AND BEHAVIORAL SCIENCES —At least three courses from at least two disciplines or an interdisciplinary sequence. 9 semester units, 12–15 quarter units.		
4A: ANTHROPOLOGY AND ARCHAEOLOGY: ANTHROPOLOGY 2, 2H, 3, 4, 7, 9, 13		
4B: ECONOMICS: ECONOMICS 1, 1H, 2, 2H, 6°, 13, 20*; ENVIRONMENTAL SCIENCE 6°		
4D: GENDER STUDIES: HISTORY 51†, 51H†; PSYCHOLOGY 20**		
4E: GEOGRAPHY: ENVIRONMENTAL SCIENCE 1; GEOGRAPHY 2, 3, 3H, 20, 38		
4F: HISTORY: HISTORY 1‡, 2‡, 20‡, 21‡, 25‡, 30‡		
4G: INTERDISCIPLINARY SOCIAL AND BEHAVIORAL SCIENCES: COMMUNICATION STUDIES 9; JOURNALISM 40		
4H: POLITICAL SCIENCE, GOVERNMENT AND LEGAL INSTITUTIONS: ADMINISTRATION OF JUSTICE 4; POLITICAL SCIENCE 1, 1H, 3, 4, 6, 7, 12, 12H, 14, 14H, 17		
4I: PSYCHOLOGY: HUMAN DEVELOPMENT 7°; PSYCHOLOGY 1, 1H, 2, 3, 5, 7°, 20**, 30°, 32, 33, 37; SOCIOLOGY 30°		
4J: SOCIOLOGY AND CRIMINOLOGY: ADMINISTRATION OF JUSTICE 2, 8; HUMAN DEVELOPMENT 15°; PSYCHOLOGY 30°; SOCIOLOGY 1, 2, 3, 15°, 19, 20, 30°		
** Credit given in Area 4D or 4I, not both. † Credit given in Area 4D or 3B or, not both. ‡ Credit given in Area 4F or 3B, not both.		
4A-J	Course from other college: _____	College: _____ AP/IB: _____
4A-J	Course from other college: _____	College: _____ AP/IB: _____
4A-J	Course from other college: _____	College: _____ AP/IB: _____
AREA 5: PHYSICAL AND BIOLOGICAL SCIENCES —At least two courses, one Physical Science course and one Biological Science course; at least one must include a laboratory. 7–9 semester units, 9–12 quarter units. <u>Underlined</u> courses have a laboratory component that satisfies area 5C.		
5A: PHYSICAL SCIENCE:		
ASTRONOMY 20, 25		GEOGRAPHY 1, 1/1L, 10, 10H
BIOLOGY 10, 55 ‡		GEOLOGY 1, 2, 3, 22*, 23
CHEMISTRY 1A, 1B, 3*, 4*, 12A, 12B		MARINE SCIENCE 20
EARTH SCIENCE 20*		PHYSICS 2A*, 2B*, 4A*, 4B*, 4C*, 20*
Course from other college: _____	College: _____	AP/IB: _____
5B: BIOLOGICAL SCIENCE:		
ANTHROPOLOGY 1, 1H		
BIOLOGY 1*, 1*/1L, 1H*, 2, 5, 11, 12, 15, 16, 19, 19H, 30, 32, 43, 44, 55‡, 71, 72, 93, 93/93L, 94, 97, 97/97L, 99, 99/99L		
‡ Credit given in area 5A or 5B, not both.		
Course from other college: _____	College: _____	AP/IB: _____
5C: LABORATORY ACTIVITY: Any laboratory science course underlined in categories 5A and 5B meets this requirement.		
Course from other college: _____	College: _____	AP: _____
AREA 6: LANGUAGE OTHER THAN ENGLISH (UC requirement only)		
Proficiency equivalent to two years of high school study in the same language. There are a number of ways to fulfill this requirement, such as completing two years of a foreign language in high school with a grade of "C" or better, or completing Chinese, French, Japanese, or Spanish 1 or 1B (or higher) or Sign Language 21, 22 or 23 at Irvine Valley College. Students should consult a counselor for other means of fulfilling this requirement.		
Course from other college: _____	College: _____	AP/IB: _____
Completed in high school: _____	Other: _____	
AREA 7: CSU GRADUATION REQUIREMENT IN US HISTORY, CONSTITUTION AND AMERICAN IDEALS (CSU graduation requirement only—not part of the IGETC. May be completed prior to transfer.) One course from Political Science (7A) and one course from History (7B). 6 semester units.		
7A: POLITICAL SCIENCE: PS 1;		See counselor if American Government is completed out-of-state.
7B: HISTORY: HIST 20, 21		
Note: The Area 7 requirement may also be used in Area 3 or 4.		
Course from other college: _____	College: _____	AP: _____
Course from other college: _____	College: _____	AP: _____

CERTIFICATION: Students must file for IGETC certification during the beginning of their last semester at IVC prior to transferring, by visiting MySite and clicking on "Information." Irvine Valley College can provide either full certification (completion of all requirements in each subject area) or partial certification (maximum of two courses missing and completed after transfer). Students are responsible for completing minimum admission requirements for the CSU and UC systems if they are partially certified.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) INFORMATION

The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses prospective transfer students attending California community colleges may complete to satisfy the lower-division breadth/general education requirements at both the University of California and the California State University. It was developed to simplify the transfer process for students. The University of California has developed an agreement with each California community college that specifies which of its courses may be applied to each category of the IGETC. All IGETC coursework does not have to be completed at the same college. Courses taken at more than one California community college may be used to fulfill the IGETC. However, the application of courses to IGETC subject areas may vary from college to college.

The IGETC is most helpful to students who want to keep their options open—those who know they want to transfer but have not yet decided upon a particular institution, campus or major. Certain students, however, will not be well served by following the IGETC. If students intend to transfer into a major that requires extensive lower-division preparation, such as engineering or the physical and natural sciences, they should concentrate on completing the many prerequisites for the major that the college screens for to determine eligibility for admission (see IGETC Exceptions, next column). Irvine Valley College counselors or UC or CSU admissions representatives can give students additional information about IGETC and advise them of which path is best for each student.

Completing the lower-division breadth/general education requirements—through the IGETC or the campus-specific requirements (depending upon the program)—may improve a transfer applicant's chances for admission to a competitive campus and/or program.

GPA REQUIREMENT: IGETC courses must be completed with a grade of "A," "B," "C," or "P." For "P" ("Pass") grades, students are allowed a limited number of units—preferably not in Area 1 (writing courses) and Area 2 (math and statistics courses) and certainly not for major preparation courses. These courses should be completed for a letter grade.

APPLYING COURSES: Courses may be used only once to satisfy one IGETC subject area, even if they are listed in the course agreement under more than one subject area. Courses may be used to satisfy both the IGETC and major requirements.

IGETC CERTIFICATE OF ACHIEVEMENT: Students who complete the Intersegmental General Education Transfer Curriculum (IGETC) will be awarded a certificate of achievement by Irvine Valley College.

UNIVERSITY OF CALIFORNIA IGETC EXCEPTIONS: Students with a substantial amount of coursework from institutions outside the United States should consult with a counselor. Visit assist.org for more information. Per the UC system:

BERKELEY: College of Letters and Science: Either IGETC or the college's requirements (Reading and Composition, Quantitative Reasoning, and Language Other than English) are required by end of spring term preceding fall enrollment at Berkeley. Colleges of Engineering and Chemistry: In general, IGETC is not appropriate. College of Natural Resources: IGETC is acceptable; however specific lower division major requirements must still be satisfied. College of Environmental Design: IGETC is acceptable with full certification to fulfill CED's breadth requirements. Partial certification will not complete the requirements. Haas School of Business: IGETC is not accepted.

DAVIS: All undergraduate colleges accept IGETC. However, Bachelor of Science degrees and high-unit majors often have many courses for lower-division preparation; in these cases, IGETC is not recommended and the UC Davis general education pattern is the better choice.

IRVINE: All schools accept IGETC. However, selection by the campus is based on demonstrated academic achievement and preparation for the intended major.

LOS ANGELES: IGETC is acceptable in all schools.

MERCED: School of Engineering: IGETC is strongly discouraged but accepted as students are encouraged to focus on lower-division major preparation prior to transfer. School of Natural Sciences: IGETC is not recommended but accepted as students are encouraged to focus on lower-division major preparation prior to transfer. School of Social Sciences, Humanities, and Arts: IGETC is recommended and students are encouraged to complete as much lower-division major preparation as possible prior to transfer.

RIVERSIDE: College of Humanities, Arts and Social Sciences: IGETC is recommended. College of Natural and Agricultural Sciences: IGETC is not accepted. Bourns College of Engineering: IGETC is acceptable; some additional coursework may be required. School of Business Administration: IGETC is required.

SAN DIEGO: John Muir, Earl Warren, Eleanor Roosevelt, Thurgood Marshall and Sixth Colleges: IGETC clears lower-division GE requirements; some upper-division courses required after enrollment. Revelle College: IGETC is acceptable; however some additional coursework may be required after enrollment.

SANTA BARBARA: College of Letters and Science: IGETC is acceptable. College of Creative Studies: IGETC is acceptable. College of Engineering: Students are encouraged to focus on major preparation rather than general education, but may use IGETC to substitute for most general education requirements. However, some additional coursework may be required after enrollment to complete the depth requirement if not satisfied during IGETC certification. Students planning to transfer to UCSB into a major in engineering, computer science, biological or physical sciences, or economics must be careful to complete lower-division major prerequisites to ensure competitiveness and make normal, timely progress through their major.

SANTA CRUZ: For physical/biological science majors or the Jack Baskin School of Engineering, IGETC is not recommended. Students should ensure completion of lower-division courses for their intended major.

UNIVERSITY OF CALIFORNIA (UC) COURSE LIST

TRANSFER COURSE AGREEMENT 2015-2016

The UC Course List identifies Irvine Valley College courses that transfer to the UC and explains UC credit provisos, if any. For the most up-to-date information about the status of a course, students are advised to log on to www.assist.org, the official source for California articulation and student transfer information.

▲ indicates UC credit pending

Accounting 1A, 1B, 1BH

Adapted Kinesiology 1*

- * Course combined with *Intercollegiate Athletics, Dance and Kinesiology* courses listed with asterisks (*): maximum credit, 4 units.

Administration of Justice 2, 4, 5, 8, 113▲, 119▲, 161▲

Anthropology 1, 1H, 2, 2H, 3, 4, 7, 9, 13

Art 40, 41, 42▲, 50, 51, 52, 53, 60, 61, 62▲, 64▲, 80, 81, 82, 85, 86, 185▲

Art History 1, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 150▲

Astronomy 20, 25

Biology 1°, 1H°, 1L, 2, 3▲, 4▲, 5, 10, 11, 12, 12D‡, 13*, 14*, 15, 16, 19, 19H, 30, 32, 43, 44, 55, 71, 72, 93, 93L, 94, 97, 97L, 99, 99L, 121▲

- ° No credit for *Biology 1* if taken after a college course in biology.
- ‡ *Biology 12 D* must be taken in conjunction with *Biology 12* for transfer credit to be granted.
- * Transferability contingent upon individual UC acceptance due to variable topic.

Biotechnology 70▲

Chemistry 1A, 1B, 3†, 4°, 12A°, 12B

- † No credit for *Chemistry 3* if taken after *Chemistry 1A*.
- ° No credit for *Chemistry 4* if taken after *1A* or *12A*.

Chinese 1, 2, 3

Communication Studies 1, 1H, 2*, 3*, 5, 9, 30, 35

- * *Communication Studies 2* and *3* combined: maximum credit, one course.

Computer Science 1, 1H, 6A, 6B, 10, 30, 36, 37, 38, 39, 40A, 40B, 41, 50

Counseling 1, 1H, 2, 4, 10

- Coun 1, 1H 2, 4, 10: maximum credit, 3 units.

Dance 1*, 1A*, 1B*, 3, 5, 6, 7, 12, 13, 16, 17, 18, 19▲, 20▲, 22, 23, 24, 25, 26, 27, 30▲, 33, 34, 35, 36, 37, 38, 39, 40, 45*, 46*, 47*, 48, 50▲, 51*, 51A*, 51B*, 52*, 53*, 54, 55, 57, 58, 61, 62▲, 65*, 66, 67, 68, 69, 71, 72, 75▲, 77, 78, 85, 86*, 87*, 88*, 90*, 91*, 92*, 93*, 94*, 95*, 96*

- * Any or all of these courses combined with *Intercollegiate Athletics, Adapted Kinesiology, and Kinesiology* courses listed with asterisks (*): maximum credit, 4 units.

Digital Media Art 10▲, 51, 52, 55, 65, 70, 150▲

Drafting 50

Earth Science 20*

- * No credit if taken after a college course in *Astronomy, Geology, Meteorology or Oceanography*.

Economics 1, 1H, 2, 2H, 6, 10°, 10H▲, 13, 20*

- * No credit for *Economics 20* if taken after *Economics 1* or *2*.
- ° *Economics 10, Management 10, Mathematics 10 and Psychology 10* combined: maximum credit, one course.

Electronic Technology 99

Engineering 20, 21, 23, 30, 54, 70, 83

English, see Literature; see Writing

Environmental Studies 1, 6

French 1, 1H, 2, 3, 4, 10, 11, 21

Gender Studies 10▲, 20▲

Geography 1, 1L, 2, 3, 3H, 10, 10H, 20, 38, 110▲

Geology 1, 2, 3, 22*, 23

- * No credit for *Geology 22* if taken after *Geology 2*.

Global Studies 1▲, 2▲

Health 1*, 2, 3*

- * *Health 1* and *Health 3* combined: maximum credit, one course.

History 1, 1H▲, 2, 10, 11, 20, 21, 24, 25, 30, 33, 40, 41, 51, 51H

Human Development 7, 10▲, 15, 104▲, 265▲

Humanities 1, 1H▲, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 71H, 72, 73, 74

Intercollegiate Athletics 1A*, 1*, 2*, 3*, 4▲, 6*, 7*, 9*, 10*, 12*, 13*, 15*, 18*, 19*, 20*

- * Any or all of these courses combined with *Adapted Kinesiology, Dance and Kinesiology* courses listed with asterisks (*): maximum credit, 4 units.

Interaction Media Art 20, 22▲, 30, 40, 88, 89▲, 96, 98, 99▲

Japanese 1, 1H, 2, 3, 4, 10, 21, 23

Journalism 40, 41

Kinesiology 3A*, 3B*, 3C*, 4*, 5*, 6*, 7, 11*, 12*, 13*, 20*, 22*, 23*, 25*, 26*, 27*, 28, 32*, 61, 62, 63, 71*, 72*, 73*, 74*, 76*, 77*, 78*, 79*, 81*, 82*, 83*, 84, 85†, 86†, 102▲

- * Any or all of these courses combined with *Intercollegiate Athletics, Dance and Adapted Kinesiology*: maximum credit, 4 units.

- † *Kinesiology 85* and *86* combined: maximum credit, 8 units.

Library 10

Literature 1, 7, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 43, 45, 46, 48, 49, 90▲

Management 1, 10°, 10H▲, 12A, 12AH▲

- ° *Economics 10, Management 10, Mathematics 10 and Psychology 10* combined: maximum credit, one course.

Marine Science 20

Mathematics 2†, 3A*, 3AH*, 3B, 3BH, 4A, 8†, 10°, 11*, 24, 24H, 26, 30, 31, 105▲, 120▲

- † *Mathematics 2* and *8* combined: maximum credit, one course.

- * *Mathematics 3A, 3AH* and *11*

- combined: maximum credit, one course.
- ° *Economics 10, Management 10, Mathematics 10 and Psychology 10* or *10H* combined: maximum credit, one course.

Music 1, 1H, 3, 4, 5, 6, 7▲, 20, 20H, 21, 27, 28, 38, 39, 40, 41, 42, 43, 44, 46, 47, 50, 51, 52, 53, 54, 55, 56, 57, 59, 80, 81, 82, 83, 84, 85, 86, 87▲

Nutrition 1, 2

- * *Nutrition 1* and *Nutrition 2* combined: maximum credit, one course.

Philosophy 1, 2, 3, 5, 10, 11

Photography 1, 51, 52

Physics 2A*, 2B*, 4A*, 4B*, 4C*, 20†

- * *Physics 2A* and *2B* combined with *Physics 4A, 4B, 4C*: maximum credit, one series.
- † No credit for *Physics 20* if taken after *Physics 2A* or *4A*.

Political Science 1, 1H, 3, 4, 5, 6, 7, 12, 12H, 14, 14H, 17, 21, 41

Psychology 1, 1H, 2, 3, 5, 5H▲, 7, 9▲, 10°, 10H°, 11▲, 13, 13H, 15▲, 20, 30, 32, 33, 37, 37H▲, 106▲

- ° *Economics 10, Management 10, Mathematics 10 and Psychology 10* combined: maximum credit, one course.

Reading 74

Sign 21, 22, 23

Sociology 1, 1H▲, 2, 3, 10, 15, 19, 20, 30

Spanish 1, 1H, 1A, 1B, 2, 3, 4, 10, 11

Speech, see Communication Studies

Theatre Arts 1, 2, 3, 4, 5, 7, 8, 10, 12, 15, 15A, 15B, 16, 16A, 16B, 17, 17A, 17B, 18, 18A, 18B, 19, 19A, 19B, 20, 21, 22, 25, 25H, 26, 26H, 27, 28, 28H, 30, 35, 40, 40C, 41, 42, 44, 47, 48A, 48B, 48C, 49

Writing 1, 1H, 2, 2H, 10, 11*, 13†, 14▲

- * *Writing 11*, maximum credit, 3 units.
- † *Writing 13*, maximum credit, 6 units.

CROSS ENROLLMENT AT CALIFORNIA STATE UNIVERSITY OR THE UNIVERSITY OF CALIFORNIA

Irvine Valley College (IVC) students who are California residents have the unique opportunity to attend California State University (CSU) or University of California (UC) campuses while they are still at IVC. This program is especially useful for community college students who might want to transfer to a local CSU or UC campus.

Eligible students may enroll in one undergraduate course per academic term at any CSU or UC campus without formal admission and without payment of additional state university fees.

Cross enrollment through this program is on a space-available basis at the discretion of the appropriate campus authorities at IVC and the UC or CSU campus. Students may not enroll in any pre-collegiate courses at the university.

Eligibility Requirements:

All of the following conditions must be met to qualify for cross enrollment. The student must:

- Be a California resident;
- Have completed at least 12 units at IVC as a matriculated student;
- Have earned a grade point average of 2.0 (or better) for all coursework completed at IVC;
- Be enrolled in at least 6 units at IVC for the term the student plans to take a class at the CSU or UC;
- Have paid all fees owed to IVC for the current term; and
- Have completed any prerequisites needed to take the classes at the CSU or UC. The host school will make the determination regarding prerequisite completion.

Enrollment Conditions:

1. Approval for cross enrollment is valid for only the one term specified and is subject to space availability, deadlines, registration procedures and priorities of the host campus. Students must reapply for each term they wish to cross enroll.
2. Students will not be charged additional course enrollment fees. However, host campuses may charge an administration fee each term.
3. Students who are cross-enrolled will have to pay any additional fees required of all other students (labs, materials, breakage, computer, transcripts, etc.).
4. Academic advisement is available through the IVC Counseling Center. Students are advised to check with an IVC counselor before enrolling in classes to ensure that the course meets their educational goals and is transferable.
5. Evidence of completion of prerequisites may be required at the time of enrollment by the host campus (student transcripts or official grade reports).
6. Financial aid is available only through the IVC Financial Aid Office. Students using veterans, federal, or state funding must secure eligibility certification through the IVC Financial Aid Office.
7. Records of credit earned through cross enrollment are maintained by the host campus. In order to have credit earned through cross enrollment used for degree or transfer evaluation, students must request that transcripts be sent to the IVC Office of Admissions and Records.
8. Health services on the host campus are limited to treatment of emergencies only.
9. Because of overlapping academic calendars, cross enrollment is possible only in the following combinations:

IVC Calendar	Host Campus Calendar (CSU or UC)
Fall Semester	Fall Semester or Quarter
Spring Semester	Either Spring Semester or Winter or Spring Quarter
Summer Session	Summer Session or Quarter
10. Participation in student activities or use of the student union at the host campus is subject to limitations set by the host campus.
11. Parking on the host campus is available by purchasing the parking permit or paying the daily fee available at the host campus.
12. Information concerning campus identification card policies should be obtained during registration at the host campus.
13. Students are subject to all administrative procedures of the host campus.

The IVC Office of Admissions and Records, the Transfer Center, and IVC counselors are available to help students take advantage of the cross enrollment program.

For more information, students may refer to the Admissions web page—admissions.ivc.edu—or contact the Irvine Valley College Transfer Center in the Student Services Center, Room 230, 949-451-5339.

TRANSFER PLANNING

Introduction

There are four segments of higher education in California: (a) the University of California (UC) system with ten campuses; (b) the California State University (CSU) system with 23 campuses; (c) the approximately 75 accredited independent colleges and universities; and (d) the 113 community colleges.

Although an associate degree is not a requirement for transfer, the faculty of the School of Guidance and Counseling at IVC generally recommend that students complete the degree. With proper planning, students should be able to meet both the requirements for graduation from Irvine Valley College with an associate degree and the requirements for transfer to a four-year institution. The newly developed Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees are intended to help students achieve both of these goals.

The requirements for earning an associate degree are described on page 28–30 of this catalog. The Counseling Center also provides specific information about requirements for each associate degree major.

Transfer Center

The Transfer Center is located on the second floor of the Student Services Center in Room SSC 230. The center offers a wide range of services for all students planning to transfer. Students are encouraged to take advantage of the resources that will assist them throughout the transfer process and should make a point of visiting the center each semester they are at IVC. Services include individual appointments with university representatives, university campus tours, and transfer fairs. Students are advised to meet with an IVC counselor to plan their program of study in addition to using the Transfer Center resources.

ASSIST Articulation System

ASSIST is the official source for California articulation and student transfer information. It is a computerized student transfer information system that can be accessed at www.assist.org. The site displays reports of how course credits earned at one California college (including IVC) or university can be applied when transferred to another. Students may also access ASSIST from computers in the Transfer Center.

Transfer Majors

Students are advised to access ASSIST—www.assist.org—for a complete list of university majors and the campuses where these majors are available. Knowing which courses are required for major preparation will help students plan their educational program. The Irvine Valley College Counseling faculty can also provide valuable assistance to students in pursuing the major and transfer institution of their choice.

General Education/ Breadth

Most educational institutions develop a set of general education or breadth requirements to ensure that their graduating students have received a well-rounded education.

The California State University General Education (CSU GE) and the Intersegmental General Education Transfer Curriculum (IGETC) patterns are articulation agreements intended to assist students who plan to continue their education at a California State University or University of California campus.

The Transfer Center and Counseling Center keep additional information about general education requirements of specific campuses of these institutions, as well as requirements of independent colleges, many of which will accept the IGETC as an alternative to their own general education requirements. Students are advised to visit the Transfer Center and Counseling Center for assistance in planning a transfer program.



FAQS ABOUT TRANSFERRING

1. Which courses do I **have to take**?

In general, English and math are required whether you are transferring to a UC, CSU, private, or out-of-state school. Depending on your placement results, it may be necessary to take nontransferable courses before you begin your transferable English and math courses. As a transfer student, you need to declare a major when you apply to the university; so, in addition to completing general education courses (IGETC or CSU Certification), it is important to complete courses that are part of the lower-division preparation for your major. Go to www.assist.org to access information about courses required for the major. Ideally, you will want to know your major as far ahead as possible before you transfer. If your major requires math and science (e.g., engineering, biology, or computer science), it is especially important that you complete those courses before you transfer.

2. Do I have to get all requirements out of the way first?

Basically, if you're not sure where you're going, how do you know which set of requirements to follow? Every university is going to have a similar, but somewhat different, pattern of requirements. Specific majors have extensive requirements that must be completed prior to transferring. Examples of these majors are engineering, architecture, art, music, and most sciences (consult a counselor regarding requirements for these majors).

3. What if I don't know what I want to major in or where I want to transfer?

This is typical of students everywhere. Again, these decisions take time and exposure, so don't pressure yourself into making a premature decision. Deciding what you will major in may eliminate a certain amount of anxiety, but if you make an unexamined choice, you may easily select the wrong major. You are encouraged to sign up for

Counseling 102, Career Exploration and Life Planning, a course designed to assist students in deciding on a career, or Counseling 1, Academic Planning, a course designed to assist students in developing an individualized educational plan.

4. How can I become eligible to transfer as a junior to the UC or CSU system?

If you're not eligible to enter UC or CSU as a high school senior, you need to complete 60 transferable units with a minimum 2.0 GPA (2.4 if you are a nonresident) for CSU, and 60 transferable units with a minimum 2.4 GPA (2.8 if you are a nonresident) for UC. You must also clear up any course deficiencies you may have had as a graduating high school senior (e.g., algebra, English, lab science, etc.).

Meeting these criteria establishes minimum eligibility but does not guarantee admission. As a California community college student, you will be given preference over transfer students from four-year universities. The only exception to this policy is entrance into impacted majors, where you must meet other criteria as stipulated. Check with a counselor to find out if the major you're considering is impacted at any of the UC or CSU campuses. Also ask a counselor about the new Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees, which guarantee admission to a CSU campus, and about TAG (Transfer Admission Guarantee) programs to seven of the UC campuses.

5. How can I tell if a course is transferable?

The "transferability" of a course is indicated by its number. Almost every IVC course numbered 1-199 will transfer to the CSU system. UC will accept most courses numbered 1-99; however, there are exceptions to these rules. Be sure to check the UC Course List (page 39) and confer with an IVC counselor if you have any questions about the transferability of a particular course.

6. What's an associate degree? Do I need one to transfer?

An associate degree signifies you have completed two years of college study. Having the degree can be useful when you are applying for jobs or seeking promotions. You do not have to complete the degree in order to transfer, but you can earn the degree by completing the same courses as those required to transfer. For many students, getting the degree is rewarding; it functions as a benchmark along the way to a bachelor's degree.

You should be aware that requirements for the associate degree may not be the same as requirements for transfer. The new Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees allow students to complete both an associate degree and lower-division transfer requirements for a major. It is important to consult with a counselor to formulate an educational plan that will best suit your individual needs and goals.

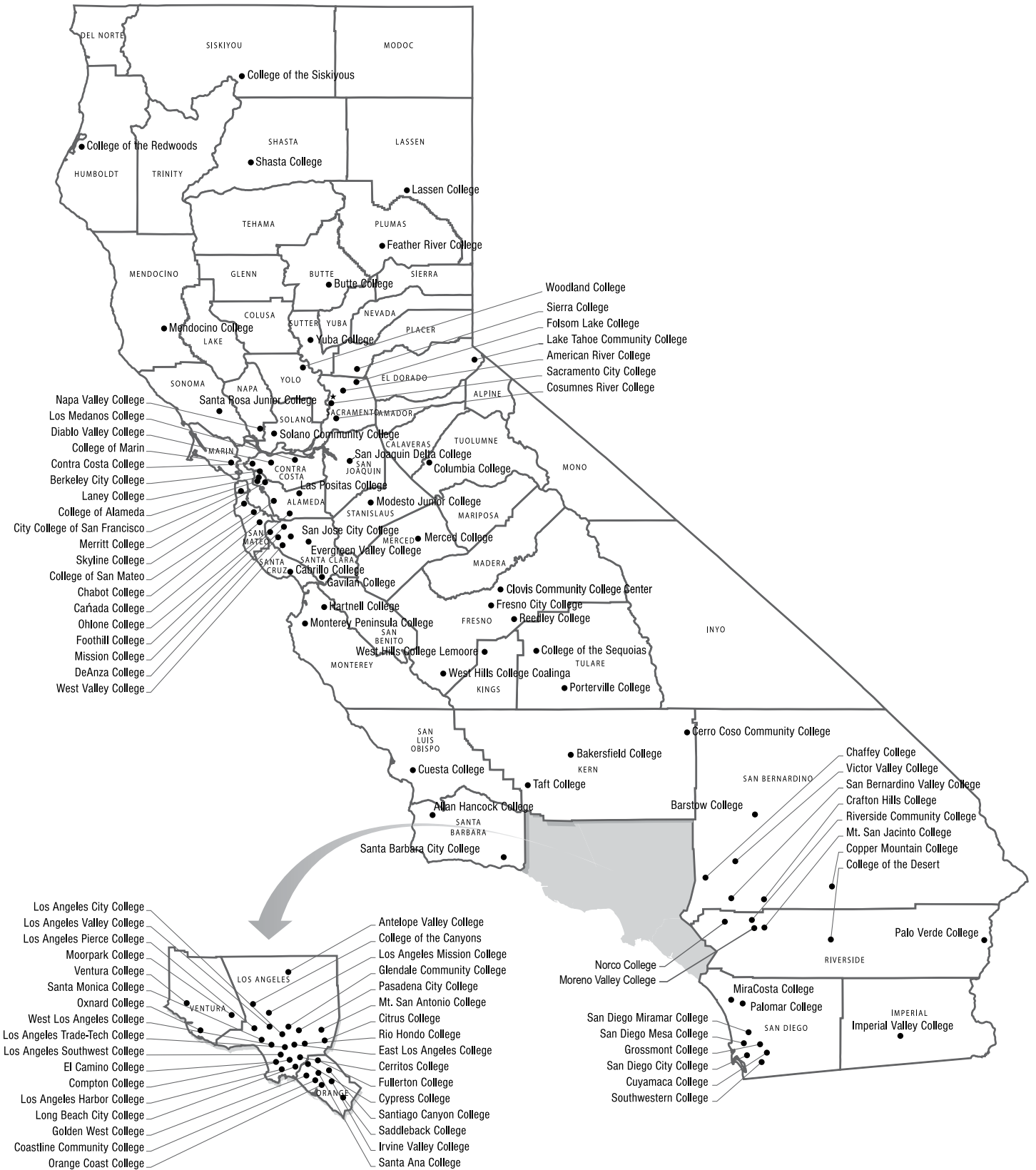
7. What are "articulation agreements"?

These are agreements developed cooperatively between IVC and other colleges indicating comparable courses and transferability. They are used in planning your transfer program. IVC has articulation agreements with all UC and most CSU campuses, and with many of the private colleges in Orange County and Los Angeles.

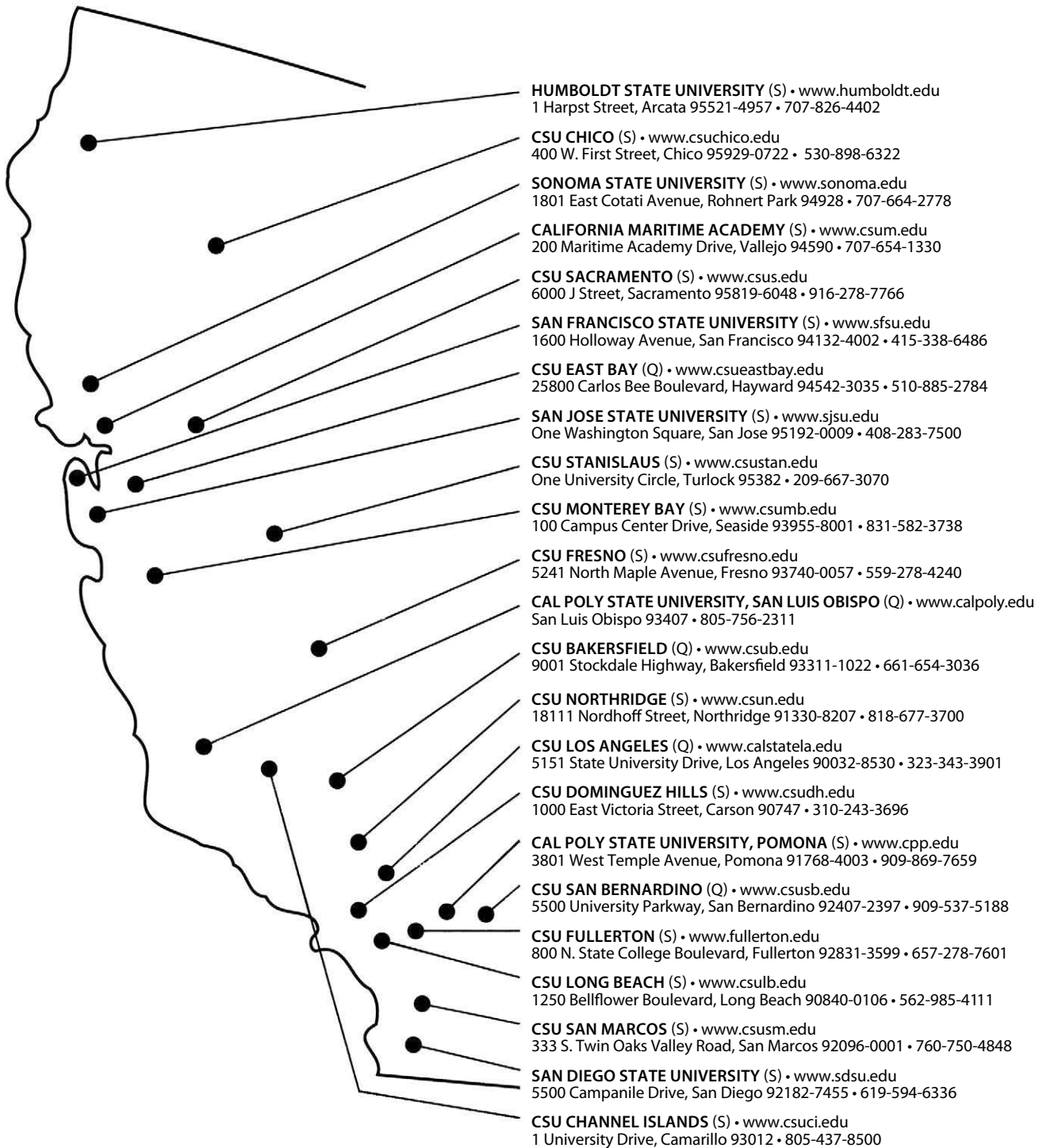
If the college or university you plan to attend does not currently have an articulation agreement with IVC, make an appointment with a counselor. Bring the catalog of the transfer institution to the appointment.

All students are encouraged to go to www.assist.org to find the most up-to-date articulation information with all UC and CSU campuses. For more information, visit the Transfer Center (949-451-5339) or meet with a counselor (949-451-5319).

CALIFORNIA COMMUNITY COLLEGES



CALIFORNIA STATE UNIVERSITY CAMPUSES



S = SEMESTER SYSTEM

Q = QUARTER SYSTEM

CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

The most up-to-date information about admission to CSU is available at www.csumentor.edu.

Lower Division Transfer Requirements

If you have completed 59 or fewer semester or 89 or fewer quarter transferable units by the time you plan to enter a CSU, you are considered a lower-division applicant. To make admission decisions, CSU admission offices look at the following:

- High school requirements (see below),
- Your college courses and grades,
- Whether you are in good standing at the last college or university attended.

Some campuses will also expect you to complete, with a grade of “C” or better, general education classes in English composition and general education mathematics prior to admission.

HIGH SCHOOL REQUIREMENTS:

- The courses you completed in high school.
- Your high school grades and test scores.
- Graduation from high school.

If you did not complete the 15-unit pattern of college preparatory subjects required for freshman admission while in high school, you must make up the deficiencies.

If you are a lower-division student and do not meet the eligibility index from high school, CSU recommends that you continue your education at a California community college and complete 60 or more transferable semester units (90 or more quarter units) before attempting to transfer to a CSU campus.

Please be aware that some CSU campuses do not admit lower-division transfer students.

Students who completed college units before they graduated from high school or during the summer between high school graduation and CSU enrollment are considered first-time freshmen and must meet those admission requirements.

Upper Division Transfer Admission Requirements

If you will have at least 60 semester (or 90 quarter) transferable units completed by the time you enter a CSU, you are considered an upper-division applicant. To make admission decisions, CSU admissions offices look at three factors:

- Your college grades
- The college coursework you have completed, especially in general education
- Whether you are in good standing at the last college or university attended—i.e., you are eligible to re-enroll

The better you prepare at IVC and prior colleges, the more likely you will meet admission requirements at your first-choice CSU campus.

GRADE REQUIREMENTS

Grades are an important factor in your admission as an upper-division transfer. It is important to note that there are different ways grades are used in the admission process.

You must have a minimum of 60 semester (or 90 quarter) units. Your overall grade point average must be at least 2.0 (2.40 for California nonresidents.) The GPA is calculated using all transfer units attempted.

Within the transferable courses, there must be 30 units of general education work. Typically you complete at least 10 general education courses. In the case of high-unit majors, you may have less than 30 semester (or 45 quarter) units, but the campuses will be looking at your general education grades. If you are applying to a high-unit major, be sure to check with the CSU campus for their requirements in this area.

Finally, general education courses in the **written communication, oral communication, critical thinking** and **mathematics** sections of general education must be completed with a grade of “C” or better for each course. These four courses are part of the 30 semester units of general education.

Remember these are minimums, and in the case of high-demand majors and campuses a 2.0 GPA may not be high enough to be admitted.

IMPORTANT! Be sure to complete the four minimally required courses listed above with a grade of “C” or better—**English composition, oral communication, critical thinking, and math, as well as 60 transferable units**—by the end of the spring semester at the very latest for fall admission and by the end of summer for spring admission to be considered for admission at most CSU campuses. **To be competitive, it is advised to take these courses as early as possible.**

GENERAL EDUCATION REQUIREMENTS

For most students who transfer to the CSU, completing general education classes should be a priority along with premajor coursework.

The CSU provides California Community College transfers with two options for fulfilling CSU lower division general education requirements: CSU General Education (GE) Breadth and the Intersegmental General Education Transfer Curriculum (IGETC). A college counselor can help you determine which option is best for you.

Most CSU campuses require students to complete a minimum of 30 semester (or 45 quarter) units of the CSU GE-Breadth or the IGETC. Within either pattern, the highest-priority classes are the three courses in the English language—oral communications, English composition and critical thinking—along with a general education course in mathematics.

Completion of general education courses prior to transfer is usually the most efficient path. You can complete a maximum of 39 semester units of CSU GE Breadth before transferring to a CSU.

If you are pursuing a high-unit major such as engineering, some math-based fields, science, or other technical majors, you will need to work closely with a counselor to plan which classes you should take for upper-division transfer. CSU campuses do allow high-unit majors to take fewer general education courses before transfer. Ultimately you will need to meet the general education requirements in order to graduate from CSU. So if you enroll at CSU with few general education units, completion of your baccalaureate program may take longer than expected. Good planning with your counselor is essential if you enroll in a high-unit major.

GOOD STANDING REQUIREMENT

In order to transfer to the CSU, you must be in "good standing" at your prior college. In simple terms, good standing means you are eligible to re-enroll at your last college or university.

For most students this is not a problem, and generally if you meet the other requirements for admission you would also meet this requirement. If you are not in good standing, you will have to resolve any issues with that college or university.

Placement Tests in English and Math

Upper-division transfer students who have completed English composition and college-level math courses with grades of "A," "B," "C," or "P" are exempt from the CSU English Placement Test (EPT) and the Entry-Level Mathematics Test (ELM). **Upper-division transfer students must complete both English composition and college-level mathematics prior to enrolling at a CSU campus.**

Incomplete Admissions Requirements

As transfer applicants, students are required to submit final transcripts prior to attending CSU. A final review will be done to verify the student's successful completion of the courses. If applicants did not complete the courses needed for admission, the CSU campus to which they applied may delay or cancel their admission or enrollment until they successfully complete the required courses.

Transcripts

The deadline for submitting transcripts varies from campus to campus. It is the student's responsibility to check with each campus for transcript deadlines. Failure to adhere to deadlines may result in denial of admission.

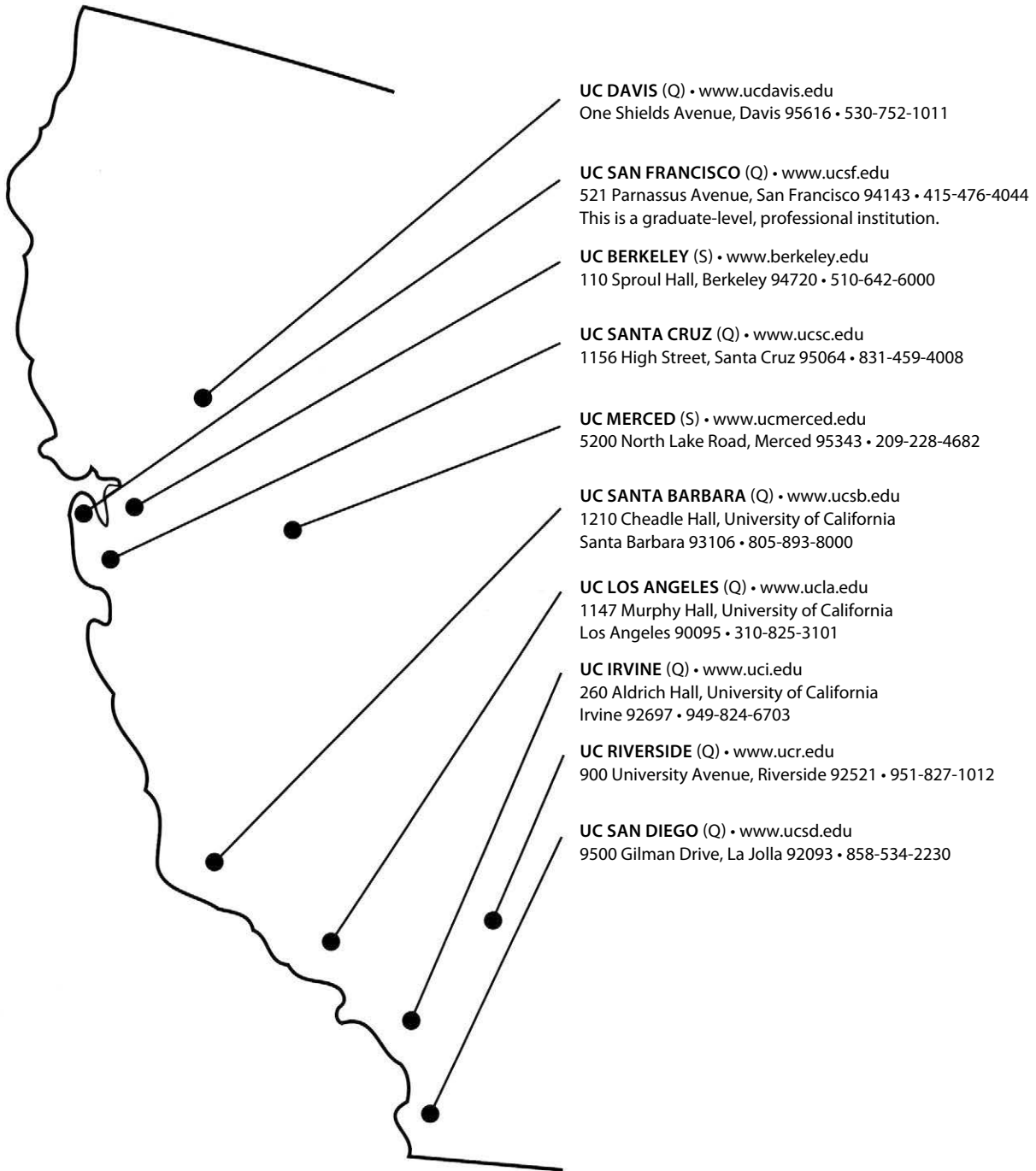
Students should request that official transcripts be sent from all colleges and universities that they attended previously, even if no coursework was completed. If students are transferring with fewer than 60 transferable semester (90 quarter) units completed, they must also submit their high school transcript. Transcripts must be received in sealed envelopes directly from each institution the student attended.

Online Application Filing Periods

The priority filing period for fall admission is October 1–November 30 the year prior to transfer. The filing period for spring admission is August 1–August 31. It is essential to check with the campus to ensure that it is accepting applications for the spring semester. Students should plan to submit their applications early in the filing period.

PLEASE NOTE: The CSU campuses may be limited in their ability to accommodate winter and spring transfers due to budget uncertainties. Students should not count on midyear transfer. Consult with a counselor for the best possible transfer plan.

UNIVERSITY OF CALIFORNIA CAMPUSES



S = SEMESTER SYSTEM Q = QUARTER SYSTEM

UNIVERSITY OF CALIFORNIA ADMISSION REQUIREMENTS

Minimum Requirements for Transfer Applicants

PLEASE NOTE: The following requirements represent the minimum level of achievement necessary to be eligible for admission to the University of California (UC). Completion of these requirements does not guarantee admission to UC, especially into impacted majors.

Community college students can become eligible for admission to UC by meeting specific requirements.

The vast majority of transfer students come to UC at the junior level from California community colleges. But there's a way for sophomore students to gain admission, too.

Junior-Level Transfer

To be considered for UC admission as a junior, you must fulfill both of the following:

1. Complete 60 semester (90 quarter) units of transferable college credit with a GPA of at least 2.4 (2.8 if you're a nonresident). No more than 14 semester (21 quarter) units may be taken Pass/Not Pass.
2. Complete the following course pattern requirements, earning a grade of "C" or better in each course:

Seven-Course Pattern

- Two transferable college courses (3 semester or 4-5 quarter units each) in English composition
- One transferable college course (3 semester or 4-5 quarter units) in mathematical concepts and quantitative reasoning;
- Four transferable college courses (3 semester or 4-5 quarter units each) chosen from at least two of the following subject areas:
 - > arts and humanities
 - > social and behavioral sciences
 - > physical and biological sciences
 Each course must be worth at least 3 semester units.

Lower-Division Transfer

While all UC campuses welcome a large pool of junior-level transfers, most admit only a limited number of lower-division transfers.

However, it can happen. Here's how:

- If you were eligible for admission to UC when you graduated from high school — meaning you satisfied the subject, examination and scholarship requirements or were identified by UC during your senior year as Eligible in the Local Context (ELC) and completed the subject and examination requirements in the senior year — you are eligible for transfer if you have a 2.0 GPA in your transferable college coursework (2.8 GPA for non-residents).
- If you met the scholarship requirement in high school, but did not satisfy the 15-course subject requirement, you must take transferable college courses in the missing subjects, earn a C or better in each required course and have an overall 2.0 GPA in all transferable coursework to be eligible to transfer (a 2.8 GPA is required for nonresidents).

Minimum eligibility does not guarantee admission. Students need to consult with a counselor to ascertain realistic GPA requirements.

Course Completion Deadlines

Most UC campuses require students to satisfy certain course requirements (the seven-course pattern) and 60 transferable units by the end of the spring term preceding fall enrollment. Students are strongly encouraged to complete their required courses as early as possible.

Nonresidents

The minimum admission requirements for nonresidents are very similar to those for residents. Students should consult with the Admissions Office at one of the university campuses for details. In all cases, however, nonresidents must have a grade point average of 2.8 or higher in all transferable college coursework.

Online Application Filing Periods

The priority filing period for fall admission is November 1–30 the year prior to transfer. The filing period for winter quarter (and for spring semester at UC Merced) is July 1–31. For all campuses except UC San Diego the spring quarter filing period is Oct. 1–31.

It is essential to check with the campus to ensure that it is accepting applications for winter or spring. Students should plan to submit their applications early in the filing period.

PLEASE NOTE: The UC campuses are limited in their ability to accommodate winter and spring transfers due to budget uncertainties. Students should not count on midyear transfer. Consult with a counselor for the best possible transfer plan.

Transcripts

The UC system requires students to complete the online Work in Progress (WIP) form no later than January 31 the year before transfer. The UC campus will inform students via email when to send official transcripts.

Planning to Transfer to UC

Complete information about UC admissions and program planning is available at the following site: www.universityofcalifornia.edu/admissions/transfer

Most transfer students enter UC at the junior level—meaning they have completed transferable 60 semester units, general education and most, if not all, of their lower-division major prerequisites.

If you are considering transferring to the University of California from Irvine Valley College, it is important that you plan your coursework carefully. First, the courses you take should help you meet the minimum admission requirements for transfer students. In addition, you should select Irvine Valley College courses that prepare you for upper-division studies in your major or fulfill recommended general education requirements.

MAJOR PREPARATION REQUIREMENTS

Major preparation requirements specify the courses you must take during your first two years of college to prepare for advanced study in your major. They may be required as part of the major, be prerequisites for other courses that are required as part of the major, or be required to gain admission to the major.

Performance counts. Transfer applicants are evaluated, in part, on the basis of their performance in major preparation coursework. So it's important—very important—that you investigate the requirements for your intended major as soon as possible. If your major requires mathematics and science, it is essential that you complete those prerequisites before you transfer. Lack of preparatory coursework may affect your admission to your major, particularly if there are many applicants vying for a limited number of spaces.

Start early. You should begin coursework in your major as soon as you have selected one. If you are applying for fall admission, the campus may require you to complete certain major preparation requirements by the end of the preceding spring term.

Ask for help. Investigate transfer preparation paths to find out how best to prepare for UC's most popular majors. Check out the Exploring Majors feature at www.assist.org, which lists major preparation requirements for all UC programs. The lists are updated throughout the year, so check ASSIST periodically to ensure you have the most current information. The Irvine Valley College Counseling faculty can help advise you about the specific major preparation requirements for the program you select.

Knowing what the requirements are and planning your program at IVC will maximize your chances for admission to the UC campus and program of your choice. Meeting requirements in advance will give you more freedom when selecting courses once you enroll in the university. You may also be able to complete your undergraduate education within four years, without having to attend additional terms to meet requirements or take prerequisites.

The IVC Transfer Center can provide you with much of the information you need to start planning. UC representatives (and representatives from other four-year colleges and universities) visit the Transfer Center regularly to meet and advise prospective transfer applicants. They are available to give you up-to-date information about the availability of majors, impacted programs, coursework you need to take, and requirements that relate specifically to your circumstances.

GENERAL EDUCATION REQUIREMENTS

General education requirements are designed to give UC undergraduates a broad background in all major academic disciplines—natural sciences, physical sciences, social sciences, humanities and fine arts. The general education requirement—often called the breadth requirement—lists the specific courses you must take or number of credit hours you must earn in each discipline.

Requirements vary. Each school and college at every UC campus has its own general education requirement. With careful planning, you can meet many of the lower-division requirements before you transfer. You also have the option of completing the Intersegmental General Education Transfer Curriculum (IGETC) to satisfy the lower-division general education requirements at any UC campus.

The IGETC is a series of courses prospective transfer students attending California community colleges may complete to satisfy the lower-division breadth/general education requirements at both the University of California and the California State University. The University of California has developed an agreement with each California community college that specifies which of its courses may be applied to each category of the IGETC. (See pages 38–39 for further information.)

Following the IGETC general education pattern is generally preferred by most UC campuses for most majors. However, on some UC campuses, and for certain majors, IGETC is not accepted or even recommended, and following the native breadth pattern will benefit transfer students. Students are advised to see a counselor to choose the appropriate general education pattern.

ENTRY-LEVEL WRITING REQUIREMENT

You must satisfy the entry-level writing requirement to graduate in any program at UC. One way to meet this requirement is to complete a transferable college course of three semester (four quarter) units in English composition with a grade of "C" or better. Students who meet the UC basic requirements for minimal transfer eligibility, which include two transferable college courses in English composition (Writing 1 and Writing 2 at IVC), satisfy the entry-level writing requirement.

Additional Requirements

In addition to the general education requirement and their major preparation requirements, there are other requirements students must fulfill to receive their undergraduate degree from the University, such as the American History and Institutions Requirement. Other requirements vary according to the campus students attend, and their particular college or school and major.

AMERICAN HISTORY AND INSTITUTIONS REQUIREMENT

All undergraduate degree programs at UC require study in American History and Institutions. This requirement may be met through examination or enrollment in specific courses. Each campus decides how its students may meet the requirement.

If you satisfactorily completed a one-year course in US history or a half-year course in US history and a half-year course in American government while in high school, you have fulfilled this requirement for all UC campuses except UC Santa Barbara, which requires students to complete a college-level course. (At UCLA, you also must have earned a B average in these courses.) If you have satisfied Irvine Valley College's history and institutions requirement (History 20 or 21 and Political Science 1) you have also met the requirement at most UC campuses. It is strongly recommended that you complete this requirement before you transfer.

Transfer Admission Guarantee (TAG)

Six UC campuses—Davis, Irvine, Merced, Riverside, Santa Barbara, and Santa Cruz—offer guaranteed admission to California community college students who meet specific requirements.

Interested students must meet campus-specific requirements to qualify for a UC TAG. By participating in a TAG program, you can ensure your admission to a specific UC campus, some of which offer an early review of your academic records, early admission notification, and specific guidance on major preparation and general education coursework.

You can download a matrix of TAG program requirements at www.universityofcalifornia.edu/admissions/transfer/guarantee.

Students should visit the Transfer Center or Counseling Center for information regarding specific criteria for each UC campus. September 1–30 one year prior to enrollment is the online application filing period for TAGs.

TO PURSUE A TAG, YOU MUST:

- Fill out an online TAG application during the submission period, September 1 to 30, and review it with your IVC counselor. (Download the TAG application at uctag.universityofcalifornia.edu.)
- Once your TAG is submitted and approved, fulfill all remaining coursework and GPA requirements designated in your TAG agreement.
- Apply for admission to UC during the appropriate filing period, November 1 to 30 (see www.universityofcalifornia.edu/apply). Students are strongly encouraged to consult with their IVC counselor prior to completing/submitting the TAG application.

Please note: Transfer students do not have to participate in TAG to be considered for admission. Non-TAG students must also apply for UC admission during the appropriate application filing period (see www.universityofcalifornia.edu/apply).



STUDENT RESOURCES

FINANCIAL AID

In the Student Services Center
Room SSC 130 • 949-451-5287
financialaid.ivc.edu

Financial aid programs are intended to help eligible students pay for college expenses including books, fees, transportation, and other educational costs. The IVC Financial Aid Office encourages students to become informed about the variety of aid programs available to them.

Paying for the cost of a college education requires a partnership between students, their families and the college. Each partner has responsibilities to fulfill in meeting that cost.

Who Qualifies for Financial Aid?

To receive aid, you must:

1. Prove financial need based on federal and state guidelines, for need-based programs.
2. Have a high school diploma or equivalent.
3. Be enrolled as a regular student working toward a degree or certificate.
4. Be a US citizen or eligible non-citizen. (International and AB540 students: Please visit the Financial Aid Office for more details.)
5. Be making satisfactory academic progress.
6. Not be in default on any educational loan or owe a refund on an educational grant.
7. Have a Social Security Number.
8. Register with the Selective Service System (applies to male students only).

Free Application for Federal Student Aid (FAFSA)

To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) online at fafsa.gov. The FAFSA is used to determine eligibility for all state and federal financial aid. AB540 students: Please visit the Financial Aid Office website for more details. Students should apply before March 2 each year to meet Cal Grant, scholarship and priority funding deadlines.

IVC Financial Aid Programs STATE PROGRAMS

- **Board of Governors Fee Waiver:**
A program for California residents attending a community college. The fee waiver pays for enrollment fees for eligible students. It does not cover parking, lab, material, or health fees or the ASIVC activity sticker. To apply for the fee waiver ONLY, visit <https://bog.opencccapply.net/gateway/bog?cccMisCode=892>
- **Cal Grant:** A state-funded grant program for California residents. All Cal Grant award offers are subject to the approval of the final state budget. First-time applicants need to complete their FAFSA or Dream App by March 2 each year, and submit their GPA information. For more information, please visit www.csac.ca.gov

FEDERAL PROGRAMS

- **Federal Pell Grant:** A grant program for students who have not earned a bachelor's or professional degree. Students must file a FAFSA and demonstrate financial need.
- **Federal Supplemental Educational Opportunity Grant (FSEOG):** A program that funds grants based on demonstrated exceptional financial need. Priority is limited and given to Pell Grant recipients who complete their FAFSA by March 2.
- **Federal Work Study (FWS):** A program that funds part-time job opportunities to students with financial need. Students must be enrolled in at least 6 units. Funding is very limited and is awarded on a first-come, first-served basis.
- **Federal Direct Loan Program:** Long-term, low-interest loans from the US Department of Education. Students must be enrolled in at least 6 units and must complete a FAFSA.

SCHOLARSHIPS

Irvine Valley College offers scholarships through the college's foundation and generous donors. Students may be awarded scholarships on the basis of academic achievement, financial need, and campus or community service. Scholarship information is available at financialaid.ivc.edu.

Scholarships are also available from sources beyond Irvine Valley College. Additional information can be found on the IVC Financial Aid Scholarship page.

Satisfactory Academic Progress (SAP)

Federal and state regulations require that students maintain satisfactory academic progress in order to be eligible to receive financial aid. The purpose of this requirement is to encourage all students to progress steadily at a reasonable rate toward graduation, transfer or completion of their educational goal. The Financial Aid Office at IVC will evaluate all aid recipients once each term to ensure that they are meeting all components of satisfactory progress. Students must meet all of the following academic standards to receive financial aid:

1. Maintain a 2.0 cumulative district GPA.
2. Complete 70% of all classes attempted.
3. Complete associate's degree by 90 units of attempted coursework.
4. Not have an AA, AS, bachelor's or higher degree.

Students not meeting the above academic standards may be suspended and will have to submit an appeal for possible financial aid reinstatement. For more information, visit the Financial Aid Office website.

Return of Title IV Funds

When a recipient of federal student aid (Title IV grant or loan) withdraws completely from the college before completing 60% of the enrollment period, federal law requires repayment of part of the aid received. The amount that must be repaid will depend upon the percentage of the semester completed. The Financial Aid Office will notify the student regarding the amount owed and repayment options. Any aid recipient who needs to withdraw from all classes should contact the the Financial Aid Office before dropping. More information on the effects of aid recipients dropping classes can be viewed on the Financial Aid Policies page of the Financial Aid Office website.

COUNSELING SERVICES AND VETERANS SERVICES

in the Student Services Center
Room SSC 210 • 949-451-5319

Irvine Valley College provides counseling services to help students with a variety of educational, career and personal concerns. The counseling faculty help students clarify their needs, make decisions, set goals and deal effectively with personal obstacles. The relationship between student and counselor is confidential. Students who wish to meet with a counselor for academic planning, transcript evaluation and career counseling should make an individual appointment to see a counselor. In this way, they are assured of enough time to have their questions answered and to get to know a counselor on a one-to-one basis. For information or to schedule an appointment, students may call the Counseling Center, 949-451-5319, or visit students.ivc.edu/counselingcenter.

Academic Counseling

Counselors work with students to develop a personalized academic plan. They also help students identify a major. Counselors evaluate transcripts from other colleges and explore transfer options and requirements with students. If needed, they help students to develop study and time management skills. Counselors also offer orientations for new students.

Career Counseling

Career counseling assists students in identifying their career interests. Counselors use a variety of assessments to help students examine their interests and personality characteristics, including values and skills classification. Counselors also provide information about the labor market and offer career/life-planning courses.

Drop-in Counseling

Drop-in counseling provides students with the opportunity to meet with a counselor on a first-come, first-served basis for answers to quick questions (10 minutes or less). Drop-in hours are posted in the Counseling Center on a daily basis.

Personal Counseling

Personal counseling includes help with relationship problems, interpersonal communication, self-awareness, stress management, behavior change, and referral to off-campus resources. Psychological services are also available in the Health and Wellness Center.

Online Counseling

Online educational counseling, an extension of drop-in counseling, offers students an opportunity to ask counselors questions online. Students may access the link from students.ivc.edu/counselingcenter.

Counseling for International Students

Specific counselors have been designated to work with international students. They work closely with the International Student Center to advise international students about the special rules regarding their course selection.

Counseling for Student-Athletes

A specific counselor has been designated to counsel student-athletes. The athletic counselor works closely with team coaches and is familiar with athletic eligibility requirements for California Community College Athletic Association (CCCAA), National Collegiate Athletic Association (NCAA), and National Association of Intercollegiate Athletics (NAIA). Student-Athletes must have an academic plan in order to compete, and meeting with the athletic counselor is necessary to the completion of this plan. Student-athletes are encouraged to see the athletic counselor on a regular basis for career, personal, academic and athletic counseling.

Counseling for Honors Students

There is a designated honors counselor who advises students with transferring, specifically to UCLA's Transfer Alliance Program (TAP) and UCI's Honors-to-Honors Transfer Agreement. Students need to see the honors counselor each year to update their educational plans. Students pursuing graduate school after completion of the bachelor's degree are encouraged to take Counseling 1 Honors (Academic Planning) to assist them with the research and planning process of graduate schools.

Veterans Services Center

The Veterans Service Center provides veterans, active military and dependent resources that will promote successful transition from military life. The center is a one-stop center that houses a certifying official and provides direct support services to the veterans. The certifying official provides assistance to students by completing the paperwork required for VA education benefits. There are computers available for veteran students' use and tutoring available through the Student Success Center for all veteran students, scholarships, veteran counseling, and new student guidance. A Vocational Rehabilitation Veteran representative is present weekly, a disability certification representative is present and mental wellness counseling is available onsite for veteran-specific needs. Healthcare benefit enrollment also is available. Our one-stop stresses a holistic approach to accommodating our veterans at IVC and we promote wellness programs for all veterans to participate. We are located in front of the Student Services Building.

Counseling for Veteran Students

A wide range of academic counseling services is available to veterans and active duty military. In addition to providing career and academic planning services, the School of Guidance and Counseling offers a Counseling 1 (Academic Planning) course tailored to the needs of military service members, assisting them in the transition to civilian and academic life. Veterans can receive priority appointments by calling 949-457-5539.

SUPPORTIVE SERVICES

Disabled Students Programs and Services (DSPS)

Student Services Center
Room SSC 171 • 949-451-5630

The Disabled Students Programs and Services (DSPS) department provides support services, specialized instruction and educational accommodations to students with a disability, enabling them to fully participate and benefit from an equitable college experience at Irvine Valley College. Participation in DSPS is voluntary and all student disability-related information is confidential. Services and accommodations are based on a verified disability, counselor's recommendations, and individual need, and may include the following:

- Alternate media for educational materials
- Basic skills courses intended for students with learning disabilities
- Disability management counseling
- Extended academic tutoring
- Note taking
- Test proctoring
- Sign language interpreting
- Priority registration

DSPS strives to support Irvine Valley College in the inclusion of students with disabilities as independent, responsible, and productive members of the campus community.

Learning Disabilities Program

Student Services Center
Room SSC 171 • 949-451-5630

The Learning Disabilities Program serves Irvine Valley College students who are not achieving their educational and/or occupational goals because of difficulties with study and organizational skills or skills such as reading, writing, spelling, or math. Students with learning disabilities may find it difficult to perform well or succeed in the classroom without help, and the Learning Disabilities Program offers such students specialized instruction and support. Special classes focus on basic skill development and strategies for overcoming specific learning problems.

Students may be referred to the program by an instructor or counselor, or they may refer themselves. Each student will receive an initial interview and then may be individually assessed.

Extended Opportunity Program and Services (EOPS)

Student Services Center
Room SSC 220 • 949-451-5243

EOPS is a state-funded program that provides support services designed to ensure the success of eligible low-income students. Services include a summer bridge program; financial assistance; textbook assistance; academic, personal, and career counseling; transfer assistance; peer counseling; childcare referrals; work-study opportunities; subject-area tutoring; study-skills assistance; and workshops. Referrals to other campus resources and community agencies are also available. Students may call for eligibility criteria and additional information.



Cooperative Agencies Resources for Education (CARE)

Student Services Center
Room SSC 220 • 949-451-5243

The CARE program supports CalWORKs single parents, offering child care and transportation assistance, books and supplies, special workshops, grants, and counseling. Students interested in the CARE program are encouraged to contact the EOPS office to determine their eligibility.

California Work Opportunities and Responsibility to Kids (CalWORKs)

Student Services Center
Room SSC 220 • 949-451-5243

Irvine Valley College partners with Orange County Social Services Agency to provide a number of support services to CalWORKs cash aid recipients. Services include college work-study, child care, transportation assistance, specialized counseling, and employment readiness workshops. CalWORKs recipient students are encouraged to meet with an IVC CalWORKs counselor as soon as possible when they come to IVC.

ONLINE SERVICES AND DISTANCE EDUCATION

Student Email

All students are automatically given email accounts within 72 hours after enrolling. User names are assigned automatically (customized names are not provided), and accounts are continued with no interruption in service so long as the student remains enrolled in contiguous semesters (excluding summer). Students may change their initial password and forward copies of their student email to another account (e.g., their home email) by logging into MySite.

Approximately three weeks after the start of a semester, continuing students who have not enrolled in at least one class for the new semester will have their email accounts deleted. Students who drop all of their classes will have both their email accounts and any messages deleted.

For the most current information about how to use student email accounts, students should log on to www.socccd.edu/email and read "Your Email Information."

Example: If your name is James Bernardo, your user name is jbernardo0. Important: Student email accounts always end in a number. Your account name may end with a zero or any other number, but it will never end with the letter "o" or "l." Your student email address is: jbernardo0@ivc.edu. Your default email password is: Your PIN plus two zeros. For example, if your PIN is 3456, your default password is 345600. Your domain is: IVC-STUDENT. To change your password, log in to MySite. Under the MyEmail link on the left, click on "Change PIN/Password." Click on "Change Password."

Important Notice: Student email privileges are designed solely for educational purposes. District policy forbids personal, recreational or commercial use of college computers, e-mail and Internet services.

Online Educational Counseling

Online counseling is an extension of drop-in counseling (see page 53). Students can access this service from students.ivc.edu/counselingcenter.

Online Orientation

IVC's online orientation is available to students 24/7/365 from any computer with Internet access. The orientation provides students with valuable information regarding the many services, policies, and opportunities available at IVC. It is designed to give students a comprehensive overview of the Irvine Valley College experience. The orientation is fully accessible to the visually impaired.

Once students have applied to IVC and received their student ID number, they may access the online orientation through MySite. After students have completed their matriculation requirements, they may return to this resource by logging in as a guest.

Online Advisement

IVC's online advisement is available to students 24/7/365 through MySite from any computer with Internet access. The advisement takes students step-by-step through the process of identifying which classes they can take during their first semester at IVC. Advisement is specific to each individual student and is based on recommended classes identified through the student's assessment results, educational goal, and personal interests. Students may review the advisement session multiple times, ask questions, and develop backup schedules from the convenience of their home or other location.

Students are eligible to complete the online advisement after completing their online orientation and taking the Assessment Placement Test and receiving their recommended classes (available for viewing on MySite). Successful completion of the online advisement allows students to enroll in their first semester classes on their assigned registration date and time.

Distance Education: Online Classes

Distance education is the process of learning, researching, and interacting outside of a campus environment. Distance education at Irvine Valley College is conducted on the Internet. Each class has a specific IVC instructor who serves as a personal contact to answer student questions, provide review opportunities, and administer examinations throughout the semester.

Students must meet the specific requirements of the course and participate responsibly. Any student enrolling in an online class is required to go to this website link for orientation information: academics.ivc.edu/DE.

Blackboard™

Blackboard™ is an Internet educational delivery platform that provides students with an online learning community. Most distance education classes at IVC use the Blackboard course management system. Students participate in course lessons by accessing the Internet site, either at home or on campus in the college library.

Students are able to download course content (including articles, streaming audio and video, and presentations) and interact with their instructor and classmates through the discussion board and the chat/virtual classroom.

Instructors inform students at the class orientation or by email about how to use the Blackboard account. Students officially enrolled in an online class may access the account at <http://socccd.blackboard.com> with a valid user name and password. Students can view online videos about Blackboard at the following website: academics.ivc.edu/DE.

BOOKSTORE AND CENTERS FOR STUDENTS

IVC Bookstore

B 100, Adjacent to Lot 10
949-451-5258

The Irvine Valley College Bookstore stocks new and used textbooks, class supplies, and a variety of educational materials. Used textbooks are bought back year-round, at up to 50% of the new price. The bookstore accepts cash, credit cards (VISA, MasterCard, Discover, and American Express), personal checks (with valid driver's license and student ID), and bookstore gift cards.

Students can order their textbooks online at www.ivcstore.com. Books ordered online can be picked up at the store or shipped via FedEx. ATEP students may purchase their books at the IVC Bookstore. IVC Bookstore offers textbook rentals, saving students up to 50% on select textbooks. Information is available in the bookstore or by logging on to www.rent-a-text.com.

The bookstore is open Monday through Friday, except college holidays. The bookstore offers extended hours the first week of each semester. Students should refer to www.ivcstore.com for exact hours each semester.

The IVC Bookstore does not carry textbooks for Saddleback College. Saddleback College students should purchase textbooks at the Saddleback College Bookstore.

Career and Job Placement Center

Student Services Center
Room SSC 230 • 949-451-5431

The Career and Job Placement Center is available to help students develop a plan to secure gainful employment during or after their academic career. The Center offers resources for those who need assistance with career planning, goal-setting, choosing a major, researching careers, or enrolling in a career guidance course. Career Exploration and Life Planning (COUN 102) is a career guidance course offered fall, spring, and summer semesters. Career Center staff is available to help with résumé and cover letter writing, job searches, and interview practice. The Career Center library contains books on résumé and cover letter writing; career paths in various industries and for various majors; and career paths for different temperament types. Other resources include: handouts with résumé and cover letter tips; career tips for different academic majors; scholarship information; cooperative work experience information; Myers-Briggs Type Indicator summaries; workforce indicator and salary data; and information on Career and Technical Education (CTE) programs. Online Career Center resources can be accessed 24/7 via the website, students.ivc.edu/careercenter. These resources include Eureka (assessments), Bridges (assessments), College Central Network (online job board), and Candid Career (career research). The Career Center computer lab is a resource for students to support their career development and job search goals. A number of career-related events are hosted by the Career Center throughout the year. These include job fairs; workshops; and employer/industry panels. Students who would like to meet with a staff member for one-on-one assistance may make an appointment by calling (949) 451-5431.

Child Development Center

Adjacent to Parking Lot 10
949-451-5484
License #300614147

Irvine Valley College's on-campus Child Development Center serves children of IVC students, faculty and staff, as well as community members. IVC students enrolled in six or more units may be eligible to receive a discount. The center is open Monday through Friday from 7 a.m. to 6 p.m. Two, three or five full-day programs are available. Children must be completely toilet trained for group care. Openings are limited and the center has a waiting list, so interested parents should register as soon as possible to reserve a space. Center tours are Tuesdays at 10 a.m. or Thursdays at 3 p.m.

In addition to serving children, the Child Development Center serves as the IVC Campus Lab School for the Early Childhood Education Program. IVC students who have course assignments may participate at the Lab School.

Counseling Center

Student Services Center
Room SSC 210 • 949-451-5319

The Counseling Center offers holistic counseling, working with each student to meet their academic, career, and personal needs. See page 53 for a description of counseling services.

Health and Wellness Center

Student Services Center
Room SSC 150 • 949-451-5221
FAX: 949-451-5393

The Health and Wellness Center is able to provide prevention, education and basic outpatient services for the diagnosis and treatment of acute and sub-acute illnesses and injuries. The wellness center provides physical, emotional and social well-being guidance for students in ways that will increase their potential for educational success. A brief overview of services includes urgent care, preventive

care which includes general health assessment and education, vision and hearing screenings, emergency first aid, women's and men's health care, TB testing, STD testing and flu shots and referrals are utilized for services beyond our scope of practice. Additionally, annual well-women examinations are available including PAP tests and birth control. Mental wellness services are available for short term intervention, and referrals are available for more detailed mental health needs. Support services such as pharmacy, laboratory and health education are also available. There is a nominal charge for laboratory tests and prescription medications. The Wellness Center is staffed by a team of professionals which include medical physicians, registered nurses and clerical support. Health services are available to students who have paid the state mandated health fee and are currently enrolled in and attending classes at IVC. Students may call for hours of operation each semester. The wellness center is closed on weekends and school holidays.

International Student Center

**Student Services Center
Room SSC 140 • 949-451-5414**

Irvine Valley College is authorized by the US Department of Homeland Security (US DHS) to admit international students under F-1 visa status. The college has a robust international student program, welcoming over 700 international students from 45 different countries annually.

The International Student Center is committed to assisting students with an array of services, such as information regarding immigration advising, academic counseling, university transfer assistance, orientation and health insurance enrollment.

All F-1 visa students must purchase the District mandated health insurance plan as a condition of enrollment.

Resources are available for housing, transcript evaluation and document translation services.

Irvine Valley College welcomes international student applications and encourages early application in order to meet established deadlines.

Prospective students are encouraged to visit the International Student Center or visit ivc.edu/student/iso for more information and application instructions.

Language Acquisition Center

Room B 354 • 949-451-5580

The Language Acquisition Center is a learning center for classes in Chinese, French, Japanese, Spanish, and English as a Second Language (ESL). Instructors and tutors are available to aid students with assignments and language learning. The center offers individual tutoring, conversational groups, computer-aided practice, films, and cultural events.

The center is open to students currently enrolled in IVC language courses. Students must enroll in Chinese 180, French 180, Japanese 180 or Spanish 180. For ESL support, students can enroll in Tutoring 301 through the Student Success Center. For assistance in ESL 201 or ESL 301, students should enroll in ESL 201L or ESL 301L. Enrolled students may use the Language Acquisition Center any time during open hours.

Library

**Circulation Desk: 949-451-5761
Reference Desk: 949-451-5266
Information: 949-451-5261**

The Irvine Valley College Library provides students, faculty, and staff a wealth of information resources, including approximately 35,000 books, 1,138 legal resources, 24,300 e-books, 46 databases encompassing over 25,000 full-text scholarly journals as well as 646 DVDs and 4,300 music CDs. A web-based public access catalog allows users to search for all of these materials. Printers and copy machines are available for student use for a nominal fee. The library also offers spacious study areas and group-

study rooms for students. District students, faculty, and staff can borrow circulating materials by presenting a valid student or staff ID card.

LIBRARY COMPUTERS

Computer workstations in the library provide currently enrolled Irvine Valley College or Saddleback College students access to the Internet, student email, research databases, and Microsoft Office software. Assistive computers are available for students with disabilities. **The computer facilities in the library are for educational and research purposes only.**

LIBRARY CARD

A current Irvine Valley College or Saddleback College student photo ID is required for all library transactions. Students must be currently enrolled in classes. Students should report lost ID cards to the library immediately, as they will be held responsible for materials checked out under their name.

MATERIAL/BOOK CHECKOUT

All currently enrolled SOCCCD students, as well as students in the Kaplan International program, may check out library materials.

Books, CD-ROMs, DVDs and Music CDs:
9 items for 3 weeks

Magazines, Newspapers:
Library Use Only

Reference Books: Library Use Only

RENEWALS

Items can be renewed once, by telephone, in person, or via the library website. If another person has requested a particular item (by placing a hold), then the item may NOT be renewed.

RESERVES

A collaborative effort between the ASIVC, campus bookstore and Library Reserve Department now offers a broader range of core textbooks for student use in the library.

To check out a reserve item, students must present a valid IVC or Saddleback student photo ID at the Circulation Desk and request the item stating the course name and number, for example, BIO 1, MATH 4A, or PSYC 150. Because reserves are in high demand, they are for library use only and have a very short checkout period. If students do not return them within the specified time period, an overdue fine will be imposed. Fines are not waived for overdue textbooks, skeletons, musculatures, or other course artifacts.

LATE FINES AND HOLDS ON STUDENT RECORDS

When library materials become overdue or are returned late, the library places a hold on the student's account. Holds prevent individuals from registering, adding or dropping classes, and receiving grades, transcripts or diplomas and can incur late and/or lost fines. To remove a hold, students must return the library item and pay the fine or the cost of the lost material plus processing fee. The library circulation staff can provide further information about this regulation and about additional charges for lost materials.

COMMUNITY LIBRARY USERS

District residents who purchase a community card may access the resources of the IVC Library. They may check out four items at a time and use the library computers.

LIBRARY PRIVILEGES: KAPLAN INTERNATIONAL STUDENTS

Students enrolled in the Kaplan International program have library privileges allowing them to check out one item at a time when they use ESL materials extensively. Kaplan students also have access to the library's computers. Kaplan students must present a current Kaplan ID card with a photo ID to the library circulation staff to receive their library privileges.

Life Fitness Center and Strength Training Center

Rooms PE 110 and PE 260
949-451-5370

The Life Fitness Center is an exercise facility designed to improve the health and fitness levels of students of all ages and abilities. The center offers equipment for improving cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.

An Aerobic Super Circuit consisting of a series of Cybex weight machine stations alternated with aerobic steps and bicycle ergometers is one of the center's main features. By moving continuously through the Aerobic Super Circuit, an individual can improve his or her cardiovascular endurance, reduce risk of heart disease, decrease body fat, increase muscle mass, and strengthen all of the major muscle groups in the body.

The center has an assortment of aerobic equipment, including bicycle ergometers, stair climbers, rowers, and treadmills, as well as weight machines and free weights. Kinesiology instructors work with students individually or in small groups.

Students interested in using the center must enroll in Kinesiology 3A, 3B, or 3C (Life Fitness Center) and participate in an online orientation session. The orientation covers the general rules and regulations of using the center and introduces available equipment. Students may access orientation information by clicking the Life Fitness Center link on the Kinesiology Department website: academics.ivc.edu/kines

The Strength Training Center, across from the Life Fitness Center, features Hammer Strength and Life Fitness equipment and Ivanko free weights. This center serves as the classroom for students enrolled in strength and/or weight-training classes, who will learn to perform the exercises necessary for body building and power lifting.



Math Center

Room B 363 • 949-451-7561

Drop-in tutorial assistance and supplemental instruction is available in the Math Center for math courses taught at the college. For assistance in Math 351 or Math 353, students should enroll in Math 351L or Math 353L. For assistance in other math classes, students should enroll in a section of Tutoring 301 designated for use of the Math Center.

Reading/ESS Center

Room B 382 • 949-451-5663

The Reading Center offers instructional support to students interested in improving their reading skills. Activities include grammar, spelling, reading comprehension, vocabulary development, speed reading, and critical reading. Students must be in enrolled in corequisite courses to enroll (see the online class schedule for applicable corequisites).

Student Success Center

Room BSTIC 110 • 949-451-5471

The Student Success Center serves both as the central location for the college's tutoring program and as a computer access lab for IVC students enrolled in specific courses.

TUTORIAL ASSISTANCE

The center supports academic learning by providing tutoring and additional resources to reinforce and supplement classroom instruction. The goal of tutoring is to assist students in achieving success in their classes, to prevent students from dropping classes unnecessarily, to promote their self-confidence, and to help them become independent and active learners. The center offers free extended tutoring in other subjects for DSPS, EOPS and veteran students.

Students seeking tutorial assistance must complete an instructor/counselor referral form (available in the center or online on the center's website), have it signed, and then register for Tutoring 301 via an APC provided at the front desk.

COMPUTER LAB ACCESS

The Student Success Center serves as a laboratory for IVC courses that require students to use specific software applications to complete their assignments. The center is equipped with PCs and Macs; network services; printers; scanners; 3D printer; and specialized software. Instructors and tutors are available to aid students with their assignments.

Classes supported in the center include those providing instruction in accounting, computer security, computer-aided design and drafting, database design and implementation, desktop publishing, engineering, graphics applications, Microsoft Office suite applications, networking, operating systems, programming, statistics, VoIP (Voice over Internet Protocol), and web authoring, among others.

Transfer Center

Student Services Center

Room SSC 230 • 949-451-5339

The Transfer Center provides information, resources and special events to educate and assist students who plan to transfer to four-year colleges and universities. Information is available regarding the admissions process, including application deadlines and admission requirements. Students may make individual appointments with counselors in the center for guidance in selecting majors and transfer institutions, meeting minimum transfer requirements, academic planning, applying for admission, appealing admission denials, and more.

The center offers general transfer workshops as well as application workshops to assist students with the process. Students can obtain information regarding Transfer Admission Guarantee (TAG) programs available with UC Irvine, UC Davis, UC Merced, UC Santa Barbara, UC Riverside and UC Santa Cruz, as well as with the CSU system and some private and out-of-state institutions. Students can also access information about universities and financial aid programs via Internet workstations in the center. College Source enables students to view catalogs for most colleges and universities across the United States.

The center arranges individual appointments on the IVC campus with representatives from the University of California, California State University, and independent and out-of-state colleges and universities. On Transfer Day (fall semester) and at college transfer fairs, students may speak informally with representatives from most UC and CSU campuses and independent colleges and universities. The center also provides transportation for tours to four-year colleges and universities.

Writing Center

Room B 353 • 949-451-5249

The Writing Center offers instructional support in reading and writing to students enrolled in Writing 181, 182, 280 or 380, the Writing Conference. Enrolled students may use the Center to confer individually with English instructors and to log on to computers for academic purposes.

During conferences, instructors do not edit or proofread student writing; instead, they offer feedback and direction based on an understanding of the classroom writing assignment. Conferences are available on a first-come, first-served basis, and enrolled students are welcome to use the Center's services at any time during operating hours.

Students enrolled in Writing 280 and 380 must record 24 hours spent in the Center and participation in four formal conferences in order to receive .5 unit of credit. Students enrolled in Writing 181 or 182 must record 24 hours spent in the Center in order to receive .5 unit of credit.

ASIVC, HONORS PROGRAM AND HONOR SOCIETIES

Associated Students

Student Services Center
Room SSC 260A • 949-451-5260

The Associated Students of Irvine Valley College (ASIVC) is recognized as the official governing body for all areas of student concern. Any student duly enrolled at Irvine Valley College is automatically accorded membership in ASIVC and has the right to vote in college-wide elections. Students interested in joining the student government should contact the ASIVC Office.

ASIVC SPONSORSHIP

ASIVC budget monies are principally commissions derived from college cafeteria and bookstore contracts, with the remainder of monies coming from the sale of ASIVC activity stickers. The budget supports campus causes and events, such as club activities, athletics, co-curricular programs such as Speech and Debate and Model United Nations, and scholarships. The ASIVC also sponsors special event days to promote cultural awareness and celebrate ethnic diversity.

Students are encouraged to purchase the Associated Student Body activity sticker, which entitles its holder to a number of benefits, including no-cost entry to IVC athletic home games for the semester; free scantrons; FUND-card™; discounted movie and theme park tickets; and an opportunity to apply for Associated Students scholarship awards.

CLUBS

Associated Students of Irvine Valley College sponsors diverse campus clubs and organizations. These include culturally focused groups such as the Hispanic/Latino Club; academic and special interest organizations such as the Administration of Justice Club/XTE, Applied Science and Engineering Club (ASEC), BEES Garden Club, Business Leaders Society, Forensics Club, Geography Club, Green Team Alliance, Math Club, and Model United Nations. A list of clubs is published in the student handbook. Additional information is available in the ASIVC Office, SSC 260.

Honors Program

The Irvine Valley College Honors Program is designed to meet the needs of academically talented and highly motivated students. Students may enroll in honors-designated courses, most of which meet the general education transfer requirements for the University of California and California State University systems. Honors course offerings can be found in both the online class schedule and the class catalog under the relevant departments. The following honors courses will be offered in 2015-16:

ACCOUNTING 1BH: Managerial Accounting Honors

ANTHROPOLOGY 1H: Introduction to Physical Anthropology Honors

ANTHROPOLOGY 2H: Cultural Anthropology Honors

BIOLOGY 1H: The Life Sciences Honors

BIOLOGY 19H: Marine Biology Honors

COMMUNICATIONS 1H: Communication Fundamentals Honors

COMPUTER SCIENCE 1H: Introduction to Computer Systems Honors

COUNSELING 1H: Academic Planning Honors

ECONOMICS 1H: Principles of Economics—Micro Honors

ECONOMICS 2H: Principles of Economics—Macro Honors

ECONOMICS 10H: Statistics for Business and Economics Honors

FRENCH 1H: Beginning French I Honors

GEOGRAPHY 3H: World Regional Geography Honors

GEOGRAPHY 10H: Introduction to Weather and Climate Honors

HISTORY 51H: Women in American History Honors

HUMANITIES 1H: Introduction to Humanities Honors

HUMANITIES 71H: Introduction to Film Honors

JAPANESE 1H: Beginning Japanese I Honors

MANAGEMENT 12AH: The Legal Environment of Business Honors

MATH 3AH: Analytic Geometry and Calculus I Honors

MATH 3BH: Analytic Geometry and Calculus II Honors

MATH 24H: Elementary Differential Equations Honors

MUSIC 1H: The Basics of Music Honors

MUSIC 20H: Music Appreciation Honors

POLITICAL SCIENCE 1H: American Government Honors

POLITICAL SCIENCE 12H: Comparative Politics Honors

PSYCHOLOGY 1H: Introduction to Psychology Honors

PSYCHOLOGY 5AH: Psychological Aspects of Human Sexuality Honors

PSYCHOLOGY 10H: Statistical Methods in the Behavioral Sciences Honors

PSYCHOLOGY 13H: Psychology of Reasoning and Problem Solving Honors

SOCIOLOGY 1H: Introduction to Sociology Honors

SPANISH 1H: Beginning Spanish I Honors

THEATRE ARTS 25H: Great Plays: Primitive to Renaissance Honors

THEATRE ARTS 26H: Great Plays: Renaissance to Contemporary Honors

WRITING 1H: College Writing 1 Honors

WRITING 2H: College Writing 2: Critical Thinking/Writing Honors

For special consideration by transfer institutions and for recognition on the transcript, Honors Program students must complete a minimum of five courses and 15 letter-graded units of honors-designated coursework during their academic career at Irvine Valley College (courses taken on a pass/no-pass basis do not fulfill Honors Program requirements). Students must maintain an overall GPA of 3.25; they must also achieve a 3.25 GPA in their honors courses. Students may not take all five of the required honors courses in the spring semester prior to transfer without approval of the Honors Advisory Committee. Students are expected to submit a Student Learning Assessment Portfolio as a program graduation requirement. For more information please visit the Honors website or office. The Irvine Valley College Honors Program is a member of the UCLA Transfer Alliance Program (TAP) and of the Honors Transfer Council of California.

HONOR SOCIETIES AND INTERCOLLEGIATE ATHLETICS

Entering freshmen who wish to join the program must submit an application packet containing an application form; transcripts demonstrating a non-weighted academic 3.25 GPA and Writing 1 eligibility OR SAT 1890 (of 2400) or SAT 1260 (of 1600) or ACT 28 (of 36) and Writing 1 eligibility; a letter of recommendation; and a personal letter of application. **Continuing IVC students** who wish to join the program must submit an application packet containing an application form; transcripts demonstrating completion of at least 12 hours of transfer-applicable coursework with a 3.25 GPA and Writing 1 eligibility; a personal letter of application; and the names of three Irvine Valley College (or Saddleback) faculty who will comment on behalf of the applicant. **Students transferring to IVC** who wish to join the program must submit an application packet containing a signed, completed application form; unofficial copies of all college transcripts demonstrating completion of at least 12 hours of transfer-applicable coursework with a cumulative 3.25 GPA and Writing 1 eligibility; three letters of recommendation from college faculty; and a personal letter of application. *Note: Special rules apply to students who already have an undergraduate degree or have 40 or more units of college work.* Application forms are available online at academics.ivc.edu/honors or in the program office, Room A 209, at IVC. For further information students may call 949-451-5300 or email honorsprogram@ivc.edu.

Honor Societies

IVC honor societies include the Alpha Omega Mu chapter of Phi Theta Kappa (the international honor society for two-year colleges) and Psi Beta (the national honor society in psychology for community college students). All honor society members will have a notation on their official transcripts for every semester they maintain membership standards in Phi Theta Kappa and/or Psi Beta. **Transcript notation is posted at the end of each semester.** Phi Theta Kappa members are also eligible for chapter, state, and national merit and transfer scholarships. Psi Beta members are eligible for national research and service awards and can participate in regional in national psychology conferences.

PHI THETA KAPPA

Phi Theta Kappa is a co-curricular organization affiliated with the IVC honors program. Students who are members of Phi Theta Kappa and/or have enrolled in the honors program benefit from this partnership in a variety of ways, including transcript notation, access to the honors program center, and the possibility of attending academic conferences where they may participate in workshops and compete for national awards and scholarships.

To qualify for membership in Phi Theta Kappa, a student must have completed 12 semester units at Irvine Valley College and have an Irvine Valley College cumulative grade point average of 3.5. Membership is not automatic: students must apply each semester for membership and pay semester dues before they are formally inducted. Transcript notation is posted at the end of each semester. For more information about Phi Theta Kappa, students may call 949-451-5206.

PSI BETA

Psi Beta's mission is to encourage professional development and psychological literacy of all students at two-year colleges through promotion and recognition of excellence in scholarship, leadership, research, and community service. Psi Beta members experience educational enrichment through service activities, participation in professional psychology conferences, and competition for national awards.

To qualify for membership in Psi Beta, a student must have completed at least one college psychology course with a grade of "B" or higher, have completed 12 semester units, and have a cumulative grade point average of 3.25 or higher. After paying a one-time-only fee, membership is for life. For more information about Psi Beta, students may email ktucker@ivc.edu.

IVC Athletics: A Tradition of Excellence

Since 1990, Irvine Valley College has been committed to maintaining a strong athletic and academic tradition. Competing as a member of the nation's toughest college conference, the Orange Empire Conference (OEC), Irvine Valley teams have collected 21 state championships and 41 conference titles from 1990 through the spring of 2015. IVC currently competes in 13 intercollegiate sports: baseball, women's badminton, women's sand volleyball, and men's and women's basketball, golf, soccer, tennis, and volleyball. The success of the IVC teams can be attributed largely to an outstanding coaching staff that demands excellence from students, not only on the courts and fields but also in the classroom. All head coaches for the men's and women's teams hold at least a master's degree.

In just 11 years, **IVC BASEBALL** has gone from a simple start-up program to being among the elite in the always-tough OEC. In 2008, the Lasers set school records for wins in a season (32) and conference wins (14), and hosted the college's first-ever home playoff series. The season ended with the college's first Super Regional win, and seven players signed with Division I programs around the country. This topped IVC's previous best finish in 2005, when IVC advanced to the state playoffs Super Regional, as the Lasers were led by their first-ever All-American selection (pitcher Chris Sadoris) and an MLB draft pick (Jessie Mier to the Los Angeles Dodgers). In 2011, IVC infielder Scott Kaplan was named an All-American; he now plays at Nevada.

The **MEN'S BASKETBALL** team has reached the playoffs in 14 of coach Jerry Hernandez's 18 years at the helm. The Lasers ranked as high as No. 2 in the state polls in 2007-08 and again in 2009-10. IVC set a school record for wins in a season during 2007-08, finishing 27-5 as five players signed with Division I teams. Two years ago, the team earned its first-ever state tournament berth and finished with a record of 26-5 overall. During the 2010-2011 season the team reached the regional final and had a record of 23-8. Coach Hernandez, who garnered his 250th career win at IVC in 2008, has won a conference championship and sent nearly 80 of his student-athletes on to play at four-year colleges.

The **WOMEN'S BASKETBALL** team won a conference title in 1999, making its first-ever trip to the state tournament. The team finished with a record of 24-8 in its first season and, after another playoff season in 2007-08, has an overall program record of 268-149. IVC opened the 2005-06 season with the best start in program history, winning 17 of its first 18 games as forward Vanessa Dominguez was named a Kodak All-American in spring 2006. IVC had another winning season in 2009-10, going 20-8. Two players from that squad received scholarships to four-year colleges.

The **MEN'S SOCCER** team tied for a conference title in its first-ever season in 1990, finished second in California in 1991, and won its first state championship in 1993. Since that time IVC has become one of the nation's elite men's soccer programs, winning another state title in 2003 and finished ranked as the No. 1 team in the nation. In 2006 and 2007, IVC advanced to the regional finals and was ranked as high second in the final Southern California regional poll.

The **MEN'S TENNIS** team, traditionally competitive in the Orange Empire Conference, captured the 150th victory in program history in 2007 with a win over Fullerton. In 2010, top player Chad Sigler was named the conference's player of the year.

WOMEN'S TENNIS, always in the hunt for a title in the best women's conference in California, won a conference championship in 1999. The team had an impressive season in 2010, finishing second in conference and making the State Final Eight. The squad ended up ranked No. 6 in the state. In 2011, IVC's Tina Vuong was named conference player of the year.

MEN'S VOLLEYBALL needed just two years to claim a conference and state title, winning the crowns in 1993 under coach Tom Pestolesi. The team has won conference titles in four of the last six years, including 2010, and has reached the state tournament seven straight seasons, winning the title again in 2011 behind state tournament MVP Brandon Directo. The squad finished as back-to-back state and national champions in 2007 and 2008. Peter Johnson was voted conference player of the year in both 2007 and 2008 and State MVP after guiding the Lasers to the 2008 championship. Nick Castello was named conference player of the year and all-state for the 2010 season.

The **WOMEN'S VOLLEYBALL TEAM** won its second consecutive OEC conference title in 2008, and advanced to the state tournament for the third time in five years in 2009. The team finished a program-record third in 2009. IVC has made the state event five times in program history. In 2007, IVC set school records for wins, conference wins and consecutive wins in posting a 22-1 record and a state No. 1 ranking. Mar Guadagnini, 2008 MVP, was named All-State for IVC, joining 2007 Captain and All-American Chelsea Pavlik as the college's first-ever players honored in back-to-back years. Pavlik joined 2005 setter Tiffany Hess in receiving All-American honors for the Lasers. The IVC program has become one of the nation's best.

The **WOMEN'S BADMINTON TEAM** has established itself as the top program in the state. The Lasers won the 2011 and 2009 state crowns, adding to the four consecutive state titles the Lasers won from 2002-05. Numerous players have won individual conference and state titles, with Laser players sweeping the individual and doubles titles in 2009, 2010 and 2011 (they had captured the state singles title three years in a row from 2005-2007 and the doubles championship from 2002-2007). IVC's Eva Lee was the first community college player in badminton history to represent the US at the Olympic games as she competed in Beijing in 2008.

The **WOMEN'S GOLF** team, lead by two-time Orange Empire Conference player of the year Nicole Rivera, won its first ever state title championship in 2010. The team also earned conference and Southern California Region titles. In the fall of 2011, the team captured another conference title with a record of 28-0. Freshman Sally Kim was named conference player of the year in 2011. Sophomores Kim, Sally Cho and Halle Young guided IVC to another state title, as well as regional and conference titles in 2012. The team also won conference titles in 2004 and 2008. In 2009, Rivera finished third individually at the state tournament. Coach Ben Burnett has established the Lasers as one of the state's most consistent programs and has been honored as conference coach of the year in six of the last nine seasons. Numerous players have continued on at the four-year level.

The **MEN'S GOLF** team sent two players to the state tournament for the first time in program history in 2005. As a team, the Lasers reached the Southern California Regional Tournament in 2006. In 2011, freshman Kyle Melchiorre made the state tournament.

Conference Play

Irvine Valley College is a member of the Orange Empire Conference (OEC) and the California Community College Athletic Association (CCCCAA) of the Community College League of California's Commission on Athletics (COA). Members of the OEC are Cypress, Fullerton, Golden West, Orange Coast, Riverside, Saddleback, Santa Ana, and Santiago Canyon colleges.

Eligibility

As mandated by CCCCCAA rules, IVC advises student-athletes to check with coaching staffs and the CCCCCAA rulebook for data on initial and continuing eligibility. Please note that these rules are also helpful in establishing eligibility for transfer and competition at the four-year level, but students are advised to speak with coaches well in advance of enrollment to ensure proper course schedules and degree programs.

Generally:

1. A student-athlete must be enrolled and actively attending a minimum of 12 semester units at their community college during the season of sport. Of the 12 units, at least 9 must be attempted in courses in any of the following areas: remediation, career technical education/certificate courses, associate degree requirements, transfer/general education and/or lower-division theoretical major preparation courses as defined by the college catalog and/or articulation agreements and consistent with a student's Individual Education Plan (IEP).
2. To be eligible for a second season of sport, the student-athlete shall maintain a cumulative 2.0 grade point average in accredited post-secondary coursework computed since the start of the semester/quarter of the first participation in any sport, regardless of the college attended.

3. To be eligible for a second season of a sport, the student-athlete must pass a minimum of 24 semester units before the semester of the second season of competition. Of the 24 units, at least 18 shall be in any of the following areas: remediation, career technical education/certificate courses, associate degree requirements, transfer/general education and/or lower-division theoretical major preparation courses as defined by the college catalog and/or articulation agreements and consistent with a student's Individual Education Plan (IEP).

Transfers

Per CCCCCAA bylaws, a student who is transferring to IVC for athletic participation, and who has previously participated in intercollegiate athletics (and whose most recent participation was at another California community college) must complete 12 units at IVC prior to the beginning of the semester of competition for that sport. A maximum of 8 units can be applied from summer enrollment.

Late Registration

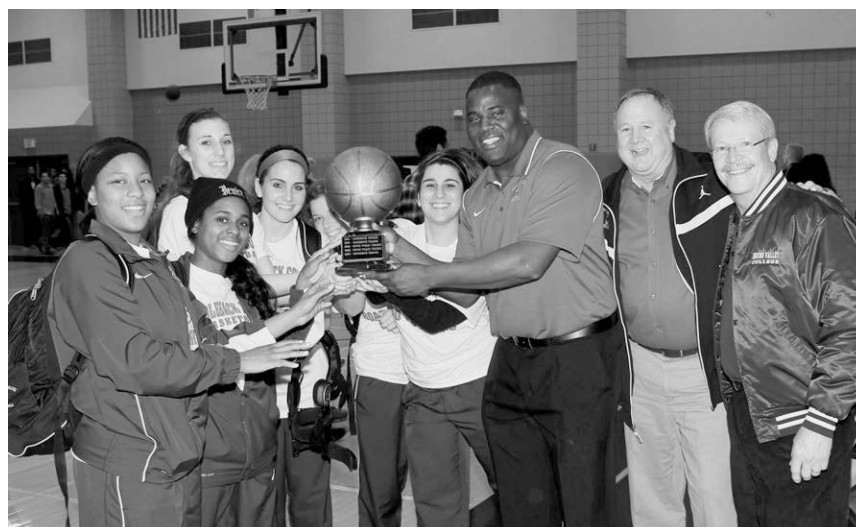
Per CCCCCAA bylaws, a student-athlete who registers in a community college later than four weeks after the first day of class instruction (as listed in that community college calendar) for that season of sport shall not represent that community college in athletic competition in that semester.

IMPORTANT:

These requirements are very exacting. Athletes are advised to become thoroughly familiar with CCCCCAA bylaws in order to avoid loss of eligibility. All interested students are urged to review the bylaws at www.cccasports.org and to contact the head coach for their sport immediately to learn the requirements for eligibility at 949-451-5398.

Counseling for Student-Athletes

A specific counselor has been designated to counsel student-athletes. The athletic counselor works closely with team coaches and is familiar with athletic eligibility requirements for California Community College Athletic Association (CCCCAA), National Collegiate Athletic Association (NCAA), and National Association of Intercollegiate Athletics (NAIA). Student-Athletes must have an academic plan in order to compete, and meeting with the athletic counselor is necessary to the completion of this plan. Student-athletes are encouraged to see the athletic counselor on a regular basis for career, personal, academic and athletic counseling.



ADDITIONAL PROGRAMS/RESOURCES

Outreach and Community Relations

Room A 111 • 949-451-5217

The Office of Outreach and Community Relations develops, coordinates and provides outreach services to prospective students, parents, and community members. The primary goal of the office is to inform the community about educational opportunities, including career education and transfer programs, and to assist in the application process at Irvine Valley College. Services include group campus tours; presentations to high school students, parents, and community groups on admissions procedures, academic programs and student services; visits to local high schools; attending college fairs; and participating in community events and the Freshman Advantage Program for high school seniors.

Student Ambassador Program

Room BSTIC 110 • 949-451-5471

IVC launched its first annual year-long Student Ambassador Program in 2014/15. The goals of the program are to build a structured framework in which students can become familiar with the college, gain a working knowledge of the institution, and be visible in and useful to the college community, and to offer a 20-hour training program through which students will learn details about academic, business and student service programs and facilities. The Ambassadors become the face of the college, and create a sense of community. The application process is open in March and April of each year.

Emeritus Institute: Classes for Older Adults, Community Members, and Lifelong Learners

Room A 304 • 949-451-5555

The Emeritus Program is designed to provide courses of interest and value to older adults, community members and lifelong learners at convenient times and locations, both at the main

IVC campus and at off-campus sites. Emeritus courses do not count towards degree or certificate requirements, nor do they carry transfer credit to colleges or universities. Course are described in this catalog, and current offerings scheduled throughout the calendar year may be viewed online at academics.ivic.edu/emergitus.

Community Education

Room A 304 • 949-451-5555

The Community Education department is the responsive unit at the college and provides a breadth of opportunity for learning, training, enrichment and information. It offers fee-based, not-for-credit classes for current skills-based information, professional and technical learning, communication and presentation skills, career and personal development and growth, health and wellness, and international business. It provides a robust annual summer College4Kids program at the main IVC campus. Community Education courses are short-term, focused, customized, can be individualized and contracted, may feature college discipline experts and be offered at the college, online or hybrid. Traditional in-person classes can be held at business, industry and corporate sites, in addition to the main IVC campus location, in the evening or on weekends. Courses are offered in a year-round schedule; current offerings may be viewed at 123getsmart.com.

Economic and Workforce Development/Contract Education

ATEP 949-282-2720

The IVC department of Economic and Workforce Development, located at the Advanced Technology Education Center (ATEP) in Tustin, offers contract training, including custom-designed training sessions and workshops that address specific skill and knowledge gaps with special consideration for the client's own organizational needs. For additional information, contact the Office of Economic and Workforce Development at academics.ivic.edu/workforce.

Irvine Valley College Testing Center

Room A 3TC • 949-451-5468

The Testing Center provides online and paper testing services for a broad spectrum of secure testing needs as a regional certified testing center. Services include testing for online courses offered by many institutions throughout the nation, as well as online and paper testing for Irvine Valley College instructors and students, and for candidates from business, industry and information technologies. The center offers certification testing in Microsoft Office, CCNA, MCSE, Cisco, CompTIA, Oracle, Novell, Symantec, Linux, A+, and other professional areas. The center provides a quiet, state-of-the-art environment. Further information is available at the center's website:

academics.ivic.edu/testingcenter

Kaplan International

949-451-5420 • 949-651-1165

Irvine Valley College is one of 22 centers in North America operated by Kaplan International Centers. Kaplan is a private educational institution that offers English as a Second Language to specially prepare international students for American colleges, universities, and technical schools. Students attend ESL and TOEFL classes that enhance their writing, reading and speaking skills needed for university studies. Those who successfully complete 10 weeks of advanced English qualify for waiver of the TOEFL requirement at IVC. Kaplan students can live with American host families and also attend classes at Irvine Valley College.



POLICIES AND STANDARDS

ACADEMIC POLICIES AND STANDARDS

Academic Freedom

The South Orange County Community College District Board of Trustees seeks to encourage and protect academic freedom and responsibility. The District is committed to the free pursuit and dissemination of knowledge, and it seeks to foster the integrity of the teaching-learning process. The Board of Trustees, administration, faculty, staff, and students all bear an obligation to protect, preserve, and promote academic freedom within the institution.

Catalog Rights

Irvine Valley College issues a new catalog each year. The information published in the catalog is in effect for the academic year beginning with the fall semester and concluding with the summer session.

The courses required for a specific degree or certificate, or general education may change from one catalog to the next and, therefore, may change during the period of time that a student attends the college. Catalog rights, established when a student first takes classes at the college, protect the student from being held for additional requirements that may be added to a later catalog.

For the purposes of meeting graduation or certificate requirements, students may elect to meet the requirements of either

1. The catalog that was in effect at the time they began taking courses at Irvine Valley College, or
2. Any catalog that is or has been in effect during the time that they have maintained continuous enrollment before graduation, or
3. The catalog that is in effect at the time they file an application for a degree or certificate.

Students maintain catalog rights by maintaining continuous enrollment in the South Orange County Community College District—that is, by receiving a letter grade of “A,” “B,” “C,” “D,” “F,”

“P,” “NP,” “W,” “MW,” “I” or “IP” on their transcripts for at least one course per academic year. Documented military or medical leave will not be considered an interruption of enrollment. Absence related to an approved educational leave or for attendance at another accredited institution of higher learning is not considered an interruption, providing the absence does not exceed two years. Contact the Office of Admissions and Records in such cases.

If a program requires that students complete specific courses within an established time frame, the recency requirement may supersede catalog rights.

Courseload Limits

An average courseload of 15-16 units each semester or term is necessary for a student to graduate within a two-year period. Students may carry a maximum of 19 units. A student who wishes to exceed the 19-unit maximum limit must have a cumulative 3.0 grade point average and must file a petition at least two calendar weeks prior to the first day of the semester. Petitions are available in and must be submitted to the Counseling Center. Students approved for overloads will be permitted to enroll in overload units one week before the term begins.

The South Orange County Community College District does not specify a minimum load except when the student must meet certain eligibility requirements for financial aid, student employment, Social Security certification, veterans enrollment certification, insurance eligibility, international student status, athletic eligibility, or other special programs. Eligibility for veterans benefits requires enrollment in the required units for each week of the certification period. The load requirement is as follows:

Full-time: 12 or more units
Three-quarter time: 9-11.5 units
One-half time: 6-8.5 units

Basic Skills Coursework Limit

Courses in the basic skills category include those numbered 300-399 in writing, Special Services, English as a Second Language (ESL), and mathematics. In most cases, students may not enroll in more than 30 semester units of basic skills coursework.

The following students are exempted from this limitation:

1. Students who are enrolled in one or more courses of ESL
2. Students identified as having a learning disability.

The college may grant a waiver to the 30-unit basic skills course limitation to any student who demonstrates significant and measurable progress toward the development of the skills needed for successful enrollment in college-level courses. Waivers are given only for specified periods of time or specified numbers of units. Students who have exhausted the unit limitation will be referred to appropriate noncredit adult education programs.

For waivers or further information regarding this policy, students should contact the Office of Admissions and Records.

ACADEMIC HONESTY AND DISHONESTY

Responsibilities and Definitions for Students

Irvine Valley College actively promotes academic and institutional honesty. Academic dishonesty runs counter to a healthy intellectual environment and tarnishes the educational opportunities offered.

Students may be disciplined for academic dishonesty as described in the following. Disciplinary actions range from a verbal reprimand, to a written reprimand, to disciplinary probation, to suspension, to expulsion. For further information, students may contact the Office of the Vice President for Student Services, 949-451-5214.

Falsification

Falsification involves any conduct in academic work, records or programs that is intended to deceive, including, but not limited to, the following acts:

1. Forging signatures on official documents such as admissions cards/documents and financial aid applications.
2. Changing or attempting to change official academic records without proper sanction.
3. Misrepresenting or falsifying successful completion of prerequisites.
4. Providing false information, such as immigration materials, during the admission or matriculation process.
5. Falsifying one's identification or falsely using another's identification.
6. Logging in or otherwise gaining access to a computer, computer network or protected website using the password or identity of another.
7. Citation of data or information not actually in the source indicated.
8. Including in a reference list of works cited a text or other information source which was not used in constructing the essay, paper or other academic exercise.
9. Submission in a paper, lab report or other academic exercise of falsified, invented, or fictitious

data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.

10. Submitting as the student's own work any academic exercises (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.
11. Taking a test for someone else or permitting someone else to take a test for the student.

Plagiarism

Students should be advised to state the source of ideas when these are known, since this lends strength to their answers and is part of the ethics of scholarship.

Plagiarism is any conduct in academic work or programs involving misrepresentation of someone else's words, ideas or data as one's original work, including, but not limited to, the following:

1. Intentionally representing as one's own work the work, words, ideas or arrangement of ideas, research, formulae, diagrams, statistics, or evidence of another.
2. Taking sole credit for ideas and/or written work that resulted from a collaboration with others.
3. Paraphrasing or quoting material without citing the source.
4. Submitting as one's own a copy of or the actual work of another person, either in part or in entirety, without appropriate citation (e.g., term-paper mill or Internet derived products).
5. Sharing computer files and programs or written papers and then submitting individual copies of the results as one's own individual work.
6. Submitting substantially the same material in more than one course without prior authorization from each instructor involved.
7. Modifying another's work and representing it as one's own work.

Cheating

Cheating is the use of any unauthorized materials, or information in academic work, records or programs, the intentional failure to follow express directives in academic work, records or programs, and/or assisting others to do the same including, but not limited to, the following:

1. Knowingly procuring, providing, or accepting unauthorized examination materials or study aids.
2. Completing, in part or in total, any examination or assignment for another person.
3. Knowingly allowing any examination or assignment to be completed, in part or in total, for himself or herself by another person (e.g., take-home exams or online assignments which have been completed by someone other than the student).
4. Copying from another student's test, paper, lab report or other academic assignment.
5. Copying another student's test answers.
6. Copying, or allowing another student to copy, a computer file that contains another student's assignment, homework lab reports, or computer programs and submitting it, in part or in its entirety, as one's own.
7. Using unauthorized sources of information such as crib sheets, answers stored in a calculator, or unauthorized electronic devices.
8. Storing answers in electric devices and allowing other students to use the information without the consent of the instructor.
9. Employing aids excluded by the instructor in undertaking coursework.
10. Looking at another student's exam during a test.
11. Using texts or other reference materials (including dictionaries) when not authorized to do so.
12. Knowingly gaining access to unauthorized data.
13. Altering graded class assignments or examinations and then resubmitting them for regrading or reconsideration without the knowledge and consent of the instructor.

Final Examinations

Final examinations are required for all credit courses. Students are responsible for taking all final examinations as assigned by their course instructor. Students can petition to take a final examination early at the instructor's discretion.

Grades

The state legislature mandates a grading policy for all California community colleges (Title 5, California Code of Regulations, Section 55021). In compliance with this mandate, the South Orange County Community College District Board of Trustees has established the following provisions under Board Policy 5300, Grading Policy.

ACADEMIC RECORD SYMBOLS AND GRADE POINT AVERAGE

Letter grades will be averaged on the basis of their numerical grade point equivalencies to determine a student's grade point average (GPA). The highest grade will receive four points and the lowest grade will receive no (0) points using the following evaluative symbols:

	Definition	Grade Point
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing, less than satisfactory	1
F	Failing	0
P	Pass (equivalent to "A," "B," or "C"; units are earned but are not counted in GPA)	
NP	No Pass (equivalent to "D" or "F"; no units are earned, and units are not counted in GPA)	

NONDEGREE-APPLICABLE COURSES

"Nondegree-applicable" courses include basic skills and Emeritus Institute courses whose units may not be counted toward the total units required for a certificate or associate degree at Irvine Valley College.

Note: Grades earned in nondegree-applicable courses do not count in the calculation of students' grade point averages for degrees or certificates.

I: INCOMPLETE

Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the semester may result in an "I" symbol being entered in the student's record. The conditions for removal of the "I" will be stated by the instructor in a written record, which will also contain the grade to be assigned in lieu of removal of the "I." A final grade is assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed.

The "I" agreement with the course instructor can be no longer than one year following the end of the semester in which it was assigned. A student may petition for a time extension due to unusual circumstances by following the petition procedure in the Office of Admissions and Records.

The "I" symbol will not be used in calculating grade point average or units attempted, but excessive "I's" are used as a factor in progress probation and dismissal procedures.

IP: WORK IN PROGRESS

The "IP" symbol is used to denote that the class extends beyond the normal end of an academic term. It indicates that work is "in progress" and that assignment of a substantive grade must await its completion. The "IP" symbol will remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative grade and unit credit will be assigned and will appear on the student's record for the semester in which the course is completed. The "IP" symbol is not used in calculating the grade point average.

RD: REPORT DELAYED

The "RD" symbol is used when there is a delay in reporting the grade of a student due to circumstances beyond the student's control. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" will not be used in calculating grade point averages.

W: WITHDRAWAL

The "W" symbol is used to denote a student's withdrawal from a class or classes up to the 65% point. The academic record of a student who remains in a class beyond 65% point must reflect one of the following symbols: "A," "B," "C," "D," "F," "P," "NP," "I," "IP."

No notation ("W" or otherwise) is entered on the academic record of a student who drops during the first 20% of a course. Withdrawal from class anytime between the 20% and 65% points will be recorded as a "W" on the student's record.

The "W" is not used in calculating grade point averages, but excessive "W's" are used as factors in progress probation and dismissal procedures.

A student may request permission to withdraw from a class after the 65% point of the semester by following the petition procedure in the Office of Admissions and Records. All requests for this exception must be substantiated with supporting documentation of the student's extenuating circumstances. Only reasons of extreme emergency clearly beyond the student's control will be considered.

MW: MILITARY WITHDRAWAL

The "MW" symbol is used for students who are members of active duty, reserve, or guard elements of the armed services and receive orders compelling a withdrawal from all courses. This grading option will have no adverse impact on students or their record and is not used to determine progress probation. Petition for this consideration must be accompanied by a copy of the activation or transfer orders and submitted to the Office of Admissions and Records.

Grades for Repeated Courses

Students are allowed to repeat a course two times to alleviate a substandard grade (“D,” “F,” “NP,” or “W”). Additional retakes are permitted on an extremely limited basis through a petition process filed at the Office of Admissions and Records. A maximum of two previous substandard grades and credits can be disregarded in the computation of grade point averages. Only the most recent grade will be used to calculate the student’s grade point average. However, all previous work will remain on the transcript, ensuring a true and complete academic history.

Grade suppression due to course repetition will be permitted for the same course when taken at Irvine Valley College or for the equivalent course taken at Saddleback College. If the class is to be taken at Saddleback College, students must ensure the course is equivalent prior to taking it. The Counseling Center has a list of Saddleback College courses that are recognized as equivalent courses to those offered at Irvine Valley College.

Grade Notification

Grades are available through MySite after they are submitted to the Office of Admissions and Records following final exams. Grades are not available by mail, email or telephone.

Pass/No Pass Option

Students may be evaluated on a Pass/No Pass grading basis in either of the two following categories: (a) courses in which all students are evaluated on the Pass/No Pass basis, or (b) courses in which each student may elect to be graded on either a Pass/No Pass or a letter grade basis. Students must declare the Pass/No Pass option within the first 30% of the semester, after which it is irreversible. Students may request the grading option change through their MySite account or in person at the Office of Admissions and Records.

A Pass (“P”) grade indicates satisfactory (a letter grade of “A,” “B,” or “C”) work in the class and units awarded with such a grade. No grade points are assigned, however, and the grade is not used to compute the grade point average.

A No Pass (“NP”) grade indicates less than satisfactory work (a letter grade of “D” or “F”); and with such a grade, no units are earned, nor is the grade used to compute the grade point average. However, units attempted for which “NP” (as defined in Title 5, California Code of Regulations, Section 55022) is recorded will be considered in probation and dismissal procedures.

Note: In lieu of the traditional letter grade, the P/NP option is offered so that students may explore subject areas of interest outside of their major areas of competence or known abilities without being overly concerned with a grade or with jeopardizing their grade point average.

FACTORS TO CONSIDER WITH THE PASS/NO PASS GRADING OPTION

There are a number of factors that students—especially transfer students—should consider before making the decision to opt for completion of a course on a Pass/No Pass basis:

- Taking a course on a Pass/No Pass basis is not similar to auditing. Students are held to attendance regulations and must complete all examinations and required coursework.
- Some colleges and universities specify that courses required for a major be completed on a graded (“A”-“F”) basis.
- Students required to complete 60 units of coursework with a grade point average of 2.4 prior to admission to the University of California must complete at least 46 of the required units on a graded (“A”-“F”) basis. Courses to remedy a University of California admissions deficiency are not acceptable if completed on a “Pass” basis.
- Students planning to apply to competitive admissions programs should complete specifically required courses on a graded basis.
- “No Pass” (“NP”) grades are considered by the South Orange County Community College District in determination of progress probation. See page 81 for a definition of progress probation.
- Students planning to graduate from the South Orange County Community College District must establish a minimum 2.0 grade point average for at least 12 units in residence completed at Irvine Valley College.
- Standards for the Dean’s List or other academic honors require completion of a minimum of 12 units in letter-graded courses.

Graduation Honors

In recognition of academic excellence, students are awarded graduation honors as follows:

Summa Cum Laude:

4.0 GPA

Magna Cum Laude:

3.75 to 3.99 GPA

Cum Laude:

3.50 to 3.74 GPA

Graduation honors for associate degrees are determined using all academic work completed, including all work transferred to the college, except basic skills courses. In order to qualify, students must have completed 24 semester units of academic work at Irvine Valley College or Saddleback College.

Graduation honors for associate degrees will be indicated in the commencement program and on the student's diploma and transcript. However, for candidates—those students with final grades not yet submitted—the commencement program will note "Candidate," as their degrees have not yet been confirmed. When final grades are determined, a recalculation of grades will be completed and, if the student qualifies, the graduation honor will be noted on his or her transcript and diploma.

Dean's List

The Irvine Valley College Dean's List recognizes exemplary academic achievement by full-time students who maintain a minimum 3.5 grade point average while enrolled in 12 or more graded units of study each semester (not including summer). Courses offered on a Pass/No Pass basis only or courses in which a student elects the Pass/No Pass option may not be used to meet the eligibility requirements for inclusion on the Dean's List.

Students who have earned this honor will have appropriate notations on their official college transcripts.

CREDIT BY EXAMINATION

Specific Course Credit

Irvine Valley College may grant credit by examination to a student for previous experience, training, or instruction equivalent to a specific course offered by the college—provided it is a course for which the student has not received prior high school or college credit, has not attempted credit by examination, and has never enrolled. The course should be one whose content, in the opinion of the department and the instructor assigned, lends itself to testing by examination.

Credit by examination may be granted only for a course listed in the college catalog and only to a student who is registered in the South Orange County Community College District and is in good standing. A student may not receive credit by examination for any course which is a prerequisite to a course for which the student has already received credit. A minimum 2.0 grade point average in at least 12 units completed at Irvine Valley College is required to attempt credit by examination. Units earned through credit by examination will not be counted in determining the 12 semester units required in residence for graduation.

The procedures for securing permission to obtain Credit by Examination for a specific course are as follows:

1. The student submits a Credit by Examination petition form to the Office of Admissions and Records, where eligibility will be determined. Petitions are available at the Office of Admissions and Records.
2. The student contacts an instructor who teaches the course for which Credit by Examination is requested. If it is the judgment of the instructor that the course content can be tested by examination and that the student possesses sufficient background, previous training and/or skills to attempt the examination, the instructor signs the form.
3. The student, following policies and procedures developed within the school, obtains the approval of the appropriate instructional dean.
4. Following approval from the dean, the request is forwarded to the Vice President for Instruction for final approval. (The Vice President for Instruction will forward the approved petition to the Office of Admissions and Records.)
5. The initiating instructor prepares, administers, and grades the examination. The instructor must forward the grade to the Office of Admissions and Records.
6. A grade of Pass ("P") or No Pass ("NP") will be assigned, and the course will be identified as "Credit by Examination" on the student's transcript.

General Education and Associate Degree Credit by Exam

Students may earn credit for College Entrance Examination Board (CEEB) Advanced Placement (AP) tests, College Level Examination Program (CLEP) tests, and International Baccalaureate (IB) tests on the basis of their scores.

AP test credit may be applied toward Irvine Valley College associate degree (major and general education) requirements, as well as IGETC and CSU General Education requirements. CLEP test credit may be applied toward IVC and CSU General Education requirements but not IGETC requirements. IB credits may be applied to both CSU General Education and IGETC requirements.

Charts on the following pages identify specific tests, minimum scores, general education or course credit application, and limitations, if any.

Advanced Placement (AP) Examination: IVC Associate Degree and General Education Credit

Students may earn associate degree and general education credit for Advanced Placement (AP) Tests with scores of 3, 4, or 5. Advanced Placement Examinations are noted in the chart below with the specific course credit listed or with the notation "AP credit not accepted." AP exams not included in the chart do not have an IVC course for which credit is granted. Listed are minimum scores to earn AP credits.

Students must have the College Board send AP exam results to the IVC Admissions Office for use on the associate degree or general education pattern. **Course credit and units granted at Irvine Valley College may differ from course credit and units granted by a transfer institution.**

ASSOCIATE DEGREES: Students should be aware that AP test credit is determined by comparing the content covered in an exam to the content covered in an equivalent IVC course. Credit by Advanced Placement exam is noted on the student's transcript.

AP EXAM	IVC ASSOCIATE DEGREE CREDIT (MAJOR AND GE)	AP EXAM	IVC ASSOCIATE DEGREE CREDIT (MAJOR AND GE)
Art History	N/A	German Language	Score of 3: (Area 7 - No Course or Unit Credit)
Art (Studio)	N/A	Government and Politics - Comparative	Score of 3: PS 12 (Area 4)
Biology	Score of 4: BIO 1/L (Area 3)	Government and Politics - US	Score of 3: PS 1 (Area 4 or Area 8)
Calculus AB	Score of 3: MATH 2 (Area 2) Score of 4: MATH 2 and MATH 3A (Area 2)	History - European	Score of 4: HIS 10 or HIS 11 (Area 6)
Calculus BC	Score of 3: MATH 3A (Area 2) Score of 4: MATH 3A and MATH 3B (Area 2)	History - US	Score of 4: HIS 20 or HIS 21 (Area 6 or Area 8)
Chemistry	Score of 3: CHEM 3 (Area 3)	History - World	Score of 4: HIS 1 or HIS 2 (Area 5 and Area 6)
Chinese Language and Culture	Score of 3: CHI 3 (Area 6 or Area 7)	Human Geography	Score of 3: GEOG 2 (Area 4 and Area 5)
Computer Science A	N/A	Italian Language and Culture	Score of 3: (Area 6 or Area 7 - No Course or Unit Credit)
Computer Science AB	Score of 3: CS 37 (Area 9B) Score of 4: CS 37 and CS 41 (Area 9B)	Japanese Language and Culture	Score of 3: JA 3 or JA 21 (Area 6 and Area 7)
Economics - Macroeconomics	Score of 3: ECON 20 (Area 4) Score of 5: ECON 2 (Area 4)	Latin - Literature	Score of 3: (Area 6 or Area 7 - No Course or Unit Credit)
Economics - Microeconomics	Score of 3: ECON 20 (Area 4) Score of 5: ECON 1 (Area 4)	Latin - Vergil	Score of 3: (Area 6 or Area 7 - No Course or Unit Credit)
English - Language and Composition	Score of 4: WR 201 and WR 301	Music Theory	Score of 4: MUS 1 and MUS 3 (Area 7)
English - Literature and Composition	Score of 4: LIT 1 (Area 6)	Physics B	Score of 3: PHYS 2A (Area 3)
Environmental Science	Score of 4: ENV 1 (Area 4)	Physics C - Mechanics	Score of 3: PHYS 4A (Area 3)
French Language	Score of 3: FR 3 (Area 7) Score of 4: FR 4 (Area 7) Score of 5: FR 5 (Area 7)	Physics C - Electricity/Magnetism	Score of 3: PHYS 4A (Area 3)
French Literature	Score of 3: FR 3 (Area 6 or Area 7)	Psychology	Score of 4: PSYC 1 (Area 4)
		Spanish Language	Score of 3: SPAN 3 (Area 7) Score of 4: SPAN 4 (Area 7)
		Spanish Literature	Score of 3: SPAN 3 (Area 6 or Area 7)
		Statistics	Score of 3: MATH 10 (Area 2)

College Level Examination Program (CLEP): IVC Associate Degree and General Education Credit

The South Orange County Community College District recognizes the College Level Examination Program (CLEP) in accordance with the guidelines below.

GENERAL EXAMINATION

A student, by successfully completing the General Examination (25th percentile or higher), may earn up to 12 ungraded units applicable to the associate degree as follows:

CLEP GENERAL EXAM	IVC ASSOCIATE DEGREE CREDIT	UNITS
English	No credit	0
Humanities	Humanities and Fine Arts	3
Mathematics	Mathematics	3
Social Science	Social Science	3
Natural Science	Natural Science (non-laboratory)	3

No credit will be given for CLEP in any area in which the student has earned college credit prior to completion of the CLEP examination.

SUBJECT EXAMINATION

Each academic school of the college may recognize the Subject Examination if a single examination measures the competency associated with the successful completion of a specific Irvine Valley College course. Generally, however, specific course credit by examination will be attained through the Specific Course Credit policy.

Credit for CLEP is awarded upon completion of 12 units in residence at Irvine Valley College. Additional information regarding the College Level Examination Program may be obtained from the Office of Admissions and Records.

Credit granted on the basis of CLEP does not necessarily transfer to other colleges. Students planning to use CLEP credit for college transfer purposes will need to consult the transfer institution regarding its policy pertaining to the CLEP program.

Advanced Placement (AP) Examination: CSU GE-Breadth Credit

The Advanced Placement examinations may be incorporated into the certification of CSU General Education-Breadth requirements by any certifying institution. All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated General Education-Breadth area if the examination is included as part of a full or subject-area certification. Please note that individual CSU campuses may choose to grant more units than those specified toward completion of General Education-Breadth requirements.

AP EXAMINATION ¹	CSU GE AREA	Minimum Semester Units Earned ²	REMARKS
Art History	C1 or C2 3 semester units	6	
Biology	B2 and B3 4 semester units	6	
Calculus AB ³	B4 3 semester units	3	
Calculus BC ³	B4 3 semester units	6	
Calculus BC / AB Subscore ³	B4 3 semester units	3	
Chemistry	B1 and B3 4 semester units	6	6 GE units if taken prior to Fall 09
Chinese Language and Culture	C2 3 semester units	6	
Comparative Government & Politics	D8 3 semester units	3	
Computer Science A ³	N/A	3	
Computer Science AB ³	N/A	6	
English Language	A2 3 semester units	6	
English Literature	A2 and C2 6 semester units	6	
Environmental Science	B1 and B3 4 semester units	4	(Either B1 or B2) and B3 if taken prior to Fall 09
European History	C2 or D6 3 semester units	6	
French Language	C2 3 semester units	6	6 GE units if taken prior to Fall 09
French Literature	C2 3 semester units	6	Applicable only if taken prior to Fall 09
German Language	C2 3 semester units	6	6 GE units if taken prior to Fall 09
Human Geography	D5 3 semester units	3	
Italian Language and Culture	C2 3 semester units	6	Applicable only if taken prior to Fall 10
Japanese Language and Culture	C2 3 semester units	6	
Latin Literature	C2 3 semester units	6	Applicable only if taken prior to Fall 09
Latin: Vergil	C2 3 semester units	3	

AP EXAMINATION ¹	CSU GE AREA	Minimum Semester Units Earned ²	REMARKS
Macroeconomics	D2 3 semester units	3	
Microeconomics	D2 3 semester units	3	
Music Theory	C1 3 semester units	6	Applicable only if taken prior to Fall 09
Physics B ⁴	B1 and B3 4 semester units	6	6 GE units if taken prior to Fall 09
Physics C: Electricity/Magnetism ⁴	B1 and B3 4 semester units	4	
Physics C: Mechanics ⁴	B1 and B3 4 semester units	4	
Psychology	D9 3 semester units	3	
Spanish Language	C2 3 semester units	6	6 GE units if taken prior to Fall 09
Spanish Literature	C2 3 semester units	6	6 GE units if taken prior to Fall 09
Statistics	B4 3 semester units	3	
Studio Art – 2D	N/A	3	
Studio Art – 3D	N/A	3	
Studio Art – Drawing	N/A	3	
US Government & Politics	D8 (and US 2) 3 semester units	3	
US History	C2 or D6 (and US 1) 3 semester units	6	
World History	C2 or D6 3 semester units	6	

- 1 A minimum score of 3 is required for AP credits to be granted.
- 2 These units count toward eligibility for admission.
- 3 If a student passes more than one AP exam in calculus or computer science, only one exam may be applied to the baccalaureate.
- 4 If a student passes more than one AP exam in physics, only six units may be applied to the baccalaureate, and only four units may be applied to the CSUGE certification.

College Level Examination Program (CLEP): CSU GE-Breadth Credit

- A minimum score of 50 is required for CLEP credits to be granted, except French Level II (59), German Level II (60), and Spanish Level II (63).
- If a student passes more than one CLEP test in the same language other than English (e.g. two tests in French), only one test may be applied to the baccalaureate. A passing score of 50 is considered "Level I" and earns six units of baccalaureate. The higher score is considered "Level II" and earns additional credit and placement in Area C2 of CSUGE, as noted.

CLEP TEST	CSU GE AREA	Minimum Semester Units Earned	CLEP TEST	CSU GE AREA	Minimum Semester Units Earned
American Government	D8 3 sem. units	3	Human Growth and Development	E 3 sem. units	3
American Literature	C2 3 sem. units	3	Humanities	C2 3 sem. units	3
Analyzing & Interpreting Literature	C2 3 sem. units	3	Information Systems and Computer Application	N/A	3
Biology	B2 3 sem. units	3	Intro to Educational Psychology	N/A	3
Calculus	B4 3 sem. units	3	Introductory Business Law	N/A	3
Chemistry	B1 3 sem. units	3	Introductory Psychology	D9 3 sem. units	3
College Algebra	B4 3 sem. units	3	Introductory Sociology	D0 3 sem. units	3
College Algebra–Trigonometry	B4 3 sem. units	3	Natural Sciences	B1 or B2 3 sem. units	3
College Mathematics	N/A	0	Pre-Calculus	B4 3 sem. units	3
English Composition (no essay)	N/A	0	Principles of Accounting	N/A	3
English Composition (with essay)	N/A	0	Principles of Macroeconomics	D2 3 sem. units	3
English Literature	C2 3 sem. units	3	Principles of Management	N/A	3
Financial Accounting	N/A	3	Principles of Marketing	N/A	3
French Level I	N/A	6	Principles of Microeconomics	D2 3 sem. units	3
French Level II	C2 3 sem. units	12	Social Sciences and History	N/A	0
Freshman College Composition	N/A	0	Spanish Level I	N/A	6
German Level I	N/A	6	Spanish Level II	C2 3 sem. units	12
German Level II	C2 3 sem. units	12	Trigonometry	B4 3 sem. units	3
History, US I	D6 (& US1) 3 sem. units	3	Western Civilization I	C2 or D6 3 sem. units	3
History, US II	D6 (& US1) 3 sem. units	3	Western Civilization II	D6 3 sem. units	3

International Baccalaureate (IB): CSU GE-Breadth Credit

- The IB curriculum offers language at various levels for native and non-native speakers.
- Language B courses are offered at the intermediate level for non-natives.
- Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.
- Higher Level exams are noted "HL" in the chart below.

INTERNATIONAL BACCALAUREATE	PASSING SCORE	CSU GE AREA	Minimum Semester Units Earned
Biology HL	5	B2 3 semester units	6
Chemistry HL	5	B1 3 semester units	6
Economics HL	5	D2 3 semester units	6
Geography HL	5	D5 3 semester units	6
History (any region) HL	5	C2 or D6 3 semester units	6
Language A1 (any language) HL	4	C2 3 semester units	6
Language A2 (any language) HL	4	C2 3 semester units	6
Language B (any language) HL	4	N/A	6
Mathematics HL	4	B4 3 semester units	6
Physics HL	5	B1 3 semester units	6
Psychology HL	5	D9 3 semester units	3
Theater HL	4	C1 3 semester units	6

Advanced Placement (AP) Examination: IGETC Credit

- A score of 3, 4, or 5 is required to grant credit for IGETC certification.
- An acceptable AP score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.
- Students who have earned credit from an AP exam should not take a comparable college course because transfer credit will not be granted for both.
- Students should consult a counselor for the UC policy concerning AP credit.

AP EXAMINATION	IGETC AREA	AP EXAMINATION	IGETC AREA
Art History	3A or 3B ³ 3 semester units	Comparative Government & Politics	4H 3 semester units
Art Studio	N/A	US Government & Politics	4H (and US 2) 3 semester units
Biology ¹	5B with Lab 4 semester units	Human Geography	4E 3 semester units
Calculus AB	2A 3 semester units	Italian Language & Culture	3B and 6A 3 semester units
Calculus BC	2A 3 semester units	Japanese Language & Culture	3B and 6A 3 semester units
Chemistry ¹	5A with Lab 4 semester units	Latin Literature	3B and 6A 3 semester units
Chinese Language & Culture	3B and 6A 3 semester units	Latin: Vergil	3B and 6A 3 semester units
Computer Science A	N/A	Music Theory	N/A
Computer Science AB	N/A	Physics B ¹	5A with Lab 4 semester units
Macroeconomics	4B 3 semester units	Physics C: Mechanics ²	5A with Lab 3 semester units
Microeconomics	4B 3 semester units	Physics C: Electricity/Magnetism ²	5A with Lab 3 semester units
English Language	1A 3 semester units	Psychology	4I 3 semester units
English Literature	1A or 3B ³ 3 semester units	Spanish Language	3B and 6A 3 semester units
Environmental Science ²	5A with Lab 3 semester units	Spanish Literature	3B and 6A 3 semester units
European History	3B or 4F ³ 3 semester units	Statistics	2A 3 semester units
French Language	3B and 6A 3 semester units	US History	3B or 4F ³ (and US 1) 3 semester units
French Literature	3B and 6A 3 semester units	World History	3B or 4F ³ 3 semester units
German Language	3B and 6A 3 semester units		

- 1 AP exams in Biology, Chemistry, or Physics B allow California community college campuses to apply 4 semester or 5 quarter units to IGETC certification.
- 2 AP exams in Environmental Science, Physics C: Mechanics and Physics C: Electricity/Magnetism, 3 semester or 4 quarter units are applied for IGETC certification; therefore, students who complete these exams will be required to complete at least 4 semester or 5 quarter units to satisfy the minimum required units for Area 5.
- 3 AP exams may be used in either area regardless of where the certifying California community college's discipline is located.

College Level Examination (CLEP): IGETC Credit

CLEP cannot be used to fulfill IGETC requirements.

International Baccalaureate (IB): IGETC Credit

- A score of 5, 6, or 7 on Higher Level (HL) exams is required to grant credit for IGETC certification.
- An acceptable IB score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.
- Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.
- Students should consult a counselor for the UC policy concerning IB credit.

INTERNATIONAL BACCALAUREATE	IGETC AREA	INTERNATIONAL BACCALAUREATE	IGETC AREA
IB Biology HL	5B (no Lab)	IB Language A1 (any language) HL	3B
IB Chemistry HL	5A (no Lab)	IB Language A2 (any language) HL	3B
IB Economics HL	4B	IB Language B (any language) HL	6A
IB Geography HL	4E	IB Mathematics HL	2A
IB History (any region) HL	3B or 4F*	IB Physics HL	5A (no Lab)
IB Language A1 (any language, except English) HL	3B and 6A	IB Psychology HL	4I
IB Language A2 (any language, except English) HL	3B and 6A	IB Theater HL	3A

* IB exams may be used in either area regardless of where the certifying California community college's discipline is located.

CREDIT FROM OTHER INSTITUTIONS

Tech Prep Articulation

Irvine Valley College maintains faculty-approved formal course and program articulation agreements with the Irvine Unified School District, Tustin Unified School District, Saddleback Valley Unified School District, and Coastline Regional Occupational Program (ROP). Tech Prep articulation agreements permit students to qualify for college credit on a credit-by-exam basis for selected high school or Regional Occupational Program (ROP) coursework completed with a grade of "B" or better, upon approval by the respective IVC instructor. Approved credit will be granted a grade of "P" ("Pass"). Students may petition the Irvine Valley College Office of Admissions and Records to receive college credit after completing at least three units of coursework in residence at IVC with a minimum GPA of 2.0. The three units of residency must be fulfilled within five years from the date the student graduated from high school in order to receive credit for articulated courses. Students should consult an IVC counselor for information about articulation and transfer agreements, including Tech Prep, Advanced Placement, the Intersegmental General Education Transfer Curriculum, and the California State University General Education List.

Credit from Saddleback College

Students of the South Orange County Community College District may receive full transfer credit for all courses taken at either Irvine Valley College or Saddleback College. However, the colleges' curriculum, articulation agreements, and accreditation are distinct, and separate transcripts are issued at each college. Students who have questions or problems concerning course equivalencies between Saddleback College and Irvine Valley College should contact the Counseling Center prior to registration. Questions regarding student transcripts should be directed to the registrar in the Office of Admissions and Records.

Transfer Credit

Irvine Valley College grants credit for college units earned at regionally accredited institutions of higher education. No more than four units may be awarded for sectarian courses. Students must arrange to have all transcripts to be evaluated for transfer credit sent to the Office of Admissions and Records prior to applying for a degree or transfer certification. Applications for degrees or transfer certifications cannot be accepted without all official transcripts on file from all colleges where there is an expectation of transfer credit. Questions regarding specific courses for which a student is seeking transfer credit should be addressed to the Counseling Center or Transfer Center at Irvine Valley College.

Transfer Credit from Foreign Institutions

Students seeking evaluation of foreign coursework must provide a transcript evaluated by an accredited evaluation and translation service (see the Counseling Center or International Student Center for referrals). Students must turn in the official evaluation to the Office of Admissions and Records for inclusion in their record and then set up an appointment with the Counseling Center so that their transfer work may be evaluated. Coursework from foreign institutions cannot be used for CSU or IGETC certification except to validate the foreign language requirement. Students may be granted credit toward CSU-Breadth and IGETC by earning specified scores on International Baccalaureate (IB) Higher Level exams. Students may refer to the charts on pages 76 and 78 for details.

Military Service Credit

Irvine Valley College will award a student six semester units of general elective credit for a minimum of one year of active, honorable military service. In addition, the college will award appropriate credit for work completed successfully in military service schools, beyond basic training, not to exceed 15 semester units, according to the recommendations of

the American Council of Education as stipulated in the *Guide to the Evaluation of Educational Experiences in the Armed Services* and with the approval of the specific department or school from which the units are to be awarded. Credit will be granted after completion of 12 units in residence and upon application to the Office of Admissions and Records. The American Association of Community and Junior Colleges has designated the South Orange County Community College District as a Servicemen's Opportunity College. In order to meet the unique educational demands of active duty service personnel and their dependents, Irvine Valley College provides the following services: contract for degree; special counseling services; special tutorial services; and special service-oriented entrance, residence, transfer, and credit requirements. Interested students should contact the Counseling Center.

Cooperative Work Experience (CWE)

Cooperative Work Experience (CWE) is a method of education that combines work experience gained by students on the job with regular academic instruction integral to the community college curriculum. Based on the principle that individuals may develop most effectively through an educational pattern that incorporates experiences beyond the campus, these structured work activities in business, industry, government and human services are designed to enrich the student's college studies and enhance the student's development. Interested students should enroll in their program's 167 or 168 course, where available. Students should consult with their CWE coordinator to ensure that they enroll in the appropriate unit value of their course. Students must work 60 hours in an unpaid or 75 hours in a paid position for each unit of college credit they earn.

Students are required to have a paid or volunteer position to enroll in Cooperative Work Experience. Placement assistance may be found in the Career Center, but placement is not guaranteed.

Independent Study

Independent study provides an option when a student's special needs preclude regular enrollment and attendance in courses outlined in the catalog, or when it becomes necessary to meet the particular curricular needs of one or more students. A petition must be approved both by the instructor who will supervise the contract study and by an appropriate administrator. The student, an instructor, and the appropriate administrator prepare a learning contract that specifies the learning content, as well as the methodology of study and means and criteria for evaluation.

Liability Notice

Throughout the academic year, many classes will meet at off-campus locations. The college will not provide transportation to these sites, and students enrolled in these classes are responsible for making their own transportation arrangements. College personnel may assist in coordinating this transportation and/or may recommend travel time, routes, carpooling, etc.; however, the student does not have to follow these recommendations. The South Orange County Community College District is in no way responsible, nor does it assume liability, for any injuries or losses resulting from this non-sponsored transportation. If you ride with another student, that student is not an agent of, nor driving on behalf of the District.

Throughout the school year, the District may sponsor voluntary field trips and excursions in which you may want to participate. Under the California Code of Regulations, if you participate in a voluntary field trip or excursion, you hold the District, its officers, agents, and employees harmless from all liability or claims that may arise out of or in connection with your participation in this activity.

ACADEMIC RENEWAL

Academic Renewal

Under certain circumstances, students may elect to have previously completed courses disregarded in the computation of their cumulative grade point average (GPA). This process is known as academic renewal, defined in accordance with Title 5, California Code of Regulations, Section 55046. The various restrictions include the following:

1. A petition must be filed in the Office of Admissions and Records.
2. Accompanying the petition must be evidence that
 - (a) previous work in question was substandard ("D," "F," or "NP"), and
 - (b) the previous substandard work does not reflect the student's current performance or capabilities.
3. Previous substandard work will be disregarded only by the semester, not by the individual course—that is, all courses completed in a given semester will be disregarded, including those for which the student received a passing grade.
4. No more than two semesters of full-time work or 30 units of part-time work may be disregarded.
5. Only work completed three years or more before the date of petition may qualify for academic renewal.
6. The student must have completed a minimum of 30 semester units with a 2.50 GPA subsequent to the substandard work in question. Work taken at other regionally accredited colleges may be considered.
7. When coursework is disregarded in the computation of the cumulative GPA, the student's academic record will be annotated; all coursework remains on record, insuring a true and complete academic history.
8. Academic renewal by the South Orange County Community College District does not guarantee that other institutions will approve such action. This determination will be made by the respective transfer institutions.
9. A student may request academic renewal only once.



PROBATION, DISMISSAL

Probation

In accordance with Title 5, California Code of Regulations, Sections 55030–55034, a student whose work falls below standard may be placed on either academic or progress probation. In both cases, it is the responsibility of the student to confer with a counselor regarding the probationary status and/or to use the services provided by the college—including basic skills courses, tutoring services, and faculty conferences—to bring his or her work back to par. The college reserves the right to require counseling and regulation of the student's program on the basis of his or her achievement.

Qualifying first-time probation students will be informed of their loss in priority registration if they reach two consecutive semesters on probation.

As an early intervention measure, first-time probation students will be blocked from registration until they attend a Probation Workshop and will receive instructions on how to register for a workshop in their first-time probation notification.

ACADEMIC PROBATION

A student who has attempted at least 12 semester units at Irvine Valley College and/or Saddleback College is placed on academic probation when the earned grade point average in all units attempted is less than 2.0. A student on academic probation for a grade point deficiency will be removed from probation when his or her accumulated grade point average reaches 2.0 or higher. K-12 students identified for academic probation will not be permitted to take IVC classes until after high school graduation.

PROGRESS PROBATION

A student who has enrolled in at least 12 semester units at Irvine Valley College and/or Saddleback College is placed on progress probation when the percentage of all units in which he or she has enrolled and for which entries of "W," "I," and "NP" are recorded reaches or exceeds 50 percent. A student on progress probation shall be removed from probation when the percentage of units in the "W," "I," and "NP" category identified for progress probation will not be permitted to take any further IVC classes until after high school graduation.

Dismissal

In accordance with Title 5, California Code of Regulations, Sections 55030–55034, any student whose cumulative grade point average falls below 1.75 after three consecutive semesters will be subject to dismissal. A student who remains on progress probation for three consecutive semesters will also be subject to dismissal. A combination of low scholarship and continued progress probation for three consecutive semesters may likewise result in dismissal. Because dismissal is a district process, grades at both Irvine Valley College and Saddleback College are taken into account.

READMISSION AFTER DISMISSAL

Students who have been dismissed from either Irvine Valley College or Saddleback College may petition for readmission after one semester of non-attendance by following the petition procedure in the Office of Admissions and Records. The petition process for readmission requires that students attend a dismissal workshop and develop a Contract for Academic Success prior to submitting a petition. Students who are readmitted and fail to maintain a grade point average of 1.75 or higher during the semester following readmission may be dismissed. Students who drop all courses after their readmission is approved will have to go through the readmission process should they decide to return to Irvine Valley College at another time.

VETERANS DISMISSAL

Irvine Valley College enforces a policy relative to standards of conduct and progress expected by the Department of Veterans Affairs. The Veterans Services Center is required to notify the Department of Veterans Affairs (DVA) of veterans and/or eligible dependents who complete two consecutive semesters on academic or progress probation, regardless of the amount of units. The DVA may terminate benefits, unless it can be shown that the student is pursuing an appropriate objective and has a reasonable chance for success in the chosen programs. Students should consult the Veterans Services Center for details: 949-451-5296.

GRIEVANCES

Grade Grievance Policy and Procedure

This process is under review by the South Orange County Community College District at the time of this printing. Please refer to the Admissions and Records website for the current process and timelines.

By law, the instructor is solely responsible for the grades assigned; no instructor may be directed to change a grade except in certain narrow circumstances authorized by the California Education Code, Section 76224 (a).

When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

The District's grade grievance policy (Board Policy 5505) outlines the procedures for challenging grades given in any course of instruction offered in the District.

CONTACT INFORMATION

Board policies are accessible online at the South Orange County Community College District website: www.socccd.edu/about/about_boardpolicynew.html

Grievance forms are available online at www.ivc.edu/resources/policies/pages/gradegrievance.aspx

For further information about the Grade Grievance Policy and the appeal process, students should first contact the dean of the instructional area for the class. If students wish further assistance, they may contact the Office of Instruction, Room A 119, 949-451-5212.

DEFINITION OF TERMS

Mistake: An unintentional act, omission or error by the instructor or the college.

Fraud: A deception deliberately practiced in order to secure unfair or unlawful gain.

Bad Faith: An intent to deceive or to act in a manner contrary to law and/or a grade assigned in violation of the protections described in California Education Code and Title 5, California Code of Regulations, guaranteeing students' rights to participate in college programs free from discrimination and harassment. If it is determined that a grade was the result of discrimination or harassment, the grade may be changed as a remedy for the discrimination or harassment.

Incompetence: A lack of ability, legal qualification, or fitness to discharge a required duty.

INFORMAL RESOLUTION

Any student who believes he or she has a grade grievance should make a reasonable effort to resolve the matter on an informal basis with the faculty member who assigned the grade or that person's dean or designee prior to requesting a grievance hearing. If informal resolution of the problem is not possible, the student may elect to pursue a formal grievance.

Formal Grievance Process

A. Filing the Statement of Grievance Form

The first stage of the formal grievance process is completing and filing a written, signed Statement of Grievance form stating the basis for the grade grievance. The student must file the form with the appropriate dean or designee no later than 45 business days after the student knew or should have known of the grade in the course. The form must be filed whether or not the student has initiated efforts at informal resolution, if the student wishes the grievance to become official.

Students may obtain the Statement of Grievance form online at www.ivc.edu/resources/policies/pages/gradegrievance.aspx

B. Requesting a Grievance Hearing

The second stage of the formal grievance process is requesting and filing a Request for Grievance Hearing form. The student must file the request form with the appropriate dean or designee within 30 business days after filing the Statement of Grievance.

Students may obtain the Request for Grievance Hearing form online at www.ivc.edu/resources/policies/pages/gradegrievance.aspx.

The student may withdraw the written Statement of Grievance and/or Request for a Grievance Hearing at any time. The notice of withdrawal must be in writing and filed with the appropriate dean or designee.

C. The Grievance Hearing Panel

Within 15 business days following receipt of the Request for Grievance Hearing, the Grievance Hearing Panel meets to select a chair and determine on the basis of the Statement of Grievance whether there are sufficient grounds for a hearing. The panel consists of the appropriate dean or designee, a representative appointed by the Associated Student Government and a faculty member appointed by the Academic Senate. The panel's determination is regulated by specific requirements set forth in Board Policy 5505. These include but are not limited to whether the grievance is frivolous, without foundation, or filed for purposes of harassment, and whether it was filed by a duly enrolled student in a timely manner.

If the panel determines that the written Statement of Grievance does not meet the requirements as set forth in Board Policy 5505, the chair will notify the student in writing within five days of the Hearing Panel decision that the Request for a Grievance Hearing has been rejected. The notice will include the specific reasons for the rejection of a hearing and the procedures for appeal.

If the panel determines that the written Statement of Grievance does meet each of the requirements, the chair will schedule a grievance hearing no later than 45 business days from the decision of the Hearing Panel. All parties to the grievance will be notified in writing by the chair of the date, time and location of the grievance hearing 10 business days prior to the grievance hearing.

D. Hearing Procedures

The hearing will be closed and confidential. It will include the presentation of oral and written testimony relevant to the issues alleged in the grievance by each party. The burden shall be on the grievant to prove by a preponderance of the evidence that the facts alleged are true. Further details concerning the conduct of the hearing are described in Board Policy 5505.

E. Hearing Panel Decision

Within 15 business days following the close of the hearing, the Grievance Hearing Panel will prepare a written decision that includes specific factual findings regarding the grievance and the specific conclusions regarding whether a legal basis for a grievance has been established.

The Hearing Panel decision will also include a specific statement regarding the relief to be afforded the grievant, if any. The Hearing Panel decision will be based only on the record of the hearing, and not on matters outside the record. The record consists of the written Statement of Grievance, any written response by the respondent and the oral and written evidence produced at the hearing.

Appeal Process

WRITTEN STATEMENT OF APPEAL

Within 10 business days following the Grievance Hearing Panel decision regarding the merits of the grievance, any party to the grievance may file a written Statement of Appeal with the college president stating the specific basis for the appeal. This statement will be sent to all parties.

The college president will review the record of the hearing and the documents submitted in connection with the appeal, but will not consider any matters outside the formal record. The college president may decide to sustain, reverse or modify the decision of the Grievance Hearing Panel. The president's decision will be in writing and will include a statement of reasons for the decision. The college president's decision shall be final.

The decision on appeal will be reached within 20 business days after receipt of the appeal documents, and copies of the decision will be sent to all parties.

Students may obtain the Statement of Appeal form online at www.ivc.edu/resources/policies/pages/gradegrievance.aspx.

STUDENT RIGHTS

Statement on Freedom of Expression, Civility and Mutual Respect

The Irvine Valley College community recognizes the important role of freedom of expression, civility and mutual respect in fostering a healthy and productive college environment. Therefore, the college encourages an atmosphere of professionalism and cooperation, in which each member's roles responsibilities are understood and appreciated, and in which the free expression of all opinions, beliefs and ideas is encouraged and respected. Further, the college seeks to establish the highest level of communication and transparency in the various processes of campus governance and decision making.

To achieve these goals, the college invests its resources in expressing its commitment to free expression, civility, and mutual respect in college publications, including college handbooks and manuals; in proactive education for all employees; by sponsoring projects and activities that bring people together in a spirit of hospitality, service, appreciation, and camaraderie; through regular open forums intended to foster the exchange of ideas; through maintaining open, inclusive and transparent decision-making processes, with regularly published results; and through a peer-driven process—in which all of the governance groups participate and contribute—for dispute resolution, one steeped in finding mutually agreeable solutions.

Nondiscrimination and Harassment Policy

The South Orange County Community College District is committed to providing an academic and work environment free of unlawful discrimination and harassment. Federal and state laws and District policies afford students and employees the right to work or learn in an environment free from discriminatory intimidation, ridicule and insult.

The District prohibits illegal harassment including the acts of students, employees, and non-employees. Prompt and equitable action, including appropriate disciplinary action, will be taken against any student, employee (supervisory or otherwise), or agent of the District, who engages in such conduct. The action will be prompt, effective, and commensurate with the severity of the offense.

GENERAL HARASSMENT

Discrimination and/or harassment based on race, color, sex, gender, gender identity, gender expression, religion, national origin, ethnic group identification, ancestry, age, physical or mental disability, medical condition, military service, sexual orientation, marital status, pregnancy, or any legally protected characteristic, or the perception that a person has one or more of these characteristics is illegal and violates District policy.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. Harassment comes in many forms, including but not limited to the following conduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race, gender, sexual orientation, or other legally protected status.
- **Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other legally protected status.
- **Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other legally protected status; or gratuitous comments regarding gender, race, nationality, sexual orientation or other legally protected status that are not relevant to the subject matter of the class or activities on the job.
- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Sexual Harassment Policy

Sexual harassment is offensive, unwelcome sexual attention. It may be pressure for dates or sexual favors, suggestive gestures or remarks, touching, or actual or attempted rape or assault. Sexual harassment is a form of sex discrimination that violates Title VII of the Federal Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; California law; and the South Orange County Community College District Board policies.

If you feel you are being sexually harassed and would like clarification, an informational brochure on the options is available to you. If you would like to discuss your concerns with an administrator, please contact Linda Fontanilla, the Title IX coordinator and vice president for Student Services, at 949-451-5214 or Dr. Elizabeth Cipres, dean for Counseling Services and discipline officer, at 949-451-5410.

Complaint Procedures

INFORMAL PROCEDURES

The District strongly encourages students and staff who believe they are being harassed to file a complaint in a timely manner. Since failure to report harassment impedes the District's ability to stop the behavior, the District strongly encourages that such complaints be made within 30 days of the alleged incident. Any complaint not involving employment may be made orally or in writing within one year of the date of the alleged discrimination or harassment.

The District has established "designated officers" who are charged with receiving complaints and coordinating their investigation. The designated officer will explain the rights and options available to the individual bringing charges of unlawful discrimination or harassment. If there is a simple misunderstanding or the individual does not wish to file a formal complaint, the individual may elect to pursue an informal resolution process. The informal process is not a prerequisite for filing a formal complaint.

An individual who feels she/he has been subjected to sexual assault may file a complaint with the police department in addition to any other complaint.

Individuals who believe they have been subjected to unlawful discrimination, including harassment, may report complaints to the designated officer for Irvine Valley College:

Vice President for Student Services
Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92618
949-451-5214

FORMAL PROCEDURES

If an informal process does not resolve the matter and/or the complainant wishes to pursue formal charges, he or she may elect to follow formal complaint procedures. The informal process may not be appropriate for complaints of sexual assault. Formal complaints of unlawful discrimination or harassment must be filed in writing on a form prescribed by the State Chancellor. Approved complaint forms are available from any one of the following sources:

The Office of the Vice President for Student Services

Irvine Valley College
5500 Irvine Center Drive
Irvine, California 92618
949-451-5214

The Office of the Director of Human Resources

South Orange County Community College District
28000 Marguerite Parkway
Mission Viejo, California 92692
949-582-4348 or 949-582-4850

Irvine Valley College website:

www.ivc.edu/resources/policies/Pages/harassment.aspx

SOCccd website:

www.socccd.edu/hr/HRforms.asp

State Chancellor of the California Community Colleges website:

<http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx>

Upon receiving a formal written complaint, the District will determine whether the complaint has met the necessary requirements, which include but are not limited to whether it was filed in a timely manner, on an appropriate form, and whether it alleges unlawful discrimination as stipulated in Title 5, section 59300.

The District will investigate properly filed complaints according to procedures prescribed in Board policy. The District will complete its investigation within 90 days of receiving the complaint and report its administrative determination. The District must provide written notice to both the complainant and the State Chancellor of whether there is probable cause to sustain the charges raised in the complaint; a description of the action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and the complainant's right to appeal to the District and the State Chancellor.

FURTHER INFORMATION

For more comprehensive information about discrimination and harassment, students are encouraged to read the Harassment Policy and Complaint Procedure brochure, available in the Office of Student Services, Room A 110, at Irvine Valley College. The brochure is also available for downloading from the SOCccd website: www.socccd.edu/hr/HRforms.asp.

Students may also refer to Administrative Regulation 4000.5 for more information regarding filing a complaint and investigation procedures.

Accommodations for Students with Disabilities

Irvine Valley College will make reasonable accommodations and/or academic adjustments for qualified students with disabilities in order to create an educational environment where they have equal access to instruction without fundamentally altering any course, educational program, or degree.

Students with verified disabilities who believe they have not been provided with reasonable academic accommodations are encouraged to contact the Disabled Student Program and Services Office at 949-451-5630, SSC 171.

Students with verified disabilities who have specific questions or problems concerning disability discrimination should contact the Office of the Vice President for Student Services, ADA/504 Officer, Room A 110, 949-451-5214. Formal complaints may be submitted to this office.

Crime Awareness

Irvine Valley College seeks to offer the safest possible campus environment for its students and employees. Campus Police officers are on duty 24 hours per day, seven days a week to patrol the campus and enforce the laws of the State of California and the rules and regulations adopted by the South Orange County Community College District Board of Trustees.

A crime statistics disclosure pamphlet is available at the college bookstore, the Campus Police Office (CP 100), President's Office, Information Desk, and Student Services Center lobby. For further information, students may contact the Campus Police Office at 949-451-5200.

Student Privacy Rights: Releasing Student Records

Under the provisions of the Family Education Rights and Privacy Act of 1974, all students are guaranteed the right to the privacy of their records. Irvine Valley College, in compliance with this law, provides students access to specified official records of their work at the college. Students have the right to challenge the content of their records—including the grade they received in a class—on the grounds that it is inaccurate, misleading, or otherwise inappropriate. Those wishing to challenge the information in their files should contact the Vice President for Student Services, 949-451-5214, Room A 110, who will initiate a hearing.

Irvine Valley College will not release student records unless the college has received the student's prior written consent except in the following circumstances:

1. Release may be made as required under the provisions of the Family Education Rights and Privacy Act. The college will make public specific directory information, which includes a student's name, dates of attendance, enrollment status, degrees and awards received by the student, and participation in officially recognized activities and sports programs. Additionally, athletes may have weight, height, and high school they graduated from released as needed.
2. Release will be made as required by the Solomon Act to the military services.
3. Release will be made to federal, state and local government authorities as required in the performance of official duties.
4. Release may be made to district-approved third parties determined as FERPA compliant for educational purposes.

A standard fee of \$15 has been established to cover the cost of furnishing copies of some college records to the student. Students wishing to have a copy of other records will be charged the actual reproduction cost. Copies of transcripts of course work completed at other institutions must be obtained from those institutions.

The Family Education Rights and Privacy Act applies to educational records only and does not include administrative records.

Instructional and Course Material Fees

In accordance with Title 5, California Code of Regulations, Sections 59400-59408, the policy for requiring students to provide instructional and other materials and establishing the provisions for assessing the students a fee for a credit or non-credit course shall conform to the following guidelines:

1. The materials shall be tangible personal property which are owned or primarily controlled by the individual student.
2. The material is of a continuing value to the student outside of the classroom setting, which can be taken from the classroom setting, and which is not wholly consumed, used up or rendered valueless as it is applied in achieving the required objectives of a course which are to be accomplished under the supervision of an instructor during class hours.
3. The material shall not be solely or exclusively available from the district except if it is provided to the student at the district's actual cost; and:
 - a. The material is otherwise generally available, but is provided by the district for health and safety reasons; or
 - b. The material is provided in lieu of other generally available but more expensive material which would otherwise be required.

Any materials not meeting these guidelines will be provided by the district to students at no cost to the student.

STUDENT CODE OF CONDUCT

Student Right-to-Know Disclosure

Completion Rate

Statewide	27.98%
Irvine Valley College	39.33%

Transfer Rate

Statewide	12.09%
Irvine Valley College	15.55%

In compliance with the Student-Right-to-Know (SRTK) and Campus Security Act of 1990 (Public Law 101-542), it is the policy of the South Orange County Community College District and Irvine Valley College to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2011, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. Their completion and transfer rates are listed above. Based upon the cohort defined above, a "completer" is a student who attained a certificate or degree or became 'transfer prepared' during a three-year period, from Fall 2011 to Spring 2014. Students who have completed 60 transferable units with a GPA of 2.0 or better are considered "transfer-prepared." Students who transferred to another post-secondary institution, prior to attaining a degree, certificate, or becoming "transfer-prepared" during a five-semester period, from Spring 2012 to Spring 2014, are "transfer students." Information about Student Right-to-Know rates for Irvine Valley College and how they should be interpreted can be found at the California Community Colleges Student-Right-to-Know Information Clearinghouse website: <http://srtk.cccco.edu/index.asp>.

NOTE: SRTK rates do not represent the success rates of the entire student population at Irvine Valley College, nor do they account for student outcomes occurring after this three-year tracking period. The rates do not describe other important features about the college and its students. Additionally, as a part of the Transfer Velocity Project, the California Community College Chancellor's Office tracks first-time college students who demonstrate "behavioral intent to transfer" by completing a minimum of 12 units and attempting either a transfer level math or English course within a six-year time frame. Of the latest cohort of "transfer-oriented" students at IVC, 59% transferred to a four-year institution within the six-year time frame. This is the number one transfer rate for such students in Orange County and the second highest in the California Community College system.

Requirements for student conduct are set forth in the California Education Code, Title 5 of the California Code of Regulations, policies of the Board of Trustees, and in the California Penal Code.

Students in the South Orange County Community College District are responsible for regulating their own conduct and for respecting the rights and privileges of others. Irvine Valley College students are expected to conduct themselves in a manner compatible with the function of the college as an educational institution and to respect and obey all civil and criminal laws. Failure to show respect for the standards as set forth by the South Orange County Community College District is cause for expulsion.

Students may be disciplined for one or more of the following causes related to college activity or attendance.

1. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of district personnel.
2. Assault, battery, or any threat of force or violence upon a student, district personnel, or on an authorized visitor.
3. Willful misconduct resulting in injury or death to a student or district personnel or an authorized visitor, or willful misconduct resulting in damage, defacing, theft, or other injury to any real or personal property owned by the District, or district personnel, or students in attendance at the colleges or programs of the District.
4. The unlawful use, sale, or possession on district property or presence on district property while under the influence of any controlled substance or any poison classified as such by state or federal law.
5. Smoking in an area where smoking has been prohibited by law or by policy of the Board of Trustees or administrative regulation. (See page 90.)
6. Disorderly, lewd, indecent, or obscene conduct on district property or at district sponsored functions.
7. Sexual assault (as defined in Board Policy 5404) on any student, or employee of the District, on campus or off-campus grounds or facilities maintained by the district. (See page 85.)
8. The possession or use of any firearms, explosives, dangerous chemicals, deadly weapons, or other potentially harmful implements or substances while on district property or at a district-sponsored function without the prior authorization of the disciplinary officer.
9. The obstruction or disruption, on or off campus, of any educational or administrative process or any other process or function of the District.
10. Physical abuse, on or off campus property, of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse when related to a district program or activity.
11. Misrepresentation of oneself or of an organization as an agent of the District.
12. Soliciting or assisting another to do any act which would subject a student to discipline.
13. Use, possession, or distribution of alcoholic beverages and/or illegal narcotics/drugs on district premises, or at district-sponsored events, or appearances on district property or at district sponsored events while under the influence of alcohol or illegal narcotics/drugs unless otherwise provided by law and District policy.
14. Unauthorized recording, dissemination, and publication of academic presentations or materials. This prohibition applies to a recording made in any medium.

15. Actions of force or threat of force to injure, intimidate, oppress or threaten because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because of the perception that the other person has one or more of these characteristics.
16. Academic dishonesty, including, but not limited to falsification, plagiarism, cheating or fabrication, which compromises the integrity of an assignment, a college record or a program. See "Academic Honesty and Dishonesty" in the Academic Policies section.

Irvine Valley College Facebook Posting Guidelines

Irvine Valley College welcomes the free exchange of ideas on our Facebook page through the use of posted comments. Comments posted on our page do not necessarily reflect the opinions or policies of the college.

We adhere to Facebook's Terms of Use and Code of Conduct, and we reserve the right to remove any content that is abusive and/or profane, as well as advertisements for products, services, activities and events not sponsored by the college.

Students who are fans of the Irvine Valley College Facebook page are expected to conduct themselves as they would in a classroom.

Administrators of this page have the right to remove anyone who does not abide by the standards described in the Student Code of Conduct, which can be viewed at: www.ivc.edu/resources/policies/pages/conduct.aspx.

For the full text of Irvine Valley College's Social Media Guidelines, visit: <http://www.ivc.edu/resources/policies/pages/socialmedia.aspx>.

If you have a concern about any posted content, or about any content that has been removed by the administrators of IVC's Facebook page, please email us at ivcinfo@ivc.edu.

Disciplinary Action

A request for disciplinary action may be initiated in writing by district employees. When there is a violation of the Student Code of Conduct, the following procedures will be followed:

If the conduct occurred in the classroom, the instructor may remove the student from class for that day and the next class meeting if the student interfered with the instructional process. Removal must be reported to the disciplinary officer immediately. If the student is a threat to self or to others, the instructor must contact Campus Police immediately. If the student removed is a dependent minor, the instructor may request that the parent or guardian attend a parent conference regarding the removal. Upon removal of a student, the instructor will give the student verbal and/or written notice of the reasons for the removal. Refer to AR 5401 for more details.

If the conduct did not occur in the classroom, the college employee discovering the conduct will report the incident to the disciplinary officer and submit a written report on the appropriate form (i.e., Incident Report form). The report will include (a) date and time of the conduct, (b) location, (c) names of witnesses, and (d) a detailed explanation of the alleged misconduct.

When the report of alleged misconduct is sent to the disciplinary officer, the officer will evaluate the information to determine if it alleges a violation of the District's student conduct policy and/or regulations. If the disciplinary officer determines that the report supports such allegations, a meeting will be requested with the student to provide the student an opportunity to respond to the allegations.

The disciplinary officer will review all documentation related to the case to make a determination if disciplinary action is required.

The disciplinary officer will send a notice by mail to the student charged with the violation. This notice will include a written explanation of the incident and the charges that have been made (i.e., the specific conduct involved and the specific regulation(s) alleged to have been violated).

The disciplinary decision is final and it is immediately in effect unless it involves termination of State and/or local financial aid, suspension, or recommendation of expulsion, in which case the student may appeal the decision to the Disciplinary Hearing Panel within ten days. In cases referred to the Panel by the disciplinary officer or in cases where the decision is appealed to the Panel, the procedures in Section V will be followed. The student may, in writing, accept the penalty of suspension or expulsion without further hearing and without admitting participation in the conduct charged.

RANGE OF DISCIPLINARY ACTIONS

1. Verbal Reprimand:

A warning that the conduct is not acceptable.

2. Written Reprimand:

Becomes part of the student file for a minimum of five years or longer at the discretion of the disciplinary officer, and is considered in the event of future violations.

3. Mental Health Clearance:

Mental health clearance may be required before a student is readmitted to a particular class or allowed to be on district property. The campus chief administrative officer (or designee) must receive a letter from a licensed mental health professional stating that in his or her professional judgment, the student will no longer continue the behavior which gave rise to the disciplinary action or that the student's presence on campus is not a threat to himself or herself or others. The mental health professional must be licensed by the State of California. The student shall bear the cost and expense of obtaining mental health clearance.

4. Disciplinary Probation:

A specific period of conditional participation in campus and academic affairs, which may involve any or all of the following:

- a. Ineligibility for all student government roles;
- b. Removal from any student government position;
- c. Revocation of the privilege of participating in district and/or student-sponsored activities;
- d. Ineligibility for membership on an athletic team;
- e. Limitation of courses and/or instructors the student may take.

5. Suspension:

The Board of Trustees or the disciplinary officer may suspend a student for cause. Suspension will be accompanied by a hearing conducted by the Disciplinary Hearing Panel. Suspension may involve

- a. Removal from one or more classes for the remainder of the academic term.
- b. Removal from all classes and activities of the District for one or more terms. During this time, the student may not be enrolled in any class or program within the District.

6. Expulsion:

The Board of Trustees may expel a student for cause when other means of correction fail to bring about proper conduct or when the presence of the student causes a continuing danger to the physical safety of the student or others. Expulsion will be accompanied by a hearing conducted by the Disciplinary Hearing Panel.

For further information, students may contact the President's Office at Irvine Valley College or refer to the South Orange County Community College District Administrative Regulation 5401, available in the college library or at soccdd.edu.

Debts Owed to the College

Unpaid financial obligations, including failure to return college equipment, defaulting on student loans, failure to redeem returned checks, or non-payment of Library or Health and Wellness Center fees, may result in a student's grades, official transcripts, diplomas, or certificates being withheld, as well as permission to register for classes being denied. Any item or items withheld shall be released when the student satisfactorily meets the financial obligation. (California Education Code, Section 70902 and South Orange County Community College District Board Policy and Administrative Regulation 5407—Financial Obligation Owed to the District.)

Substance Abuse**CAMPUS STANDARDS OF CONDUCT**

Irvine Valley and Saddleback colleges are dedicated to the elimination of the use of illicit drugs and alcohol abuse. The colleges are making significant efforts to create an environment that promotes and reinforces good health. These include responsible living; respect for community and campus standards and regulations; and the intellectual, social, emotional, ethical, and physical well-being of all members of the campus community.

Within this context, the South Orange County Community College District and California State law prohibit the unlawful possession, use, distribution, manufacture or dispensing of illicit drugs and alcohol by students on college property or as part of any college activity. (California Education Code, Section 76033 (a) and South Orange County Community College District Board Policy and Administrative Regulation 5401—Code of Conduct.)

CAMPUS LEGAL SANCTIONS

Students are reminded that violations of these provisions may lead to the imposition of a disciplinary sanction under South Orange County Community College District Administrative Regulation 5401.

All violations of policy will be handled on an individual basis affording each student the right to due process. Procedures of this process are described in Administrative Regulation 5401. Sanctions which may be imposed include reprimand, probation, suspension, and expulsion.

Acceptable Use Policy: Digital Information**Use of College Computers, Email, Internet Services, Telephones, Faxes, and Electronic Devices**

The South Orange County Community College District (SOCCCD) digital information network is intended to enhance the availability of educational materials and opportunities for students. The network consists of computers; computer networks; e-mail and voice mail systems; Internet services; audio and video conferencing; and related electronic peripherals such as cellular phones, modems and fax machines. The District encourages broad and extensive use of the network for educational purposes. However, personal, recreational or commercial use of the system for non-academic matters is not permitted.

Student email privileges are designed solely for educational purposes. Chain letters, chat rooms, Multiple User Dimensions (MUDs), or multi-player game servers are not allowed, with the exception of those bulletin boards or chat groups that are created by academic staff for specific instructional purposes. The District reserves the right to monitor network and email use for the purpose of determining whether a violation of District policy or law has occurred, and to take disciplinary action when appropriate.

Guidelines for permitted uses of the information network are defined in South Orange County Community College District Administrative Regulation 4000.2, Electronic Communications.

Parking Regulations

A complete copy of the South Orange County Community College District Traffic & Parking Regulations (AR-3450) can be obtained at the Campus Police Station (CP 100), at the Administration Building (A 100), or online at www.ivc.edu/resources/police/pages/parking_regs.aspx.

Parking on campus is by permit only Monday through Sunday, seven (7) days a week, 24 hours a day. There is no beginning of semester waiver. Green-curbed (timed) parking areas do not require a permit. No overnight parking is allowed without approval from the Campus Police Department. Violation of this regulation may result in the vehicle being cited and/or towed at the owner's expense. Students are reminded not to park in spaces marked for staff or in disabled spaces unless authorized.

DISABLED PERSONS' PARKING

There are designated disabled persons' parking stalls in each parking lot. A valid campus student/staff parking permit is required, in addition to the California Disabled Placard, to park in designated disabled persons' parking stalls.

CITATIONS

Citations are issued for violations of the District's traffic and parking regulations. Penalties range from \$38.00 to \$250.00, depending on the type of violation. An appeal process is available under CVC 40215(a), and instructions are printed on each citation.

DAILY PERMIT DISPENSERS

Daily parking permit dispensers are located near the entrances to lots #2, #5, #8 and #10, and at the Irvine Valley entrance near the Performing Arts Center. When properly displayed, permits are valid in student parking only. If students experience any problems with a permit dispenser, they should contact 949-451-5234 for immediate assistance. IVC daily parking permits are valid at IVC and ATEP only, and are not valid at Saddleback College.

PARKING PERMITS

Parking permits are required on the IVC and ATEP campuses 24 hours a day, seven (7) days a week. **There is no beginning of semester waiver.** Students may purchase parking permits when they register online or at a later time through MySite. Annual and semester permits for automobiles are not sold on campus. Parking permits purchased online will be mailed to students directly, and a temporary permit, which is valid for two weeks, is available once the order is placed. Parking permits must be displayed in the lower corner of the driver's side windshield. Permits are static cling and do not require permit hangers. Irvine Valley College semester or annual student parking permits are valid for student parking at Saddleback College and ATEP and in designated student parking areas for IVC classes at CSUF-Irvine. The South Orange County Community College District determines the cost of parking permits and the fees charged to purchase daily permits from dispensers.

LOST OR STOLEN PERMITS

Students who lose their parking permit must go to the Parking Services Office to purchase a replacement. Stolen permits may be replaced at no cost with a copy of the police report from the department that took the report. It is a misdemeanor in California to falsify a police report.

Animals/Pets on Campus

No animals or pets of any kind are allowed within the boundaries of any college. This restriction also applies to animals and/or pets confined in any vehicle parked within the college boundaries. In connection with special class assignments, the college president or an appointed designee may grant approval to a student to bring an animal or pet on campus. When such approval is granted, the student must control and supervise the animal or pet at all times while on campus.

NOTE: This policy does not apply to the use of a guide dog, signal dog, or service animal trained to perform tasks for people with disabilities, or the instructional use of animals or animals indigenous to the college's grounds. It is the policy of the South Orange County Community College District to permit individuals with disabilities to use service animals in campus facilities and on campuses. The purpose of this policy is to ensure that individuals with disabilities can participate in and benefit from District services, programs and activities, and to ensure that the District does not discriminate on the basis of disability. This policy is established pursuant to the Americans with Disabilities Act of 1990 (ADA). The definition of service animal is to include only dogs and miniature horses.

Smoking Policy

To ensure a healthy and clean learning environment, Irvine Valley College has gone smoke-free. Using tobacco products such as cigars, cigarettes, pipes, electronic cigarettes (vapor), and smokeless or chewing tobacco is prohibited within any college facility and/or outside area of campus. Violators could be subject to citation. For more information on the policy, visit smokefree.ivc.edu.



PROGRAMS AND MAJORS

INCREASING FLEXIBILITY

1. Stand with feet hip-width apart, arms extended to the sides. Inhale and reach your arms overhead, then exhale and lower them back to the sides. Repeat 10 times.

2. Lie on your back with your knees bent and feet flat on the floor. Pull your right knee towards your chest, hold for 15 seconds, and then switch legs. Repeat 10 times.

3. Stand with feet hip-width apart, arms extended to the sides. Inhale and reach your arms overhead, then exhale and lower them back to the sides. Repeat 10 times.

AEROBIC FLEXIBILITY

1. Stand with feet hip-width apart, arms extended to the sides. Inhale and reach your arms overhead, then exhale and lower them back to the sides. Repeat 10 times.

2. Lie on your back with your knees bent and feet flat on the floor. Pull your right knee towards your chest, hold for 15 seconds, and then switch legs. Repeat 10 times.

3. Stand with feet hip-width apart, arms extended to the sides. Inhale and reach your arms overhead, then exhale and lower them back to the sides. Repeat 10 times.

MUSCLE GUIDE

Upper Back: Trapezius, Rhomboid, Erector Spinae
Shoulder: Deltoid, Rotator Cuff
Front of Arm: Biceps, Brachialis
Rear Arm: Triceps
Side: Latissimus Dorsi
Outer Thigh: Gluteus Medius
Inner Thigh: Adductor
Calf: Gastrocnemius, Soleus

- Bosu ball Goblets
- SLDL w/ Dumbbell
- Seated calf 3X
- Dumbbell incline press
- Seated Hammer
- Rope low pulley
- Hammer curls
- press triceps 10L/10R
ngs

ASSOCIATE IN ARTS DEGREES WITH AN AREA OF EMPHASIS

Associate in Arts Degree with an Emphasis in Business

The intent of this degree is to prepare students for careers and/or higher education in business and computer information, generally, or in specific disciplines within this broad designation.

This degree emphasizes training that will enable students to lead, direct, plan, organize, and respond to a variety of challenges. It stresses problem-solving skills involved in making managerial, financial, and technical decisions based on available data, tools, and resources. Courses in the program study the elements of creative thinking and interpretation used in the process of transmitting information graphically. Students are acquainted with the concepts, theories, and terminology critical to their area of emphasis.

Complete a minimum of 18 units from the following courses listed below, including a minimum of 12 units selected from at least three of the business science disciplines. Students may only complete up to 3 units of CWE 168 from the related disciplines. See an IVC counselor for course substitution if a course is not available.

BUSINESS SCIENCE DISCIPLINES

ACCOUNTING: ACCT 1A, 1B, 112.1, 112.2, 114, 203, 204, 205, 206, 207, 209, 215

COMPUTER INFORMATION MANAGEMENT: CIM 107, 112.1, 112.2, 113, 114, 201A, 201B, 201C, 203.1, 206.1, 208.1, 209, 210.1, 210.2, 212.3, 214.1, 217, 221.1, 221.2, 222.1, 224.1, 225.1, 230.1, 230.2, 241, 242.1, 242.2, 242.3, 243.1, 243.2, 245.1, 246.1, 249.1, 251.1, 260.1, 260.2, 261.1, 263.1, 263.2, 263.3, 263.4

ECONOMICS: ECON 1, 2, 6, 10, 13, 105

MANAGEMENT: MGT 1, 12A, 102, 103, 104, 115, 120, 125, 135, 160, 217, 235, 282, 288

REAL ESTATE: RE 170, 172, 174A, 175, 176A, 190, 195, 279

RELATED DISCIPLINES

Students may count a maximum of 6 units from the courses listed below toward the 18-unit requirement.

COMM 1; CWE 168; PHIL 2; MATH 3A, 10, 11; WR 2

TOTAL UNITS REQUIRED: 18

Major continues on next column

To obtain the Associate in Arts degree with an emphasis in Business, students will have to:

- Complete
 - The CSU General Education Certification pattern, a minimum of 39 units.
OR
 - The IGETC Certification pattern, a minimum of 36 units.
OR
 - The IVC Associate Degree General Education pattern, a minimum of 31 units.
- Complete a minimum of 18 units from the courses listed above, including a minimum of 12 units selected from at least three of the business science disciplines.
- Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
- Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
- Satisfy the residency and competency requirements as stated on page 28.

Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the AA degree with emphasis in business, students will be able to

- Describe the relationship between profit and risk, and discuss how businesses and nonprofit organizations can raise the standard of living for all.
- Discuss the importance of the global market and the roles of comparative advantage and absolute advantage in global trade.
- Explain why effective communication, i.e. the sharing of information, helps an organization gain a competitive advantage, and describe the communication process.
- Explain the role of operations management in achieving superior quality, efficiency, and responsiveness to customers.
- Demonstrate the use of current technology resources to collect and analyze data and to access, evaluate, and present information in solving problems and making decisions.
- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.

Associate in Arts Degree with an Emphasis in Fine Arts Appreciation

The intent of this degree is to prepare students for careers and/or higher education in the appreciation of the fine arts, generally, or in specific disciplines within this broad designation.

This degree emphasizes the methods and values used in the study of aesthetic works and creative endeavors. Students develop the necessary critical skills to contemplate, interpret, theorize, create, and perform effectively. Students develop a contextual appreciation for aesthetic meaning and significance, collaborative expression, theoretical study, and cross-disciplinary investigation.

Complete a minimum of 18 units from the following courses, with at least one course taken in three different disciplines:

APPLICATION AND PERFORMANCE COURSES

CAMERA ARTS: DMA 51, 55, 120, 130, 140, 195; PHOT 51

DANCE: DNCE 1 (1A/1B), 6, 7, 12, 13, 17 (17A/17B), 18 (18A/18B), 22, 23, 27, 33, 34, 65, 142, 170

COMMUNICATION STUDIES: COMM 1, COMM/TA 30, COMM 106A/B/C

MUSIC: MUS 39, 40, 42, 46, 54, 55, 56, 57, 80, 81, 82, 85

STUDIO ARTS: ART 40, 41, 50, 51, 52, 80, 81, 82, 85, 86, 186, 195

THEATRE ARTS: TA 15 (15A/15B), 16 (16A/16B), 17 (17A/17B), 18 (18A/18B), 19 (19A/19B), 40, 142A/B/C

HISTORY AND THEORY COURSES

ART HISTORY: ARTH 1, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 104, 110, 115, 130, 150

DANCE: DNCE 55, 77, 85

MUSIC: MUS 1, 3, 20, 21, 27, 28

THEATRE ARTS: TA 20, 21, 25, 26

TOTAL UNITS REQUIRED: 18

Major continues on next column

To obtain the Associate in Arts degree with an emphasis in Fine Arts Appreciation, students will have to:

1. Complete
 - A. The CSU General Education Certification pattern, a minimum of 39 units.
OR
 - B. The IGETC Certification pattern, a minimum of 36 units.
OR
 - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed in the emphasis, with at least one course taken in three different disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 28.

Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the AA degree with emphasis in fine arts appreciation, students will be able to

- Gain an increased aesthetic awareness and appreciation of the arts from a critical point of view.

Associate in Arts Degree with an Emphasis in Humanities and Languages

The intent of this degree is to prepare students for careers and/or higher education in the humanities and languages, generally, or in specific disciplines within this broad designation.

This degree emphasizes the methods and values of humanistic study. Students investigate the role that language, philosophy, literature, religion, history, and the arts play in the shaping of human cultures. The curriculum also encourages students to consider how the central traditions, values, ideas, and texts, and the aesthetic concepts of a culture, reflect the human condition.

Complete a minimum of 18 units from the following courses, with at least one course taken in three different disciplines:

CHINESE*: CHI 2

FRENCH*: FR 2 [or 2A+2B], 3, 4, 10

HISTORY: HIST 1, 2, 10, 11, 20, 21, 24, 33, 40, 41, 51

HUMANITIES: HUM 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 72, 73, 74

JAPANESE*: JA 2 [or 2A+2B], 3, 4, 10, 21, 23

JOURNALISM: JRNL 40

LITERATURE: LIT 1, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 43, 46, 110

PHILOSOPHY: PHIL 1, 2, 3, 5, 10, 11

READING: RD 174

SIGN LANGUAGE*: SIGN 22, 23

SPANISH*: SPAN 2, 3, 4, 10

WRITING: WR 2, 10, 11, 13

TOTAL UNITS REQUIRED: 18

* *LANGUAGE COURSES, PLEASE NOTE: Students who have acquired fluency in one language may elect to begin or continue in a second language, or to focus on the culture and literature related to the first language.*

Major continues on next column

To obtain the Associate in Arts degree with an emphasis in Humanities and Languages, students will have to:

1. Complete
 - A. The CSU General Education Certification pattern, a minimum of 39 units.
OR
 - B. The IGETC Certification pattern, a minimum of 36 units.
OR
 - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed in the emphasis, with at least one course taken in three different disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 28.

Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the AA degree with emphasis in humanities and languages, students will be able to

- Analyze a representative text and write a well-supported, clearly articulated argument.
- Read primary texts in their target language for general comprehension.

Associate in Arts Degree with an Emphasis in Liberal Studies: Teacher Education

The intent of this degree is to prepare students for careers and/or higher education in the field of education, particularly in elementary school teaching. It is adapted from the requirements of the state-approved Multiple Subject Credential Program.

The degree emphasizes the integration of concepts from the arts and humanities, literature, natural sciences, and social sciences, offering a broad foundation in diverse disciplines. This course of study fosters the student's understanding and appreciation of how human knowledge and experience have evolved in historical and cultural contexts. The degree also stresses the development of skills in quantitative reasoning, critical thinking, and communication in the English language, both orally and in writing.

Complete a minimum of 18 units from the following courses, with at least one course taken in three different disciplines:

ARTS AND HUMANITIES: ARTH 20; DNCE 12; HIST 1, 10; MUS 1, 20; TA 20, 27

ENGLISH COMMUNICATION: COMM 1, 2, 3; PHIL 3; RD 174; WR 1, 2

LITERATURE: LIT 1, 7, 20, 21, 22, 23

MATHEMATICS: CS 6A or MATH 30; CS 6B or MATH 31; ECON 10 or MGT 10; MATH 2, 3A, 3B, 4A, 8, 10, 11, 24, 26, 105, 124; PSYC 10

NATURAL SCIENCES: BIO 1 or [BIO 1 + 1L]; EARTH 20; GEOL 1; PHYS 20

SOCIAL SCIENCES: GEOG 2, 3; HD 7 or PSYC 7; HD 15 or SOC 15; HIST 1, 20, 21; PS 1; PSYC 13

TOTAL UNITS REQUIRED: 18

Major continues on next column

To obtain the Associate in Arts degree with an emphasis in Liberal Studies: Teacher Education, students will have to:

1. Complete
 - A. The CSU General Education Certification pattern, a minimum of 39 units.
OR
 - B. The IGETC Certification pattern, a minimum of 36 units.
OR
 - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed in the emphasis, with at least one course taken in three different disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 28.

Students are advised to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths and transfer requirements. Students intending to transfer are generally advised to complete either the CSU General Education Certification pattern or the IGETC Certification pattern.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the AA degree with emphasis in liberal studies, students will be able to

- Develop an historical and aesthetic appreciation of human expression and diversity as it reflects the human experience.
- Conceptualize and apply theoretical constructs within the real world as it affects our physical experience.
- Identify, analyze and understand social phenomenon as it affects the human condition.

Associate in Arts Degree with an Emphasis in Natural Sciences and Mathematics

The intent of this degree is to prepare students for careers and/or higher education in the natural sciences and mathematics, generally, or in specific disciplines within this broad designation.

This degree includes training in the scientific method, the fundamental principles of natural science, and the analytical reasoning of mathematics. Emphases of courses for this degree include mathematical, physical and life science concepts, principles, theories, and laws. Some courses acquaint students with the methods of conducting scientific investigations in laboratory field settings through observation, while other courses require students to construct logical arguments, make valid inferences, and acquire quantitative skills essential to many other disciplines.

Complete a minimum of 18 units from the following courses, with at least one course taken in three different disciplines:

***NOTE:** For emphases in the sciences and math, a minimum of two courses must have a laboratory or field component. Students interested in pursuing their education in the sciences are advised to complete more laboratory and/or field courses.*

BIOLOGY: BIO 1 + 1L, 2, 5, 10, 15, 93, 94, 97, 99, 99L, 121

CHEMISTRY: CHEM 1A + 1B, 12A + 12B

COMPUTER SCIENCE: CS 36, 37

EARTH SCIENCES: EARTH 20

FIELD STUDIES AND RESEARCH: BIO 13, 19, 30, 101, 103, 104, 110, 140; GEOG 102; GEOL 140, 170, 181, 186

GEOLOGY: GEOL 1, 2, 3

MATHEMATICS: MATH 3A, 3B, 4A, 24, 26

MARINE SCIENCE: MS 20

PHYSICS: PHYS 2A + 2B or 4A + 4B, 4C

TOTAL UNITS REQUIRED: 18

Major continues on next column

To obtain the Associate in Arts degree with an emphasis in Natural Sciences and Mathematics, students will have to:

1. Complete
 - A. The CSU General Education Certification pattern, a minimum of 39 units.
OR
 - B. The IGETC Certification pattern, a minimum of 36 units.
OR
 - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed in the emphasis, with at least one course taken in three different disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 28.

Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the AA degree with emphasis in natural sciences and mathematics, students will be able to

- Demonstrate comprehension of chemical and biological reality by understanding how fundamental natural science principles underlie the huge variety of natural phenomena and their interconnectedness.
- Apply the scientific method to a concept/lab/current situation by demonstrating the ability to ask a relevant question, create a hypothesis that addresses the question, gather data using either experimentation and or observation, interpret the data and form a conclusion.
- Demonstrate knowledge of form, function, mechanism, organization, scale, hierarchy, diversity and evolution pertaining to the natural sciences.
- Inspect data and apply basic statistics to their analysis.

Associate in Arts Degree with an Emphasis in Social and Behavioral Sciences

The intent of this degree is to prepare students for careers and/or higher education in the social sciences, generally, or in specific disciplines within this broad designation.

This degree emphasizes the nature of individual and collective human behavior: our interactions; the political, economic, social, and psychological structures and institutions of human beings; and the challenges of developing and sustaining interpersonal and intercultural relationships. Students employ the fundamental principles of the scientific method and apply data collection, synthesis, and analysis to enhance their ability to explain how groups and subgroups operate and to make responsible political, moral, and social decisions.

Complete a minimum of 18 units from the courses listed below, including a minimum of 9 units selected from at least three of the social and behavioral science disciplines.

SOCIAL AND BEHAVIORAL SCIENCE DISCIPLINES

ADMINISTRATION OF JUSTICE: AJ 2, 4, 5, 8, 102, 103, 105, 106, 107, 111, 112, 113, 119, 150, 161, 250

ANTHROPOLOGY: ANTH 1, 2, 3, 4, 7, 9

ECONOMICS: ECON 1, 2, 6, 13, 20, 105

GEOGRAPHY: GEOG 1, 2, 3, 38, 102

HISTORY: HIST 1, 2, 10, 11, 20, 21, 24, 33, 40, 41, 51

HUMAN DEVELOPMENT: HD 7, 15, 101, 104, 105, 110, 120, 131, 145, 150, 160, 181, 266, 267, 268, 269, 270, 271

POLITICAL SCIENCE: PS 1, 3, 4, 5, 6, 7, 12, 14, 17, 41

PSYCHOLOGY: PSYC 1, 2, 3, 5, 7, 13, 30, 37, 106, 133, 160

SOCIOLOGY: SOC 1, 2, 10, 15, 19, 20, 30

WOMEN'S STUDIES: WS 10, 20

RELATED DISCIPLINES

Students may count a maximum of 9 units from the courses listed below toward the 18-unit requirement.

ACCOUNTING: ACCT 1A, 1B

BIOLOGY: BIO 1+1L, 30, 121

CHEMISTRY: CHEM 1A

COMPUTER SCIENCE: CS 1

COOPERATIVE WORK EXPERIENCE: AJ 168, ECON 167, HD 168, LGL 168, PSYC 167

GEOLOGY: GEOL 1

HEALTH: HLTH 1

MATHEMATICS: MATH 3A, 3B, 11, 26

NUTRITION: NUT 1

PHILOSOPHY: PHIL 2

STATISTICS: ECON 10 or MATH 10 or MGT 10 or PSYC 10

WRITING: WR 2

TOTAL UNITS REQUIRED: 18

Major continues on next column

To obtain the Associate in Arts degree with an emphasis in Social and Behavioral Sciences, students will have to:

1. Complete
 - A. The CSU General Education Certification pattern, a minimum of 39 units.
OR
 - B. The IGETC Certification pattern, a minimum of 36 units.
OR
 - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed in the emphasis, including a minimum of 9 units selected from at least three of the social and behavioral science disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 28.

Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the AA degree with emphasis in social and behavioral sciences, students will be able to

- Demonstrate knowledge of research methodology.
- Demonstrate knowledge of global social and political perspectives.
- Demonstrate knowledge of historical and contemporary global issues.

DEGREES AND CERTIFICATES BY DEPARTMENT

Accounting

Accounting
Computerized Accounting
Financial Accounting
Financial/Managerial Accounting
Income Tax
Payroll

Administration of Justice

Administration of Justice for Transfer
Law Enforcement
Supervision

Anthropology

Anthropology
Anthropology for Transfer

Art

Art
Studio Arts for Transfer

Art History

Art History
Art History for Transfer
Curatorial Studies
Museum Education and Visitor Services

Biological Sciences

Biology
Biotechnology Lab Assistant
Health Sciences

Chemistry

Chemistry

Communication Studies

Communication Studies
Communication Studies for Transfer

Computer Information Management

A+, Network+, Linux+
Administrative Assistant
CCNA (Cisco Certified Network Associate)
Routing and Switching
Computer Applications
Digital Graphic Applications
Digital Photography
Local Area Networks: Cisco
Office Assistant
Spreadsheets
Web Authoring
Web Page Authoring

Computer Science

Computer Languages
Computer Science for Transfer

Dance

Commercial Dance
Dance
Dance Technique

Design Model Making and Rapid Prototyping

Design Model Making and Rapid
Prototyping

Digital Media Art

Animation for Games
Digital Media Art
Digital Photography

Drafting Technology and Engineering

Civil Computer-Aided Design
Computer-Aided Design
Mechanical Computer-Aided Design
Pre-Engineering

Economics

Economics
Economics for Transfer

Electrical Technology

Electrician Trainee
Energy Solar Photovoltaic Systems
Technician

Electronic Technology

Electronic Technology
Electronics Aide

English

English: Literature
English: Writing
English for Transfer

Fine Arts

Fine Arts

Geography

Geography
Geography for Transfer

Geology

Geology
Geology for Transfer

History

American History
European History
History for Transfer

Human Development

Child Development
Early Childhood Assistant Teacher
Early Childhood Associate Teacher
Early Childhood Education for Transfer
Infant/Toddler
School-Age Child

Humanities

Humanities

Kinesiology, Health and Athletics

Coaching
Fitness Professional
Kinesiology for Transfer

Languages

French
Japanese
Spanish
Spanish for Transfer

Laser Technology

Laser Technology: Optoelectronics
Laser Technology: Photonics

Management

Business Administration
Business Administration for Transfer
Business Management
Entrepreneurial Planning and
Presentation
Entrepreneurship Skills
Idea Development and Opportunity
Recognition for Entrepreneurs
Manufacturing Assistant
Research Tools for Entrepreneurs
Retail Management
Supervision
Understanding Entrepreneurial
Operations

Mathematics

Mathematics
Mathematics for Transfer

Music

Music
Music for Transfer

Paralegal Studies

Paralegal Studies
Pre-Law

Philosophy

Philosophy
Philosophy for Transfer

Physical Science

Physical Science
Physics for Transfer

Political Science

Political Science
Political Science for Transfer

Psychology

Psychology
Psychology for Transfer

Real Estate

Real Estate
Real Estate Sales

Recycling and Resource Management

Recycling and Resource Management
Recycling and Zero Waste

Sociology

Sociology
Sociology for Transfer

Theatre Arts

Acting
Assistant Stage Manager
Live Entertainment Technician
Technical Theatre
Theatre Arts
Theatre Arts for Transfer

ACCOUNTING

School of Business Sciences

Dean: Anna "Cathleen" Greiner, PhD

Academic Chair: Bob Urell

Faculty: Donald Bradshaw; Dixie Massaro; Bennet Tchaikovsky, JD, CPA; Bob Urell

COURSES

Courses are offered in all phases of accounting. The curriculum emphasizes the use of the computer in a variety of accounting applications. Courses offered through the department may be taken to satisfy the major requirements for the Associate in Science degree or Certificate of Achievement in accounting, or certificates of proficiency in various accounting areas. Courses may also be applied for transfer credit toward an upper-division degree at a four-year college or university.

MAJOR

Students majoring in accounting at Irvine Valley College focus on the fundamental and intermediate principles and practices of accounting. The training they receive is intended to prepare them to make critical decisions based on data contained in various financial reports and statements. It also prepares them for entry-level accounting positions in the public and private sector in such areas as banking, retail and wholesale trades, and government.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the accounting program, students will be able to

- Demonstrate the ability to prepare financial reports and financial statements in public and private sector accounting.

POTENTIAL CAREERS

Examples of careers in accounting include the following:

Private Accounting

- Certified Internal Auditor
- Certified Management Accountant
- Cost Accountant
- General Business Accountant
 - > Accounts Receivable
 - > Accounts Payable
 - > Payroll
- Management Accountant
- Tax Accountant

Public Accounting

- Certified Public Accountant (CPA)
 - > Tax
 - > Audit
 - > Consulting

Note: Baccalaureate and higher degree holders may take IVC courses in preparation for entering some of the above-mentioned careers directly whereas transfer students may take IVC courses as a first step toward additional education needed to enter those fields. Vocational students may take courses in a more focused approach to gain entry to jobs that may or may not require a baccalaureate or higher degree.

Associate in Science Degree or Certificate of Achievement Accounting

Complete the following courses:		Units
ACCT 1A	Financial Accounting	4
ACCT 1B	Managerial Accounting	4

Complete a minimum of four courses from the following:

ACCT 112.1	Spreadsheets I	1.5
ACCT 204	Accounting Applications: QuickBooks	3
CS 1	Introduction to Computer Information Systems	3
MGT 1	Introduction to Business	3
MGT 12A	The Legal Environment of Business	3

TOTAL UNITS REQUIRED: 18.5-20

Recommended Electives: ACCT 114, 112.2; ECON 1, 2; MGT 104, 120, 125, 203, 268

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

See an IVC counselor for course substitution if a course is not available.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Computerized Accounting

This certificate of proficiency is intended to help prepare students to qualify for entry-level positions in the accounting department of a business using QuickBooks accounting software and spreadsheet software.

Complete the following courses:		Units
ACCT 204	Accounting Applications: QuickBooks	3
ACCT 112.1	Spreadsheets I	1.5
ACCT 112.2	Spreadsheets II	1.5

TOTAL UNITS REQUIRED: 6

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Financial Accounting

This certificate of proficiency is intended to help prepare students to qualify for entry-level positions such as accounts payable accountant, accounts receivable accountant, or bookkeeper.

Complete the following courses:		Units
ACCT 1A	Financial Accounting	4
ACCT 112.1	Spreadsheets I	1.5
ACCT 112.2	Spreadsheets II	1.5
TOTAL UNITS REQUIRED:		7

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Financial/Managerial Accounting

This certificate of proficiency is intended to help prepare students to qualify for entry-level positions that require knowledge of both accounting and management analysis such as entry-level accounting or analyst positions or bookkeeper for manufacturing and other companies.

Complete the following courses:		Units
ACCT 1A	Financial Accounting	4
ACCT 1B	Managerial Accounting	4
ACCT 112.1	Spreadsheets I	1.5
ACCT 112.2	Spreadsheets II	1.5
TOTAL UNITS REQUIRED:		11

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Income Tax

This certificate of proficiency is intended to help students to prepare for a position as an income tax return preparer with knowledge of both state and federal individual and business taxation using professional-level tax return preparation software.

Complete the following courses:		Units
ACCT 206	Individual Income Taxation— Federal and State	3
ACCT 207	Business Income Taxation— Federal and State	3
TOTAL UNITS REQUIRED:		6

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Note: Students may apply for the above IVC Certificate of Proficiency or, alternatively, may opt for a certificate from the California Tax Education Council (CTEC) after completing Acct 206 and Acct 207 with a 70% score for the two courses combined. IVC is an approved provider of initial qualifying CTEC education.

Certificate of Proficiency Payroll

This certificate of proficiency is intended to help prepare students to qualify for entry-level positions that require knowledge of a payroll cycle, related accounting tasks, and spreadsheet analysis of payroll data for accounting and management use. Such positions might be found in the payroll department of companies of all sizes.

Complete the following courses:		Units
ACCT 1A	Financial Accounting	4
ACCT 205	Payroll Accounting and Taxation	3
ACCT 112.1	Spreadsheets I	1.5
ACCT 112.2	Spreadsheets II	1.5
TOTAL UNITS REQUIRED:		10

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

ADMINISTRATION OF JUSTICE

School of Social and Behavioral Sciences

Interim Dean: Traci Fahimi

Academic Chair: Colin McCaughey

Faculty: Colin McCaughey

COURSES

The department offers a wide range of courses that will enable students to find employment in various agencies of the administration of justice system. The curriculum is designed to acquaint pre-service and in-service students with the principles and practices of criminal justice in America. Involvement in courses offered each semester will provide a sound foundation for students intending to pursue careers or further study in law enforcement, corrections, supervision and administration, parole and court duties, private security, and pre-law programs.

The Irvine Valley College administration of justice program is accredited by the California State Commission of Peace Officers Standards and Training (P.O.S.T.). The program also sponsors a chapter of Lambda Alpha Epsilon of the American Criminal Justice Association, a professional law enforcement association.

MAJOR

Local civil service regulations govern the appointment of police officers in practically all large and many small cities. Eligibility for appointment depends upon performance in competitive examinations as well as education and experience. Students at Irvine Valley College may earn the Associate in Science degree or Associate in Science Degree for Transfer, or Certificate of Achievement in either law enforcement or supervision.

PROGRAM STUDENT LEARNING OUTCOMES

Law Enforcement

Upon completion of the administration of justice program in law enforcement, students will be able to

- Identify career opportunities within the law enforcement component of the criminal justice system
- Identify the steps involved in the hiring process of law enforcement personnel.

Supervision

Upon completion of the administration of justice program in supervision, students will be able to

- Identify the skills and abilities required to be an effective law enforcement supervisor.
- Describe the importance of ethical decision-making while in a supervisory and/or leadership role.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

Examples of careers for the administration of justice major include the following:

- Corrections Officer
- Defense Attorney
- Forensic Investigations
- Homeland Security
- Investigator (criminal and civil)
- Law Enforcement Officer (local, state, federal)
- Legal Aide
- Legal Assistant
- Parole Officer
- Private Security Operator
- Probation Officer
- Prosecutor
- Security Guard

Associate in Science Degree in Administration of Justice for Transfer

The curriculum is designed to acquaint pre-service and in-service students with the principles and practices of criminal justice in America. Involvement in courses offered each semester will provide a sound foundation for students intending to transfer and continue further study in criminal justice programs.

Complete the following courses:

		Units
AJ 2	Introduction to Administration of Justice	3
AJ 4	Criminal Law I	3

Complete 6 units from the following courses:

AJ 5	Community-Oriented Policing/ Community and Human Relations	3
AJ 8	Juvenile Law and Procedures	3
AJ 102	Criminal Procedures	3
AJ 103	Introduction to Evidence	3
AJ 105	Introduction to Investigation	3
AJ 119	Introduction to Corrections	3

Complete 6 units from the following courses:

SOC 1	Introduction to Sociology	3
PSYC 10	Statistical Methods in the Behavioral Sciences	3
OR		
MATH 10*	Introduction to Statistics	3
PSYC 1	Introduction to Psychology	3
AJ 106	Police Field Operations	3
AJ 107	Criminal Law II	3
AJ 111	Law Enforcement Administration	3
AJ 112	Police Supervision	3
AJ 113	Constitutional Law and the Justice System	3
AJ 150	Report Writing for Administration of Justice	3
AJ 161	Organized Crime and Criminal Enterprise in America	3

TOTAL UNITS REQUIRED: 18

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

Associate in Science Degree or Certificate of Achievement Law Enforcement

Complete the following courses:		Units
AJ 2	Introduction to Administration of Justice	3
AJ 4	Criminal Law I	3
AJ 5	Community Oriented Policing/ Community and Human Relations	3
AJ 102	Criminal Procedures	3
AJ 103	Introduction to Evidence	3
AJ 150	Report Writing in Administration of Justice	3

Complete 9 units from the following courses:		
AJ 8	Juvenile Law and Procedures	3
AJ 105	Introduction to Investigation	3
AJ 106	Police Field Operations	3
AJ 107	Criminal Law II	3
AJ 111	Law Enforcement Administration	3
AJ 112	Police Supervision	3
AJ 113	Constitutional Law and the Justice System	3
AJ 119	Introduction to Corrections	3
AJ 161	Organized Crime and Criminal Enterprise in America	3
AJ 250	P.O.S.T. Certified—Arrest, Search, Seizure and Firearms	3
AJ 168	AJ: Cooperative Work Experience	1–4

TOTAL UNITS REQUIRED: 27

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree or Certificate of Achievement Supervision

Complete the following courses:		Units
AJ 4	Criminal Law I	3
AJ 106	Police Field Operations	3
AJ 111	Law Enforcement Administration	3
AJ 112	Police Supervision	3
AJ 150	Report Writing in Administration of Justice	3
PSYC I	Introduction to Psychology	3

Complete 9 units from the following courses:		
AJ 5	Community Oriented Policing/ Community and Human Relations	3
AJ 8	Juvenile Law and Procedures	3
AJ 102	Criminal Procedures	3
AJ 103	Introduction to Evidence	3
AJ 105	Introduction to Investigation	3
AJ 107	Criminal Law II	3
AJ 161	Organized Crime and Criminal Enterprise in America	3
AJ 168	Cooperative Work Experience: Administration of Justice	1–4
TOTAL UNITS REQUIRED:		27

Recommended Electives: AJ 2, ANTH 2, SOC 1

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

ANTHROPOLOGY

School of Social and Behavioral Sciences

Interim Dean: Traci Fahimi

Academic Chair: Wendy Gabriella, JD

Faculty: Wendy Gabriella, JD; Chris Loeffler

COURSES

Anthropology is the study of the organization, behavior, and development of the human species. Physical anthropology examines the fossil remains of ancestral humans and the behavior of primates in order to construct theories of how and why human beings have evolved. Cultural anthropology is concerned with the basic structures of human cultures, particularly with regard to subsistence strategies, social organization, language, religion, and political and economic systems.

MAJOR

Students majoring in anthropology focus especially on the implications of human behavior and the nature of human interactions. Thus, the major is ideal for those who intend a career which obliges a high degree of such interaction, particularly of a bicultural or multicultural form. Students considering careers in social work, international affairs, teaching, politics, public health, and journalism will find the anthropology major appropriate. Students intending to specialize in anthropology on the professional level almost always attend graduate school, since employment in the field usually requires an advanced degree.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the anthropology program, students will be able to

- Describe how the sub-disciplines of Physical Anthropology, Cultural Anthropology, Archeology, and Linguistics (the four-field approach) are integrated and provide a theoretical basis for understanding human behavior past and present.
- Explain evolutionary theory and have an understanding of the fossil record of human evolution as well as the relationship between non-human and human primates.
- Apply the concepts of cultural relativism, a holistic approach, and ethnocentrism to critically evaluate traditional non-Western customs and beliefs as well as cultural change.
- Identify and explain current archeological fieldwork techniques and the importance of the scientific method in anthropology.
- Describe the relationship between language and culture and how anthropological linguist conducts fieldwork.

POTENTIAL CAREERS

Examples of careers in anthropology include the following:

- Archaeologist
- Anthropologist
- Corporate Planner
- Forensic Anthropologist
- Government Agency Administrator
- High School or College Teacher
- International Law
- Linguist
- Multicultural Specialist
- Museum Curator
- Public Health Administration
- Researcher

Associate in Arts Degree Anthropology

Complete the following courses:		Units
ANTH 1	Introduction to Physical Anthropology	3
ANTH 2	Cultural Anthropology	3
ANTH 3	Culture and Language	3
ANTH 9	Introduction to Archeology	3

Complete <u>three</u> courses from the following:		Units
ANTH 4	Native American Cultures	3
ANTH 7	Native Cultures of Southern California	3
BIO 30	California Wildlife and Wild Places	3
HIST 10	The West and the World Through the Renaissance	3
PSYC 1	Introduction to Psychology	3
SOC 1	Introduction to Sociology	3

TOTAL UNITS REQUIRED: 21

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Anthropology for Transfer

Complete all of the following core courses: Units

ANTH 1	Introduction to Physical Anthropology	3
OR		
ANTH 1H	Introduction to Physical Anthropology Honors	3
OR		
ANTH 2	Cultural Anthropology	3
OR		
ANTH 2H	Introduction to Cultural Anthropology Honors	3
ANTH 3	Culture and Language	3
ANTH 9	Introduction to Archeology	3

Complete one course from the following (any course not used above):

ANTH 3	Culture and Language	3
BIO 11	Human Anatomy	4
ERTH 20	Introduction to Earth Science	4
GEOG 110	Introduction to Geographic Information Systems	3
GEOL 1	Physical Geology	4
PSYC 2	Research Methods in Psychology	3

Complete one course from the following (any course not used above):

ANTH 3	Culture and Language	3
ANTH 4	Native American Culture	3
ANTH 7	Native Americans of Southern California	3
ANTH 13	Magic, Witchcraft and Religion	3
BIO 11	Human Anatomy	4
ERTH 20	Introduction to Earth Science	4
GEOG 2	Cultural Geography	3
GEOG 20	Global Environmental Problems	3
GEOG 110	Introduction to Geographic Information Systems	3
GEOL 1	Physical Geology	4
HIST 33	The History of the Mexican American People	3
HIST 40	The History of East Asia Before 1800	3
HIST 41	The History of East Asia Since 1800	3
HUM 2	The Culture of Ancient Greece and Rome	3
HUM 21	Intro to Asian Religions	3
HUM 22	Intro to Judaism, Christianity, and Islam	3
PS 6	Politics and Government of the Middle East	3
PSYC 2	Research Methods in Psychology	3
SOC 20	Ethnic and Minority Group Relations	3

TOTAL UNITS REQUIRED: 18-20

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

ART

School of the Arts

Dean: Joseph Poshek

Academic Chair, Visual Arts: Julie Kirk

Faculty: Joseph Gerges; Julie Kirk

COURSES

The curriculum includes courses in two- and three-dimensional design, drawing, painting, and art history. All courses are designed to develop students' understanding and appreciation of the artist's technical and aesthetic concerns. Studio courses teach students both to expand their basic design, drawing and painting skills and to become more visually aware of their world. These courses are designed for artists of all backgrounds and levels of technical ability. The curriculum in art history focuses on both the art of various world cultures and the critical theory necessary to understand visual culture within the contemporary context of analysis and criticism. Many courses offered in the art curriculum meet general education requirements in fine arts. In addition, they may be taken to satisfy the requirements for the Associate in Arts degree with a major in art.

MAJOR

Students majoring in art at the lower-division level concentrate on learning the basic theoretical concepts, techniques, skills, and materials of drawing, painting, or watercolor. By learning these basics in a step-by-step process, students develop a better understanding of their powers of observation and self-expression. Students may prepare to transfer into an upper-division program in two-dimensional art. Those anticipating careers in graphic arts, drawing, painting, photography, and advertising will find the major especially helpful. The Arts faculty recommends that the art major not choose an art course to fulfill the general education requirement in Fine Arts and Languages, but explore one of the other arts, such as music, writing, theatre arts, or photography.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the studio art program, students will be able to

- Demonstrate artistic and creative growth as a studio artist.
- Demonstrate a basic knowledge of fundamental design, drawing and painting techniques.
- Gain an increased aesthetic awareness and understanding of how to analyze their own and peer artwork from a critical point of view.

POTENTIAL CAREERS

Examples of careers in art include the following:

- Art Educator
- Commercial Artist
- Gallery and Museum Careers
- Professional Art and Design
- Technical Illustrator

Associate in Arts Degree Art

Complete the following courses:		Units
ART 40	2-D Design and Color	3
ART 41	3D Design	3
ART 50	Beginning Oil Painting	3
ART 80	Drawing Fundamentals	3
ART 85	Life Drawing I	3

Complete a total of 6 units from the following courses:		
ARTH 4	Introduction to Art Theory	3
ARTH 25	Art History Survey I: Western	3
ARTH 26	Art History Survey II: Western	3
ARTH 27	Art History Survey III: Non-Western	3

Complete an additional 6 units from the following course areas. Courses chosen from within these areas must not have been counted in the courses above:

ARTH 4	Introduction to Art Theory	3
ARTH 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32	Art History Courses	3
ART 81, 82, 85, 86, 186, 195	Drawing Courses	3
ART 51, 52, 53	Painting Courses	3
ART 191	Portfolio Development	3
TOTAL UNITS REQUIRED:		27

Recommended electives: MUS 20; TA 20, 21, 26, 27; any course in photography

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

CAMPUS ART GALLERY

The IVC Campus Art Gallery is an instructional space managed by the Art Department. The mission of the gallery is to provide students, faculty, staff and the community with direct access to original works of art that encourage intellectual curiosity, instructional discourse and interdisciplinary dialogue. As a learning laboratory, the gallery provides an interactive space for the study of art in society: creative processes, professional practices, and historical contexts.

The Art Department, in conjunction with the campus art gallery coordinator, develops multiple exhibitions and educational programs annually that showcase the work of students, faculty and artists-at-large. Exhibitions occur throughout the academic calendar year from August through May. For information about curatorial and exhibition opportunities, please contact the IVC Department of Art.

Associate in Arts Degree in Studio Arts for Transfer

Complete all of the following core courses:		Units
ART 40	2-D Design and Color	3
ART 41	3D Design	3
ART 80	Drawing Fundamentals	3
ARTH 26	Art History Survey I: Western	3

Complete one of the following courses:		
ARTH 22	Survey of Asian Art	3
ARTH 23	African and Oceanic Art	3
ARTH 25	Art History Survey I: Western	3

Complete an additional 9 units from three of the following course areas:

DRAWING:

ART 81	Representational Drawing	3
OR		
ART 85	Life Drawing	3
OR		
ART 86	Advanced Life Drawing	3

PAINTING:

ART 50	Beginning Oil Painting	3
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PRINTMAKING:

ART 60	Introduction to Printmaking	3
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DIGITAL ART:

DMA 55	Graphic Design I	3
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OTHER STUDIO ART COURSES:

ART 51	Intermediate Painting	3
OR		
DMA 65	Typography	3

TOTAL UNITS REQUIRED: 24

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

ART DEPARTMENT PROGRAMS

STUDIO ART Drawing, Painting, and Design CORE COURSES: ART 40 • ART 80		DIGITAL MEDIA ARTS Digital Photography, Graphic Design and Interactive Media Art CORE COURSES: (Digital Photography, Graphic Design) ART 80 • DMA 140 (Interactive Media Art) ART 80			ART HISTORY Art History, Theory, and Criticism Applied Museum Studies CORE COURSES: ARTH 4 • ARTH 25 ARTH 26 • ARTH 27 • ARTH 104		
DRAWING	PAINTING	DIGITAL PHOTOGRAPHY	GRAPHIC DESIGN	INTERACTIVE MEDIA ART	HISTORY WESTERN	HISTORY NON-WESTERN	APPRECIATION CRITICISM EXHIBITION THEORY
ART 81	ART 50	PHOT/DMA 51	DMA 55	IMA 20	ARTH 1	ARTH 22	ARTH 20
ART 82	ART 51	PHOT/DMA 52	DMA 65	IMA 30	ARTH 24	ARTH 23	ARTH 110
ART 85	ART 52	DMA 70	DMA 120	IMA 40	ARTH 28		ARTH 115
ART 86	ART 53		DMA 140	IMA 88	ARTH 29		ARTH 120
ART 185	ART 191		DMA 150	IMA 96	ARTH 30		ARTH 125
ART 186			DMA 160	IMA 98	ARTH 31		ARTH 130
ART 191			DMA 170	IMA 135	ARTH 32		ARTH 135
ART 195			DMA 175		ARTH 133		ARTH 140
			DMA 195		ARTH 150		ARTH 145
							ARTH 168

ART HISTORY

School of the Arts

Dean: Joseph Poshek

Academic Chair, Visual Arts: Julie Kirk

Faculty: Lisa Davis Allen, PhD; Amy Grimm

COURSES

The curriculum includes courses in art theory, appreciation, history and methodology, and museum studies. All courses are designed to incorporate the necessary components required in the academic development of a comprehensive art historical and methodological understanding. Art historical topics address the Western canon from antiquity to the post-modern world, as well as the art of Africa, Oceania, Asia, and the Americas. Most of the courses offered in the art history curriculum meet general education requirements in fine arts. They may also be taken to satisfy the requirements for the Associate in Arts degree in Art History (AA) and the Associate in Arts degree in Art History for Transfer (AA-T).

MAJOR

Students majoring in art history at the lower-division level are provided with a rigorous and rich foundation in the history of art, critically examining the importance of artistic traditions in the study of human cultures. Through a variety of historical periods, students learn to identify, analyze, and interpret works of art and architecture as they reflect not only individual achievement but also the political, social, religious, and economic interests of the society from which they emerge. Students may enroll in the art history program to prepare for transfer into an upper-division program in art history.

For further information about the art history program students may log on to academics.ivc.edu/arts/visual/history or email ivcarthistory@ivc.edu.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the art history program, students will be able to

- Successfully complete objective glossary quizzes that evaluate his/her developed vocabulary maturation as it relates to the discipline of art history.
- Define and articulate appropriate art historical terminologies that are utilized in the analyses of aesthetic works of art and architecture.
- Produce a written analysis of a work of art to demonstrate his/her ability to articulate knowledge of the subject matter and its relating social, economic, religious, political framework.
- Identify and analyze the denotative characteristics in developing aesthetic works of art and architecture, as their subjects reflect the broader community's cultural issues and preferences: social, economic, religious and political.
- Recognize, articulate, and critically interpret the connotative qualities in aesthetic works of art and architecture as they reflect the issues of meaning and intellectual expression.
- Participate in class discussion designed to evaluate their critical skills of aesthetic observation and academic articulation as it relates to the subject matter.
- Complete written papers that reflect an understanding and appreciation of various art historical methodologies.
- Demonstrate general knowledge of principal art historical personalities (artists, patrons, sponsors) in major periods and locations.
- Demonstrate a rudimentary understanding of the technical processes involved in standard historical art making.
- Through assigned readings, develop knowledge of foundational sources necessary to the construction of a critical perspective in the studies of art history and visual culture.

POTENTIAL CAREERS

Majors in art history are afforded opportunities in a number of art-related fields ranging from education to business. Examples of careers in art history and/or museum studies include the following:

- Appraiser or Investor
- Art Consultant
- Art Educator
- Art Publisher or Critic
- Arts Librarian
- Artist Representative
- Conservator
- Gallery Director
- Legal Professional
- Lobbyist or Organizer
- Museum Curator
- Museum Technician

RECOMMENDED ART HISTORY TRACKS**TRACK ONE: WESTERN****Pre-Modern to Early Modern**

- Year One, Fall:** ARTH 4, ARTH 104
Year One, Spring: ARTH 24, ARTH 25
Year Two, Fall: ARTH 26, ARTH 31
Year Two, Spring: ARTH 27, ARTH 30, ARTH 32

TRACK TWO: WESTERN**Late Modern to Postmodern**

- Year One, Fall:** ARTH 4, ARTH 104
Year One, Spring: ARTH 25, ARTH 32
Year Two, Fall: ARTH 26, ARTH 29
Year Two, Spring: ARTH 27, ARTH 28

TRACK THREE: NON-WESTERN**Prehistory to Postmodern**

- Year One, Fall:** ARTH 4, ARTH 104
Year One, Spring: ARTH 22, ARTH 25
Year Two, Fall: ARTH 23, ARTH 26
Year Two, Spring: ARTH 24, ARTH 27, ARTH 28

Associate in Arts Degree Art History

Complete all of the following core courses:		Units
ARTH 4	Introduction to Art Theory	3
ARTH 25	Art History Survey I: Western	3
ARTH 26	Art History Survey II: Western	3
ARTH 27	Art History Survey III: Non-Western	3
ARTH 104	Introduction to Art Media	3

Complete a total of 9 units from the following courses:

ARTH 1	History of Photography	3
ARTH 22	Survey of Asian Art	3
ARTH 23	African and Oceanic Art	3
ARTH 24	Ancient Art	3
ARTH 28	Contemporary Art History	3
ARTH 29	19th and Early 20th Century Art	3
ARTH 30	Renaissance and Baroque Art	3
ARTH 31	Medieval Art	3
ARTH 32	History of World Architecture	3
ARTH 133	American Art	3
ARTH 150	History of Graphic Design	3

TOTAL UNITS REQUIRED: 24

Recommended electives: ARTH 110, 115; HUM 1, 21, 22, 50, 70, 71; WR 2

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Art History for Transfer

Complete all of the following core courses:		Units
ART 80	Drawing Fundamentals	3
ARTH 25	Art History Survey I: Western	3
ARTH 26	Art History Survey II: Western	3

Complete one of the following courses:		Units
ARTH 22	Survey of Asian Art	3
ARTH 23	African and Oceanic Art	3
ARTH 27	Art History Survey III: Non-Western	3

Complete one of the following courses:		Units
ART 40	2-D Design and Color	3
ART 41	3D Design	3
ART 50	Beginning Oil Painting	3
ART 51	Intermediate Painting	3
ART 82	Advanced Drawing	3
ART 85	Life Drawing I	3
DMA 55	Graphic Design I	3

Complete one course from the following (any course not used above):		Units
ARTH 1	History of Photography	3
ARTH 4	Introduction to Art Theory	3
ARTH 22	Survey of Asian Art	3
ARTH 23	African and Oceanic Art	3
ARTH 24	Ancient Art	3
ARTH 28	Contemporary Art History	3
ARTH 29	19th and Early 20th Century Art	3
ARTH 30	Renaissance and Baroque Art	3
ARTH 31	Medieval Art	3
ARTH 32	History of World Architecture	3
ARTH 110	Introduction to Museums	3
ARTH 133	American Art	3
ARTH 150	History of Graphic Design	3

TOTAL UNITS REQUIRED: 18

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Curatorial Studies

This certificate of proficiency is intended to help students to qualify for entry-level museum positions such as curatorial assistant, collections manager assistant, gallery assistant, and registration assistant. Courses examine the fundamentals of curatorial practice including research and writing, exhibition development and design, and collection development and care.

Complete the following courses:		Units
ARTH 110	Introduction to Museums	3
ARTH 115	Collections Management	3
ARTH 120	Curatorial Practice	3

TOTAL UNITS: 9

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Museum Education and Visitor Services

This certificate of proficiency is intended to help prepare students to qualify for entry-level museum positions such as education assistant, outreach coordinator assistant, visitor assistant, docent, and museum teacher assistant. Courses examine the fundamentals of writing age-based museum curriculum, developing outreach programs and materials, evaluating the visitor experience, and implementing improvements.

Complete the following courses:		Units
ARTH 110	Introduction to Museums	3
ARTH 125	Visitor Services and Museum Education	3
ARTH 130	Museum Technologies	1

TOTAL UNITS: 7

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

BIOLOGICAL SCIENCES

School of Life Sciences and Technologies

Dean: Lianna Zhao, MD

Academic Chair, Biological Sciences, Environmental Studies:

Jefferey Kaufmann, PhD

Academic Chair, Health Sciences: Roland Rodriguez

Faculty: Devon Bradley, PhD; Meredith Dorner; David Fretz;

Diana Hurlbut, PhD; Jefferey Kaufmann, PhD; Emalee

Mackenzie; Amy McWhorter, PhD; Roland Rodriguez;

Katherine Schmeidler, PhD, Justin Wright

COURSES

The School of Life Sciences at Irvine Valley College offers a wide range of courses in the biological sciences as well as courses in environmental studies. Introductory courses focus on theories and concepts in five primary areas: cellular and molecular biology, genetics, evolution, ecology, and whole organism biology. More specialized courses examine extensions of these basic principles as they relate to a variety of specific areas of study, including botany, zoology, human anatomy, human physiology, cellular biology, microbiology, natural history, and marine biology. Students may complete courses within the department in order to fulfill general education requirements, to satisfy prerequisites for health-related programs such as nursing, to meet graduation requirements at prospective transfer institutions, or to complete the Associate in Arts degree with a major in biology or health sciences.

MAJOR

The requirements for majors in the life sciences are intended to provide a solid foundation for the student who wishes to pursue further study at the baccalaureate level and for some graduate-level programs. They are also intended for students who plan to enter a preprofessional or professional program in a health-related field. The faculty strongly recommends that students without a firm foundation in basic biological principles complete both Biology 93 and Biology 94 in preparation for the more specialized courses. In addition to the core courses for the major or health-related fields, an introduction to other sciences is usually recommended and necessary for more advanced study. The biology faculty therefore suggests that students complete appropriate courses in chemistry, physics, and mathematics concurrently with biology core courses. Students should refer to the requirements of prospective institutions or seek advice from a member of the biology faculty or a counselor before choosing electives.

PROGRAM STUDENT LEARNING OUTCOMES

Biology

Upon completion of the biology program, students will be able to

- Communicate scientific processes and ideas effectively in written and oral forms.
- Demonstrate understanding of the mechanisms driving evolution, the role of evolution as the central unifying concept of biology and describe similarities and differences of the major taxonomic groups.

- Effectively apply current technology and scientific methodologies for problem solving.
- Identify and explain relationships between form and function of biological structures at the molecular cellular, organismal, and ecosystem levels.
- Locate and evaluate various types of scientific information including primary research articles, mass media sources and world wide web.
- Recognize and apply basic ethical principles to biological practices and understand the role of scientists and biological science in society.
- Demonstrate understanding of how organisms interact with one another and with their environment, and explain interactions at the population and community levels.
- Demonstrate understanding of the fundamental biological processes of metabolism, homeostasis, growth, reproduction, development, genetics and whole organism physiology.
- Apply the metric system using standard laboratory equipment to systematically collect, organize, interpret, and assess data in graphs, tables or figures then integrate the acquired knowledge to make informed judgments and conclusions.

Health Sciences

Upon completion of the health sciences program, students will be able to

- Communicate scientific processes and ideas effectively in written and oral forms.
- Demonstrate understanding of the mechanisms driving evolution.
- Effectively apply current technology and scientific methodologies for problem solving.
- Identify and explain relationships between form and function of biological structures at the molecular, cellular, organismal level.
- Locate and evaluate various types of scientific information including primary research articles, mass media sources and world wide web information.
- Recognize and apply basic ethical principles to biological practices and understand the role of scientists and biological science in society.
- Demonstrate understanding of the fundamental biological processes of metabolism, homeostasis, growth, reproduction, development, genetics and whole organism physiology.
- Apply the metric system using standard laboratory equipment to systematically collect, organize, interpret, and assess data in graphs, tables or figures then integrate the acquired knowledge to make informed judgments and conclusions.

POTENTIAL CAREERS

An AA degree in biology will prepare students for entry into certificate or technical training programs in:

- Nursing
- Biotechnology
- Dental Assisting/Hygiene
- Emergency Medical Technology
- Paramedic Training
- Laboratory Research
- Physical Therapy Assisting

An AA degree in biology will also allow students to continue their education at a four-year institution, where earning a BA degree in biological sciences can prepare them for careers in:

- Public Health
- Nutrition
- Biotechnology
- Laboratory and Field Research
- Pharmaceutical Sales
- Land Management
- Environmental Studies
- Entry into professional schools that provide training in medicine, dentistry, pharmacy, optometry, physician's assistant, and veterinary medicine

Associate in Arts Degree Biology

Complete the following courses:		Units
BIO 2	Principles of Botany	4
BIO 5	Principles of Zoology	4
BIO 6	Cellular Biology	3
BIO 6L	Cellular Biology Laboratory	1

OR

BIO 93	Integrated Biology: From DNA to Organisms	4
BIO 94	From Organisms to Ecosystems	4
BIO 97	Genetics and Evolutionary Biology	3
BIO 99	Molecular Biology and Biochemistry	3
BIO 99L	Molecular Biology Laboratory	1

Select 3–6 units from the following courses to complete a total of 18 units. No more than 2 units may be selected from field courses/lab research courses:

BIO 11	Human Anatomy	4
BIO 12	Human Physiology	4
BIO 13	Lab Research	2
BIO 15	General Microbiology	5
BIO 19	Marine Biology	4
BIO 30	California Wildlife and Wild Places	3
BIO 44	Biology of Human Sexuality	3
BIO 55	Introduction to Ecology: Theory and Application	4
BIO 101	Field Biology: Coastal Marine Ecosystems	1
BIO 103	Field Biology: Mountain Ecosystems	1
BIO 104	Field Biology: Desert Ecosystems	1
BIO 110	Field Biology: Ecology and Natural History of National Parks	2/4
BIO 140	Lab Research in Geological and Biological Sciences	1.5
CHEM 1A	General Chemistry I	5
CHEM 1B	General Chemistry II	5

TOTAL UNITS REQUIRED: 18

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

See an IVC counselor for course substitution if a course is not available.

Associate in Arts Degree Health Sciences

This major is appropriate for students who plan to enter training in one of the health professions, including nursing, physical therapy, occupational therapy, dental hygiene, physician assisting, and health sciences.

Complete the following courses:		Units
BIO 11	Human Anatomy	4
BIO 12	Human Physiology	4
BIO 15	General Microbiology	5
BIO 10	Biochemistry for Health Sciences	4
OR		
CHEM 4	Introduction to General & Organic Chemistry & Biochemistry	5

Complete one of the following courses:		Units
BIO 71	Stem Cells and Society	3
BIO 72	Human Genetics and Medicine	3
PSYC 1	Introduction to Psychology	3
SOC 1	Introduction to Sociology	3

TOTAL UNITS REQUIRED: 20–21

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

See an IVC counselor for course substitution if a course is not available.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Biotechnology Lab Assistant

Biotechnology is the use of microorganisms or biological substances, such as enzymes, to solve problems, develop or make useful products, or perform specific manufacturing processes. The certificate of proficiency in biotechnology will prepare students for entry-level positions in biotechnology/pharmaceutical companies as research assistants or basic laboratory technicians. Emphasis is placed on appropriate use and care of common laboratory equipment, aseptic technique, solution preparation and basic analysis of generated data. Students will also be introduced to industrial standards in recording laboratory procedures, ethical considerations and entry level quality control.

Complete the following courses:		Units
BIO 10	Biochemistry for Health Sciences	4
BIOT 70	Introduction to Biotechnology	3
BIOT 273	Biotechnology: Basic Lab Skills	4

TOTAL UNITS REQUIRED: 11

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

CHEMISTRY

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD

Academic Chair: John Davison, PhD

Faculty: Arthur Ambrose, PhD; Dale Carranza, EdD;

John Davison, PhD; Keith Donavan, PhD; Sean Pheasant, PhD;

Kiana Tabibzadeh, PhD

COURSES

The chemistry curriculum is designed to foster an understanding of the fundamental principles of chemistry in a variety of applications—medicine, health-care products, energy, food production, body metabolism, structural materials, microelectronics, and the environment. Students learn how chemical knowledge is derived, theorized, and applied in solving problems in everyday life. They perform experiments in a modern chemistry laboratory with state-of-the-art equipment under the guidance of experienced faculty. In addition, students have an opportunity to enhance their understanding of chemical concepts and improve their laboratory skills through a series of computer-aided lessons and exercises. The chemistry curriculum is designed to meet the needs of students who wish to pursue a major in (1) chemistry, biology, marine science, geology, physics, medicine, engineering, or technology; (2) paramedical or allied health science, including nursing, dental hygiene, physical therapy, or nutrition; or (3) liberal arts.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the chemistry program, students will be able to

- Apply chemical concepts to identify or predict chemical behavior.
- Apply mathematics and statistics principles to solve chemical problems.
- Identify chemical composition and communicate both chemical properties and principles.

POTENTIAL CAREERS

Examples of careers in chemistry include the following:

- Medicine
- Chemist
- Pharmacist
- Agrochemist
- Biotechnologist
- Ceramics Industry
- Engineer
- Environmental Law
- Forensic Scientist
- Geochemist
- Government Policy
- Metallurgist
- Oceanographer
- Patent Law
- Plastics Industry
- Software Designer
- Space Exploration
- Teaching
- Technical Writer

Associate in Arts Degree Chemistry

Complete the following courses:		Units
* CHEM 1A	General Chemistry I	5
CHEM 1B	General Chemistry II	5
CHEM 12A	Organic Chemistry	5
CHEM 12B	Organic Chemistry	5
TOTAL UNITS REQUIRED:		20

* Students who have not successfully completed high school chemistry should complete CHEM 3 prior to enrolling in CHEM 1A.

Recommended electives: BIO 2, 5; Mathematics (at least first-year calculus); Physics (choose appropriate series, PHYS 2A and 2B or 4A and 4B).

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

COMMUNICATION STUDIES

School of the Arts

Dean: Joseph Poshek

Academic Chair: Gary Rybold, PhD

Faculty: Gary Rybold, PhD; Julianna Throckmorton-French, JD;
Edwin Tiongson

COURSES

The curriculum focuses on the study of communication, how meaning is exchanged in a variety of contexts to a variety of audiences. The basic course teaches students the skills required for presenting a speech—analyzing an audience, listening, coping with fear, using visual aids—as well as the skills they will need to prepare a speech—researching a topic, analyzing arguments and texts, and organizing and outlining material. Beyond that, advanced courses address issues such as conflict management and the communication that occurs in interpersonal relationships, small group settings, intercultural settings, public debate venues, and other performance environments. Courses offered through the program meet transfer requirements for general education, and they may be applied toward an Associate in Arts degree in Communication Studies for Transfer or the Associate in Arts degree with a major in communication studies.

MAJOR

Students majoring in communication studies at the lower-division level concentrate on learning the basics of public speaking and performance.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the communication studies program, students will be able to

- Advocate a specific topic to an audience of any size.
- Critically assess other speakers' format, content, and delivery and articulate constructive criticism in an oral critique.
- Articulate and dissect models of communication and apply such methods in public speaking and interpersonal settings.
- Research and construct positions on a set topic to communicate and advocate a particular point of view.
- Critically think about how meaning is exchanged and the implications of our messages.

SPEECH AND DEBATE TEAM

The Irvine Valley College Speech and Debate Team is one of the most respected and accomplished teams in the nation, competing against colleges and universities throughout the United States. Over the past 20 years, the team has placed in the top three at 15 state championships, while winning 11 league championships. Since 2000, the team was crowned the national champions in the community college division of the National Parliamentary Debate Association eleven times.

In the past four years, the IVC Forensics team earned national Gold team awards at the Phi Rho Pi National Tournament for community colleges. Currently, IVC Debate is ranked first among community colleges and fourth overall among all colleges and universities nationwide in parliamentary debate. The team also has an international reputation and has hosted debate teams from Europe and Asia 15 times. The team has traveled several times to China for debate demonstrations, competitions, and study abroad programs that involved 100 students and coaches.

The coaching staff takes pride in developing students to become better speakers and better thinkers. All majors are welcomed and encouraged to join. Interested students may call director Edwin Tiongson at 949-451-5346. For more information about the program, go to www.ivc.edu/academics/schoolFA/speech.

Associate in Arts Degree Communication Studies

Complete the following course:		Units
COMM 1	Communication Fundamentals	3

Complete 15 units from any of the following courses:

COMM 2	Persuasion	3
COMM 3	Argumentation and Debate	3
COMM 5	Interpersonal Communication	3
COMM 9	Intercultural Communication	3
COMM 30	Introduction to Oral Interpretation	3
COMM 35	Voice and Diction	3
COMM 100	Group Dynamics and Leadership	3
* COMM 106A	Forensic Activity A	1
* COMM 106B	Forensic Activity B	2.5
* COMM 106C	Forensic Activity C	4
TA 1	Acting	3
TA 12	Directing	3

TOTAL UNITS REQUIRED: 18

* COMM 106A/B/C is recommended each semester.

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Communication Studies for Transfer

Complete the following course (3 units):		Units
COMM 1	Communication Fundamentals	3

GROUP A

Select two courses (6 units) from the following:

COMM 3	Argumentation and Debate	3
COMM 5	Interpersonal Communication	3
COMM 100	Group Dynamics and Leadership	3

GROUP B

Select two courses (6 units) from the following:

COMM 2	Persuasion	3
COMM 9	Intercultural Communication	3
COMM 30	Introduction to Oral Interpretation	3
COMM 106A/B/C	Forensic Activity A, B, and C (limited to 3 units)	3
JRNL 40	Mass Media and Society	3

GROUP C

Select one course (3-4 units) from the following:

ANTH 2	Cultural Anthropology	3
COMM 35	Voice and Diction	3
JRNL 41	Newswriting	3
PSYC 1	Introduction to Psychology	3
SOC 1	Introduction to Sociology	3
WR 2	College Writing 2: Critical Thinking/Writing	4

TOTAL UNITS REQUIRED: 18-19

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.



COMPUTER INFORMATION MANAGEMENT

School of Business Sciences

Dean: Anna "Cathleen" Greiner, PhD

Academic Chair: Bob Urell

Faculty: Carolina Kussoy; Dixie Massaro; Roopa Mathur, PhD; Bob Urell

COURSES

The Computer Information Management (CIM) Department in the School of Business Sciences conducts a program designed to offer training in hardware and software applications used in a variety of environments and enterprises. The program encompasses a broad area of study, including computer operating systems, software applications, and networking and internetworking technologies. Courses are designed to prepare students at various levels of competence—from the novice to the expert—for immediate employment, professional careers, and/or transfer. The program combines classroom lecture/demonstration and individual hands-on training in a laboratory setting. Faculty members work closely with local businesses and industries to ensure relevant and state-of-the-art training.

MAJOR

Students may pursue associate degree majors in desktop publishing, digital media technologies, local area networks (Cisco), computer applications, and web authoring; they may also complete certificates of proficiency in 2D animation, digital graphic applications, digital publishing, multimedia design, spreadsheets, and web page authoring.

PROGRAM STUDENT LEARNING OUTCOMES

Administrative Assistant

Upon completion of the administrative assistant program, students will be able to

- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.
- Engage in critical thinking to manipulate the features and functions of common business applications to produce a variety of business documents.
- Compose, criticize, evaluate, and revise the content and structure of written business communications.

Computer Applications

Upon completion of the computer applications program, students will be able to

- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.
- Engage in critical thinking to manipulate the features and functions of common business applications to produce a variety of business documents.
- Compose, criticize, evaluate, and revise the content and structure of written business communications.

Local Area Networks: Cisco

Upon completion of the local area networks: Cisco program, students will be able to

- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.
- Engage in critical thinking to manipulate the features and functions of common business applications to produce a variety of business documents.
- Compose, criticize, evaluate, and revise the content and structure of written business communications.

Web Authoring

Upon completion of the web authoring program, students will be able to

- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.
- Engage in critical thinking to manipulate the features and functions of common business applications to produce a variety of business documents.
- Compose, criticize, evaluate, and revise the content and structure of written business communications.

POTENTIAL CAREERS

Examples of careers in the various computer information management areas include the following:

- Advertising
- Animation
- Business Office Specialist
- Digital Prepress and Publishing
- Print Publications
- Web Authoring and Production

Associate in Science Degree or Certificate of Achievement Administrative Assistant

This program is designed for those wishing to develop office occupation skills that may be applied in a variety of business settings.

Complete the following courses:		Units
CIM 107	Introduction to Personal Computer Applications	3
CIM 112.1	Spreadsheets I	1.5
CIM 112.2	Spreadsheets II	1.5
CIM 201A	Introduction to Computers, Keyboarding and Word I	1
CIM 201B	Introduction to Computers, Keyboarding and Word II	1
CIM 201C	Introduction to Computers, Keyboarding and Word III	1
CIM 203.1	Introduction to Windows	2
CIM 210.2	Word Processing II	2
MGT 104	Business Communication	3
MGT 203	Business English	3

TOTAL UNITS REQUIRED: 19

Recommended electives: CIM 114, 209

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

See an IVC counselor for course substitution if a course is not available.

Associate in Science Degree or Certificate of Achievement Computer Applications

This program is designed for those wishing to develop expertise in a variety of applications that may be required in almost all business settings.

Complete the following courses:		Units
CIM 107	Introduction to Personal Computer Applications	3
CIM 112.1	Spreadsheets I	1.5
CIM 114	Database	1.5
CIM 203.1	Introduction to Windows	2
CIM 210.1	Word Processing I	2
CIM 221.1	Photoshop I	2
CIM 230.1	InDesign I	2

Complete a minimum of 4 units from the following courses:		Units
CIM 112.2	Spreadsheets II	1.5
CIM 210.2	Word Processing II	2
CIM 214.2	Database II	2
CIM 230.2	InDesign II	2

TOTAL UNITS REQUIRED: 18

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

See an IVC counselor for course substitution if a course is not available.

Associate in Science Degree or Certificate of Achievement Local Area Networks: Cisco

The Cisco CCNA (Cisco Certified Network Associate) is one of the most demanded certifications in networking. Cisco has designed a four-semester program which leads to this certification. Students may cover the entire track at IVC over four semesters; or they may take the college's accelerated program, completing two semesters' worth of material in one semester, in order to acquire the CCNA in one academic year.

Complete the following courses:		Units
CIM 206.1	A+ Hardware Concepts	3.5
CIM 260.1	Networking I	2
CIM 260.2	Networking II	3.5
CIM 263.1	Internetworking Technologies I	3.5
CIM 263.2	Internetworking Technologies II	3.5
CIM 263.3	Internetworking Technologies III	3.5
CIM 263.4	Internetworking Technologies IV	3.5

TOTAL UNITS REQUIRED: 23

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

See an IVC counselor for course substitution if a course is not available.

Associate in Science Degree or Certificate of Achievement Web Authoring

The primary purpose of the web authoring certificate and degree program is to prepare students for employment—and to maintain state-of-the-art skills of workers already employed—in California’s rapidly expanding web authoring industry. This comprehensive program offers an integrated approach to meet current and expanding job market demand.

Complete the following courses:		Units
CIM 225.1	Creative Suite	3.5
CIM 241.1	Creating a Web Page I Using XHTML	2
CIM 243.1	Dreamweaver I	1.5
CIM 243.2	Dreamweaver II	1.5
CIM 249.1	Cascading Style Sheets	3.5
DMA 55	Graphic Design I	3
DMA 140	Digital 2D Design and Color Theory	3
DMA 180	Visual Design for the Web	3
TOTAL UNITS REQUIRED:		21

Recommended electives: CIM 242.1, 250.1, 251.1; CS 38

To earn the associate degree: See page 28 for associate degree graduation requirements.

See an IVC counselor for course substitution if a course is not available.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency A+, Network+, Linux+

This program of study includes instruction and practice in the identification, installation, and configuration of hardware and software to build, maintain, upgrade, and improve performance of a computer system. The program also includes the Linux operating system. The certificate courses provide a solid core of network concepts and terminology, an introduction and overview of all aspects of computer networking, including components and principles of local and wide area networking and the Internet. This certificate prepares students for Comp TIA’s A+ exam, Linux+, and Network+ industry exams. Students who complete this certificate will be ready for an entry-level position in the industry and/or to undertake further study to advance to more specific industry training. Potential entry-level positions include help desk technician, IT support technician, desktop support technician, or technical support assistant.

Complete the following courses:		Units
CIM 106	A+ Hardware Concepts	3
CIM 108	A+ Operating Systems Preparation	3
CIM 160	Network+	3
CIM 161	Linux+	3
TOTAL UNITS REQUIRED:		12

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency CCNA (Cisco Certified Network Associate) Routing and Switching

The program of study for the CCNA (Cisco Certified Network Associate) Routing and Switching Certificate includes instruction and practice in the theory, design, configuration, and operation of simple Local and Wide Area Networks (LAN/WAN). This certificate program prepares students for entry-level positions in network administration and to take the third-party Cisco Certified Network Associate (CCNA) exam (640-802).

Complete the following courses:		Units
CIM 263.1	CCNA: Internetworking Technologies I	3
CIM 263.2	CCNA: Internetworking Technologies II	3
CIM 263.3	CCNA: Internetworking Technologies III	3
CIM 263.4	CCNA: Internetworking Technologies IV	3
TOTAL UNITS REQUIRED:		12

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Digital Graphic Applications

This certificate of proficiency introduces various industry-standard digital graphics software including Creative Suite applications: Photoshop, Illustrator, and InDesign.

Complete the following courses:		Units
CIM 221.1	Photoshop I	2
CIM 221.2	Photoshop II	2
CIM 225.1	Creative Suite	3.5
CIM 230.1	InDesign I	2

TOTAL UNITS REQUIRED: 9.5

Recommended electives: CIM 230.2

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Digital Photography

This certificate of proficiency is intended to prepare students with a foundation of digital photography skills including image capturing, editing, and output. The curriculum focuses on skills in camera usage and equipment as well as developing photographic imagery using industry-standard software.

Complete the following courses:		Units
CIM 221.1	Photoshop I	2
CIM 221.2	Photoshop II	2
DMA 51	Digital Photography	3
DMA 52	Intermediate Digital Photography	3

TOTAL UNITS REQUIRED: 10

Recommended electives: ARTH 1, CIM 225.1

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Office Assistant

This program is designed for those wishing to develop entry-level office occupational skills that may be applied to a variety of business settings.

Complete the following courses:		Units
CIM 107	Introduction to Personal Computer Applications	3
CIM 112.1	Spreadsheets I	1.5
CIM 201A	Introduction to Computers, Keyboarding and Word I	1
CIM 201B	Introduction to Computers, Keyboarding and Word II	1
CIM 210.2	Word Processing II	1.5
MGT 203	Business English	3

TOTAL UNITS REQUIRED: 11

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Spreadsheets

This certificate of proficiency is designed for those wishing to develop spreadsheet and accounting skills that may be applied in a variety of business settings.

Complete the following courses:		Units
CIM 112.1	Spreadsheets I	1.5
CIM 112.2	Spreadsheets II	1.5
CIM 212.3	Spreadsheets III—Certification	3

Complete a minimum of 3 units from the following courses:

ACCT 1A	Financial Accounting	4
ACCT 114	Business Mathematics	3
ACCT 204	Accounting Applications: QuickBooks	3
ACCT 215	General Accounting	3

TOTAL UNITS REQUIRED: 9–10

Recommended electives: CIM 107

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Web Page Authoring

This certificate of proficiency is intended to prepare students for entry-level web authoring positions. The certificate focuses on fundamental web development software and effective web page layout skills. Potential entry-level jobs include Assistant Web Designer, Assistant Web Master, and Assistant Web Developer.

Complete the following courses:		Units
CIM 141	Creating a Web Page Using HTML	3
CIM 143	Web Development - Dreamweaver	3
CIM 144	Web Development - WordPress	3

TOTAL UNITS REQUIRED: 12.5

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

COMPUTER SCIENCE

School of Mathematics, Computer Science and Engineering

Dean: Lianna Zhao, MD

Academic Co-Chairs: Seth Hochwald, Chan Loke

Faculty: Seth Hochwald; Chan Loke; Albert Murtz

COURSES

The Computer Science Department in the School of Mathematics, Computer Science and Engineering conducts a program designed for students who are developing computer programming skills in preparation to transfer to a four-year college or university. Courses are intended to meet the needs of students at various levels of competence, from the novice to the expert. The department acquaints students with the presently available methods of computer science that are useful in solving problems of science, industry, and government; prepares students for the additional formal education and self-education required in this ever-developing field; and fosters students' abilities to solve computer science problems.

MAJOR

Students may take individual courses to gain expertise in specific areas, or they may take courses collectively to earn the Associate in Science degree in Computer Languages. The major introduces a variety of programming languages and each language's many applications.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the computer languages program, students will be able to

- Analyze a problem, and identify and define the computing requirements appropriate to its solution.
- Use current techniques, skills, and tools necessary for computing practice.
- Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

POTENTIAL CAREERS

Examples of careers in computer science include the following:

- Database Administrator
- Programmer
- Software Engineer
- Systems Analyst
- Web Developer

Associate in Science Degree Computer Languages

Complete the following course:

		Units
CS 1	Introduction to Computer Systems	3

Complete any four of the following courses:

CS 6A	Computer Discrete Mathematics I	3
CS 6B	Computer Discrete Mathematics II	3
CS 10	Introduction to Programming Using Python	3
CS 30	Visual Basic Programming	3
CS 36	C+ Programming	3
CS 37	C++ Programming	3
CS 38	Java Programming	3
CS 50	HTML/XHTML Programming	3
CS 131	Database Management Programming	3

Complete any two of the following courses:

CS 39	C# Programming Using Microsoft.NET	3
CS 40A	Computer Organization and Assembly Language I	3
CS 40B	Computer Organization and Assembly Language II	3
CS 41	Data Structures	3

TOTAL UNITS REQUIRED: 21

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree in Computer Science for Transfer

Complete the following courses:

		Units
CS 6A/ MATH 30*	Computer Discrete Mathematics I	3
CS 38	Java Programming	3
CS 40A	Computer Organization and Assembly Language I	3
CS 41	Data Structures	3
MATH 3A	Analytical Geometry and Calculus I	5
MATH 3AH	OR Analytical Geometry and Calculus I Honors	5
MATH 3B	Analytical Geometry and Calculus II	5
MATH 3BH	OR Analytical Geometry and Calculus II Honors	5
PHYS 4A	General Physics	4
PHYS 4B	General Physics	4

TOTAL UNITS REQUIRED: 30

* Cross-listed course: Area credit given in one area only.

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

COUNSELING

School of Guidance and Counseling

Dean: Elizabeth L. Cipres, EdD

Academic Chair: Robert Melendez

Faculty: Tam Do, EdD; Yolanda Gomez-Gouldsmith; Rebecca Groff; Judy Henmi; Steven Lee; John Licitra, EdD; Diana McCullough, EdD; Robert Melendez; Mark Minkler; Amanda Romero; Michelle Scharf; Parisa Soltani, EdD; Fawn Tanriverdi; Tiffany Tran

COURSES

The curriculum in counseling is designed to enhance students' academic success and personal development. The emphasis in all courses is on teaching processes and skills that students can apply in all facets of their lives. These include self-evaluation, decision making, goal setting and planning, personal awareness, interpersonal communication, and effective self-management.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the counseling program, students will be able to

- Develop effective self management skills in the areas of time management, decision making, goal setting and academic planning.
- Evaluate techniques to increase personal awareness and interpersonal skills.
- Critically explore career options using self assessments.

DANCE

School of the Arts

Dean: Joseph Poshek

Academic Chair: Katherine Milostan-Egus

Faculty: Kathryn Milostan-Egus; Ted Weatherford

COURSES

The dance curriculum focuses not only on training the student who wishes to transfer to a four-year institution in dance, achieve an associate degree, or pursue a certificate for immediate employment in the entertainment market, but also on providing opportunities for students in other fields to learn about dance. There are numerous opportunities for students of all levels and interests to perform by enrolling in the dance rehearsal and performance class or participating in one of the performing groups. The curriculum includes technique courses in ballet, modern dance, jazz dance, tap dance, ballroom dance, Middle Eastern and African dance; an introductory course in various dance forms; Pilates and dance conditioning courses; and academic courses in choreography, music for dance and dance history. Many of these courses meet general education requirements in the arts, health and wellness, and cultural diversity categories. Participation in formal concerts is by audition and enrollment in the dance rehearsal and performance class. *Due to new state regulations, anyone wishing to complete an AA or a Dance Certificate should seek the ongoing guidance of the dance faculty.*

IVC PERFORMING DANCE ENSEMBLE

This ensemble is for intermediate and advanced dancers who are serious about performing. Students learn a varied and challenging repertoire that stretches them technically and artistically. They participate in the creation of new works and have the chance to grow in the interpretation and execution of choreography by performing the same repertoire in several shows each semester. Students work on their resumés, define their career aspirations, and prepare a promotional package. Students also learn about health issues relative to performing. Invited professionals participate in the program, sharing their experiences in all aspects of the dance profession.

MAJOR

The **associate degree in dance** is designed for students who are preparing to audition for admission into a dance program at a four-year institution or for those wanting to pursue dance as a career. The major concentrates on developing the student's technical ability to at least the intermediate level in modern dance, ballet and jazz dance. Students also complete courses in music for dance, choreography, dance history, conditioning for dance, and dance rehearsal and performance to develop their awareness of the artistry and rigor of dance. To fulfill the unit requirement for the major, students may choose among courses in tap, African and/or ballroom dance.

The **certificate of achievement in commercial dance** is designed for students seeking professional dance opportunities in the entertainment field. This comprehensive program trains the student in a variety of dance techniques coupled with vocal and acting courses. Training sessions/workshops with a number of the performance-based entertainment agencies will allow students to have an insider's understanding of the demands of the industry.

The **certificate of proficiency in dance technique** is designed for students interested in vocational opportunities in the local entertainment job market. The program allows students to study a variety of dance techniques and styles to prepare them to audition at any of the numerous performance-based entertainment venues in the region or pursue further study.

Each year both faculty and students are selected to participate in various choreographic and performance festivals, competitions and events, such as the American College Dance Festival. Selection is based upon the quality of the performers and the choreography of the dance.

Ballet classes can be taken for transfer credit for a total of four semesters. For the AA degree or any dance certificate, Ballet II is required. In those cases, Ballet I should be taken a maximum of three times for transfer credit. Please see one of co-chairs before enrolling in Ballet for the second time.

Modern classes can be taken for transfer credit for a total of four semesters. For the AA degree or any dance certificate, Modern II is required. In those cases, Modern I should be taken a maximum of three times for transfer credit. Please see one of co-chairs before enrolling in Modern for the second time.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the dance program, students will be able to

- Analyze, evaluate, and correlate various dance vocabulary, observations of dance performances, artistic and/or historical concepts and movement principles.

Certificate of Achievement – Commercial Dance

Upon completion of the program in commercial dance, students will be able to

- Analyze, evaluate, and correlate the dance techniques from various commercial dance genres in order to be able to interpret and perform them at a proficiency level relevant to the professional commercial dance field.

POTENTIAL CAREERS

Examples of careers in dance or dance-related fields include the following:

- Anthropologist
- Artistic Director
- Arts Advocacy Agent
- Arts Council Director
- Arts Lawyer
- Certified Pilates, GYROKINESIS or yoga instructor
- Child Development
- Choreographer
- Costume or Lighting Designer
- Dance Accompanist
- Dance and Arts Administration
- Dance Company Manager
- Dance Critic
- Dance Historian
- Dance Instructor
- Dance Kinesiologist
- Dance Notator
- Dance Scientist
- Dance Studio Owner
- Dance Therapist
- Dance Writer
- Occupational Therapist
- Physical Therapist
- Production Manager
- Professional Dancer
- Publicist
- Sales/Marketing Representative
- Special Events Coordinator
- Stage Manager
- Talent Agent
- Tour Manager

Associate in Arts Degree

Dance

Complete the following courses (11 units):		Units
DNCE 50	Conditioning: Stretch/Strengthen Align and Correct	2
DNCE 55	Choreography I	3
DNCE 77	Dance History: Twentieth Century	3
DNCE 85	Music for Dance	3

Complete a minimum of 4 units total with at least 2 units in Dance 7:

DNCE 6	Ballet I	2
DNCE 7	Ballet II	2

Complete a minimum of 4 units total with at least 2 units in Dance 13:

DNCE 12	Modern Dance I	2
DNCE 13	Modern Dance II	2

Complete a minimum of 2 units from the following courses:

DNCE 17	Jazz Dance I	2
DNCE 18	Jazz Dance II	2

Complete a minimum of 1 unit from the following dance technique courses:

DNCE 22	Tap Dance I	1
DNCE 23	Tap Dance II	1
DNCE 36	Ballroom Styles of the 19th and 20th Century	1

Complete a minimum of 1 unit from the following dance technique courses:

DNCE 27	Hip Hop/Commercial Dance	1
DNCE 30	African Dance I	1
DNCE 33	Middle Eastern Dance I	1
DNCE 34	Middle Eastern Dance II	1

Complete a minimum of 2 units from the following dance technique courses:

DNCE 142	Dance Movement Technique and Analysis: Floor Barre	2
DNCE 253	GYROKINESIS	1

Complete at least 2 units from the following courses:

DNCE 65	Dance Rehearsal and Performance	2
DNCE 170	IVC Performing Dance Ensemble	2

TOTAL UNITS, MINIMUM REQUIRED: 27

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

See an IVC counselor for course substitution if a course is not available.

CERTIFICATE OF ACHIEVEMENT

Certificate of Achievement
Commercial Dance

Complete the following courses (8 units):		Units
DNCE 18	Jazz Dance II	2
DNCE 23	Tap Dance II	1
DNCE 50	Conditioning: Stretch/Strengthen Align and Correct	2
DNCE 55	Choreography I	3

Complete the following dance science courses (5 units):

DNCE 51	Pilates	2
DNCE 142	Dance Movement Technique and Analysis: Floor Barre	2
DNCE 253	GYROKINESIS	1

Complete the following technique courses (4 units):

DNCE 7	Ballet II	2
DNCE 13	Modern Dance II	2

Complete a minimum of 1 unit from the following courses:

DNCE 27	Hip Hop/Commercial Dance	1
DNCE 36	Ballroom Styles of the 19th and 20th Century	1

Complete a minimum of 2 units from the following courses:

DNCE 30	African Dance I	1
DNCE 33	Middle Eastern Dance I	1
DNCE 34	Middle Eastern Dance II	1

Complete a minimum of 2 units with a maximum of 1 unit from DNCE 65:

DNCE 65	Dance Rehearsal and Performance	.5-2
DNCE 170	IVC Performing Dance Ensemble	2

Complete a minimum of 2 units from the following courses:

MUS 80	Voice I	2
MUS 81	Voice II	2
MUS 82	Voice III	2
TA 1	Acting	3

TOTAL UNITS REQUIRED: 24

To earn the certificate of achievement: See page 26 for certificate information and requirements.

See an IVC counselor for course substitution if a course is not available.



CERTIFICATE OF PROFICIENCY

**Certificate of Proficiency
Dance Technique**

Complete the following course:		Units
DNCE 55	Choreography I	3
Complete one of the following courses:		
DNCE 77	Dance History: Twentieth Century	3
DNCE 85	Music for Dance	3
Complete one of the following courses:		
DNCE 86	Introduction to Condition and Correct	2
DNCE 87	Condition and Correct: Analysis and Body Therapies	2
DNCE 88	Condition and Correct II	2
Complete 2 units from the following performance courses:		
DNCE 65	Dance Rehearsal and Performance	2
DNCE 66	Dance Rehearsal and Performance: Comparative Analysis of Creative Processes	1
DNCE 67	Dance Rehearsal and Performance: Solos and Duets	1.5
Complete 4 units in two different styles from the following dance technique courses:		
DNCE 7	Ballet II	2
DNCE 13	Modern Dance II	2
DNCE 16	Jazz Dance Broadway Styles	2
DNCE 17	Jazz Dance I	2
	[or 17A/17B]	
DNCE 18	Jazz Dance II	2
	[or 18A/18B]	
DNCE 22	Tap Dance I	1
DNCE 23	Tap Dance II	1
DNCE 24	Tap: Traditional Broadway Basics	1

Certificate continues on next column

DNCE 25	Tap: Beginning Rhythm Technique and Intermediate Broadway Steps	1
DNCE 26	Intermediate Tap Techniques & Improvisation	1

Complete 1 unit from the following world dance courses:

DNCE 27	Hip Hop/Commercial Dance	1
DNCE 33	Middle Eastern Dance I	1
DNCE 34	Middle Eastern Dance II	1
DNCE 35	Folk Dances of Egypt and Lebanon	1
DNCE 36	Ballroom Styles of the 19th and 20th Century	1
DNCE 40	Hip Hop I: History Overview	1
DNCE 61	Pan-African Dance/The Diaspora	1

Complete 2 units from the following courses:

DNCE 51	Pilates	2
	[or 51A/51B]	
DNCE 52	Pilates - Mat	2
DNCE 53	Pilates Reformer	2
DNCE 90	Dance Training: Theraband Resistance Workout	2
DNCE 91	Dance Training: Rollers and Rotating Discs Workout	2
DNCE 92	Dance Training: Floor Barre	2
DNCE 93	GYROKINESIS: Art of Exercising and Beyond, Overview	2
DNCE 94	GYROKINESIS: 90 Minute Format	2
DNCE 95	GYROKINESIS: 60 Minute Format and Other Sequences	2
DNCE 96	GYROKINESIS Alternative Formats and Music	2

TOTAL UNITS REQUIRED: 17

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

DESIGN MODEL MAKING AND RAPID PROTOTYPING

School of Mathematics, Computer Science and Engineering

Dean: Lianna Zhao, MD

Academic Chair: Matt Wolken

Faculty: Brett McKim

COURSES

Rapid model making and prototype design is a valued part of many industries, including transportation, architecture, product and packaging, media, and entertainment. The growth of digital technology has opened up new areas of development in design representation, such as digital simulation and rapid prototyping.

Courses in the program study the elements of creative thinking and interpretation used in the design process, including the techniques and methods used to construct prototypes and models. In advanced courses, students choose a field of specialization to explore methods and materials in a number of options in digital simulation, modeling and rapid prototyping.

MAJOR

The certificate program is designed to prepare students with the skills necessary for product design with both traditional and emerging technologies. Students will be given a unique insight into both the physical and digital disciplines of design, cultivating technical and art skills based on critical thinking.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the design model making and rapid prototyping program, students will be able to

- Have the necessary technical knowledge and communication skills to identify, articulate and solve problems pertaining to the product development environment and perform the tasks required within the product design and development professions.
- Design a simple object within constraints.
- Construct a portfolio that communicates their body of work while in the program.
- Use techniques, processes, and tools needed in the product development practice.
- Create two-dimensional and three-dimensional products and designs using appropriate tools, materials, methods and techniques.
- Analyze and critically evaluate two-dimensional and three-dimensional products using the current principles and language of art and design.

POTENTIAL CAREERS

An associate level degree in computer-aided design or certificate in civil or mechanical computer-aided design will prepare students for direct entry into a career or technical training program within these fields:

- Automotive Design and Manufacturing
- Biomedical and Healthcare Manufacturing
- Computer Product Manufacturing
- Construction
- Environmental Design
- Machinery Manufacturing
- Metal Manufacturing
- Military and Aerospace
- Professional and Scientific Technical Services
- Robotics and Automation
- Telecommunications and Electrical Circuit Design
- Utilities and Local Government

An associate level degree in computer-aided design or certificate in pre-engineering will also prepare students for continuing their education at a four-year institution, where earning a BS degree in the engineering field can prepare them for careers in:

- Mechanical Engineering
- Civil Engineering
- Electrical Engineering
- Structural Engineering
- Chemical Engineering
- Biomedical Engineering
- Environmental Engineering
- Materials Science Engineering

A certificate in design model making and prototyping will prepare students for direct entry into a career or technical training program within these fields:

- Amusement park design
- Automotive design and manufacture
- Machining and manufacturing
- Architecture
- Media and entertainment
- Product development
- Package design
- The toy industry
- Transportation design

Associate in Science Degree
or Certificate of Achievement
**Design Model Making
and Rapid Prototyping**

This program is occupational in nature; the courses in the major are not currently transferable to CSU or UC. Students should consult with their counselors or the Transfer Center to determine the extent to which courses may apply to programs at other four-year institutions.

Complete the following courses:		Units
DMP 200	Introduction to Model Making and Design	1.5
DMP 210	Rapid Visualization	3
DMP 220	Basic Model Making	3
DMP 221	Advanced Model Making I	3
DMP 222	Advanced Model Making II	3
DMP 230	3D Computer Design	3
DMP 240	3D Rapid Model Making and Prototype Development I	3
DMP 241	3D Rapid Model Making and Prototype Development II	3
DMP 260	Modeling and Prototyping Methods and Materials	2
TOTAL UNITS REQUIRED:		24.5

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

DIGITAL MEDIA ART

School of the Arts

Dean: Joseph Poshek

Academic Chair, Visual Arts: Julie Kirk

Faculty: Terry Chatkupt; Patricia Beckman-Wells, EdD

COURSES

The curriculum includes courses in digital photography, graphic design, typography, video production, 2D/3D animation, 3D modeling, game design, toy design and motion graphics. All courses in the curriculum are intended to develop the student's understanding and appreciation of the historical, aesthetic, conceptual, and technical aspects of digital media and interactive art within the larger context of art-making. These studio-based courses teach students the fundamentals of a range of digital skills while developing an original creative portfolio in preparation for working in the industry or transferring to a four-year college or university.

MAJOR

Students majoring in Digital Media Art are provided with a rich foundation in design fundamentals while focusing on the creative process of digital art. Additionally, students are encouraged to explore a range of digital media art courses that suit their interests in graphic design, digital photography, video, game/toy design and animation.

The current Digital Media Art/Interactive Media Art certificate program includes a Certificate of Proficiency in Animation for Games. This certificate is intended to produce relevant hires for the games and film industry.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the Digital Media Art/Interactive Media Art program, students will be able to

- Participate in class critiques of student projects and demonstrate a comprehension of the vocabulary and language of digital/interactive media art.
- Analyze and integrate the fundamentals of digital/interactive media art with art theory and aesthetics.
- Demonstrate a technical proficiency of industry-standard digital/interactive media art software to create professional design and multimedia projects.
- Apply a digital/interactive media art workflow including research, project development, and presentation considerations.
- Produce a professional digital media art portfolio.

POTENTIAL CAREERS

Examples of careers in digital media art and interactive media art include the following:

- Animator for 3D Games and Film
- Digital Photographer
- Digital Videographer
- Game Designer
- Graphic Designer
- Motion Graphics Designer
- Pre-Visualization Artist for Games and Film
- 3D Asset Creator for Games and Film

Associate in Arts Degree or Certificate of Achievement Digital Media Art

This program is occupational in nature. While most of the courses are transferable to CSU and some to UC, students should consult with their counselors or the Transfer Center to determine the extent to which courses may apply to specific programs at four-year institutions.

Complete the following courses:		Units
DMA 51	Digital Photography	3
DMA 55	Graphic Design I	3
DMA 65	Typography	3
DMA 140	Digital 2D Design and Color Theory	3
DMA 160	Graphic Design II	3
DMA 175	Corporate Identity: Trademarks and Logos	3

Complete a total of 6 units from the following courses:		Units
DMA 52	Intermediate Digital Photography	3
DMA 70	Digital Video Production	3
DMA 120	Motion Graphics Animation	3
IMA 130	3D Animation	3
DMA 150	History of Graphic Design	3
DMA 170	Publication Design and Prepress	3
DMA 180	Visual Design for the Web	3
DMA 195	Illustration	3
TOTAL UNITS REQUIRED:		24

Recommended Electives: ART 191; DMA 88, 96, 98, 104

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Animation for Games

Complete the following courses:		Units
ART 185	Figure Drawing for Animation	3
IMA 88	3D Character Animation II	3
IMA 120	Writing and Storyboarding for Games	3
IMA 130	3D Animation	3
TOTAL UNITS REQUIRED:		12

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Digital Photography

This certificate of proficiency is intended to prepare students with a foundation of digital photography skills including image capturing, editing, and output. The curriculum focuses on skills in camera usage and equipment as well as developing photographic imagery using industry-standard software.

Complete the following courses:		Units
CIM 221.1	Photoshop I	2
CIM 221.2	Photoshop II	2
DMA 51	Digital Photography	3
DMA 52	Intermediate Digital Photography	3
TOTAL UNITS REQUIRED:		10

Recommended electives: ARTH 1, CIM 225.1

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

DRAFTING TECHNOLOGY AND ENGINEERING

School of Mathematics, Computer Science and Engineering

Dean: Lianna Zhao, MD

Academic Chair: Matt Wolken

Faculty: Zahra Noroozi; Matt Wolken

MAJOR

Computer-aided design (CAD) is not only a broad-based discipline but also a rapidly growing segment of the technical job market. Students who wish to transfer to a university engineering program or build a career in computer modeling should see enrollment in one or more CAD courses.

The complete computer-aided design certificate introduces students to mechanical, civil, electrical and architectural modeling techniques that conform to US and international industry standards. In addition to gaining intermediate and advanced knowledge of common CAD software platforms, students receive instruction on modern manufacturing methods, materials of construction, and inspection procedures. Using traditional as well as three-dimensional computer-based graphic modeling applications, laboratory assignments are designed to develop the skills that are required to produce, revise, test, animate, and interpret typical parts or assemblies.

Working professionals or students who have previous CAD experience may choose to enroll in industry-specific advanced courses or complete a certificate of proficiency to better meet their short- and long-term needs. By completing any one of the available certificates, students ensure a high level of competency within the technology while developing a strong foundation for their professional advancement.

PROGRAM STUDENT LEARNING OUTCOMES

Computer-Aided Design

Upon completion of the drafting technology program, students will be able to

- Create ANSI and ISO standard orthographic drawings with all necessary layers, dimensions, and call-outs to industry standards using a common CAD software platform.
- Develop the basic knowledge of manufacturing, mechanical processes, and materials of construction used in design.
- Develop a working knowledge of manufacturing, mechanical processes, and materials of construction used in modern design in order to efficiently discuss and draft concepts for a common manufactured part or assembly.

POTENTIAL CAREERS

Examples of industry segments hiring drafters include the following:

- Automotive Design and Manufacturing
- Biomedical and Healthcare Manufacturing
- Computer Product Manufacturing
- Construction
- Environmental Design
- Machinery Manufacturing
- Metal Manufacturing
- Military and Aerospace
- Professional and Scientific Technical Services
- Robotics and Automation
- Telecommunications
- Utilities and Local Government

Associate in Science Degree or Certificate of Achievement Computer-Aided Design

Complete the following courses:		Units
DR 50	Introduction to Computer-Aided Drafting	3
DR 101	Engineering Drawing and Design	3
DR 203	Introduction to Architectural Drafting	3
ENGR 21	Introduction to Engineering and Technology	1
ENGR 23	Engineering Graphics and Descriptive Geometry	3
ENGR 54	Principles of Materials Science and Engineering	3
ENGR 83	Computer-Aided Design Techniques	3
MATH 124	Trigonometry	3
TOTAL UNITS REQUIRED:		22

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Civil Computer-Aided Design

Computer-aided design (CAD) is not only a broad based discipline, but a rapidly growing segment of the technical job market. Students who wish to transfer to a university engineering program or build a career in computer modeling, should seek enrollment in one or more CAD courses. The civil computer-aided design certificate of proficiency is designed to give students a basic understanding of the terminology, methods, and analytical techniques which are required to accurately model the terrain, civil structures, and site plans used in land development. Working professionals or students who have previous CAD experience may choose to enroll in industry specific advanced courses or complete a certificate of proficiency, to better meet their short and long term needs. By completing any one of the available certificates, students ensure a high level of competency within the technology while developing a strong foundation for their professional advancement.

Complete the following courses:		Units
ENGR 21	Introduction to Engineering and Technology	1
ENGR 23	Engineering Graphics and Descriptive Geometry	3
ENGR 125	3D Civil Computer-Aided Design	3
GEOG 1	Physical Geography	3
GEOG 1L	Physical Geography Laboratory	1
GEOG 110	Introduction to Geographic Information Systems	2
MATH 124	Trigonometry	3
TOTAL UNITS REQUIRED:		16

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Mechanical Computer-Aided Design

The mechanical computer-aided design certificate of proficiency is designed to give students a basic understanding of the terminology, methods, and analytical techniques which are used in the design and manufacture of mechanical parts and assemblies.

Complete the following courses:		Units
DR 50	Introduction to Computer-Aided Drafting	3
DR 101	Engineering Drawing and Design	3
ENGR 21	Introduction to Engineering and Technology	1
ENGR 54	Principles of Materials Science and Engineering	3
ENGR 83	Computer-Aided Design Techniques	3
MATH 124	Trigonometry	3
TOTAL UNITS REQUIRED:		16

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Pre-Engineering

This program is designed to enhance students' interest in mathematics and sciences by pursuing a career in engineering. The program's core curriculum requires students to take mathematics and physics classes that are the foundation for all engineering projects. The certificate is composed of courses in engineering design, engineering statics, material science, network analysis and programming.

Complete the following courses:		Units
CS 36	C Programming	3
ENGR 30	Statics of Rigid Bodies and Structures	3
ENGR 54	Principles of Materials Science and Engineering	3
ENGR 70	Introduction to Network Analysis	3
ENGR 83	Computer-Aided Design Techniques	3
TOTAL UNITS REQUIRED:		15

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

ECONOMICS

School of Social and Behavioral Sciences

Interim Dean: Traci Fahimi

Academic Chair: Martha Stuffer

Faculty: Mark McNeil; Martha Stuffer

COURSES

Economics is the study of how people make choices when faced with scarcity. It is therefore the study of the process of decision-making by individuals, businesses, governments, or any other group that must make such choices, and the study of the institutional context in which these decisions are made.

The department of economics offers courses that provide the lower-division requirements for students majoring in economics, business, computer science, and engineering, and also provide students majoring in other fields with an understanding of economic principles and a familiarity with the economic institutions that affect their lives. The courses offered by the department meet general education and transfer requirements for economics, business, and social sciences.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the economics program, students will be able to

- Define and explain the fundamental economic problem of scarcity and its consequences relating to opportunity cost and marginal decision making of individuals, firms, and society.
- Use the basic tools of economic modeling and graphing to evaluate the market system, the efficiency of resource allocation, and to predict changes within the market and economy.
- Identify government policies with an emphasis on solutions to market failures and assess the impact, advantages, and disadvantages of government policies on market outcomes and the economy.

POTENTIAL CAREERS

Examples of careers in economics include the following:

- Account Manager
- Actuary
- Area Sales Manager
- Bank Officer
- Budget Analyst
- Business Forecaster
- Business Manager
- Buyer
- City Manager
- Claims Adjuster
- Commercial Casualty Underwriter
- Compensation Manager
- Credit Analyst
- Demographer
- Educator
- Employee Benefits Supervisor
- Financial Planner
- Insurance Analyst
- Investment Analyst/Banker
- Labor Relations Specialist
- Loan Officer
- Logistics Analyst
- Management Trainee
- Managing Consultant
- Managing Director
- Market Analyst
- Policy Analyst
- Pricing Analyst
- Product Control Manager
- Production Supervisor
- Purchasing Agent
- Quality Control Specialist
- Real Estate Agent/Appraiser
- Research Analyst/Research Assistant
- Securities Broker
- Statistician
- Trade Analyst
- Trust Officer
- Urban/Regional Planner

Associate in Arts Degree Economics

Complete the following courses:		Units
ECON 1	Principles of Economics—Micro	3
ECON 2	Principles of Economics—Macro	3
ECON 6	Environmental and Resource Economics	3
ECON 10	Statistics for Business and Economics	3
ECON 13	Global Economics	3

Complete one of the following courses:		Units
MATH 3A	Analytical Geometry and Calculus I	5
MATH 11	A Brief Course in Calculus	4

Complete one of the following courses:		Units
ACCT 1A	Financial Accounting	4
CS 1	Introduction to Computer Systems	3
ECON 105	Personal Financial Planning	3
MATH 3B	Analytical Geometry and Calculus II	5

TOTAL UNITS REQUIRED: 22-25

Recommended Electives: ACCT 1B, MGT 104, MATH 26, WR 2.

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Economics for Transfer

Complete two of the following courses:		Units
ECON 1	Principles of Economics—Micro	3
OR		
ECON 1H	Principles of Economics—Micro Honors	3
ECON 2	Principles of Economics—Macro	3
OR		
ECON 2H	Principles of Economics—Macro Honors	3
ECON 10/ MGT 10*	Statistics for Business and Economics	3
MATH 11	A Brief Course in Calculus	4
OR		
MATH 3A	Analytical Geometry and Calculus I	5
OR		
MATH 3AH	Analytical Geometry and Calculus I Honors	5

Complete two of the following courses:		Units
MATH 3B	Analytical Geometry and Calculus II	5
OR		
MATH 3BH	Analytical Geometry and Calculus II Honors	5
ACCT 1A	Financial Accounting	4
ACCT 1B	Managerial Accounting	4
OR		
ACCT 1BH	Managerial Accounting Honors	4
CS 1	Introduction to Computer Systems	3
OR		
CS 1H	Introduction to Computer Systems Honors	3
MGT 104	Business Communication	3

Complete one of the following courses:		Units
ECON 6	Environmental and Resource Economics	3
ECON 13	Global Economics	3
MATH 4A	Analytical Geometry and Calculus III	5
MATH 26	Introduction to Linear Algebra	4

TOTAL UNITS REQUIRED: 18-24

* Cross-listed course: Area credit given in one area only.

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

ELECTRICAL TECHNOLOGY

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD

Academic Chair: Kiana Tabibzadeh, PhD

Faculty: Robert Chaboya

COURSES

The curriculum in electrical and solar technology equips students with the skills necessary for working in a rapidly expanding and changing electrical and solar technological field. The core curriculum provides the theory necessary to understand existing and developing electrical technologies. Students learn to apply available technology to the solution of specific problems, with an emphasis on residential and commercial wiring design and troubleshooting of wiring systems. The curriculum provides for application of theory using hands-on learning environments. Transfer level mathematics will be employed.

MAJOR

The electrician trainee certificate program equips students for entry into the electrical industry in areas such as residential wiring, commercial wiring, facility maintenance, and troubleshooting electrical circuits and equipment. The solar trainee program is designed to both prepare students new to the industry and upgrade skills of those already employed in the electrical and solar photovoltaic industry.

The electrical and solar technology certificate programs provide a solid foundation for immediate employment or further study in either of these fields. After obtaining a certificate in either program, a student may seek employment as an electrical trainee, or solar installer; who designs, tests and services, residential wiring, commercial wiring, photovoltaic systems, facility maintenance, and installation of electrical equipment.

The solar photovoltaic systems technician certificate of proficiency is designed to provide the knowledge and skills required to work as an entry-level technician for a photovoltaic (PV) dealer, installer, or contractor. The student is introduced to residential wiring, system design, installation methods, safety and OSHA requirements, and maintenance practices through coursework and fieldwork applications. This certificate is recommended for individuals who intend to work in the solar PV industry.

Completion of the electrician and solar trainee certificates gives the student an even broader opportunity for personal, academic, and career growth. Students may also transfer into the California State University system and complete a bachelor's degree in electrical engineering or alternative energy.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the electronic technology program, students will be able to

- Analyze (predict or calculate the behavior or performance of) a specified electrical, residential or commercial wiring circuits, or solar photovoltaic system.
- Design (specifies all components, values, interconnections and, where applicable, associated hardware or software for) a solar or electrical circuit control system given standards or blueprints.
- Troubleshoot (locate and identify a faulty electrical component or wiring circuit in) a given non-functioning piece of electrical equipment or residential wiring circuit or solar photovoltaic system, and indicate the nature of the fault and remedy of the fault.
- Properly perform specified tests and measurements on current, voltage, resistance, and efficiency, on electrical motors, power panels, lighting circuits, electrical outlets, transformers, electrical devices, control circuits, and commercial operating systems.

POTENTIAL CAREERS

Examples of careers in electrical and solar technology include the following:

- Apprentice Electrician Trainee
- Apprentice Maintenance Technician
- Residential Electrician Trainee
- Solar PV Technician Trainee
- Solar PV Installer Trainee
- Solar PV Contractor

With a bachelor's degree:

- Bachelor of Science in Electrical Engineering
- Electrical Engineering Technology Bachelor Degree

CALIFORNIA ELECTRICIAN CERTIFICATION TRAINING

Irvine Valley College is an approved provider of Electrician Training under Assembly Bill 1087. Irvine Valley College provides instruction in part of the Curriculum Standards adopted by the Electrician Certification Curriculum Committee (ECCC) but does not provide instruction in all of the Curriculum Standards. The Electrician Training curriculum offered by Irvine Valley College covers the following Curriculum Standards adopted by the ECCC:

- III. Math
- IV. Electrical Theory

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Electrician Trainee

Complete the following courses:		Units
ET 102	Basic Electric Circuits I	4
ET 104	Basic Electric Circuits II	4
ELEC 200A	OSHA 10	1
ELEC 201	Residential Wiring	4
ELEC 203	Commercial and Industrial Wiring	4
TOTAL UNITS REQUIRED:		17

Recommended Electives: ET 101

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Energy Solar Photovoltaic Systems Technician

Complete the following courses:		Units
ELEC 200	OSHA Standards for Construction Safety	3
ELEC 201	Residential Wiring	4
ELEC 210	Introduction to Renewable Energy	3
ELEC 211	Grid-Tied Solar Photovoltaic Systems	4
ELEC 212	Advanced Solar Photovoltaic	3
TOTAL UNITS REQUIRED:		17

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

ELECTRONIC TECHNOLOGY

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD

Academic Chair: Kiana Tabibzadeh, PhD

Faculty: Ray Chandos

COURSES

The curriculum in electronic technology equips students with the skills necessary for coping with a rapidly expanding and changing technological field. A core curriculum seeks to identify and emphasize those principles which are basic to the understanding of current and emerging technologies. In advanced courses, students learn to apply available technology to the solution of specific problems, with an emphasis on creative design and troubleshooting. The curriculum emphasizes a practical rather than an abstract mathematical understanding of electronics, focusing heavily on laboratory study, while still maintaining a level of mathematical rigor appropriate to four-year programs in engineering technology.

MAJOR

A student majoring in electronic technology may choose from a number of career paths. The electronics aide certificate program equips the student for entry into the electronics industry in areas such as testing, quality assurance, customer support, production support, equipment maintenance and technical sales.

The electronic technology certificate program provides a solid foundation for immediate employment or further study in the field. After obtaining a certificate in electronic technology, a student may seek employment as an electronic technician, designing, testing and servicing telecommunication, medical, video, automotive, aerospace, and entertainment equipment.

Completion of the Associate in Science degree provides even broader opportunity for personal, academic, and career growth. A student may also transfer into the California State University system and complete a bachelor's degree in engineering technology.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the electronic technology program, students will be able to

- Analyze (predict or calculate the behavior or performance of) a specified electronic or electromechanical component, circuit, or system studied.
- Design (specify all components, values, interconnections and, where applicable, associated firmware or software for) an electronic or electromechanical circuit or system to perform a specified function to given standards.
- Troubleshoot (locate and identify a faulty component or functional block in) a given non-functioning electronic or electromechanical circuit or system, and indicate the nature of the fault.
- Properly perform specified tests and measurements on the electronic and electromechanical devices, circuits, and systems

CAREER OPTIONS

Examples of careers in electronic technology include the following:

- Bench (Repair), Biomedical Instrument, Customer Support, Field Service, Research and Development or Test Technician

With a bachelor's degree:

- Design, Field Support or Manufacturing Engineer
- Electronic Engineering Technologist

Associate in Science Degree or Certificate of Achievement Electronic Technology

Complete the following courses:		Units
ET 99	Digital Electronic Circuits	4
ET 102	Basic Electric Circuits I	4
ET 104	Basic Electric Circuits II	4
ET 105	Electronic Devices and Circuits I	4
ET 107	Electronic Devices and Circuits II	4

Complete one of the following courses:		Units
ET 116	Industrial Electronics	4
ET 120	Introduction to Microprocessors	4

Complete one of the following courses:		Units
CS 36	C Programming	3
CS 40A	Computer Organization and Assembly Language I	3
CS 40B	Computer Organization and Assembly Language II	3

TOTAL UNITS REQUIRED: 27

Recommended Electives: ET 101, PHYS 20

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

CERTIFICATE OF PROFICIENCY

Certificate of Proficiency Electronics Aide

Complete the following courses:		Units
ET 99	Digital Electronic Circuits	4
ET 102	Basic Electric Circuits I	4
ET 104	Basic Electric Circuits II	4
ET 105	Electronic Devices and Circuits I	4

TOTAL UNITS REQUIRED: 16

Recommended Electives: ET 101

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

ENGLISH

School of Humanities

Dean: Karima Feldhus, PhD

Academic Co-Chairs, English: William Etter, PhD and Julie Evans

Faculty: Lisa Alvarez; Brenda Borron; Daniel DeRoulet, PhD;

William Etter, PhD; Melissa Garcia Knoll, PhD; Rebecca

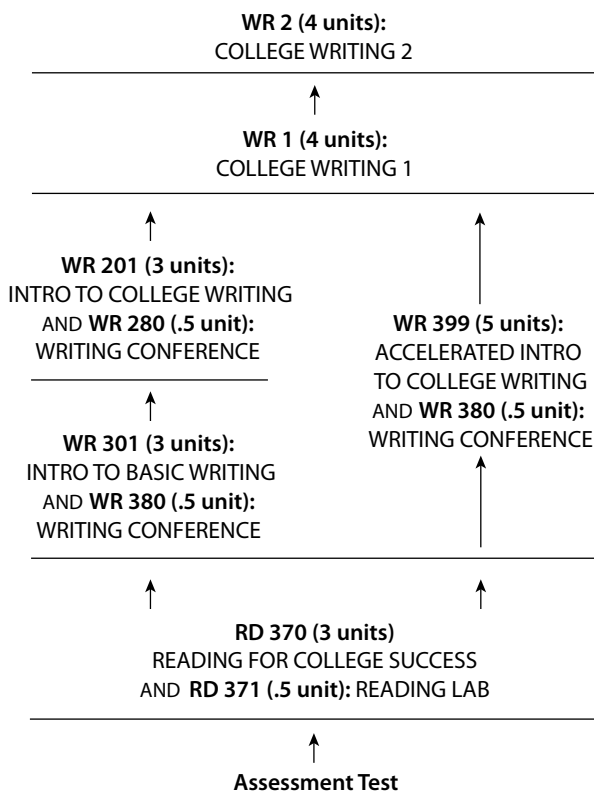
Kaminsky; Lewis Long; Kurt Meyer; Kay Ryals, PhD;

Summer Serpas; Virginia Shank, PhD

COURSES

The department offers a range of courses for native speakers (*non-native speakers of English are advised to take the ESL writing sequence*). The English curriculum includes remedial and preparatory courses in reading and writing; college-level composition and reading courses for transfer and associate degree students; and courses in creative writing and literature. The curriculum emphasizes the integration of reading and writing throughout its courses, reflecting the faculty's concern that students not divorce the study of language from the study of cultures nor lose sight of the uses or abuses of writing within a cultural context. The courses offered through the department meet general education and transfer requirements in English, critical thinking, literature, and humanities.

WRITING COURSE SEQUENCE



MAJOR

Students majoring in English at the lower-division level concentrate on learning how to interpret literature critically and imaginatively, and how to write prose that is clear, exact, and expressive. Thus the major is appropriate for students who desire or require the ability to be closely attentive to language and to its ramifications. Students anticipating careers in law, education, communications, governmental affairs, and business may find the English major especially helpful. The wide versatility of the English major makes it generally appropriate for students whose career inclinations may be uncertain or indefinite, since the abilities one masters as an English major may be applied to a wide range of contexts and circumstances. The major is also designed for transfer students intending upper-division study in literature, criticism, or related fields.

English majors at Irvine Valley College may focus on literature or writing. In both cases, students should complete both Writing 1 and Writing 2 in fulfillment of language and rationality requirements within the general education package. The faculty recommends that English majors do not select a literature course to meet the humanities requirement for general education, but explore related subjects in the humanities that may be of interest to them.

PROGRAM STUDENT LEARNING OUTCOMES**Literature**

Upon completion of the English program in literature, students will be able to

- Interpret literature critically and imaginatively, and respond in writing that is clear, exact, and expressive.
- Demonstrate through both speaking and writing how literature might embody and generate meaning, reflect and create culture, and engage the human imagination.
- Analyze the major types of literary expression as well as recurrent conventions, concerns, and values central to literature and to the understanding of literary texts and contexts.
- Possess knowledge of literary materials reflecting diversity in genre, historical period, and cultural expression.
- Possess knowledge of foundational classical and modern texts; major literary periods and traditions; major genres and literary forms; and non-canonical texts, including those of marginalized peoples and emergent cultures whose literature has traditionally been ignored.

Writing

Upon completion of the English program in writing, students will be able to

- Demonstrate proficiency in essential, course-appropriate skills in reading, research, critical and creative problem solving, speaking, and writing in order to produce, within a literary genre, original work that demonstrates an understanding of both the writing process and the stylistic craft choices of the genre.

POTENTIAL CAREERS

Employers and the marketplace value people who can write, research, organize, rewrite, and edit. English majors possess these skills. English majors learn to read and write carefully and thoughtfully, paying close attention to words, their exact meanings, and their connotations. Examples of careers include but are not limited to the following:

- Administrative Assistant
- Advertising Copy Writer
- Arts Administrator
- Attorney
- Business Analyst
- Communication Consultant
- Copy Editor
- Educator
- Fiction Writer
- Marketing Coordinator
- Paralegal
- Project Manager
- Public Relations Office
- Publications Editor
- Reporter
- Research Assistant
- Technical Writer

Associate in Arts Degree English: Literature

Complete the following courses:		Units
WR 2	College Writing 2: Critical Thinking/ Writing	4
LIT 1	Introduction to Literature	3
LIT 46	Intercultural Literature	3

Complete 6 units from the following courses:		
LIT 20	Survey of British Literature to 1776	3
LIT 21	British Literature: Blake to the Present	3
LIT 22	American Literature to Twain	3
LIT 23	American Literature: Twain to the Present	3

Complete 3 units from the following courses:		
LIT 30	Introduction to the Novel	3
LIT 31	Introduction to Short Fiction	3
LIT 32	Introduction to Poetry	3
LIT 33	Introduction to Drama	3

Complete 3 units from the following courses:		
LIT 40	Introduction to the Hebrew Bible (Old Testament)	3
LIT 41	Introduction to the New Testament	3
LIT 43	Introduction to Shakespeare	3
TOTAL UNITS REQUIRED:		22

Recommended Electives: HIST 10, 11; PHIL 1, 10, 11; RD 174; WR 10, 11, 13; any humanities or literature course, or courses in the history and criticism of the arts, or foreign language courses

Major continues on next page

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree English: Writing

Complete the following courses:		Units
WR 2	College Writing 2: Critical Thinking/ Writing	4
WR 10	Introduction to Creative Writing	3
LIT 1	Introduction to Literature	3
LIT 24	Contemporary Literature	3
LIT 110	Popular Literature	3

Complete 3 units from the following courses:		Units
WR 11	Writing Short Fiction	3
WR 13	Writing Poetry	3

Complete 3 units from the following courses:		Units
LIT 30	Introduction to the Novel	3
LIT 31	Introduction to Short Fiction	3
LIT 32	Introduction to Poetry	3
LIT 33	Introduction to Drama	3

Complete 3 units from the following courses:		Units
LIT 40	Introduction to the Hebrew Bible (Old Testament)	3
LIT 41	Introduction to the New Testament	3
LIT 43	Introduction to Shakespeare	3

TOTAL UNITS REQUIRED: 25

Recommended Electives: HIST 10, 11; PHIL 1; any humanities or literature course, or courses in the history and criticism of the arts, or foreign language courses

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in English for Transfer

Complete the following courses:		Units
WR 2	College Writing 2: Critical Thinking/ Writing	4
OR		
WR 2H	College Writing 2: Critical Thinking/ Writing Honors	4
LIT 1	Introduction to Literature	3

Complete 6 units from the following courses:		Units
LIT 20	Survey of British Literature to 1776	3
LIT 21	British Literature from Blake to the Present	3
LIT 22	American Literature to Twain	3
LIT 23	American Literature: Twain to the Present	3

Complete 6 units from the following courses (any course not used above):		Units
LIT 20	Survey of British Literature to 1776	3
LIT 21	British Literature from Blake to the Present	3
LIT 22	American Literature to Twain	3
LIT 23	American Literature: Twain to the Present	3
LIT 33	Introduction to Drama	3
LIT 46	Intercultural Literature	3
WR 10	Introduction to Creative Writing	3
WR 11	Writing Short Fiction	3
WR 13	Writing Poetry	3

Complete 3 units from the following courses (any course not used above):		Units
LIT 7	Survey of Children's Literature	3
LIT 20	Survey of British Literature to 1776	3
LIT 21	British Literature from Blake to the Present	3
LIT 22	American Literature to Twain	3
LIT 23	American Literature: Twain to the Present	3
LIT 24	Contemporary Literature	3
LIT 30	Introduction to the Novel	3
LIT 31	Introduction to Short Fiction	3
LIT 32	Introduction to Poetry	3
LIT 33	Introduction to Drama	3
LIT 40	Introduction to the Hebrew Bible (Old Testament)	3
LIT 41	Introduction to the New Testament	3
LIT 43	Introduction to Shakespeare	3
LIT 45	Women in Literature	3
LIT 46	Intercultural Literature	3
LIT 48	Film and Literature	3
LIT 110	Popular Literature	3
WR 10	Introduction to Creative Writing	3
WR 11	Writing Short Fiction	3
WR 13	Writing Poetry	3
TOTAL UNITS REQUIRED:		22

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

ENGLISH AS A SECOND LANGUAGE COURSE SCHEMATIC

WR 1: Introduction to College Writing
(Upon successful completion of ESL 201, students may enroll in WR 1.)



A D V A N C E D L E V E L

SPECIFIC SKILLS COURSES

ESL 388 (fall) or 398 (spring)
 Advanced Grammar and Writing (5 units/5 hours)

ESL 384 (fall) or 394 (spring)
 Advanced Vocabulary Skills (5 units/5 hours)

ESL 382 (fall) or 392 (spring)
 Advanced Conversation (3 units/3 hours)

CORE COURSES

ESL 201
 Academic Writing III
 (5 units/5 hours)
 + **ESL 201L**
 Language Conference
 (0 units)



ESL 301
 Academic Writing II
 (5 units/5 hours)
 + **ESL 301L**
 Language Conference
 (0 units)



ESL 370
 Academic Writing I
 (5 units/5 hours)

SPECIFIC SKILLS COURSES

ESL 385 (fall) or 395 (spring)
 Academic Reading Skills (3 units/3 hours)

ESL 383 (fall) or 393 (spring)
 Advanced Pronunciation (3 units/3 hours)

I N T E R M E D I A T E L E V E L

SPECIFIC SKILLS COURSES

ESL 364 (fall) or 374 (spring)
 Idioms in American English (4 units/4 hours)

ESL 362 (fall) or 372 (spring)
 Intermediate Conversation (3 units/3 hours)

CORE COURSES

ESL 361 A/B
 Intermediate Skills II
 (5 units/5 hours)
ESL 361 X
Intermediate Skills II X
 (0 units/5 hours)



ESL 360 A/B
 Intermediate Skills I
 (5 units/5 hours)
ESL 360 X
Intermediate Skills I X
 (0 units/5 hours)

SPECIFIC SKILLS COURSES

ESL 363 (fall) or 373 (spring)
 Intermediate Pronunciation (3 units/3 hours)

B E G I N N I N G L E V E L

SPECIFIC SKILLS COURSES

ESL 342 (fall) or 352 (spring)
 Beginning Conversation (3 units/3 hours)

CORE COURSES

ESL 341 A/B
 Beginning Skills II (5 units/5 hours)
ESL 341 X
Beginning Skills II X (0 units/5 hours)



ESL 340 A/B
 Beginning Skills I (5 units/5 hours)
ESL 340 X
Beginning Skills I X
 (0 units/5 hours)

SPECIFIC SKILLS COURSES

ESL 343 (fall) or 353 (spring)
 Beginning Pronunciation (3 units/3 hours)

* Students must take the ESL assessment to enroll in a core course

ENGLISH AS A SECOND LANGUAGE

School of Languages and Learning Resources

Dean: Karima Feldhus, PhD

Academic Chair: Susan Fesler

Faculty: Rebecca Beck; Susan Fesler; Susan Stern, PhD; Jeff Wilson

COURSES

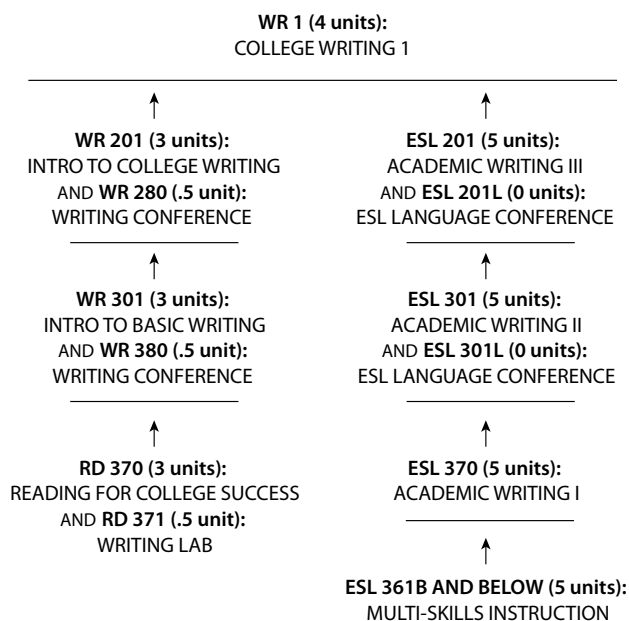
The English as a Second Language (ESL) curriculum offers courses in reading, writing, conversation, and pronunciation for beginning, intermediate, and advanced second-language students. Beginning ESL courses will introduce students to English and lay a foundation upon which to build more sophisticated grammar structures and vocabulary. Upon completion of the advanced ESL sequence, students will be prepared to take college-level English composition courses and/or mainstream into the general college curricula.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the English as a Second Language program, students will be able to

- Write clearly and accurately in a variety of contexts and formats in English.
- Read and comprehend authentic texts in a variety of contexts and formats in English.
- Listen and comprehend spoken English in a variety of contexts and formats in English.
- Speak with comprehensibility and a high degree of fluency in English.

BASIC SKILLS SEQUENCES FOR ENGLISH AND ESL



FINE ARTS

School of the Arts

Dean: Joseph Poshek

Academic Chair, Communication Studies: Gary Rybold, PhD

Academic Chair, Music: Matthew Tresler, DMA

Academic Chair, Theatre Arts: Ron Ellison

Academic Chair, Visual Arts: Julie Kirk

Faculty: Patricia Beckman-Wells, EdD; Susan Boettger, DMA; Lisa Davis Allen, PhD; Terry Chatkupt; Ron Ellison; Joseph Gerges; M. Scott Grabau; Amy Grimm; Julie Kirk; Daniel Luzko, DMA; Jerry McGrath; Stephen Rochford, DMA; Gary Rybold, PhD; Edwin Tiongson; Julianna Throckmorton-French, JD; Matthew Tresler, DMA

COURSES

The program in fine arts is an interdepartmental major in the fine and performing arts: music, dance, theatre, speech, visual arts, and photography.

MAJOR

The degree in fine arts is intended to provide the student with an arts education emphasizing the diversity and yet commonality within the traditional and nontraditional arts. To the extent that we recognize a distinct “artistic” capacity or form of perception—different from analysis and apart from language—we assume that the artist may realize similar ends in a variety of media and that all the arts are in this sense profoundly interconnected. The fine arts major provides students with the opportunity to seek this interconnection. The diversity and flexibility of the major make it appropriate for a range of career alternatives, especially within fields demanding a high degree of expressive and creative ability. The major is also a fine choice for the general arts student who does not want to specialize within a single medium at the lower-division level.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the fine arts program, students will be able to

- Gain an increased aesthetic awareness and appreciation of the arts from a critical point of view.

POTENTIAL CAREERS

Career options in fine arts incorporate a variety of professional paths that address the creative process in education, business, or nonprofit organizations. These might include, but are not limited to, the following:

- Galleries or Museums
- Music Industry
- Public Arts Instruction
- Theatre Management

Associate in Arts Degree Fine Arts

Complete the following courses:		Units
ARTH 4	Introduction to Art Theory	3
TA 27	Introduction to Fine Arts in Theatre	3
PHOT 1/ARTH 1	History of Photography	3

Complete at least one of the following courses:		Units
MUS 1	The Basics of Music	3
MUS 3	Harmony I	5
MUS 20	Music Appreciation	3

Complete at least one of the following courses:		Units
TA 20	Theatre Appreciation: Classical Overview	3
TA 21	Theatre Appreciation: Contemporary	3

Complete at least one of the following courses:		Units
COMM 30	Introduction to Oral Interpretation	3
COMM 100	Group Dynamics and Leadership	3

TOTAL UNITS REQUIRED: 18–20

Recommended electives may be selected from among the transfer-level courses in the following programs: Art, Art History, Communication Studies, Music, Photography, and Theatre Arts.

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

GENDER STUDIES

School of Humanities

Dean: Karima Feldhus, PhD

Academic Chair: Brittany Adams, PhD

Faculty: Brittany Adams, PhD, Melissa Knoll, PhD

COURSES

Gender Studies is an interdisciplinary field of inquiry that examines the intersection between gender with race, sexuality, ethnicity, nationality, class, and/or other inequalities. The field examines structures of power as it relates to gender in the context of historical and contemporary struggles for social, political, cultural, and economic change. Students will examine the social construction of femininity, masculinity, sexual identity, and gender identity from a feminist perspective.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the gender studies program, students will be able to

- Students will analyze and assess historical, social, political, cultural, economic, and psychological forces that have led to the construction of gender in both global and national contexts.
- Students will identify and evaluate the development of feminist theories as well as the contemporary and historical experiences of difference including but not limited to economic classes, sexual orientations, age, ability, and cultural and racial backgrounds.

GEOGRAPHY

School of Social and Behavioral Sciences

Interim Dean: Traci Fahimi

Academic Chair: Jodi Titus

Faculty: Jodi Titus

COURSES

Geography is the academic discipline which studies the earth and its people in their many mutual relationships and regional variations. Geography students examine a broad range of topics—from the physical nature of the earth's surface and atmosphere to the varied human activities which interrelate with the physical environment and result in a distinct spatial imprint on the land. As a result of its interdisciplinary nature, geography is an outstanding discipline for students who wish to integrate the physical and social sciences.

MAJOR

An undergraduate major in geography can prepare the student for a professional career in urban and community planning, resource management, earth and atmospheric sciences, cartography and geographic information systems, education, and regional analysis. With careful planning, students who complete a four-year degree in geography are discovering an expanding variety of employment possibilities.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the geography program, students will be able to

- Identify and demonstrate an understanding of "Five Themes of Geography."
- Demonstrate an understanding of Earth's physical landscape, human activities, and how they shape each other at various scales over time.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

Examples of careers for the geography major include the following:

Cartography/GIS (Geographic Information Systems)

- Cartographer/Computer Mapper
- Geographic Information Specialist
- Remote-Sensing Analyst
- Surveyor

Cultural and Human Geography

- Community Developer
- Map Librarian
- Peace Corps Volunteer

Economic Geography

- Location Expert
- Market Researcher
- Real Estate Agent/Broker/Appraiser
- Traffic Manager (Shipper)/
Route Delivery Manager

Environmental Studies

- Environmental Manager
- Forestry Technician
- Hazardous Waste Planner
- Park Ranger

Geographic Education

- College Professor
- Elementary/Secondary School
Teacher
- Overseas Teacher

Physical Geography and Earth Science

- Coastal Zone Manager
- Hydrologist
- Outdoor Guide
- Soil Conservationist/Agricultural
Extension Agent
- Weather Forecaster

Regional Geography

- Area Specialist
- International Business Representative
- Travel Agent

Urban and Regional Planning

- Health Services Planner
- Transportation Planner
- Urban and Community Planner

Associate in Arts Degree Geography

Complete the following courses:		Units
GEOG 1	Physical Geography	3
GEOG 1L	Physical Geography Laboratory	1
GEOG 2	Cultural Geography	3
GEOG 3	World Regional Geography	3
GEOG 20	Global Environmental Problems	3
GEOG 38	California Geography	3
Complete one of the following courses:		
GEOG 10	Introduction to Weather and Climate	3
GEOG 102	Geography Field Studies: Western United States	2
GEOG 110	Introduction to Geographic Information Systems	3
TOTAL UNITS REQUIRED:		18–19

Recommended Electives: MATH 10, WR 1

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Geography for Transfer

Complete the following core courses:		Units
GEOG 1	Physical Geography	3
GEOG 1L	Physical Geography Laboratory	1
GEOG 2	Cultural Geography	3
Complete two to three courses (6-9 units) from the following:		
GEOG 3	World Regional Geography	3
GEOG 10	Introduction to Weather and Climate	3
GEOG 38	California Geography	3
GEOG 102	Geography Field Studies: Western United States	2
GEOG 110	Introduction to Geographic Information Systems	2
Complete two courses (6-7 units) from the following:		
GEOG 20	Global Environmental Problems	3
GEOL 1	Physical Geology	4
ANTH 2	Cultural Anthropology	3
TOTAL UNITS REQUIRED:		19–23

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

GEOLOGY

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD

Academic Chair: Kiana Tabibzadeh, PhD

Faculty: George Brogan; Amy Stinson

COURSES

The Department of Geological Sciences offers diverse courses for both majors and nonmajors, supporting an interdisciplinary approach to the study of our planet's physical composition and processes and history. The curriculum integrates studies in the biological sciences, environmental studies, marine science, and the physical sciences, including physics and chemistry. Introductory courses range from survey courses in earth science, to field geology courses that explore California and our national parks and monuments, to the study of natural hazards. More specialized courses examine the physical and biological evolution of the planet Earth, and rocks and minerals found in its crust. The curriculum also includes a wide range of popular field courses within California and other areas in western North America.

MAJOR

The course requirements for a major in geology are intended to provide a solid foundation for a variety of student needs. Students pursuing the major may meet transfer requirements for a four-year college or university; or they may complete an Associate in Arts degree in geology.

For those who intend to pursue upper-division or graduate study, introductory courses in the other sciences are recommended and are necessary in addition to the core courses required for the major. Students should consult the transfer requirements of prospective institutions. Additional academic counseling is readily available from the program faculty and/or a college counselor.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the geology program, students will be able to

- Identify the major rock-forming minerals, and classify the three types of rocks.
- Locate and identify the major lithospheric plates and plate boundaries.
- Evaluate earthquake and volcanic activity on global and local scales, and relate this activity to plate tectonic processes.
- Identify and discuss the major evolutionary changes that define the divisions of the geologic time scale.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

Examples of careers for the geology major include the following:

- City or County Geologist
- Engineering Geologist
- Environmental Geologist
- Exploration Geologist with an Oil or Minerals Company
- Marine Geologist
- Paleontologist
- Park Naturalist
- Professor
- Research Geologist
- Science Teacher
- State or Federal Geological Survey
- Volcanologist

Associate in Arts Degree Geology

Complete the following courses:		Units
CHEM 1A	General Chemistry I	5
CHEM 1B	General Chemistry II	5
GEOL 1	Physical Geology	4
OR		
ERTH 20	Introduction to Earth Science	4
OR		
MS 20	Introduction to Oceanography	4
GEOL 2	Historical Geology	4
MATH 3A	Analytic Geometry and Calculus I	5
MATH 3B	Analytic Geometry and Calculus II	5

Complete two of the following courses:		Units
PHYS 2A	Introduction to Physics	4
PHYS 2B	Introduction to Physics	4
OR		
PHYS 4A	General Physics	4
PHYS 4B	General Physics	4

Complete one of the following courses:		Units
GEOL 140	Lab Research in Geological and Biological Sciences	1.5
GEOL 170	Geology Field Studies: National Parks and Monuments	1
GEOL 181	Geology Field Studies: Coastal and Offshore Geology	1
GEOL 186	Geology Field Studies: Geology of California	1

TOTAL UNITS REQUIRED: 37-37.5

Recommended Electives: GEOL 3, 23; MGT 203 strongly recommended; a course in mechanical drafting (if not taken in high school); ENGR 23

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree in Geology for Transfer

The transfer degree offered by the Department of Geological Sciences is designed specifically for geology majors intending to transfer to geology programs in the California State University system. The curriculum in the Department of Geological Sciences integrates studies in the biological sciences, environmental studies, marine science, and the physical sciences, including physics and chemistry.

The course requirements for a transfer degree in geology are intended to provide a solid foundation in geology and other prerequisite math and chemistry courses required at California State University geology programs. An introductory course in physical geology is the prerequisite for the second semester historical geology course required for this transfer degree. Additional academic counseling is readily available from the program faculty and/or a college counselor.

Complete the following courses:		Units
GEOL 1	Physical Geology	4
GEOL 2	Historical Geology	4
CHEM 1A	General Chemistry I	5
CHEM 1B	General Chemistry II	5
MATH 3A	Analytic Geometry and Calculus I	5
MATH 3B	Analytic Geometry and Calculus II	5

TOTAL UNITS REQUIRED: 28

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

HISTORY

School of Humanities

Dean: Karima Feldhus, PhD

Academic Chair: Brittany Adams, PhD

Faculty: Brittany Adams, PhD; Toshio Whelchel

COURSES

Courses are offered in American history, European history, and the history of selected non-European and non-Western cultures. The curriculum emphasizes not the rote recognition of facts, but the study of history as a means of developing critical intelligence and fostering an awareness of ourselves and our world through examination of the past, including examination of ways in which human beings have attempted to understand the meaning of historical events and issues. Courses offered through the department meet general education and transfer requirements in American history, humanities, and certain facets of the social sciences. In addition, courses may be taken to satisfy requirements for an Associate in Arts degree with a major in history.

MAJOR

Students majoring in history at the lower-division level concentrate on learning how to use the skills of critical thinking to identify basic historical themes, but more importantly to analyze the nature in which these themes interact within any given society to determine its values, legitimize its authority, and perpetuate its existence. Thus the major is appropriate for students who wish to acquire an understanding of the ideas that have shaped the culture of this country, or for students who wish to transcend their own cultural limits and, by a study of other societies in other ages, to open their eyes to the diversity of the human environment.

History majors develop an ability to communicate well, both orally and in writing, and the capacity to think clearly and analytically. Therefore, students anticipating careers in law, education, communications, and governmental affairs may find the history major especially beneficial. The versatility of the major makes it appropriate for students whose career decisions may be uncertain or indefinite. The major is also designed for transfer students intending upper-division study in history and related areas.

Students may major in American or European history. In either case, students should also complete history courses in areas outside their field of emphasis. The faculty of the School of Humanities recommends that history majors not select a history course to meet the humanities requirement for general education, but explore related subjects in the humanities that may be of interest to them.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the history program, students will be able to

- Identify multiple causes of events and historical processes, and will be able to describe and analyze historical contexts of events, ideas and/or social and cultural practices.
- Comprehend and criticize established scholarly methods in investigating and interpreting the past.
- Locate, interpret and analyze primary and secondary sources relevant to research questions.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

The study of history is not designed simply to teach us interesting facts about the past or even to explain how our present world emerged from its murky origins in other times or places. It is a useful subject in ways that students may not always anticipate but employers often understand. Openness to research, awareness of the complexity of events, and appreciation for the diverse nature of cultural contexts are exactly what decision making in business, government, law, journalism, education, and other fields often requires. Consequently, history majors are well prepared for careers in:

- Archival and Cultural Resources Management
- Documentary Editing
- Education
- Historic Preservation
- History
- International Relations
- Market Analysis
- Museum Curatorship
- Politics
- Print and Broadcast Journalism
- Public Policy
- Research
- Social Ecology

Associate in Arts Degree American History

Complete the following courses:		Units
HIST 20	American History Through the Civil War	3
HIST 21	American History Since the Civil War	3
WR 2	College Writing 2: Critical Thinking/Writing	4
Complete one of the following courses:		
HIST 1	World Civilizations to 1500	3
HIST 2	World Civilizations Since 1500	3
HIST 10	The West and the World to 1500	3
HIST 11	The West and the World Since the Renaissance	3
Complete two of the following courses:		
HIST 24	America After the Bomb: 1945 to the Present	3
HIST 33	The History of the Mexican American People	3
HIST 51	Women in American History	3
JRNL 40	Mass Media and Society	3
LIT 22	American Literature to Twain	3
LIT 23	American Literature: Twain to the Present	3
PS 1	American Government	3
TOTAL UNITS REQUIRED:		19

Recommended Electives: ARTH 133; LIT 22, 23; PHIL 1, 5, 10, 11; PS 1, 14; RD 174; any humanities course

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree European History

Complete the following courses:		Units
HIST 1	World Civilizations to 1500	3
HIST 2	World Civilizations Since 1500	3
HIST 10	The West and the World to 1500	3
HIST 11	The West and the World Since the Renaissance	3
WR 2	College Writing 2: Critical Thinking/Writing	4
Complete one of the following courses:		
HUM 2	The Culture of Ancient Greece and Rome	3
HUM 3	The Culture of Medieval and Renaissance Europe	3
HUM 22	Introduction to Judaism, Christianity, and Islam	3
PHIL 10	History of Philosophy to Descartes	3
PHIL 11	History of Philosophy from Descartes	3
TOTAL UNITS REQUIRED:		19

Recommended Electives: ARTH 25, 26, 29, 30, 31; LIT 20, 21, 40, 41, 43, 46; PHIL 1, 5; PS 4; RD 174; any humanities course

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in History for Transfer

Complete the following courses:		Units
HIST 1	World Civilizations to 1500	3
HIST 2	World Civilizations Since 1500	3
HIST 20	American History Through the Civil War	3
HIST 21	American History Since the Civil War	3

Complete one of the following courses:		Units
HIST 33	The History of the Mexican American People	3
HIST 40	The History of East Asia Before 1800	3
HIST 41	The History of East Asia Since 1800	3
HIST 51	Women in American History	3

Complete one of the following courses:		Units
HIST 10	The West and the World to 1500	3
HIST 11	The West and the World Since the Renaissance	3
HIST 24	America After the Bomb: 1945 to the Present	3
HIST 25	History of California	3

TOTAL UNITS REQUIRED: 18

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

HUMAN DEVELOPMENT

School of Social and Behavioral Sciences

Interim Dean: Traci Fahimi

Academic Chair: Donna King

Faculty: Donna King; Mary McDonough

COURSES

Courses in the human development program focus primarily on the development of the child from infancy through school age and explore programs and activities designed to promote children's overall growth and well-being. Students learn, both in theory and through direct observation, ways of meeting the emotional, physical, social, and cognitive needs of the young child. Courses in the program are relevant for those seeking training for employment in childcare facilities, as well as for parents and potential parents, recreation leaders, and elementary school teachers.

MAJOR

Students majoring in child development build a strong theoretical and practical background working with preschool-age children and their families. The program prepares students for immediate employment working as teachers or aides in childcare or other early childhood care-giving environments and provides a foundation of understanding and skills for those interested in careers providing services to children and families. Ample employment opportunities exist and salaries are increasing. Students may also prepare to transfer to four-year schools to pursue advanced degrees in child development with the eventual goal of becoming preschool directors, elementary school teachers, resource specialists, or consultants, or finding employment in related human service fields working with or in behalf of children.



PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the human development program, students will be able to

- Know and understand young children's characteristics and needs.
- Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
- Know and understand the multiple influences on development and learning.
- Know about and understand family and community characteristics.
- Support and engage families and communities through respectful, reciprocal relationships.
- Involve families and communities in their children's development and learning.
- Understand the goals, benefits, and uses of assessment.
- Know about and use observation, documentation, and other appropriate assessment tools and approaches.
- Understand and practice responsible assessment to promote positive outcomes for each child.
- Know about assessment partnerships with families and with professional colleagues.
- Understand positive relationships and supportive interactions as the foundation of their work with children.
- Know and understand effective strategies and tools for early education.
- Use a broad repertoire of developmentally appropriate teaching/learning approaches.
- Reflect on their own practice to promote positive outcomes for each child.

POTENTIAL CAREERS

Examples of careers in child development include the following:

With an associate degree or certificate of achievement—

- Associate Teacher in Early Childhood Education
- Master Teacher in Early Childhood Education
- Teacher in Early Childhood Education

With a bachelor's or advanced degree—

- Consultant to Early Childhood Education Programs
- Parent Educator
- Site Supervisor/Director in Early Childhood Education
- Teen Parent Educator
- Workshop Facilitator

Associate in Science Degree or Certificate of Achievement Child Development

Complete the following courses:		Units
HD 7	Developmental Psychology: Childhood and Adolescence	3
HD 15	Socialization of the Child	3
HD 101	Observation and Assessment of Young Children	3
HD 110	Principles and Practices of Teaching Young Children	3
HD 120	Child Guidance and Discipline	3
HD 131	Creative Development in Young Children	3
HD 145	Language and Literacy Foundations	3
HD 150	Health, Safety and Nutrition of Children	3
HD 160	Advanced Curriculum Planning	3
HD 181	Practicum—Early Childhood Programs	3
HD 168	Cooperative Work Experience: Human Development	1
TOTAL UNITS REQUIRED:		30

Recommended Electives: HLTH 1, PSYC 1, SOC 1

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree in Early Childhood Education for Transfer

Complete the following courses:		Units
HD 7/ PSYC 7*	Developmental Psychology: Childhood and Adolescence	3
HD 15/ SOC 15*	Socialization of the Child	3
HD 101	Observation and Assessment of Young Children	3
HD 110	Principles and Practices of Teaching Young Children	3
HD 115	Introduction to Curriculum	3
HD 130	Teaching a Diverse Society	3
HD 150	Health, Safety and Nutrition of Children	3
HD 181	Practicum—Early Childhood Programs	3
TOTAL UNITS REQUIRED:		24

* Cross-listed course: Area credit given in one area only.

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

Associate in Science Degree or Certificate of Achievement Infant/Toddler

Complete the following courses:		Units
HD 7	Developmental Psychology: Childhood and Adolescence	3
HD 15	Socialization of the Child	3
HD 104	Infant and Toddler Development	3
HD 105	Infant and Toddler Programs	3
HD 120	Child Guidance and Discipline	3
HD 131	Creative Development in Young Children	3
HD 145	Language and Literacy Foundations	3
HD 150	Health, Safety and Nutrition of Children	3
HD 168	Cooperative Work Experience: Human Development	3
TOTAL UNITS REQUIRED:		27

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree or Certificate of Achievement School-Age Child

Complete the following courses:		Units
HD 7	Developmental Psychology: Childhood and Adolescence	3
HD 15	Socialization of the Child	3
HD 120	Child Guidance and Discipline	3
HD 131	Creative Development in Young Children	3
HD 145	Language and Literacy Foundations	3
HD 150	Health, Safety and Nutrition of Children	3
HD 266	Curriculum Planning for School-Age Children	1
HD 267	Staff Development Topics for School-Age Programs	1
HD 268	Guidance and Discipline for School-Age Children	1
HD 269	Holiday and Summer Programs for School-Age Children	1
HD 270	Art, Music, and Drama for School-Age Children	1
HD 271	Sports and Fitness for School-Age Children	1
HD 168	Cooperative Work Experience: Human Development	3
TOTAL UNITS REQUIRED:		27

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Early Childhood Assistant Teacher

Completion of the Early Childhood Teacher Assistant certificate enables the student to meet basic Title 22 course requirements for preschool teaching. Title 22 licensing also requires work experience of a minimum of 50 days of 3 hours per day in an Early Childhood setting. This requirement may be met through a 3-unit HD 168: Human Development course.

Complete the following courses:		Units
HD 7	Developmental Psychology: Childhood and Adolescence	3
OR		
PSYC 7	Developmental Psychology: Childhood and Adolescence	3
HD 15	Socialization of the Child	3
OR		
SOC 15	Socialization of the Child	3

Complete 6 units from the following courses:		Units
HD 110	Principles and Practices of Teaching Young Children	3
HD 115	Introduction to Curriculum	3
HD 120	Child Guidance and Discipline	3
HD 131	Creative Development in Young Children	3
HD 145	Language and Literacy Foundations	3
HD 150	Health, Safety and Nutrition of Children	3
TOTAL UNITS REQUIRED:		12

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Early Childhood Associate Teacher

The Early Childhood Associate Teacher Certificate of Proficiency meets the academic requirements of the California Child Development Associate Teacher Permit, which enables teachers to work in state or federally funded programs. This permit also requires work experience of a minimum of 50 days of 3 hours per day in an Early Childhood setting. This requirement may be met through a 3-unit HD 168: Human Development course.

Complete the following courses:		Units
HD 7	Developmental Psychology: Childhood and Adolescence	3
OR		
PSYC 7	Developmental Psychology: Childhood and Adolescence	3
HD 15	Socialization of the Child	3
OR		
SOC 15	Socialization of the Child	3
HD 110	Principles and Practices of Teaching Young Children	3
HD 115	Introduction to Curriculum	3
HD 120	Child Guidance and Discipline	3

Complete 2 units from the following courses:		Units
HD 231	Child Maltreatment: Identification and Treatment	1
HD 232	Children and Divorce	1
HD 250	Teaching Mathematics in Play-Based Early Childhood Programs	1
HD 251	Teaching Science in a Play-Based Early Childhood Program	1
HD 252	Teaching Literacy in a Play-Based Early Childhood Program	1
HD 253	Dealing with Challenging Children	1
TOTAL UNITS REQUIRED:		17

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

HUMANITIES

School of Humanities

Dean: Karima Feldhus, PhD

Academic Chair: Brittany Adams, PhD

Faculty: Stephen Felder, PhD

COURSES

The humanities curriculum integrates the study of history, literature, philosophy, and the arts in an effort to address the fundamental questions of cultural meaning and value common to humanistic fields and methods. Courses are offered in selected major themes or issues that frequently cut across traditional cultural or historical boundaries. The curriculum emphasizes the close study of a variety of cultural texts, artifacts, and events in order to explore not only traditional assertions regarding the values of culture but also the criticism of those assertions, in a historical as well as contemporary light. Courses offered in the curriculum meet general education and transfer requirements in humanities and may be applied to a major in humanities for an Associate in Arts degree.

MAJOR

The humanities major allows students generally interested in literature, history, philosophy, film studies, and art history and criticism to elect a general rather than specific emphasis to their degree. The major offers much diversity in terms of choices, and thus provides the opportunity for students to tailor the degree to meet their own interests and concerns. Humanities majors learn in particular how to read and write critically and how to synthesize complex ideas from a variety of sources, often diverse in kind and in time.

The major is appropriate for students interested in a “general studies” degree at the lower-division level; its focus on the close study and criticism of culture makes the major applicable for students seeking careers in law, education, government, public affairs, journalism, and writing. The humanities major is also an excellent choice for students whose educational intentions are uncertain or undecided, or for students intending to pursue an upper-division education in literature, history, philosophy, or study of the arts.

Students majoring in the humanities should complete both Writing 1 and Writing 2 in fulfillment of the language and rationality requirements within the general education package. The department recommends that humanities majors do not select a humanities course to meet the humanities requirement for general education, but explore related subjects in the humanities that may be of interest to them.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the humanities program, students will be able to

- Identify, analyze, and evaluate the epistemological assertions, metaphysical assumptions, and shared understandings that undergird particular cultural understandings as reflected in works of literature, art, architecture, and philosophy.

- Demonstrate the ability to apply a given theoretical model to a representative text of cultural significance.
- Demonstrate willingness and ability to analyze ideas, historical events, and cultural texts from diverse origins.
- Demonstrate the ability to construct a critical argument synthesizing multiple perspectives or points of view.

POTENTIAL CAREERS

Humanities majors are well prepared for careers that require the application of strong interpretive skills. Examples include the following:

- Advertising
- Education
- Film
- International Relations
- History
- Law
- Law Enforcement
- Politics
- Public Relations
- Public Policy
- Publishing
- Radio
- Religion
- Television
- Writing

Furthermore, humanities majors may be attractive to employers seeking individuals who understand the complexities and diversities of human culture and can communicate cross-culturally.

Associate in Arts Degree Humanities

Complete the following courses:		Units
WR 2	College Writing 2: Critical Thinking/Writing	4
HUM 1	Introduction to Humanities	3
HUM 2	The Culture of Ancient Greece and Rome	3
HUM 3	The Culture of Medieval and Renaissance Europe	3
HUM 4	The Culture of the Modern World: 1700 to the Present	3
HUM 50	Mythology	3
TOTAL UNITS REQUIRED:		19

Recommended Electives: Any course in literature, philosophy, history, or history and criticism of the arts

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

KINESIOLOGY, HEALTH AND ATHLETICS

School of Kinesiology, Health and Athletics

Dean: Keith Shackelford, JD

Academic Co-Chairs: Jerry Hernandez and Tom Pestolesi

Faculty: Simon Davies, PhD; Julie Hanks; Jerry Hernandez; Kent Madole; Martin McGrogan; Tom Pestolesi; Jovan Stojanovski; Ted Weatherford

COURSES

The School of Kinesiology, Health and Athletics (KHA) offers programs designed for students interested in transfer, degree and career opportunities in these disciplines. Students are introduced to topics related to exercise science, such as the physiology and anatomy of the body, nutrition, injury prevention, health enhancement, fitness and exercise. The program serves all students, regardless of age, fitness level, or previous experience.

Classes are offered in both the lecture and activity settings. Lecture courses are designed to provide a basis for the future professional and lifelong learner, with concepts and ideas easily applicable to the university, graduate school, and lifestyle experiences. Activity courses mirror this philosophy while putting these same concepts into motion. Cardiovascular fitness, strength training, individual/paired sports, team sports, intramurals, and intercollegiate athletics are offered in each term to permit the practice of the theoretical knowledge gained in the classroom. The school also provides special services courses for physically challenged individuals seeking corrective and rehabilitative exercise. All activity classes are designed not only to provide for physiological development but also to educate students about the principals involved in that process and to introduce them to the related topics of nutrition, injury prevention, and health enhancement.

The School of KHA's complex includes baseball and soccer fields, lighted outdoor tennis courts, sand volleyball courts, and outdoor basketball courts. Hart Gymnasium serves as the home court for the Lasers basketball, badminton, and volleyball teams. The PE 200 building also houses a strength training center, dance studio, and the KNES classroom. The PE 100 building includes the Life Fitness Center (LFC), a dance studio, and locker rooms. Students may use the LFC by enrolling in KNES 3A/B/C and completing the required orientation session.

MAJOR

Students intending to transfer to a four-year institution with a major in kinesiology, or with an intent to pursue study in recreation or leisure studies, should consult with a faculty member in the School of Kinesiology, Health and Athletics.

The AA in Kinesiology for Transfer is the traditional degree pathway for those interested in a career encompassing studies in this discipline. Steeped in a broad array of topics such as anatomy, physiology, biology and the baseline courses of kinesiology, this degree is for the student with designs on a university experience in Kinesiology, and/or graduate school options that include medical school, physical therapy, sports medicine, rehabilitation, research and teaching.

Those seeking employment in an industrial fitness/club fitness setting are advised to explore the fitness professional certificate program. This one-year program is designed to qualify students to serve as personal trainers, aerobics instructors, and/or strength-training instructors. Those who pursue this program will be educated in the principles of exercise science that apply to fitness evaluation, exercise recommendation, and application of appropriate exercise methods.

PROGRAM STUDENT LEARNING OUTCOMES

Kinesiology

Upon completion of the kinesiology program, students will be able to

- Demonstrate a beginning level of knowledge and skill in at least one sport or physical activity.
- Explain and apply basic physiological principles of human movement in exercise and sports settings.
- Demonstrate an understanding of the structure and function of the body in human performance.
- Recognize the principles of physical fitness development and maintenance as well as the body's responses to physical activity.
- Acquire an understanding of those factors instrumental in the development and performance of motor skills.
- Demonstrate an understanding of the value and significance of physical activity for human development, human interactions, and quality of life.
- Use campus and/or community resources to participate actively in their own education.
- Display leadership, cooperation and sportsmanship through active participation in sports.
- Encourage and promote a high quality of life through sport, fitness and physical activity.
- Encourage and appreciate the value of lifelong fitness with an emphasis in activities that support a healthy lifestyle.

Fitness Professional

Upon completion of the fitness professional program, students will be able to

- Assist clients, students, or participants in assessing their level of physical fitness, and setting and reaching fitness or physical activity goals
- Organize and direct appropriate exercise or recreational activities, including instruction in fitness techniques, aerobic exercise, dance, games, sports
- Retain appropriate records of client/student progress, equipment use, and scheduled activities.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

Examples of careers for the kinesiology, health and athletics student include the following:

- Athletic Trainer
- Coach
- Commercial Recreation
- Dietician/Nutrition Specialist
- Exercise Physiologist
- Fitness/Physical Education Instructor
- Occupational Therapist
- Personal Trainer
- Positions in the Leisure, Wellness and Health Industries
- Recreation Leader
- Referee
- Rehabilitation Specialist
- Sports Marketing
- Sports Medicine
- Sports Scout
- Strength-Conditioning Coach

Associate in Arts Degree in Kinesiology for Transfer

Complete the following courses:		Units
BIO 11	Human Anatomy	4
BIO 12	Human Physiology	4
KNES 102	Introduction to Physical Education, Fitness and Sport	3

Complete a maximum of 3 units from the following courses with at least one course taken from three different areas (Dance, Fitness, Individual Sports, Team Sports):

DANCE

DNCE 1	Introduction to Dance	2
DNCE 6	Ballet I	2
DNCE 7	Ballet II	2
DNCE 12	Modern Dance I	2
DNCE 13	Modern Dance II	2
DNCE 17	Jazz Dance I	2
DNCE 17A	Jazz Dance 1A	1
DNCE 17B	Jazz Dance 1B	1
DNCE 18	Jazz Dance II	2
DNCE 18A	Jazz Dance IIA	1
DNCE 18B	Jazz Dance IIB	1
DNCE 22	Tap Dance I	1
DNCE 23	Tap Dance II	1
DNCE 27	Hip Hop/Commercial Dance	1
DNCE 33	Middle Eastern Dance I	1
DNCE 34	Middle Eastern Dance II	1
DNCE 36	Ballroom Styles of the 19th and 20th Centuries	1
DNCE 46	Introduction to Yoga	2
DNCE 47	Hatha Yoga	2
DNCE 51	Pilates	2
DNCE 51A	Pilates A	1
DNCE 51B	Pilates B	1

Major continues on next page

FITNESS

KNES 3A	Life Fitness Center I	1
KNES 3B	Life Fitness Center II	1.5
KNES 3C	Life Fitness Center III	2
KNES 4	Weight Training I	1
KNES 5	Weight Training II	1

INDIVIDUAL SPORTS

IA 6	Intercollegiate Men's Golf	2
IA 7	Intercollegiate Women's Golf	2
IA 9	Intercollegiate Men's Tennis	2
IA 13	Intercollegiate Women's Tennis	2
KNES 11	Badminton I	1
KNES 12	Badminton II	1
KNES 20	Beginning Golf	.5
KNES 22	Intermediate Golf	.5 or 1
KNES 23	Advanced Golf	1
KNES 25	Tennis I	1
KNES 26	Tennis II	1

TEAM SPORTS

IA 2	Intercollegiate Men's Basketball	2
IA 3	Intercollegiate Men's Baseball	2
IA 10	Intercollegiate Women's Volleyball	2
IA 12	Intercollegiate Women's Basketball	2
IA 15	Intercollegiate Men's Soccer	2
IA 18	Intercollegiate Women's Soccer	2
IA 19	Intercollegiate Men's Volleyball	2
KNES 63	Basketball III	.5 or 1
KNES 73	Soccer III	1
KNES 76	Volleyball I	.5 or 1
KNES 77	Volleyball II	.5 or 1
KNES 78	Volleyball III	.5 or 1
KNES 83	Baseball III	.5 or 1

Complete two (6–9 units) from the following courses:

ECON 10	Statistics for Business and Economics	3
OR		
PSYC 10	Statistical Methods in the Behavioral Sciences	3
OR		
MATH 10	Introduction to Statistics	3
BIO 1	The Life Sciences	3
AND		
BIO 1L	The Life Sciences Lab	1
CHEM 1A	General Chemistry I	5
OR		
CHEM 4	Introduction to General & Organic Chemistry & Biochemistry	5
PHYS 2A	Introduction to Physics	4
OR		
PHYS 4A	General Physics	4
HLTH 2	First Aid: Responding to Emergencies	3

TOTAL UNITS REQUIRED: 20-23

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

CERTIFICATE OF ACHIEVEMENT**Certificate of Achievement
Fitness Professional**

Complete the following courses:		Units
KNES 103	Movement Anatomy	3
KNES 104	Exercise Physiology	3
KNES 105	Principles of Strength and Conditioning	3
KNES 106	Exercise Testing and Prescription	3
NUT 1	Principles of Nutrition	3
KNES 215	Fitness Professional Internship	3
TOTAL UNITS REQUIRED:		18

Recommended Electives: KNES 85, 86, 100, 101, 102

To earn the certificate of achievement: See page 26 for certificate information and requirements.

CERTIFICATE OF PROFICIENCY**Certificate of Proficiency
Coaching**

Complete the following courses:		Units
KNES 85	Introduction to Athletic Training	3
KNES 86	Theory of Coaching	3
KNES 101	Introduction to Sport Psychology	3

Choose one unit from the following courses:

STRENGTH AND FITNESS TRAINING		Units
KNES 4	Weight Training I	1
KNES 4	Weight Training I	0.5
KNES 5	Weight Training II	1
KNES 5	Weight Training II	0.5
KNES 6	Weight Training III	1
KNES 6	Weight Training III	0.5

Choose two units from the following:

INDIVIDUAL OR TEAM SPORTS		Units
KNES 11	Badminton I	.5 or 1
KNES 12	Badminton II	.5 or 1
KNES 20	Beginning Golf	.5 or 1
KNES 22	Intermediate Golf	.5 or 1
KNES 23	Advanced Golf	1
KNES 32	Intramural Activities	.5 or 1
KNES 71	Soccer I	1
KNES 72	Soccer II	1
KNES 73	Soccer III	1
KNES 74	Soccer IV	.5 or 1
KNES 76	Beginning Volleyball	.5 or 1
KNES 77	Intermediate Volleyball	.5 or 1
KNES 78	Advanced Volleyball	.5 or 1

Health 2 may be waived by the Department Chair with proof of current American Heart Association and/or American Red Cross certification in both First Aid and CPR training:

		Units
HLTH 2	First Aid: Responding to Emergencies	3
TOTAL UNITS REQUIRED:		15

LANGUAGES**School of Languages and Learning Resources**

Dean: Karima Feldhus, PhD

Academic Chair: Susan Fesler

Faculty: Joanne Chen; Jeanne Egasse; Susan Fesler; Keith Gamache; Fumiko Ishii; Anca Popescu, PhD; Beatrice Tseng

COURSES

The department offers courses from beginning through intermediate level courses in French, Chinese, Japanese, and Spanish. In addition, the department offers courses in American Sign Language at all levels for those wishing to develop receptive and expressive skills for communicating with the hearing impaired. All courses are designed to develop the student's listening comprehension, speaking, reading, and writing skills, as well as to provide a general overview of civilization and culture. Curriculum in all languages includes lower-division courses that are fully transferable to a four-year college or university.

MAJOR

Students who major in a foreign language at the lower-division level concentrate on learning to understand, speak, read, and write a foreign language. In the process, students develop a more profound understanding of the world and gain insights into its complexities—culturally, politically, economically, and socially. Of course, as our world grows increasingly interdependent and international travel readily accessible, the knowledge of a foreign language will prove of benefit to all.

Students at Irvine Valley College may choose to major in Chinese, French, Japanese or Spanish. The faculty recommends that majors do not select a language course to meet the arts and languages general education requirement, but instead choose a course in one of the arts that is of interest to them.

PROGRAM STUDENT LEARNING OUTCOMES**American Sign Language**

Upon completion of the American Sign Language program, students will be able to

- Identify and use ASL manual alphabet.
- Analyze and interpret meaning of narrative passage in ASL based on the topics in the course outline of record.
- Compose and perform a narrative using conceptually accurate ASL.

Chinese

Upon completion of the Chinese program, students will be able to

- Listen and comprehend a passage in the target language in a variety of contexts and formats.
- Write clearly and accurately in a variety of contexts and formats in the target language.
- Read and comprehend a passage in the target language from a variety of contexts and formats.
- Speak clearly and accurately in both formal and informal settings in the target language.
- Demonstrate awareness of cultural conventions.

French

Upon completion of the French program, students will be able to

- Interpret a passage of native spoken French in a variety of contexts and formats.
- Read and interpret written material in French of at least six paragraphs.
- Write a four-paragraph essay in French, clearly and accurately, in a variety of contexts and formats.

Japanese

Upon completion of the Japanese program, students will be able to

- Communicate with native speakers of Japanese using appropriate language, styles, sensitivity and level of respectfulness for various situations.
- Read and write Japanese symbols clearly and accurately in a variety of contexts and formats.
- Demonstrate knowledge of Japanese society, culture and history, and will be able to analyze and discuss cultural differences and similarities.

Spanish

Upon completion of the Spanish program, students will be able to

- Interpret a passage of native spoken Spanish in a variety of contexts and formats.
- Read and interpret written material in Spanish of at least four paragraphs in length.
- Write a four-paragraph essay in Spanish, clearly and accurately, in a variety of contexts.

POTENTIAL CAREERS

In the past, many students who majored in foreign languages chose a teaching career. This continues to be an excellent option, given the shortage of well-qualified teachers, especially in the areas of bilingual and bicultural education. In an increasingly economically interdependent environment, however, market globalization has opened up many new and exciting opportunities for foreign language majors in areas such as the following:

- Communications
- Foreign Service
- International Affairs
- International Business and Banking
- International Studies
- Journalism
- Marketing and Sales
- Publishing and Editing
- Social Work
- Translation and Interpretation
- Transportation and Travel

In combination with other areas of study, the foreign languages major provides a very strong preparation for professional schools such as business, law, and diplomacy.

Associate in Arts Degree French

Complete the following courses:		Units
† FR 1	Beginning French I [or FR 1A and 1B]	5
FR 2	Beginning French II [or FR 2A and 2B]	5
FR 3	Intermediate French	5
FR 4	Intermediate French	5
FR 10	Intermediate Conversational French	3
FR 11	Advanced Conversational French	3
TOTAL UNITS REQUIRED:		26

† Students who have completed equivalent courses or who have acquired fluency may substitute a second foreign language or may begin with FR 2 or FR 3.

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree Japanese

Complete the following courses:		Units
† JA 1	Beginning Japanese I [or JA 1A and 1B]	5
JA 2	Beginning Japanese II [or JA 2A and 2B]	5
JA 3	Intermediate Japanese	5
JA 4	Intermediate Japanese	5
JA 10	Intermediate Conversational Japanese	3
TOTAL UNITS REQUIRED:		23

† Students who have completed equivalent courses or who have acquired fluency may substitute a second foreign language.

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree Spanish

Complete the following courses:		Units
† SPAN 1	Beginning Spanish I [or SPAN 1A and 1B]	5
SPAN 2	Beginning Spanish II	5
SPAN 3	Intermediate Spanish	5
SPAN 4	Intermediate Spanish	5
SPAN 10	Intermediate Conversational Spanish	3
SPAN 11	Advanced Conversational Spanish	3
SPAN 180	Spanish Language Conference	.5
TOTAL UNITS REQUIRED:		26.5

† Students who have completed equivalent courses or who have acquired fluency may substitute a second foreign language.

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Spanish for Transfer

Complete the following courses†:		Units
SPAN 1	Beginning Spanish I [or SPAN 1H or SPAN 1A and 1B]	5
SPAN 2	Beginning Spanish II	5
SPAN 3	Intermediate Spanish	5
SPAN 4	Intermediate Spanish	5

† Students who have completed equivalent courses or who have acquired fluency may substitute ANTH 3, Culture and Language.

Complete one of the following courses:		Units
SPAN 10	Intermediate Conversational Spanish	3
FR 1	Beginning French 1 [or FR 1H or FR 1A and 1B or FR 2A and 2B or FR 3 or FR 4]	2.5-5
SPAN 11	Advanced Conversational Spanish	3
TOTAL UNITS REQUIRED:		21-25

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

LASER TECHNOLOGY

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD

Academic Co-Chairs: Kiana Tabibzadeh, PhD and John Davison, PhD

Faculty: Roy McCord

MAJOR

Nearly all modern devices interact with light. Photonics technology covers the creation and application of devices that use light. Such devices are ubiquitous in modern society, so students will be taught how these components and systems are fabricated and tested. These hands-on courses have a strong emphasis on laboratories, demonstrations, and real-world examples. Industrial-grade equipment is part of every class. These courses are taught using curricula developed by the National Science Foundation. They are based on direct industry feedback on the skill sets most in demand. Opportunities to network and earn internships with IVC's network of local industrial partners will be provided as part of this curriculum via company presentations, tours, and field trips. Students will gain the applied skills necessary to immediately become a valuable technician in industry. These skills will help students succeed in a four-year engineering program and they will help to expedite graduate school lab work. Employed professionals will have opportunity to learn the skills necessary to advance their careers and master more technically demanding job duties.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of a laser technology certificate, students will be able to

- Assemble, align, and operate a laser system safely, per industrial ANSI Z136 standards.
- Select and configure a suitable optical source for an illumination application.
- Connect the circuitry required to operate an optical detector.
- Understand the differences in application among various optical display technologies.
- Characterize the imaging performance of a camera system.
- Test the quality of optical components, including lenses, mirrors, prisms, windows, and diffraction gratings.
- Understand the processes and tests required to turn raw materials into precision optics.
- Read and write technical drawings of precision optics per ISO 10110 standards.

POTENTIAL CAREERS

Examples of the industry segments hiring photonics technicians include the following:

- Laser System Technology
- Remote Sensing
- Optical Manufacturing (glass, semiconductors, plastics)
- Electronics Technology
- Semiconductor Technology
- Medical Equipment
- Chemical and Forensics Analysis
- Military, Defense, and Aerospace Technology
- Robotics, Automation, and Unmanned Aerial Vehicles (UAVs)
- Telecommunications
- Illumination
- Automotive
- Telescopes and Astronomy
- Scientific Technical Services

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Laser Technology: Optoelectronics

An employee with skills in optoelectronics is capable of working in the fields of semiconductor electronics, where computer circuitry and chips are made. In addition, camera and sensor technology relies heavily on optoelectronic devices to detect light optical source technology markets use optoelectronic components in the making of laser diode and light-emitting diode (LED) sources.

Complete the following courses:		Units
ET 99	Digital Electronic Circuits	4
ET 102	Basic Electric Circuits I	4
LET 205	Fundamentals of Light	3
LET 215	Fundamentals of Photonics	3
TOTAL UNITS REQUIRED:		14

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Laser Technology: Photonics

Completing the requirements for this Certificate of Proficiency will prepare students with the first, basic skills needed to gain employment in photonics technology. Based in hands-on laboratories and demonstrations, this Certificate emphasizes real-world technology. Students will work with local industry toward employment designing, testing and servicing photonic systems with diverse applications including remote sensing, manufacturing, defense, telecommunications, aerospace, medicine and entertainment.

Complete the following courses:		Units
LET 205	Fundamentals of Light	3
LET 215	Fundamentals of Photonics	3
TOTAL UNITS REQUIRED:		6

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

LIBRARY AND TUTORING SERVICES**School of Languages and Learning Resources**

Dean: Karima Feldhus, PhD

Academic Chair: Cheryl Delson

Library Faculty: Cheryl Delson; Celina Lee; Anthony Lin

Tutoring Faculty: Brooke Choo, PhD

Sr. Lab Tech: Alice Griffin

COURSES

Library courses are designed to assist and instruct students in accessing and using the resources they need to successfully complete classroom assignments. The library research course (Library 10) fulfills general education requirements for the associate degree and is transferable to CSU and UC.

Tutoring courses teach students to become effective tutors (Tutoring 100) and also offer students an opportunity to receive tutoring through the college's Student Success Center (Tutoring 301).

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the library program, students will be able to

- Locate the appropriate resources for their information needs.

Upon participation in tutoring at the Student Success Center, students will improve the effectiveness of their study skills.

POTENTIAL CAREERS

With an associate degree or certificate in library technology, students may be able to pursue careers in the following fields:

- Library Assistant
- Library Technician
- Library Page

With an advanced degree (MLS) in Library Science, students will be prepared for careers in the following fields:

- Librarian
- Archivist
- Information Specialist
- Cloud/Metadata Support Specialist
- User-Service Specialist

MANAGEMENT

School of Business Sciences

Dean: Anna “Cathleen” Greiner, PhD

Academic Chair: Bob Urell

Faculty: Roopa Mathur; June McLaughlin, JD; John Russo, MBA; Daniel Scott; Bob Urell

COURSES

Students in lower-division management courses focus on the fundamental and intermediate principles and practices of management. Management students receive training that enables them to lead, direct, plan, organize, and make critical managerial decisions. Such training is widely applicable, and knowledge of management principles is essential to all individuals entering the various business fields.

MAJOR

The program in business management at Irvine Valley College prepares students to enter management positions in the public and private sector in such areas as retail, wholesale, trades, banking, import-export, and government. The curriculum includes lower-division courses that are transferable to four-year colleges and universities for those intending to pursue a baccalaureate degree.

PROGRAM STUDENT LEARNING OUTCOMES

Business Administration

Upon completion of the business administration program, students will be able to

- Relate the concept of comparative advantage to the production possibility curve.
- Explain real-world events using supply and demand.
- Identify and prepare basic financial statements and explain how they interrelate.
- Describe different types of cost behavior in relation to production and sales volume.
- Describe the effects of the commerce clause on the government’s regulation of business.

Business Management

Upon completion of the business management program, students will be able to

- Integrate basic management theories into supervisory and management functions.
- Differentiate threshold issues involved in the legal, ethical, and social responsibilities of management.

Manufacturing Assistant

Upon completion of the business management program, students will be able to

- Identify various production processes and describe techniques that improve productivity, including computer-aided design and manufacturing, flexible manufacturing, lean manufacturing, and mass customization.
- Describe operations management planning issues including facility location, facility layout, materials requirement planning, purchasing, just-in-time inventory control, and quality control.

Retail Management (Certificate of Achievement)

Upon completion of the business management program, students will be able to

- Describe examples of a market penetration, retail format development, market expansion, and diversification growth strategies that a retail company might use.

Supervision

Upon completion of the business management program, students will be able to

- Compare and contrast job design approaches that increase work efficiency versus work motivation, and describe three strategies for improving employee motivation through job design.
- Identify various barriers (noise) to effective communication, and describe strategies for getting your message across and engaging in active listening.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

Business managers formulate the policies and direct the operations of corporations, nonprofit institutions, and government agencies. They are found in nearly all work settings in a variety of industries, such as the following:

- Accounting
- Advertising and Marketing
- Construction
- Distribution
- Financial Services
- Health Care
- Insurance
- Logistics
- Real Estate
- Retail
- Travel and Hospitality

Upon completion of the baccalaureate degree, students will be prepared for careers in specialized areas such as:

- Marketing
- Advertising
- Sales
- General Management
- Accounting
- Financial Services
- Entrepreneurship
- Human Resources Management
- Purchasing
- Customer Relations Management

Upon completion of the associate degree, students will be prepared for various entry-level positions within these same organizations, for promotion from technical and specialty job functions into management positions, and/or for transfer to a baccalaureate program.

Associate in Arts Degree Business Administration

Complete the following courses:		Units
ACCT 1A	Financial Accounting	4
ACCT 1B	Managerial Accounting	4
ECON 1	Principles of Economics—Micro	3
ECON 2	Principles of Economics—Macro	3

Complete at least two courses from the following:		Units
CS 1	Introduction to Computer Systems	3
MGT 12A	The Legal Environment of Business	3
MATH 11	A Brief Course in Calculus	4

TOTAL UNITS REQUIRED: 20-21

Recommended Electives: CIM 112.1, 112.2; MGT 1, 102, 125, 135; MATH 9; PHIL 2

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree in Business Administration for Transfer

This curriculum provides an opportunity to achieve an Associate in Science Degree in Business Administration for Transfer to the California State University System (CSU) while completing the first and second year requirements for transfer to a four-year institution. A baccalaureate degree is recommended preparation for those considering professional careers in business. Complete of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work. This program is designed specifically for the California State University system. Each CSU school, however, reserves a right to accept students with AS-T degree into some (not all) specific specialization under the BS in Business Administration. Lower Division requirements for the University of California system and private four-year colleges vary by transfer school.

Complete the following required core courses:		Units
ACCT 1A	Financial Accounting	4
ACCT 1B	Managerial Accounting	4
ECON 1	Principles of Economics—Micro	3
ECON 2	Principles of Economics—Macro	3
MGT 12A	The Legal Environment of Business	3

List A: Complete one of the following courses:

MATH 10	Introduction to Statistics	3
OR		
MATH 11	A Brief Course in Calculus	4

Major continues on next column

List B: Complete two of the following courses:

CIM 107	Introduction to Personal Computer Application	3
OR		
CS 1	Introduction to Computer Systems	3
MGT 1	Introduction to Business	3
OR		
MGT 104	Business Communication	3

TOTAL UNITS REQUIRED: 26-27

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

Associate in Science Degree or Certificate of Achievement Business Management

Complete the following courses:		Units
ACCT 1A	Financial Accounting	4
CIM 107	Introduction to Personal Computer Applications	3
MGT 1	Introduction to Business	3
MGT 12A	The Legal Environment of Business	3
MGT 125	Organizational Behavior	3
MGT 135	Introduction to Marketing	3
MGT 203	Business English	3

TOTAL UNITS REQUIRED: 22

Recommended Electives: ACCT 114; CIM 112.1, 112.2; MGT 168; ECON 1, 2; ENTR 217; MGT 102, 104, 115, 268, 288; WR 1

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree or Certificate of Achievement Manufacturing Assistant

Complete the following courses:		Units
MGT 168	Cooperative Work Experience: Management	2-4
MGT 102	Public Speaking for Business	3
MGT 125	Organizational Behavior	3
MGT 203	Business English	3
MATH 10	Introduction to Statistics	3

Complete 6 units from the following courses:		Units
ACCT 112.1	Spreadsheets I	1.5
ACCT 112.2	Spreadsheets II	1.5
COMM 1	Communication Fundamentals	3

TOTAL UNITS REQUIRED: 20-22

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree or Certificate of Achievement Supervision

Complete a minimum of 18 units from the following courses:		Units
CIM 112.1	Spreadsheets I	1.5
CIM 201A	Introduction to Computers, Keyboarding, and Word I	1
ENTR 217	Social Media Marketing	3
MGT 1	Introduction to Business	3
MGT 104	Business Communication	3
MGT 125	Organizational Behavior	3
MGT 203	Business English	3
MGT 268	Introduction to International Business	3
COMM 1	Communication Fundamentals	3
OR		
MGT 102	Public Speaking for Business	3

TOTAL UNITS REQUIRED: 18

Recommended Electives: ACCT 1A, 114, 215; CIM 112.2, 114; MGT 168; ECON 1; MGT 12A

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

CERTIFICATE OF ACHIEVEMENT

Certificate of Achievement Retail Management

The Retail Management certificate program, designed by managers of major retail corporations, prepares individuals to be effective managers or to be promoted to management in the retail industry. Courses assist students in understanding the scope of the retail manager's job and the requirements for success. Completion of the certificate enhances the student's opportunities for entry-level employment as well as advancement in a variety of retail careers. The Western Association of Food Chains (WAFC) has endorsed this program. Current grocery industry associates are encouraged to contact their Human Resources office for details on the WAFC program.

GROUP A—Foundation Courses		Units
ACCT 114	Business Mathematics	3
CIM 107	Introduction to Personal Computer Applications	3
MGT 104	Business Communication	3
COMM 1	Communication Fundamentals	3
OR		
MGT 102	Public Speaking for Business	3

GROUP B—Intermediate Courses		Units
ACCT 215	General Accounting	3
MGT 120	Principles of Business Management	3
MGT 135	Introduction to Marketing	3

GROUP C—Advanced Courses		Units
MGT 125	Organizational Behavior	3
MGT 282	Retail Management	3
MGT 288	Human Resource Management	3

TOTAL UNITS REQUIRED: 30

To earn the certificate of achievement: See page 26 for certificate information and requirements.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Entrepreneurial Planning and Presentation

This Certificate of Proficiency is intended to help prepare students interested in pursuing entrepreneurship with the planning and presentation tools needed to develop and communicate a business idea, strategy, and analysis of business objectives.

Complete the following courses:		Units
ENTR 200	Pathways to Success	1
ENTR 241	The Successful Business Plan	2
ENTR 242	Persuasive Presentations	2

TOTAL UNITS REQUIRED: 5

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Entrepreneurship Skills

This certificate includes courses that prepare students to discover and develop internal and external characteristics of entrepreneurial success, create a strategy for taking advantage of opportunity, and to take action by starting a business or work as self-employed individuals.

Complete the following courses:		Units
ENTR 200	Pathways to Success	1
ENTR 201	Creative and Idea Generation	1
ENTR 212	Market Validation and Research	1
ENTR 217	Social Media Marketing	3
ENTR 221	Money, Accounting and Finance for Entrepreneurs	2
ENTR 222	Business Structure and Legal Requirements	1
ENTR 223	Building the Entrepreneurial Team	2
ENTR 241	The Successful Business Plan	2
MGT 160	Entrepreneurship: Managing Your Business	3
OR		
ENTR 211	Business Models	2
AND		
ENTR 224	Operations Management for Entrepreneurs	1
TOTAL UNITS REQUIRED:		16

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Idea Development and Opportunity Recognition for Entrepreneurs

This certificate of proficiency is intended to help students who are interested in pursuing entrepreneurship to develop new ideas and recognize opportunities as a foundation for creating a new business.

Complete the following courses:		Units
ENTR 200	Pathways to Success	1
ENTR 201	Creativity and Idea Generation	1
ENTR 202	Innovations and Opportunities	2
TOTAL UNITS REQUIRED:		4

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Research Tools for Entrepreneurs

This certificate of proficiency is intended to help students understand and use research tools and processes used in validating business ideas and marketing strategies.

Complete the following courses:		Units
ENTR 200	Pathways to Success	1
ENTR 211	Business Models	2
ENTR 212	Market Validation and Research	1
TOTAL UNITS REQUIRED:		4

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Understanding Entrepreneurial Operations

This certificate of proficiency is intended to help students develop knowledge, skills, and resources in the areas of financial management, legal considerations, product and service operations, and personnel management associated with starting and running a small business.

Complete the following courses:		Units
ENTR 200	Pathways to Success	1
ENTR 221	Money, Accounting and Finance for Entrepreneurs	2
ENTR 223	Building the Entrepreneurial Team	2
ENTR 224	Operations Management for Entrepreneurs	2
TOTAL UNITS REQUIRED:		7

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

MATHEMATICS

School of Mathematics, Computer Science
and Engineering

Dean: Lianna Zhao, MD

Academic Co-Chairs: Miriam Castroconde, Lan Pham

Faculty: Miriam Castroconde; Carlo Chan, PhD; Terry Cheng;

Joshua Danufsky; Ilknur Erbas-White; Sanjai Gupta, PhD; Kenn Huber, PhD; Brent Monte, PhD; Lan Pham, PhD; Joel Sheldon; Benjamin Vargas, PhD; Richard Zucker

COURSES

The Mathematics Department at Irvine Valley College offers a wide range of courses to meet the varied needs of students pursuing their academic and vocational goals. The department offers a comprehensive curriculum for students who plan to transfer to four-year colleges and universities. In addition, the department offers developmental courses taught in a variety of formats. Students can enroll in these courses for personal enrichment and/or to get ready to take courses at the college level. The department offers support for all mathematics students in the Mathematics Center, a facility staffed by faculty and tutors.

MAJOR

The completion of an Associate in Arts degree in mathematics or an Associate in Science degree in mathematics for transfer demonstrates commitment to the field and provides comprehensive preparation for upper-division courses in most professional careers related to mathematics.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the mathematics program, students will be able to

- Perform arithmetic operations proficiently.
- Demonstrate proficiency in algebra.
- Solve application problems at the level of the course in which they are enrolled.
- Interpret the solution of an application problem and provide an answer appropriate to the context of the problem.
- Demonstrate proficiency in the material of the course in which they are enrolled.
- Use technology in the problem-solving process, when appropriate.

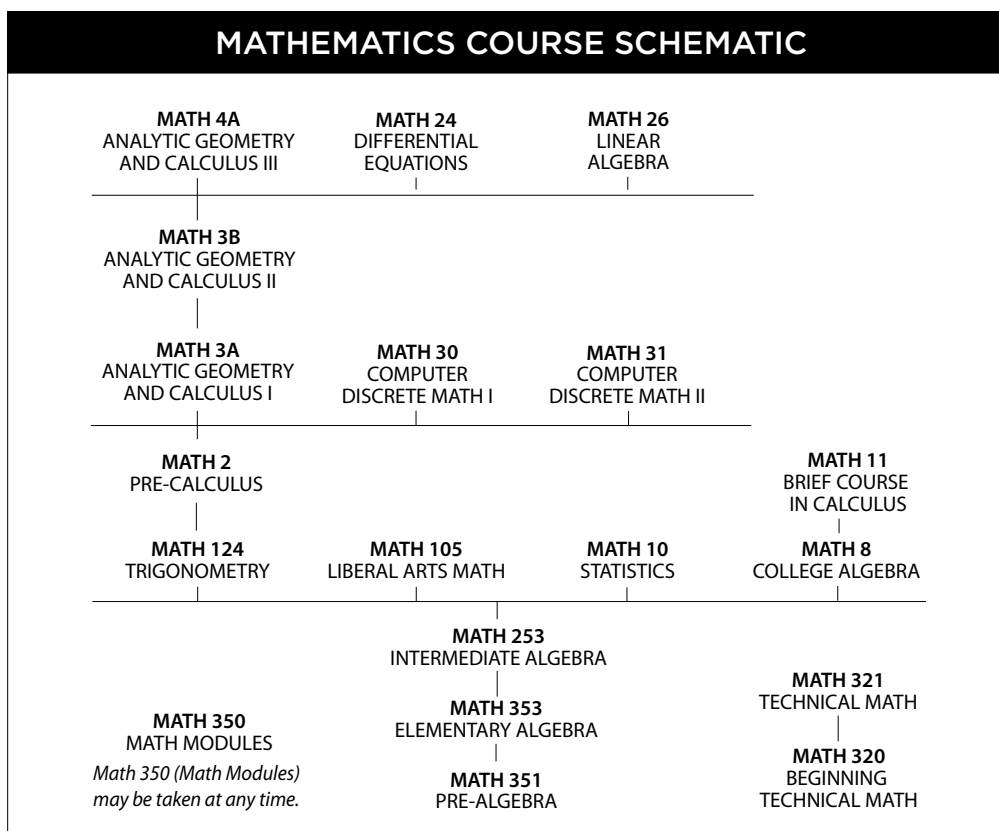
POTENTIAL CAREERS

(FOR NON-TRANSFER DEGREE RECIPIENTS)

A two-year degree in mathematics equips students with problem-solving skills that employers in many fields find attractive. Some of the jobs that a person with a mathematics AS could obtain are:

- Accounts payable or receivables clerk
- Assistant to a certified public accountant
- Auditing, new accounts or payroll clerk
- Bank teller
- Bookkeeper
- Clerk in a brokerage firm
- Computer technician
- Insurance sales agent
- Loan processor
- Tutor

MATHEMATICS COURSE SCHEMATIC



Additionally, an AS in mathematics will give students a strong background to continue their education in four-year colleges in any STEM field. Below is a list of some career paths that a student with an AS degree in mathematics could follow.

- Astronomy
- Business Administration
- Chemistry
- Computer Science
- Economy
- Engineering
- Mathematics
- Operations Research
- Physics
- Psychology
- Statistics
- Teaching

Associate in Science Degree Mathematics

Complete the following courses:		Units
MATH 3A	Analytic Geometry and Calculus I	5
OR		
MATH 3AH	Analytic Geometry and Calculus I Honors	5
MATH 3B	Analytic Geometry and Calculus II	5
OR		
MATH 3BH	Analytic Geometry and Calculus II Honors	5
MATH 4A	Analytic Geometry and Calculus III	5
MATH 24	Elementary Differential Equations	4
OR		
MATH 24H	Elementary Differential Equations Honors	4
MATH 26	Introduction to Linear Algebra	4
Complete one of the following courses:		
PHYS 4A	General Physics	4
CS 10	Introduction to Programming Using Python	3
CS 36	C Programming	3
CS 37	C++ Programming	3
TOTAL UNITS REQUIRED:		26-27

To earn the associate degree: See page 28 of the full 2014-15 Irvine Valley College catalog for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree in Mathematics for Transfer

Complete the following courses:		Units
MATH 3A	Analytic Geometry and Calculus I	5
OR		
MATH 3AH	Analytic Geometry and Calculus I Honors	5
MATH 3B	Analytic Geometry and Calculus II	5
OR		
MATH 3BH	Analytic Geometry and Calculus II Honors	5
MATH 4A	Analytic Geometry and Calculus III	5

Complete one course from the following:		Units
MATH 24	Elementary Differential Equations	4
OR		
MATH 24H	Elementary Differential Equations Honors	4
MATH 26	Introduction to Linear Algebra	4

Complete one course from the following (any course not used above):		
CS 6B/ MATH 31*	Computer Discrete Mathematics II	3
CS 30	Visual Basic Programming	3
CS 36	C Programming	3
CS 37	C++ Programming	3
CS 38	Java Programming	3
CS 40A	Computer Organization and Assembly Language I	3
CS 40B	Computer Organization and Assembly Language II	3
CS 41	Data Structures	3
CS 130	Visual Basic Programming	3
MATH 10	Statistics	3
PHYS 4A	General Physics	4

TOTAL UNITS REQUIRED: 22-23

* Cross-listed course: Area credit given in one area only.

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

MUSIC

School of the Arts

Dean: Joseph Poshek

Academic Chair: Matthew Tresler, DMA

Faculty: Susan Boettger, DMA; Daniel Luzko, DMA;
Stephen Rochford, DMA; Matthew Tresler, DMA

Lab Tech: Mark Petersen

Staff Accompanist: Amy Toscano; Anne Shin

COURSES

The music curriculum is designed to provide a thorough and high-quality course of study for the transferring music major, as well as opportunities for students in other fields to learn about music through courses and through participation in performing groups. Courses offered in the music curriculum meet major transfer requirements, and many also meet general education requirements in the arts and/or humanities. The curriculum includes courses in music performance, theory, history, and appreciation, as well as a variety of fine vocal and instrumental ensembles. Additionally, courses of instruction are offered in guitar, piano and voice.

MUSIC MAJOR PROGRAM

The department offers this program to qualified music students who wish to develop their performance abilities. Admission to the program is done by auditions, which are scheduled before the start of fall and spring semesters. Students must complete certain course requirements including specific classes in order to receive one-on-one vocal, instrumental, or piano instruction, the main concentrations of the program. For more information call 949-451-5538 or email mtresler@ivc.edu.

MUSIC TRANSFER DEGREE

The Associate in Arts in Music for Transfer (AA-T in Music) is designed to provide a thorough and high-quality course of study for the transferring music major, as well as opportunities for students in other fields to learn about music through courses and through participation in performing groups. Courses offered in the music curriculum meet major transfer requirements, and many also meet general education requirements in the arts. The curriculum includes courses in music performance, theory, as well as a variety of fine vocal and instrumental ensembles. Additionally, courses of instruction are offered in guitar, piano, and voice.

Students in the major will receive leveled performance training on their given instrument with emphasis on technical skills and stylistic context. Instruction focuses on developing a connection with the expressive and creative self.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the music program, students will be able to

- Demonstrate literacy in both music notation and discourse about music.
- Develop an understanding of the historical and cultural context of musical style.
- Demonstrate artistic and creative growth as a musician.

INSTRUMENTAL PERFORMANCE

The mission of the instrumental music area (IMA) is to provide the finest artistic experience possible for its students and audiences. The IMA is one of the most active and visible segments of the college. IMA performance ensembles serve as a nexus between music students, the college and local communities, and student and professional composers and soloists. Currently there are performance opportunities in the Jazz Ensemble, Orchestra, Wind Symphony, and Guitar Program.

The Jazz Ensemble, Orchestra, Wind Symphony, and guitar classes are exemplary of the California Community Colleges. Membership is drawn from traditional college-aged students as well as from community members of all ages and experiences. Graduates have transferred to all of the region's major universities and are active in many professions of music.

Instrumental Performance Rehearsal Days and Times

Jazz Ensemble:	Thursdays, 7:00-9:50 p.m.
Orchestra:	Tuesdays, 7:00-9:50 p.m.
Wind Symphony:	Wednesdays, 7:00-9:50 p.m.
Guitar:	Tuesdays, 7:00-9:50 p.m.

The Jazz Ensemble, Orchestra, Wind Symphony and Jazz Improvisation courses are not beginning instrument or beginning music reading courses. Students should have three years of ensemble experience before joining. Interested string, brass, woodwind, percussion and guitar players are encouraged to consider joining one of the ensembles or course offerings. For further information, please contact Dr. Stephen Rochford at 949-451-5366; 949-451-5775 (fax); or srochford@ivc.edu.

Guitar Program and Ensemble

Under the direction of world-renowned guitarist and lutenist John Schneiderman, the guitar program offers recital opportunities for students to perform as soloists and in small and large ensembles in three levels of class guitar and the new guitar ensemble. For further information, please contact Mr. Schneiderman at jschneiderm@ivc.edu.

Jazz Ensemble

The Jazz Ensemble was formed in 1998 and has remained an active and vibrant part of the college since. The ensemble performs newly composed works as well as music from the repertoire of the jazz big band tradition. The Jazz Ensemble is also the featured performance at the annual IVC Jazz Picnic. For further information, please contact conductor Dan St. Marseille at dstmarseille@ivc.edu.

Orchestra

The IVC Orchestra is a traditional ensemble of orchestral strings (violin, viola, cello, and bass), woodwinds, brass and percussion. The orchestra performs works from the Renaissance period to the 21st century, including original works drawn from the vast orchestral repertoire, transcriptions, and new works commissioned from professional composers and student composers. For further information, please contact Prof. Iman Khosrowpour at ikhosrowpour@ivc.edu.

Wind Symphony

The IVC Wind Symphony is the oldest instrumental ensemble at IVC. It is an ensemble of traditional band/orchestra wind and percussion instruments. The Wind Symphony performs repertoire from the Renaissance period to the 21st century, including original wind music; quality transcriptions of folk, orchestral, choral and other music; as well as brand new music composed for the medium. Since 1991 the ensemble has performed over 40 world, state, or regional premieres of new music, including over 10 works commissioned directly from professional composers and from IVC composition students. For further information, please contact Dr. Stephen Rochford at srochford@ivc.edu.

KEYBOARD PERFORMANCE

The IVC Keyboard Department is a vibrant program with renowned piano faculty and visiting artists, impeccably maintained Steinway pianos, and a busy calendar of concerts. **The Piano Performance and Ensemble course and Piano Major** train top local and international students to perform and transfer to elite conservatories and music programs. Students from this course have been accepted to Juilliard, Stanford University, USC, and other music conservatories. Visiting artists have included teachers from USC, Curtis, UC Irvine, and the Colburn School. All students in the performance course and major have the opportunity to perform on the main stage of the Performing Arts Center, which boasts two new Steinway D concert grands. **The Keyboard Series** brings a strong performance component to the department, featuring many of our Juilliard-trained IVC piano faculty and internationally renowned guest keyboard artists. **Group Lessons:** Group piano classes are offered for every level of student, from the absolute beginner to the advanced. The Piano I, II, III, and IV courses offer a comprehensive and effective piano program which provides a solid foundation in reading notation, technique, and repertoire. Our brand new Yamaha Keyboard Lab ensures that every student has their own keyboard, with students receiving individual as well as group training. For more information, please contact Dr. Susan Boettger at sboettger@ivc.edu.

Piano Performance and Ensemble Course Days and Times

Piano Ensemble: Thursdays, 4:00-6:45 p.m.

CHORAL PERFORMANCE

Master Chorale

The Master Chorale was the first music ensemble at IVC, performing for the first time in 1979. Since that time, the Master Chorale has offered performances from the great masterworks of the Western canon to the Great American Songbook, to the vast treasury of choral music from the world's cultures. The choir has traveled to Europe and South America, and choir members have performed on the stage of Carnegie Hall. This auditioned, mixed-voice choir continues to present concerts of masterworks with orchestra and concerts of varied repertoire from chant and motets, to folk songs and commissioned works. For further information or to audition, please contact Dr. Matthew Tresler at 949-451-5538 or mtresler@ivc.edu.

Choral Performance Rehearsal Days and Times

Master Chorale: Tuesdays, 7:00-9:50 p.m.

GROUP CLASS MUSIC LESSONS

The Music Department recognizes that, for many students, learning how to play an instrument or sing can be a source of great enrichment in their college education. Class lessons in **guitar, piano and voice** are offered by expert teachers—performers of the highest caliber who can be seen and heard in professional venues around Southern California. Not only do students learn the rudiments of performance; they are able to proceed from beginning to intermediate and advanced levels of instruction. Class instruction in performance has proven educational benefits, enhancing learning as well as providing peer support and motivation. An additional benefit is that class lessons are economical for IVC students.

MUSIC HISTORY

The Department of Music offers general education breadth courses in music history. These courses are appropriate as part of a student's general education transfer preparation or as part of a student's interest in learning more about the diverse disciplines of the arts. Music Appreciation (Music 20) is the standard collegiate lower-division course covering musical style and genre, as well as historical and biographical information about the many European classical music traditions. World Music (Music 21) covers musical style and genre, and historical and sociological aspects of music from non-European sources. History of Rock Music (Music 28), one of the most popular courses in the program, covers musical style and genre, as well as historical, biographical, and political aspects of this important contemporary art form. All of these courses are transferable to both the UC and CSU systems.

MUSIC THEORY AND COMPOSITION

IVC offers a spectrum of music theory classes for all levels. Students may complement their studies with Music 1, The Basics of Music. This course is designed primarily for the general education student and is transferable to both the UC and CSU systems. The department also offers the traditional lower division of Music Theory/Harmony (Music 3, 4, 5, 6). This is a four-semester sequence designed primarily for the serious music student and music major with comprehensive training in musical structures, harmony, ear training, sight-singing, dictation, and keyboard harmony, and spans the Baroque through contemporary periods of music. The Department of Music promotes and includes student and professional composition in each of its areas, disciplines and performance ensembles. Composition is taught across the Music Theory curriculum. IVC music students have won state composition contests, participated in composition conferences, and been accepted at the region's major universities. Music alumni are published professional composers in the classical, pop, film, radio and television industries. Finally, IVC music students can develop their creative knowledge and artistic skills in a supportive environment and have numerous opportunities to receive performances of their music in concerts and recitals on campus including the annual composer's concert every April. For more information on music theory and composition classes, please contact Dr. Daniel Luzko at 949-451-5762 or duluzko@ivc.edu.

POTENTIAL CAREERS

Examples of careers in music include the following:

- Accompanist
- Agent
- Arranger
- Arts Attorney
- Arts Journalist/Reviewer
- Arts Management
- Arts Marketing and Sales
- Composer
- Conductor
- Contract Attorney
- Copyist
- Curator (Arts, Instruments and Manuscripts)
- Editor
- Foley Artist
- Instrument Designer and Builder
- Instrument Manufacturer
- Instrument Repair
- Intellectual Property Rights Attorney
- Keyboard Technician
- Music Consultant
- Music Librarian
- Music Psychology
- Music Store Owner
- Music Theoretician
- Music Therapy
- Musicologist
- Organ Builder/Tuner/Technician
- Part Preparer
- Performer
- Piano Tuner
- Producer
- Proofreader
- Publisher
- Sound and Stage Technician
- Sound Designer
- Sound Engineer
- Teacher
- Web Sound Designer

Associate in Arts Degree Music

NOTE: Music majors must complete at least two semesters (4 units) from Piano I, II, III, or IV at any time during their four semesters of study.

Complete 4 units from the following courses

(see note above):		Units
MUS 54	Piano I	2
MUS 55	Piano II	2
MUS 56	Piano III	2
MUS 57	Piano IV	2

Complete the following courses:

First Semester

MUS 3	Harmony I	4
MUS 38, 39, 40, 42, 44, 46 or 59	Performance Ensembles	1
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Applied Music Performance Workshop	0.5

Second Semester

MUS 4	Harmony II	4
MUS 38, 39, 40, 42, 44, 46 or 59	Performance Ensembles	1
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Applied Music Performance Workshop	0.5

Third Semester

MUS 5	Harmony III	4
MUS 38, 39, 40, 42, 44, 46 or 59	Performance Ensembles	1
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Applied Music Performance Workshop	0.5

Fourth Semester

MUS 6	Harmony IV	4
MUS 38, 39, 40, 42, 44, 46 or 59	Performance Ensembles	1
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Applied Music Performance Workshop	0.5

TOTAL UNITS REQUIRED: 28

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Music for Transfer

Complete the following courses:

First Semester

MUS 3	Harmony I	4
MUS 39, 40, 42, 44, 46 or 59	Performance Ensembles	1
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Applied Music Performance Workshop	0.5

Second Semester

MUS 4	Harmony II	4
MUS 39, 40, 42, 44, 46 or 59	Performance Ensembles	1
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Applied Music Performance Workshop	0.5

Third Semester

MUS 5	Harmony III	4
MUS 39, 40, 42, 44, 46 or 59	Performance Ensembles	1
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Applied Music Performance Workshop	0.5

Fourth Semester

MUS 6	Harmony IV	4
MUS 39, 40, 42, 44, 46 or 59	Performance Ensembles	1
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Applied Music Performance Workshop	0.5

TOTAL UNITS REQUIRED: 24

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

PARALEGAL STUDIES

School of Business Sciences

Dean: Anna "Cathleen" Greiner, PhD

Academic Chair: Bob Urell

Faculty: June McLaughlin, JD

COURSES

Courses in the paralegal studies program provide students with the skills and knowledge needed to work as a paralegal in civil litigation, bankruptcy or estate planning law firms; an understanding of ethical rules and regulations applicable to legal professionals; an overview of legal theory; and a practical introduction to legal research and writing.

MAJOR

A paralegal is an individual who, although not a member of the legal profession, is qualified through education, training, and/or work experience to be employed or retained by a lawyer, law office, governmental agency, or other entity. The paralegal performs specifically delegated substantive legal work under the direction and supervision of an attorney. Some of the services that the paralegal provides for an attorney include legal research; development of law office systems; client interviews; drafts; pleadings; case briefs; legal calendaring; preparing discovery for litigated cases; preparing drafts of wills and trusts; and maintaining client records and files.

The paralegal program at Irvine Valley College prepares students to assist attorneys as paralegals in administrative agencies, corporations, insurance companies, private law firms, government and other legal environments. Emphasis is on training students in the practical application and development of up-to-date paralegal related job skills. In addition, the program introduces students to legal theory.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the paralegal program, students will be able to

- Employ legal terminology competently and generally define the major legal systems and the functions of the law in American society.
- Explain and cite examples of the ethical rules and concerns in the legal profession.

POTENTIAL CAREERS

Most paralegals are employed by law firms, corporate legal departments, and various government offices. In these organizations, they can work in many different areas of the law, including litigation, personal injury, corporate law, criminal law, employee benefits, intellectual property, labor law, bankruptcy, immigration, family law, and real estate.

Associate in Science Degree or Certificate of Achievement

Paralegal Studies

Complete the following courses:		Units
LGL 201	Introduction to Paralegal Studies and Ethics	2
LGL 202	Computer Technology and Electronic Research	3.5
LGL 203	Business Law Contracts and Torts	3
LGL 205	Introduction to Legal Research and Writing	3
LGL 206A	Civil Litigation I	3
LGL 206B	Civil Litigation II	3

Complete a minimum of 9 semester units from the following courses:

ACCT 215	General Accounting	3
AJ 2 †	Introduction to Administration of Justice	3
LGL 168	Cooperative Work Experience: Paralegal	1–4
LGL 208	Wills, Trusts and Estates	3
LGL 209	Bankruptcy	3
MGT 12A†	Legal Environment of Business	3
MGT 104	Business Communications	3
RE 174A†	Legal Aspects of Real Estate	3

TOTAL UNITS REQUIRED: 26.5

† Recommended

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Pre-Law

Complete the following courses:		Units
LGL 205	Introduction to Legal Research and Writing	3
LGL 215	Environmental Law and Policy	3
MGT 12A	Legal Environment of Business	3
RD 174	Critical Reading	3

TOTAL UNITS REQUIRED: 12

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

PHILOSOPHY

School of Humanities

Dean: Karima Feldhus, PhD

Academic Chair: Brittany Adams, PhD

Faculty: Roy Bauer

COURSES

Each of the courses in the philosophy curriculum starts out with substantial instruction in reasoning skills. In the subsequent examinations of specific issues, students gradually develop their capacity to join in the examination with logical rigor. Students develop this capacity both in frequent class discussions and in writing assignments. Philosophy courses may be used to meet general education and transfer requirements in critical thinking and humanities.

MAJOR

The student of philosophy seeks to uncover the assumptions underlying our understanding of the world and to subject those assumptions to careful scrutiny using the tools of logic. Thus, in doing philosophy, one asks such fundamental questions as, "Can I really know anything about the world?" "What is my relationship to government and to society?" "Have I a free will?" "What is the relationship between the language I use and the world?" In pursuing such questions systematically, one may approach the Socratic ideal of living the "examined life": a life in which one attempts to arrive at those beliefs best supported by reason.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the philosophy program, students will be able to

- Identify, analyze, and evaluate the epistemological assertions, metaphysical assumptions, and shared understandings that undergird particular cultural understandings as reflected in works of philosophy.
- Demonstrate willingness and ability to analyze ideas, events, and cultural texts from diverse origins.
- Demonstrate the ability to construct a critical argument synthesizing multiple perspectives and points of view.

POTENTIAL CAREERS

The precision of thought and expression that philosophy requires makes excellent preparation for a variety of careers. Those who do well in philosophy can expect to think more clearly and logically and to approach problems or issues more systematically. Philosophy students are encouraged to develop a clear, precise, and direct writing style. Increasingly, the ability to write in this fashion is valued by employers.

Philosophy majors are among the most successful law students, owing to philosophy's emphasis on analysis, argumentation, and evaluation. Analytical skills developed in philosophy are also useful in a variety of fields, such as computer programming, business, policy analysis, government, and teaching. The major also provides a sound foundation for transfer students intending upper-division study in philosophy.

Associate in Arts Degree Philosophy

Complete the following courses:		Units
PHIL 1	Introduction to Philosophy	3
PHIL 3	Introduction to Logic	3
PHIL 10	Ancient Philosophy	3
PHIL 11	Modern Philosophy	3
WR 2	College Writing 2: Critical Thinking/Writing	4
Complete one of the following courses:		
PHIL 2	Introduction to Ethics	3
PHIL 5	Political Philosophy	3
TOTAL UNITS REQUIRED:		19

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Philosophy for Transfer

Complete two of the following courses:		Units
PHIL 1	Introduction to Philosophy	3
PHIL 2	Introduction to Ethics	3
PHIL 3	Introduction to Logic	3
Complete one course from the following (any course not used above):		
PHIL 10	Ancient Philosophy	3
PHIL 11	Modern Philosophy	3
Complete two courses from the following, or PHIL 10 or 11:		
HIST 10	The West and the World Through the Renaissance	3
HIST 11	The West and the World from the Renaissance	3
WR 2	College Writing 2: Critical Thinking/Writing	4
OR		
WR 2H	College Writing 2: Critical Thinking/Writing Honors	4
Complete the following course, or PHIL 10 or 11, or any course from the above list:		
PHIL 5	Political Philosophy	3
TOTAL UNITS REQUIRED:		18-19

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

PHYSICAL SCIENCE

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD

Academic Chair: Kiana Tabibzadeh, PhD

Faculty: Justin Komine; Roy McCord; Alec Sim

COURSES

The curriculum in physical science includes courses in astronomy and physics. The curriculum is designed to attract and cultivate the student's imagination as to the origin, composition, and mechanics of the solar system; the movement of objects in relation with gravitational, magnetic, and electrical forces; the interaction between matter and energy; the behavior of light; and the physical characteristics of substances.

Courses offered through the curriculum meet general education requirements in natural sciences. They also may be taken as electives toward a major in liberal arts and sciences, or they may be taken to meet the requirements for an Associate in Arts degree with a major in physical science.

MAJOR

While a baccalaureate degree is recommended preparation for those considering professional careers related to physical science, the completion of the associate degree program will demonstrate commitment to the field and will provide comprehensive preparation for upper-division work.

The purpose of this degree is to provide a solid background in the areas of physical science. By choosing the appropriate courses from the recommended electives list, students should be able to continue their education in chemistry, physics, engineering and many other fields in the physical sciences which require these courses as prerequisites.

PROGRAM STUDENT LEARNING OUTCOMES

Astronomy

Upon completion of the astronomy program, students will be able to

- Develop understanding of the principle areas of physical science and astronomy including concepts and methods of inquiry at an appropriate level. Subjects include, but are not limited to, the scientific method, historical development of astronomy, laws of motion and gravity, electromagnetic energy, solar system, stellar dynamics, galaxies and cosmology.
- Successfully solve conceptual and numerical problems of a physical nature through the recognition of type of problem, analysis of relevant information, proper application of concepts and techniques applying math through pre-algebra.
- Effectively communicate in writing the fundamental concepts and techniques of astronomy and the physical sciences at an appropriate level.

- Demonstrate appropriate lab skills including the proper use of basic measuring devices. Students will read and accurately interpret lab directions and analyze data for relevance and adherence to theory.
- Students will choose and use appropriate tabular and/or graphical methods to present and analyze physical data.

Physics

Upon completion of the physics program, students will be able to

- Observe processes, repeatable physical events, and interactions and identify their physical origin in a consistent and analytic manner.
- Establish cause-and-effect relationships between physical interactions through progressive scientific modeling using a variety of mathematical techniques.
- Demonstrate the ability to verify models developed through systematic scientific measurement.
- Effectively communicate information, scientific or otherwise, in both written and verbal form.
- Demonstrate the ability to apply foundational knowledge of experimental physics to the solution of problems in physics.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

Examples of careers in the physical sciences include the following:

- Aerospace Engineer
- Astronomer
- Astrophysicist
- Defense Planner
- Educator
- Geophysicist
- Laboratory Technician
- Medical Physicist
- National Laboratory Researcher
- Navigation Equipment Specialist
- Nuclear Physicist
- Physicist
- Planetarium Exhibit Planner/Guide
- Research Scientist or Assistant
- Satellite Data Analyst
- Scientific Photographer
- Seismologist
- Telescope Operator
- Test Engineer

Associate in Arts Degree Physical Science

Complete the following courses:		Units
CHEM 1A	General Chemistry I	5
CHEM 1B	General Chemistry II	5
MATH 3A	Analytic Geometry and Calculus I	5
MATH 3B	Analytic Geometry and Calculus II	5
PHYS 4A	General Physics	4
PHYS 4B	General Physics	4
TOTAL UNITS REQUIRED:		28

Recommended Electives: MATH 4B, MATH 24, MATH 26

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Science Degree for Transfer Physics

Complete the following courses:		Units
PHYS 4A	General Physics	4
PHYS 4B	General Physics	4
PHYS 4C	General Physics	4
MATH 3A	Analytic Geometry and Calculus I	5
MATH 3B	Analytic Geometry and Calculus II	5
MATH 4A	Analytic Geometry and Calculus III	5
TOTAL UNITS REQUIRED:		27

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

POLITICAL SCIENCE

School of Social and Behavioral Sciences

Interim Dean: Traci Fahimi

Academic Chair: Joon Kil

Faculty: Traci Fahimi; Joon Kil, PhD

COURSES

Since exposure to other political systems and ideas is vital in this increasingly interdependent world, students of all interests and backgrounds will find political science courses relevant and of value. The political science curriculum includes both required and elective courses appropriate for a general liberal arts education and for the major in political science. The core course, American Government, meets the general education requirement in American Institutions and lays a broad analytical framework that may be employed in examining political issues. Other courses in the curriculum meet general education requirements in the social sciences.

MAJOR

Most social, economic and moral issues have political implications; and governmental policy affects most aspects of daily life. Political science is an excellent liberal arts major for students interested in learning how groups of people govern themselves; how policies are made; and how we can improve our government policies at the local, state, national, and international levels. Those interested in American politics, international affairs, critical issues such as civil rights, health care, the environment and the deficit should consider this course of study. A political science major provides a solid foundation for jobs in almost any field, from business to law to research.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the political science program, students will be able to

- Identify the institutions, actors and processes in both American national and state government.
- Understand the importance of citizenship and political participation.
- Analyze the exercise of power in formal governmental institutions and non-governmental institutions.
- Differentiate and classify political systems, their historical context and development, and the social and economic systems with which they interact.
- Compare the US political system to the political systems of European, Asian, African, Latin American, and Middle Eastern states.
- Describe the political and economic relations among states and the transnational relations practiced by people, organizations, and institutions.
- Identify the methods, approaches, or theories used in accumulating and interpreting information applicable to the discipline of political science.
- Demonstrate knowledge of contemporary political issues and be able to present differing viewpoints.
- Demonstrate critical thinking skills and formulate and defend an argument about politics in a written and/or oral format.

- Demonstrate the basic research skills necessary to write a paper in the discipline of political science.
- Demonstrate basic knowledge of the content of the major subfields in political science: American Politics, Comparative Politics, International Relations, and Political Theory.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

Examples of careers for the political science major include the following:

- Teaching in Secondary and Post-secondary Schools
- Law
- Government Employment
 - Campaign Manager
 - Legislative Staff Member
 - State, Local, and Federal Elected Office Holder
 - Government Agency Employee
- Business and Private Agencies
 - Insurance
 - Agriculture
 - Finance
 - Consulting
 - Research
- Communications and Journalism
- International Trade and Organizations
 - United Nations
 - International Business
 - International Relief and Aid Group

Associate in Arts Degree Political Science

REQUIRED CORE COURSES

Complete the following:		Units
PS 1	American Government	3
PS 3	California Government and Politics	3
PS 4	Introduction to Political Science	3
PS 5	Political Philosophy	3
PS 12	Comparative Politics	3
PS 14	International Relations	3

REQUIRED OPTIONS, REGIONAL STUDIES

Complete one of the following courses:

PS 6	Politics and Government of the Middle East	3
PS 17	Latin American Politics and Government	3
PS 41	The History of East Asia Since 1800	3

TOTAL UNITS REQUIRED: 21

Recommended Electives: PS 168; ECON 1, 2, 20; HIST 10, 11, 20, 21; MATH 10; PHIL 2; PS 21

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Political Science for Transfer

REQUIRED CORE COURSE

Complete the following:

		Units
PS 1	American Government	3

Complete 9 units from the following courses:

PS 4	Introduction to Political Science	3
PS 5	Political Philosophy	3
PS 12	Comparative Politics	3
PS 14	International Relations	3
MATH 10	Introduction to Statistics	3
OR		
PSYC 10	Statistical Methods in the Behavioral Sciences	3

Complete 6 units from the following courses:

PS 3	California Government and Politics	3
PS 6	Politics and Government of the Middle East	3
PS 7	The Politics of Communist and Post-Communist States	3
PS 17	Latin American Politics and Government	3
PS 21	Model United Nations	3
PS 41	The History of East Asia Since 1800	3
PS 167	Cooperative Work Experience: Political Science	1-4

TOTAL UNITS REQUIRED: 18-19

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

PSYCHOLOGY

School of Social and Behavioral Sciences

Interim Dean: Traci Fahimi

Academic Chair: Kari Tucker, PhD

Faculty: Michael Cassens; Benjamin Mis, PhD; Yemmy Taylor, PhD; Kari Tucker, PhD

COURSES

Psychology courses at Irvine Valley College provide academic instruction in basic psychological concepts, theories, terminology and research methods, and promote students' life skills, personal growth and interpersonal effectiveness.

MAJOR

Students majoring in psychology at the lower-division level focus on understanding human personality and behavior, cognition, and emotions, as well as researching psychological issues of current concern. The critical insight that psychology requires makes this major especially appropriate for those considering careers in any of the helping professions, teaching, or behavioral research; or for those seeking a widely applicable liberal arts background.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the psychology program, students will be able to

- List and describe the national, regional, and local psychological organizations which serve as informational resources and offer student memberships.
- State they were well-prepared to succeed in upper division coursework at their transfer university.
- Present a paper and/or a poster describing their psychological research study. A given presentation will take place in front of a classroom and/or at a local, regional, or national psychology conference and will conform to APA presentation guidelines.
- Identify the most appropriate statistical procedure, given different research scenarios.
- Demonstrate knowledge of proper content and formatting for an APA style manuscript.
- Use SPSS statistical software to perform the basic descriptive and inferential statistical procedures taught in introductory statistical courses.
- Describe several occupations within the field of psychology and the academic pathways leading to those occupations.
- Demonstrate knowledge of psychology's different perspectives.
- Cite and interpret current research evidence for alternative positions regarding key psychological issues.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

Because psychology seeks to understand many aspects of the individual (e.g., biological, motivational, cognitive, perceptual, attitudinal, developmental, personality, social influences, among others), it has many subdivisions or areas of specialization. Thus, the field of psychology offers many career choices and much flexibility.

In addition to interesting, challenging, and financially stable jobs, graduates in psychology spend a majority of their time understanding and/or helping others in many different settings. For example, graduates in psychology (especially those with graduate degrees) work in such settings as the following:

- Business and Industry
 - Market Research Analyst
 - Customer Service Director
 - Advertising Manager
 - Human Resources Administrator
 - Labor Relations Specialist
 - Nursing Home Administrator
 - Personnel Manager
 - Public Relations Manager
 - Sales Representative
- Computer Applications
- Correctional institutions
 - Probation/Parole Officer
- Counseling and Psychology
 - Admissions Counselor
 - Career Counselor
 - Guidance Counselor
 - Marriage Counselor
 - Psychiatrist
 - Psychologist
 - Rehabilitation Counselor
 - Substance Abuse Counselor
 - Youth Counselor
- Education
- Health
 - Gerontologist
 - Hospital Administrator
 - Mental Health Worker
 - Speech Pathologist
- Law
- Medicine
- Military or Other Governmental Work
- Pharmaceuticals
- Public Relations
- Research
- Social Work
 - Child Welfare Worker
 - Community Services Agency Director
 - Social Worker
- Sports

Some choose to work in more than one of these areas over their career, and most psychologists (those with an earned doctorate degree) earn above the median salary in the United States. No matter which area or setting a psychology graduate chooses, the field will always provide opportunities to understand and help others—the hallmark of the career in psychology.

PSI BETA: NATIONAL HONOR SOCIETY IN PSYCHOLOGY

The mission of the Psi Beta Honor Society is the professional development of psychology students in two-year colleges through the recognition and promotion of excellence in scholarship, leadership, research, and community service. Psi Beta members experience educational enrichment through service activities, participation in professional psychological conferences, and competition for national awards.

To qualify for membership in Psi Beta, students must have completed at least one college psychology course with a grade of "B" or higher, have completed 12 semester units at the college level, and have a cumulative grade point average of 3.0 or higher. After paying a one-time-only fee, membership is for life. For more information about Psi Beta, students may email ktucker@ivc.edu or jrudmann@ivc.edu or call (949) 451-5447.

Associate in Arts Degree Psychology

Complete the following courses:		Units
PSYC 1	Introduction to Psychology	3
PSYC 2	Research Methods in Psychology	3
PSYC 10	Statistical Methods in the Behavioral Sciences	3

Choose one course in each of the following categories:

CATEGORY A—

PSYC 3	Physiological Psychology	3
PSYC 7	Developmental Psychology: Childhood and Adolescence	3
PSYC 106	Developmental Psychology: Lifespan	3

CATEGORY B—

PSYC 13	Psychology of Reasoning and Problem Solving	3
PSYC 32	Psychology of Personality	3
PSYC 33	Psychology of Adjustment	3
PSYC 37	Abnormal Behavior	3

CATEGORY C—

PSYC 5	Psychological Aspects of Human Sexuality	3
PSYC 20	Psychology of Gender	3
PSYC 30	Social Psychology	3

TOTAL UNITS REQUIRED: 18

Recommended Electives: ANTH 2; BIO 5, 12; CHEM 1A; PHIL 1; PSYC 160; SOC 1

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Psychology for Transfer

Complete the following courses:		Units
PSYC 1	Introduction to Psychology	3
PSYC 2	Research Methods in Psychology	3
PSYC 10	Statistical Methods in the Behavioral Sciences	3

Complete the following course:		Units
PSYC 3	Physiological Psychology	3

Complete one course (3 or more units) from the following:		
PSYC 7	Developmental Psychology: Childhood and Adolescence	3
PSYC 30	Social Psychology	3
PSYC 106	Developmental Psychology: Lifespan	3
PSYC 160	Psychology as a Major and a Profession	1.5

Complete one course (3 or more units) from the following:		
PSYC 5	Human Sexuality	3
PSYC 13	Psychology of Reasoning and Problem Solving	3
PSYC 32	Psychology of Personality	3
PSYC 33	Psychology of Adjustment	3
PSYC 37	Abnormal Behavior	3

TOTAL UNITS REQUIRED: 18

* Cross-listed course: Area credit given in one area only.

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

READING

School of Languages and Learning Resources

Dean: Karima Feldhus, PhD

Academic Chair: Melanie Haeri

Lab Tech: Beth Sanchez

COURSES

The Reading Program at Irvine Valley College, through classes and our Reading Center, prepares students for the demands of reading expectations in their college course work, increases their reading rate and comprehension levels, and allows them to read and write critically and analytically. Students in RD 370 develop comprehension strategies, increase vocabulary, learn study reading techniques, and prepare for college level reading found in both college text books and articles. These students will enroll concurrently in RD 371, an independent course in the Reading Center. Students in RD 171 work on reading rate and flexibility, study reading techniques and vocabulary development. RD 171 is transferable and offers students an opportunity to learn how to apply different reading strategies and rates to different reading materials. These students may also sign up for the Reading Center as additional practice, though it is not mandatory. RD 174 is a critical reading course designed to teach students to read and write analytically. This course focuses on analysis of written arguments. Finally, students enrolled in specific reading, writing, and ESL courses may sign up for RD 372, an independent reading course in the Reading Center. (For a list of approved co-requisite courses, please refer the RD 372 course description.) Students in RD 372 will have a list of activities that support the curriculum in their particular co-requisite course.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the reading courses, students will be able to

- Correctly identify the main idea in each of five paragraphs.
- Create a main idea sentence when given a topic.

REAL ESTATE

School of Business Sciences

Dean: Anna "Cathleen" Greiner, PhD

Academic Chair: Bob Urell

Faculty: Dixie Massaro

COURSES

The IVC Real Estate program includes courses in business, real estate and finance. Students learn the principles, techniques and problems related to the transfer of real property, personal property, businesses and franchises, including appraising and financing.

MAJOR

Students who complete the core curriculum are equipped with not only immediately marketable skills but also the coursework necessary to sit for the California Real Estate Broker's Examination. They also earn transferable lower-division credit that may be applied toward a baccalaureate degree in business-related areas. In addition, individual courses in such areas as appraisal, property management, and real estate finance will provide students with entry-level skills in these areas. Courses are offered either online or during the evening to allow individuals with family and employment commitments the opportunity to study for a new or re-entry career.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the real estate program, students will be able to

- Explain how state and federal antidiscrimination laws impact real estate activities.
- Identify the various ways of holding title to real property including any rights of survivorship.
- Explain how agency relationships affect a real estate licensee's disclosure requirements.

POTENTIAL CAREERS

Numerous career opportunities exist for all students in the program, both those who take individual courses and those who complete the coursework for the major. Examples of careers include the following:

- Appraiser
- Escrow Officer
- Loan Officer
- Property Manager
- Real Estate Broker
- Real Estate Salesperson

Students must meet the prerequisites and pass the necessary exams that may be required for licensing. Check the California Bureau of Real Estate for updates (www.dre.ca.gov).

Associate in Science Degree or Certificate of Achievement Real Estate

Complete the following courses:		Units
RE 172	Real Estate Practice	3
RE 174A	Legal Aspects of Real Estate I	3
RE 175	Real Estate Finance	3
RE 176A	Real Estate Appraisal I	3

Complete one of the following courses:		Units
ACCT 1A	Financial Accounting	4
ACCT 215	General Accounting	3
ECON 1	Principles of Economics—Micro	3

Complete three of the following courses:		Units
MGT 12A	The Legal Environment of Business	3
RE 170	Real Estate Principles	3
RE 190	Escrow I	3
RE 195	Property Management I	3

TOTAL UNITS REQUIRED: 24-25

Recommended Electives: CIM 107, 217; MGT 1, 104, 135, 168

To earn the associate degree: See page 28 for associate degree graduation requirements.

To earn the certificate of achievement: See page 26 for certificate information and requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

CERTIFICATE OF PROFICIENCY

Certificate of Proficiency Real Estate Sales

Complete the following courses:		Units
RE 170	Real Estate Principles	3
RE 172	Real Estate Practice	3
RE 250	Real Estate Salesperson's License Preparation	1

Select one course from the following:		Units
RE 174A	Legal Aspects of Real Estate I	3
RE 175	Real Estate Finance	3
RE 176A	Real Estate Appraisal I	3
RE 190	Escrow I	3
RE 195	Property Management I	3
RE 279	Computer Applications for Real Estate	3

TOTAL UNITS REQUIRED: 10

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

RECYCLING AND RESOURCE MANAGEMENT

School of Social and Behavioral Sciences

Interim Dean: Traci Fahimi

Faculty Coordinator: Jodi Titus

COURSES

Recycling and resource management is among the largest and most rapidly growing industries in America. As more cities and businesses develop sustainability and zero waste policies, the need increases for personnel who can properly manage resource use and recycling. Utilizing resources efficiently can enable businesses to increase their economic bottom line, improve community relations, and contribute to environmental health.

The recycling and resource management curriculum emphasizes an interdisciplinary approach, exploring recycling and resource management from a variety of perspectives and in a variety of settings. Core curriculum will provide students with an in-depth study of waste and resource management, emphasizing cultural, community, and business applications. Courses cover governmental and organizational policies, practices, and procedures in waste resource management, including best management practices and successful community and educational programs.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the recycling and resource management program, students will be able to

- Demonstrate a comprehensive perspective on the role that recycling and waste diversion plays in solving economic and environmental issues.
- Identify employment resources across multiple industry sectors related to recycling and resource management.
- Successfully integrate recycling and resource management strategies.
- Understand that global culture, economics and sustainability are part of managing resources.
- Promote programs through community-based social marketing.
- Apply social marketing and resource management strategies in business and community plans.
- Write zero waste business and community plans from goals to implementation.
- Have the environmental and science background to initiate these new directions.

POTENTIAL CAREERS

Recycling and resource management jobs can be found in a growing number of sectors, including government agencies, manufacturing firms, nonprofit organizations, recycling companies, hauling companies, re-use businesses, grocery store chains, colleges and universities, healthcare industries, property management, consulting agencies, marketing firms, and restaurants. Examples of careers in sustainability and resource management include the following:

- Green Procurement Specialist
- Marketing and Sales Associate
- Materials Handler
- Recycling Coordinator
- Waste Auditor
- Sustainability Events Coordinator
- Sustainability Specialist

CERTIFICATE OF ACHIEVEMENT

Certificate of Achievement Recycling and Resource Management

The recycling and resource management certificate program is designed to provide students with the skills and knowledge necessary to obtain employment or advancement in sustainable resource management or a zero waste-related field. Course requirements are designed to provide students with a holistic perspective on the relationship of recycling and zero waste to a changing global economy and climate.

Complete the following courses:		Units
SRM 180	Introduction to Recycling and Resource Management	3
SRM 185	Culture and Zero Waste	3
SRM 190	Resource Management and Zero Waste for Communities	3
SRM 195	Resource Management and Zero Waste in Business	3

Complete at least one of the following courses:

ECON/ENV 6	Environmental and Resource Economics	3
GEOG 20	Global Environmental Problems	3

Complete the following:

SRM 168	Cooperative Work Experience: Sustainability and Resource Management	1-3
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TOTAL UNITS REQUIRED: 18

To earn the certificate of achievement: See page 26 for certificate information and requirements.

CERTIFICATE OF PROFICIENCY

Certificate of Proficiency Recycling and Zero Waste

This certificate is intended to prepare students for entry-level positions in sustainability and resource management or job advancement within that field. Courses will focus on presenting skills and knowledge needed to prepare students for a wide range of work opportunities in the industry.

Complete the following courses:		Units
SRM 180	Introduction to Recycling and Resource Management	3
SRM 185	Culture and Zero Waste	3
SRM 190	Resource Management and Zero Waste for Communities	3
SRM 195	Resource Management and Zero Waste in Business	3
TOTAL UNITS REQUIRED:		12

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

SOCIOLOGY

School of Social and Behavioral Sciences

Interim Dean: Traci Fahimi

Academic Chair: Elizabeth Chambers, PhD

Faculty: Elizabeth Chambers, PhD; Robert Hollenbaugh, PhD

COURSES

Sociology focuses on patterns of human behavior within social contexts, seeking to understand both the forces that mold us as individuals and the elements that govern our social existence. Sociology's subject arena ranges from the intimate family to the hostile mob, from crime to religion, from the divisions of race, gender, and social class to the shared beliefs of a common culture. Courses offered in the curriculum may be taken to fulfill general education requirements in the social sciences, and they may be applied toward an Associate in Arts degree in Sociology for Transfer or the departmental Associate in Arts degree with a major in sociology.

MAJOR

In studying sociology, students develop an understanding of the cultural and social influences that interact in the world and that affect people's lives. Thus those who are considering careers in such professions as law, business, education, architecture, medicine, social work, politics, public administration, or related areas will find that the sociology major provides a rich fund of knowledge directly concerning each of these fields.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the sociology program, students will be able to

- Discuss human behavior using the sociological perspective.
- Articulate the role of theory in sociology.
- Articulate the role of social research methods in sociology.
- Define and illustrate key sociological concepts.
- Summarize basic knowledge, questions, and issues in substantive areas of sociology.
- Communicate effectively about sociology.

POTENTIAL CAREERS (FOR NON-TRANSFER DEGREE RECIPIENTS)

According to the American Sociological Association, a bachelor's (BA/BS) degree in sociology provides an excellent liberal arts foundation. Undergraduate training in sociology can open a variety of doors in business and the human services. Sociology majors who enter the business world work in sales, marketing, customer relations, or human resources. Those who enter human services work with youths at risk, the elderly, or people experiencing problems related to poverty, substance abuse, or the justice system.

An advanced degree (MA, MS or PhD) qualifies a student to compete for a position teaching and/or conducting research in academic settings, or for a wide variety of research, policy, and applied sociology positions in the private and public sectors.

Examples of specific industries in which a graduate of sociology may choose to work are the following:

- Business
- Business Consultation
- Child Welfare
- City Management
- Consulting—Education
- Criminal Justice
- Education—Administration
- Evaluation Research
- Federal Government
- Gerontology
- Healthcare
- International Relations
- Law
- Military
- Public Relations
- Seminar and Workshop Consultations
- State Agencies
- State Government
- Urban Social Work

Associate in Arts Degree Sociology

Complete the following courses:		Units
SOC 1	Introduction to Sociology	3
SOC 2	Social Problems	3
SOC 10	Marriage and Family Relations	3
SOC 30	Social Psychology	3
ANTH 2	Cultural Anthropology	3
MATH 10	Introduction to Statistics	3
OR		
PSYC 10	Statistical Methods in the Behavioral Sciences	3
PSYC 1	Introduction to Psychology	3
TOTAL UNITS REQUIRED:		21

Recommended Electives: SOC 19, 20

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Sociology for Transfer

Complete the following course (3 units):	Units
SOC 1 Introduction to Sociology	3

GROUP A

Select two courses (6 units) from the following:

MATH 10	Introduction to Statistics	3
OR		
PSYC 10	Statistical Methods in the Behavioral Sciences	3
PSYC 2	Research Methods in Psychology	3
SOC 2	Social Problems	3

GROUP B

Select two courses (6 units) from the following:

SOC 10	Introduction to Marriage and Family	3
SOC 19	The Sociology of Sex and Gender	3
SOC 20	Ethnic and Minority Group Relations	3
PSYC 30	Social Psychology	3
OR		
SOC 30	Social Psychology	3

GROUP C

Select one course (3–4 units) from the following:

ANTH 2	Cultural Anthropology	3
GEOG 2	Cultural Geography	3
PHIL 3	Introduction to Logic	3
PSYC 1	Introduction to Psychology	3
SOC 15	Socialization of the Child	3
WR 2	College Writing 2: Critical Thinking/Writing	4

TOTAL UNITS REQUIRED: 18-19

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

THEATRE ARTS

School of the Arts

Dean: Joseph Poshek

Academic Chair: Ron Ellison

Faculty: Ron Ellison; M. Scott Grabau

Lab Techs: Nancy Bracken; Hugh Collins; Jim Rynning

Production Manager: Patric Taylor

Operations Manager: Karen Martin

COURSES

The theatre curriculum at Irvine Valley includes courses in acting, directing, theatre production and theatre design. Theatre students are encouraged to participate in a variety of theatrical performances, among them dramas, comedies and musical theatre. The Department of Theatre emphasizes the development of the many and various skills required in the theatre—including stagecraft, lighting, costuming, production and video production. The curriculum also includes courses in theatre appreciation, voice and diction, and singing.

MAJOR

Students majoring in theatre arts concentrate on developing the expressive, interpretive, artistic and practical skills fundamental to the production of various types of dramatic literature. Students who wish to complete an Associate in Arts degree in theatre may select one of the following four options to fulfill the major requirement: (1) Theatre Arts, (2) Acting, (3) Technical Theatre, or (4) Theatre Arts for Transfer.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the theatre arts, acting, or technical theatre program, students will be able to

- Perform a role in a theatrical production.
- Construct theatrical elements.
- Manage a theatrical production.
- Apply fundamentals of theatrical design.

POTENTIAL CAREERS

(FOR NON-TRANSFER DEGREE RECIPIENTS)

Theatre Arts majors develop an ability to project and present themselves before audiences in formal performances. Thus the major is appropriate both for students who are anticipating careers in acting, directing or theatre production, and for those who may choose careers with a high profile such as law, teaching, sales or management.

Associate in Arts Degree Acting

Complete the following courses:		Units
TA 1	Acting	3
TA 2	Beginning Scene Study	3

Complete one of the following courses:		
TA 3	Advanced Scene Study	3
TA 4	Acting Styles: Classical	3
TA 5	Acting Styles: Contemporary	3

Complete one of the following courses:		
TA 20	Theatre Appreciation: Classical Overview	3
TA 25	Great Plays: Primitive to Renaissance	3
TA 26	Great Plays: Renaissance to Contemporary	3

Complete 3 units from the following courses:		
TA 15, 15A, 15B	Rehearsal and Performance: Drama	1 or 2
TA 16, 16A, 16B	Rehearsal and Performance: Comedy	1 or 2
TA 17, 17A, 17B	Rehearsal and Performance: Mixed Genres	1 or 2
TA 18, 18A, 18B	Rehearsal and Performance: Dance	1 or 2
TA 19, 19A, 19B	Rehearsal and Performance: Musical Theatre	1 or 2
TA 241A/B/C	Irvine Valley College Conservatory	1, 3 or 6

Complete 3 units from the following courses:		
TA 40	Introduction to Theatre Design	3
TA 40C	Scenic Design for Theatre	2
TA 41	Stage Lighting Design	3
TA 42	Costume Design	3
TA 142A/B/C	Theatre Production	1, 2 or 3

TOTAL REQUIRED UNITS: 18

Recommended Electives: TA 4, 5, 8, 10, 20

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree Technical Theatre

Complete this course:		Units
TA 1	Acting	3

Complete one of the following courses:		
TA 20	Theatre Appreciation: Classical Overview	3
TA 25	Great Plays: Primitive to Renaissance	3
TA 26	Great Plays: Renaissance to Contemporary	3

Complete 3 units from the following courses:		
TA 15, 15A, 15B	Rehearsal and Performance: Drama	1 or 2
TA 16, 16A, 16B	Rehearsal and Performance: Comedy	1 or 2
TA 17, 17A, 17B	Rehearsal and Performance: Mixed Genres	1 or 2
TA 18, 18A, 18B	Rehearsal and Performance: Dance	1 or 2
TA 19, 19A, 19B	Rehearsal and Performance: Musical Theatre	1 or 2
TA 241A/B/C	Irvine Valley College Conservatory	1, 3 or 6

Complete 9 units from the following courses:		
TA 40	Introduction to Theatre Design	3
TA 40C	Scenic Design for Theatre	2
TA 41	Stage Lighting Design	3
TA 42	Costume Design	3
TA 142A/B/C	Theatre Production	1, 2 or 3

TOTAL REQUIRED UNITS: 18

Recommended Electives: TA 10, 12, 20

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree Theatre Arts

FIRST SEMESTER		
Complete the following courses:		Units
TA 1	Acting	3
TA 10	Musical Theatre Workshop	3
TA 35	Voice and Diction	3
Complete one of the following courses:		
TA 15, 15A, 15B	Rehearsal and Performance: Drama	1 or 2
TA 16, 16A, 16B	Rehearsal and Performance: Comedy	1 or 2
TA 17, 17A, 17B	Rehearsal and Performance: Mixed Genres	1 or 2
TA 18, 18A, 18B	Rehearsal and Performance: Dance	1 or 2
TA 19, 19A, 19B	Rehearsal and Performance: Musical Theatre	1 or 2
TA 142A, 142B, 142C	Theatre Production	1, 2 or 3
SECOND SEMESTER		
Complete the following courses:		
TA 2	Beginning Scene Study	3
TA 15-19	Rehearsal and Performance (Complete one course)	1 or 2
THIRD SEMESTER		
Complete the following courses:		
TA 3	Advanced Scene Study	3
TA 15-19	Rehearsal and Performance (Complete one course)	1 or 2
Complete one of the following courses:		
TA 20	Theatre Appreciation: Classical Overview	3
TA 21	Theatre Appreciation: Contemporary	3
TA 25	Great Plays: Primitive to Renaissance	3
TA 26	Great Plays: Renaissance to Contemporary	3
Complete one of the following courses:		
TA 40	Introduction to Theatre Design	3
TA 40C	Scenic Design for Theatre	2
TA 41	Stage Lighting Design	3
FOURTH SEMESTER		
Complete the following courses:		
TA 43	Stage Makeup	1
TA 15-19	Rehearsal and Performance (Complete one course)	1 or 2
TOTAL REQUIRED UNITS:		25-31

Recommended Electives: TA 4, 5, 8, 9

To earn the associate degree: See page 28 for associate degree graduation requirements.

To transfer: Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals.

Associate in Arts Degree in Theatre Arts for Transfer

Complete the required core:		Units
Introduction to Theatre or Theatre History I (3 units)		
<i>Complete one of the following courses:</i>		
TA 22	Introduction to Theater	3
TA 25 or 25H	Great Plays: Primitive to Renaissance	3
Acting (3 units)		
<i>Complete one of the following courses:</i>		
TA 1	Acting	3
TA 2	Beginning Scene Study	3
Rehearsal and Performance (3 units maximum) or Technical Theatre Practicum (3 units maximum)		
<i>Complete 3 units from the following courses:</i>		
TA 15, 15A, 15B	Rehearsal and Performance: Drama	1 or 2
TA 16, 16A, 16B	Rehearsal and Performance: Comedy	1 or 2
TA 17, 17A, 17B	Rehearsal and Performance: Mixed Genres	1 or 2
TA 19, 19A, 19B	Rehearsal and Performance: Musical Theatre	1 or 2
TA 48B, 48C	Stage Management	1
TA 141A/B/C/ D/E	Theatre Crew	1
TA 142C	Theatre Production C	3
Select 9 units from the following courses:		
TA 8	Advanced Acting	3
TA 40	Introduction to Theatre Design	3
TA 41	Stage Lighting Design	3
TA 42	Costume Design	3
TA 44	Stagecraft	3
TA 49	Stage Makeup Design	3
If not taken to meet earlier degree requirements, the following courses may contribute up to 3 units toward the above 9-unit requirement:		
TA 15, 15A, 15B	Rehearsal and Performance: Drama	1 or 2
TA 16, 16A, 16B	Rehearsal and Performance: Comedy	1 or 2
TA 17, 17A, 17B	Rehearsal and Performance: Mixed Genres	1 or 2
TA 19, 19A, 19B	Rehearsal and Performance: Musical Theatre	1 or 2
TA 48B, 48C	Stage Management	1
TA 141A/B/C/ D/E	Theatre Crew	1
TA 142C	Theatre Production	3
TOTAL REQUIRED UNITS:		18

To earn the associate for transfer degree: See page 28 for associate degree for transfer graduation requirements.

CERTIFICATES OF PROFICIENCY

Certificate of Proficiency Assistant Stage Manager

This Certificate of Proficiency is for students looking to acquire the basic skills necessary to begin a career as a stage manager in the broad-based field of live entertainment. Students learn the fundamentals of rehearsal procedures, union contracts, production organization, and performance procedures. In addition, students gain experience by participating in live productions at IVC's Performing Arts Center. The program includes placement in an internship with local live entertainment companies. Students completing this certificate can pursue work as stage managers, assistant stage managers, and production assistants with employers such as regional theaters, theme parks, convention centers, concert producers, opera companies, dance companies, cruise ships, and cirque troupes.

Complete the following courses:		Units
TA 48A	Beginning Stage Management	3
TA 48B	Intermediate Stage Management	1
TA 48C	Advanced Stage Management	1
TA 168	Cooperative Work Experience: Live Entertainment	1

Complete one course from each of the following specializations:

Acting and Directing:

TA 1	Acting	3
TA 10	Musical Theatre Workshop	3
TA 12	Directing	3

Theatre Design:

TA 40	Introduction to Theatre Design	3
TA 28	Production Design: Theater, Film and Television	3

Theatre Production:

TA 142A	Scenic Production A	1
TA 142B	Scenic Production B	2
TA 142C	Scenic Production C	3
TA 143	Costume Sewing	1
TA 153	Costume Sewing and Production	2
TA 163	Costume Sewing, Production and Wardrobe	3

TOTAL REQUIRED UNITS: 13-15

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency Live Entertainment Technician

This Certificate of Proficiency is for students looking to acquire the basic skills necessary to begin a career in the broad-based field of live entertainment. Students learn the fundamentals of stage lighting, scenery construction, sound reinforcement, and rigging. In addition, students gain experience in rehearsal and performance procedures by participating in live productions at IVC's Performing Arts Center. The program includes placement in an internship with local live entertainment companies. Students completing this certificate can pursue work as an entertainment technician with employers such as regional theaters, theme parks, convention centers, concert producers, opera companies, dance companies, cruise ships and cirque troupes.

Complete the following courses:		Units
TA 41	Stage Lighting Design	3
TA 44	Stagecraft	3
TA 47	Sound Reinforcement for Live Entertainment	3
TA 168	Cooperative Work Experience: Live Entertainment	1

Complete one course from the following:

TA 142A	Scenic Production A	1
TA 142B	Scenic Production B	2
TA 142C	Scenic Production C	3

Complete one course from the following:

TA 141A	Theater Crew: Costume	1
TA 141B	Theater Crew: Lighting	1
TA 142C	Theater Crew: Audio/Video	1

TOTAL REQUIRED UNITS: 12-14

To earn the certificate of proficiency: See page 26 for certificate information and requirements.



COURSES

COURSE INFORMATION

Course Numbers

1-299

Courses intended for associate degrees, occupational certificates, and transfer purposes (see further explanations below).

1-99

Courses that generally transfer to both CSU and UC. UC credit provisos, if any, are explained on the UC Course List, page 39. Many general education courses are numbered in this range.

100-199

Courses that generally transfer to CSU but not to UC. Many general education courses are numbered in this range.

200-299

Courses that may occasionally carry transfer credit to four-year institutions; it is up to the receiving institution to make that determination. Courses in this range include those intended for skill development and for continuing education (whether related to employment or personal development).

Please note: Students may count only one English course below transfer-level freshman composition as credit toward the associate degree. Writing 1 is the first transfer-level composition course at Irvine Valley College; Writing 201 is the only 200-level English course that may be applied for associate degree credit.

300-399

Basic skills courses. Courses in this range are not applicable to associate degrees or certificates, nor do they carry transfer credit to four-year institutions. These courses do not count toward the 60-unit requirement for graduation and are not used in calculating students' grade point averages for associate degrees or certificates. There is also a state-imposed restriction limiting students to taking no more than 30 units of basic skills classes.

400-499

Courses that are typically designed for older adults. These courses do not apply toward degrees or certificates and do not carry transfer credit to four-year institutions.

EXP 289

Courses that are being considered for, but are not yet officially part of, the regular college curriculum. For this reason, these courses are considered "experimental" and are not published in the college catalog. EXP 289 courses may carry transfer credit to four-year institutions; it is up to the receiving institution to make that determination.

EXP 389

Experimental courses below transfer level. Experimental courses are not published in the college catalog.

C-ID Numbers

Some courses in the IVC catalog include a "C-ID" number at the end of the course description. The Course Identification Numbering System (C-ID) number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and four-year universities, including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities. This statewide numbering system is independent from the course numbers assigned by local California community colleges.

A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. Thus, if a schedule of classes or catalog lists a course bearing a C-ID number, for example COMM 110, students at that college can be assured that it will be accepted in lieu of a course bearing the C-ID COMM 110 designation at another community college. In other words, the C-ID designation can be used to identify comparable courses at different community colleges. However, students should always go to www.assist.org to confirm how each college's course will be accepted at a particular four-year college or university for transfer credit.

The C-ID numbering system is useful for students attending more than one community college and is applied to many of the transferable courses students need as preparation for transfer. Because these course requirements may change and because courses may be modified and qualified for or deleted from the C-ID database, students should always check with a counselor to determine how C-ID designated courses fit into their educational plans for transfer.

UC Transfer Statements

A number of courses in the catalog include statements to clarify their transfer status to the University of California (UC) during the current academic year.

Transfers: UC

Courses accepted for elective credit by the University of California. UC transferable courses do not necessarily apply toward major credit. Students should consult a counselor and/or visit www.assist.org for information about course articulation for a particular major.

Transfers: UC credit pending New IVC courses numbered 1–99 that are currently under review by the University of California.

Students should consult www.assist.org and/or the Counseling Center for the most up-to-date information about whether the course has been approved for UC transfer.

Transfers: UC credit proviso (see UC course list)

Courses numbered 1–99 for which the University of California has noted a transfer condition. Credit provisos may include the amount of credit allowed when a course is taken in combination with other courses; corequisite courses required in order for a course to be UC transferable; limitations on transfer credit granted for activity courses; limitations on credit granted for courses with overlapping content; and other similar conditions (see page 39).

For the 2015-2016 UC Approved Course List, see page 39. Students should consult the Counseling Center for the most up-to-date information about UC course transferability and for answers to questions about the transferability of specific courses. In addition, students should access www.assist.org, the official source for California articulation and student transfer information.

Coursework Standards and Expectations

In a **lecture** class, the preponderance of the student's work is done outside of class—e.g., reading, working on assignments, writing papers, preparing for class and/or performing other required homework or coursework. A typical three-unit lecture class requires at least six additional hours of student work per week.

In a **laboratory** class, the majority of the student's work is done in class. A lab class may require additional hours of student work per week.

In a **learning center**, virtually all of the student's work may be done in class.

In all cases, students carrying a full-time class load of 15 units should expect average workloads of 45 hours per week, inclusive of time spent in class.

Repeatable Course Models

A limited number of courses may be repeated. All such courses are designated with an "R" code—R-A, R-E or R-I—at the close of the course description, which specifies limitations governing the accumulation of credit. A number following the repeat model indicates how many times the course may be repeated. For example, "R-E-3" means that the course may be repeated a total of three times. Repeatable models are as follows:

Model A (R-A)

These courses are part of a family. They are separate and distinct courses in a skill-building sequence. Any combination of courses within the family may be taken for the maximum number of times indicated in the course description.

Model E (R-E)

These courses have one course number and title but use a different syllabus each time the course is offered. The course may be taken a specified number of times to afford development through supervised practice or group assignments.

Model I (R-I)

These courses often have a number of versions with varying unit values. A student may repeat the course up to a maximum number of units as specified in the course description in the catalog.

NR

The course **may not be repeated.**

Please read page 16 for important information about repeating courses.

READING COURSE DESCRIPTIONS

If no prerequisite is noted, none is required; and any student may enroll in the course.

Course ID
AJ 102
Course Title
CRIMINAL PROCEDURES

Weekly class hours, lecture, laboratory, and/or learning center. For coursework standards and expectations, see page 181.

Units of credit.

3 Units: 3 hours lecture
Transfers: CSU

Recommended preparation—certain preparation is advised before students enter the course. See page 20.

Recommended Preparation: AJ 2

This course traces legal processes from pre-arrest and arrest through trial, sentencing, and correctional procedures. The course reviews the history of case and common law; examines the laws of arrest, search and seizure; examines legal interpretations as reflected in court decisions; and studies case law methodology and case research in order to demonstrate how decisions impact the procedures of the justice system. C-ID: AJ 122. *NR*

C-ID number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and four-year universities. See www.c-id.net/about.html

ART 186
DRAWING THE HEAD AND HANDS
3 Units: 2 hours lecture, 4 hours lab

Prerequisite—mastery of subject at a certain level is necessary for success in this class. See page 20.

Transfers: CSU
Prerequisite: ART 85
Recommended Preparation: ART 50 and 86

This drawing course studies the anatomy and form of the human head and hand, and explores how to represent these most complex forms of the human figure in a two-dimensional medium. Students work with a variety of construction models and study how the application of light affects image and perspective. They apply the basic principles of construction to create an illusion of a three-dimensional form. *R-E-3*

Limits on course repeatability and credit accumulation. See page 181.

BIO 12D
HUMAN PHYSIOLOGY – DISCUSSION

Corequisite—concurrent (simultaneous) enrollment in or prior successful completion of a companion course and/or lab is required. See page 20.

2 Units: 2 hours lecture
Transfers: CSU, UC credit proviso (see UC Course List)
Corequisite: BIO 12

This discussion course affords students enrolled in Biology 12, Human Physiology, the opportunity to discuss, analyze, and exchange ideas concerning human function. Discussions focus on negative feedback control systems and other key topics covered in BIO 12, as well as background information not generally covered in the lecture. BIO 12D is offered on a pass/no-pass basis only. *NR*

Course carries transfer credit to UC, but some restrictions may apply. See page 39 for the UC Course List.

Course may not be taken for a letter grade.

TA 16
REHEARSAL AND PERFORMANCE: COMEDY
2 Units: 6 hours lab

Limitation on enrollment—special conditions apply for entry into a course. See page 20.

Transfers: CSU, UC
Limitation: By audition only

This course focuses upon the preparation of comic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of comic productions. Students will both act and assist with technical work and production management. TA 16 is an open-entry/open-exit course. *R-E-3*

Course may not be repeated.

The term “open entry/open exit” refers to courses in which students enroll at different times, and complete at various times or at varying paces within a semester.

ACCOUNTING

ACCT 1A FINANCIAL ACCOUNTING

4 Units: 4 hours lecture, 1 hour lab

Transfers: CSU, UC

Recommended Preparation: MATH 253

This course presents the basic theory and structure of financial accounting as an information system focusing on the corporate form of business ownership. The course covers all aspects of the accounting cycle: using spreadsheets to generate financial statements, cash flow, and the adjusting and closing process. It also covers topics related to financial activity, including asset management (including cash and receivables, investments, and inventories); liabilities; debt and equity valuation; internal controls; accounting for capital acquisition through debt or equity financing; and generally acceptable industry standards of ethics and principles in all aspects of financial accounting. C-ID: ACCT 110. *NR*

ACCT 1B MANAGERIAL ACCOUNTING

4 Units: 4 hours lecture, 1 hour lab

Transfers: CSU, UC

Prerequisite: ACCT 1A

This course covers information used by managers to plan, direct operations, control costs, and make decisions, focusing on manufacturing and service-related businesses. The course stresses key managerial principles and how they are applied to decisions related to fixed vs. variable costs, cost-volume-profit relationships, fixed vs. flexible budgeting, differential analysis, and product pricing strategies. Credit may be earned in either ACCT 1B or 1BH, but not both. C-ID: ACCT 120. *NR*

ACCT 1BH MANAGERIAL ACCOUNTING HONORS

4 Units: 4 hours lecture, 1 hour lab

Transfers: CSU, UC

Prerequisite: ACCT 1A

This course covers information used by managers to plan, direct operations, control costs, and make decisions for manufacturing and service-related businesses. In this honors course students will be taught academic research methods, determination of authoritative sources, writing papers with APA format, and oral business presentations. Credit may be earned in either ACCT 1B or 1BH, but not both. C-ID: ACCT 120. *NR*

ACCT 112.1 SPREADSHEETS I

1.5 Units: 1.5 hours lecture

Transfers: CSU

This course is designed for individuals seeking to develop introductory skills in using spreadsheet software. Students will use a spreadsheet program to organize and manage financial data. Topics include formulas and functions, charts and graphs, and developing well-formatted worksheets. ACCT 112.1 is also listed as CIM 112.1; credit will be given in either area, not both. *NR*

ACCT 112.2 SPREADSHEETS II

1.5 Units: 1.5 hours lecture

Transfers: CSU

Recommended Preparation: ACCT/

CIM 112.1

This course provides instruction and training in the use of spreadsheet software at the intermediate level. Students will produce sophisticated spreadsheet documents for a variety of business applications. Topics include working with lists and pivotables, consolidating multiple worksheets and workbooks, integrating the spreadsheet software with other software programs and the web, and creating macros. ACCT 112.2 is also listed as CIM 112.2; credit will be given in either area, not both. *NR*

ACCT 114 BUSINESS MATHEMATICS

3 Units: 3 hours lecture

Transfers: CSU

This course provides an overview of basic mathematical concepts and their application in such areas as banking, discounts, markups and markdowns, payroll, interest, notes, present value, financial statements, installment buying, taxes, insurance, and other topics related to business. *NR*

ACCT 203 COST ACCOUNTING

3 Units: 3 hours lecture

Prerequisite: ACCT 1B or 1BH

This course offers a comprehensive study of the theory, principles and practices of cost accounting. Topics covered include job order cost systems; process cost accounting; direct costing; and managerial use of cost data in decision making. The course may be used to qualify students to sit for the CPA exam. *NR*

ACCT 204 ACCOUNTING APPLICATIONS: QUICKBOOKS

3 Units: 3 hours lecture

Recommended Preparation: ACCT 1A

This course focuses on converting from a manual to a computerized accounting system. Students learn to assess system requirements and software using current industry-standard accounting applications. They learn how to perform accounting transactions in the areas of general ledger, accounts receivable, and accounts payable; generate reports and financial statements; solve a variety of accounting problems; and develop an audit trail. This course provides training in the use of QuickBooks software in the Windows environment. *NR*

ACCT 205 PAYROLL ACCOUNTING AND TAXATION

3 Units: 3 hours lecture

Recommended Preparation: ACCT 1A or ACCT 215

This course covers the theory and practices pertaining to payroll preparation and accounting, including federal and state payroll tax forms, and laws and regulations affecting the payroll function. Students gain experience in computing wages; calculating social security, income, and unemployment taxes; preparing payroll tax forms; analyzing payroll transactions; and posting transactions in the general ledger. The course is designed to assist those preparing for a career in accounting, finance, or business management; a career concentration in payroll; or certifications such as the Payroll Fundamental Certification (PFC) or the Certified Payroll Professional (CPP). *NR*

ACCT 206
INDIVIDUAL INCOME TAXATION –
FEDERAL AND STATE

3 Units: 3 hours lecture

This course covers the theory and application of income tax laws and regulations, including tax strategies and relevant ethical issues. The course explains the preparation of federal and state personal income tax returns, using actual forms, when appropriate. It is intended to be one of two courses that, combined, meet the curriculum guidelines promulgated by the California Tax Education Council (CTEC). Upon successful completion of both courses, students will qualify for a CTEC-approved certificate that enables the holder to prepare income tax returns for compensation in California. In addition, the course meets the "accounting-related" or "business-related" course requirements needed to sit for the CPA exam. *NR*

ACCT 207
BUSINESS INCOME TAXATION –
FEDERAL AND STATE

3 Units: 3 hours lecture

This course covers the theory and application of income tax laws and regulations, including tax strategies and relevant ethical issues. The course explains the preparation of federal and state business income tax returns, using actual forms when appropriate. It is intended to be one of two courses that, combined, meet the curriculum guidelines promulgated by the California Tax Education Council (CTEC). Upon successful completion of both courses, students will qualify for a CTEC-approved certificate that enables the holder to prepare income tax returns for compensation in California. In addition, the course meets the "accounting-related" or "business-related" course requirements needed to sit for the CPA exam. *NR*

ACCT 209
INTERNAL CONTROLS UNDER
SARBANES-OXLEY

3 Units: 3 hours lecture

Prerequisite: ACCT 1A and 1B or IBH

This course provides an introduction to the history, intent, and implementation of the Sarbanes Oxley Act of 2002. It includes the study of the design, documentation, implementation and maintenance of internal controls required by the Sarbanes-Oxley law. *NR*

ACCT 210
ACCOUNTING FOR BUSINESS
COMBINATIONS

3 Units: 3 hours lecture

Prerequisite: ACCT 1A

This course teaches the methods of accounting for mergers, acquisitions, and consolidations of business entities. It explores pre-combination activities and business considerations. It also teaches post combination accounting, financial statement presentation and financial disclosure requirements. *NR*

ACCT 211
ACTIVITY BASED COSTING –
CALCULATING CUSTOMER
PROFITABILITY

3 Units: 3 hours lecture

Prerequisite: ACCT 1B or 1BH

Recommended Preparation: Knowledge of the fundamentals of spreadsheet software

This course will teach students a method used to quantify the profitability of individual business customers using a model based on activity-based costing concepts and which uses financial information and other key data on each customer. Analysis results will identify growth potential in customer segments, unprofitable customer segments, and the cost of servicing customers. The course explores aligning, promoting, and pricing customer products or services and dealing with unprofitable customer segments. *NR*

ACCT 212.3
SPREADSHEETS III – CERTIFICATION

3 Units: 3 hours lecture

Recommended Preparation: ACCT/ CIM 112.2

This course provides students with advanced study and training required to qualify for Microsoft Office Specialist (MOS) certification in spreadsheet software. Students will review and learn to integrate all of the features of the spreadsheet program and incorporate data from other software programs and the World Wide Web. The course is designed to prepare students for the MOS Certification exam for spreadsheets. ACCT 212.3 is also listed as CIM 212.3; credit will be given in either area, not both. *NR*

ACCT 215
GENERAL ACCOUNTING

3 Units: 3 hours lecture

This course presents the basic principles and theory of elementary accounting pertinent to a sole proprietorship and partnership. Students learn how to apply accounting theory to the accounting cycles of service and merchandising business enterprises. This course is recommended for students seeking a bookkeeping foundation and for business majors. *NR*

ADMINISTRATION OF JUSTICE

AJ 2
INTRODUCTION TO
ADMINISTRATION OF JUSTICE

3 Units: 3 hours lecture

Transfers: CSU, UC

This course offers an introduction to the history and philosophy of the administration of justice system as it has evolved over time. The course studies in-depth the American system of criminal justice and its various subsystems; the roles and role expectations of criminal justice agents; theories and concepts of crime, crime causation, punishment, rehabilitation, victimization, and disparity in treatment of offenders; local and federal court systems; and ethics, education, and training for professionalism in the criminal justice system. C-ID: AJ 110. *NR*

AJ 4
CRIMINAL LAW I
3 Units: 3 hours lecture

Transfers: CSU, UC

This course presents the philosophical and historical development of US law and constitutional provisions. The course defines and classifies crimes and examines their applications to the system of administration of justice. Students analyze crimes against persons, property, and the state in relation to social, religious, and historical ideology. The course includes an assessment of legal definitions, legal research and writing, and a brief introduction to laws of arrest and criminal procedure. C-ID: AJ 120. *NR*

AJ 5**THE COMMUNITY AND THE JUSTICE SYSTEM****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: AJ 106*

This course examines the complex, dynamic relationship between the community and the justice system. Focus will be on the working relationship between the community and the components of the justice system in managing crime and conflict, with emphasis on the challenges and prospects of dealing with diverse multicultural and socioeconomic populations. This course emphasizes the roles of the police and the community and strategies for building positive working relationships. Topics include problem solving, crime prevention, and diversity. C-ID: AJ 160. NR

AJ 8**JUVENILE LAW AND PROCEDURES****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: AJ 2*

This course provides a thorough introduction to the juvenile justice system. The course addresses the history and philosophy of juvenile law and delinquency; the role of police in handling juvenile offenders and preventing and repressing delinquency; the ability of the police and juvenile justice system to adapt to changing youth criminal patterns; techniques and procedures involved in apprehending young offenders and prosecuting juvenile cases; and the relationship between community agencies, the police, and juvenile justice resources, with special emphasis on California. C-ID: AJ 220. NR

AJ 102**CRIMINAL PROCEDURES****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: AJ 2*

This course traces legal processes from pre-arrest and arrest through trial, sentencing, and correctional procedures. The course reviews the history of case and common law; examines the laws of arrest, search and seizure; examines legal interpretations as reflected in court decisions; and studies case law methodology and case research in order to demonstrate how decisions impact the procedures of the justice system. C-ID: AJ 122. NR

AJ 103**INTRODUCTION TO EVIDENCE****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: AJ 2 and/or AJ 4*

This course studies the origin, development, philosophy, and constitutional basis of the rules of evidence; constitutional and procedural considerations affecting arrest, search, and seizure; types and degrees of evidence and rules governing admissibility in a court of law; and judicial decisions interpreting individual rights. Case studies will be examined for practical use. C-ID: AJ 124. NR

AJ 105**INTRODUCTION TO INVESTIGATION****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: AJ 2*

This course introduces the fundamentals of investigation, including techniques of crime scene search and recording; recognition, collection and preservation of physical evidence; interviewing of suspects, victims, and witnesses; modus operandi; and court preparation and presentation. C-ID: AJ 140. NR

AJ 106**POLICE FIELD OPERATIONS****3 Units: 3 hours lecture***Transfers: CSU*

This course presents an overview of patrol operations, the primary enforcement unit of the police. The course outlines the development of the patrol enforcement philosophy and role expectations of the line enforcement officer. It introduces students to current models and practices of patrol enforcement including basic patrol and traffic duties; handling requests for services; conducting field interviews, searches, and arrests; interceding in civil and domestic disturbances; and other community problems. Field trips may be required. NR

AJ 107**CRIMINAL LAW II****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: AJ 4*

This course examines the critical elements of federal, state, and relevant administrative and procedural laws as they affect the rights and duties of citizens and the police. Emphasis is on the interpretation and enforcement of provisions of the California Penal, Welfare and Institutions, Health and Safety and Vehicle codes. The course examines judicial limitations on the legal and procedural powers of peace officers, such as constitutional restraints on peace officers' arrest, search and seizure powers. NR

AJ 111**LAW ENFORCEMENT ADMINISTRATION****3 Units: 3 hours lecture***Transfers: CSU*

This course studies organizational elements and administration in the criminal justice system. Topics include police selection and promotion, human resource management, principles of communication, personnel and liability issues, and police operations. The course addresses such structural elements as planning, staffing, records, budget, processing of grievances, and personnel discipline techniques. NR

AJ 112**POLICE SUPERVISION****3 Units: 3 hours lecture***Transfers: CSU*

This course examines the role and responsibility of the supervisor in law enforcement agencies. The course discusses the primary duties of a law enforcement supervisor - including employee discipline, training, performance appraisal, and personnel complaint investigations - and provides a basic foundation for theories of organization, administration, and management. Leadership and ethics are emphasized. NR

**AJ 113
CONSTITUTIONAL LAW AND THE
JUSTICE SYSTEM****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: AJ 4*

This course evaluates the constitutional origins of criminal laws and their relationship to law enforcement. The particular emphasis of the course is on the constitutional protections provided by the First, Fourth, Fifth and Sixth amendments of the Bill of Rights and their impact on the process of law enforcement. *NR*

**AJ 119
INTRODUCTION TO CORRECTIONS****3 Units: 3 hours lecture***Transfers: CSU*

This course is an overview of the corrections subsystem of the criminal justice system. It examines the historical development of correctional theory, practice, and punishment; current concepts, trends, and practices; explanations of criminal behavior; legal issues, general laws, and general operations related to correctional institutions; and functions and objectives of the criminal justice system concerned with institutional, probation, parole, and community correctional processes as they modify the offender's behavior. The course explores professional career opportunities in public and private agencies. C-ID: AJ 200. *NR*

**AJ 150
REPORT WRITING FOR
ADMINISTRATION OF JUSTICE****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: AJ 2,
WR 301, and WR 380*

This course is an introduction to the basic concepts of technical report writing and the preliminary investigation methods used to prepare various types of criminal justice system reports, letters, memoranda, directives and administrative reports. Students will be required to prepare simulated reports based upon fictitious scenarios and assigned related readings, applying the rules of English grammar, spelling, sentence structure, punctuation, and word usage, and the format appropriate for successful criminal justice writing. Students will become familiar with technical terminology and research sources commonly used in the criminal justice field. *NR*

**AJ 161
ORGANIZED CRIME AND CRIMINAL
ENTERPRISE IN AMERICA****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: AJ 2*

This course provides the student with an introduction to the study of organized crime and criminal enterprise. Students examine the influence of covert criminal activities, including street gangs, prison gangs, and traditional organized crime upon social structure; symptoms and recognition of organized crime activity, including the interrelationship with drugs/narcotics, white-collar crime, and vice operations; and the historical and contemporary problems faced by criminal justice agencies combating these criminal enterprises in the United States. *NR*

**AJ 168
COOPERATIVE WORK EXPERIENCE:
ADMINISTRATION OF JUSTICE****1 Unit: 1 hour lab****2 Units: 2 hours lab****3 Units: 3 hours lab****4 Units: 4 hours lab***Transfers: CSU**Limitation: Application must be
approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**AJ 250
P.O.S.T. CERTIFIED-ARREST, SEARCH,
SEIZURE, AND FIREARMS****3 Units: 2.5 hours lecture, 1.5 hours lab***Recommended Preparation: AJ 150*

This California Police Officer Standards and Training (P.O.S.T.) course is designed to orient students to the laws of arrest, search, seizure, and firearms as they relate to peace officers. The course covers laws and techniques of arrest, search, and seizure; the practical aspects of firearms use; and other specialized training as may be necessary. Students will be responsible for their own firing range fees and ammunition. Successful completion of this course satisfies the minimum training standards of California peace officers defined under Section 832 of the California Penal Code. Open to all students. *NR*

**AJ 260
INVESTIGATION AND TRIAL
PREPARATION – DISTRICT ATTORNEY****4 Units: 4 hours lecture***Prerequisite: Completion of a California**Peace Officers Standard of Training**(POST) basic academy or its equivalent.*

This course is designed for police officers who have been, or are about to be, assigned to the investigative staff of the district attorney's office. Course topics include the role and authority of the district attorney investigator; proper techniques and procedures for interviewing victims, witnesses, and informants; professional, ethical, and legal responsibilities of the investigator; and consequences for unprofessional behavior. *NR*

ANTHROPOLOGY**ANTH 1
INTRODUCTION TO PHYSICAL
ANTHROPOLOGY****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course is the study of human biology within the framework of evolution, with an emphasis on the interaction between biology and culture. The course introduces students to the principles of evolution and natural selection, the fossil evidence of human evolution, primate behavior, and the biological basis of human variation. Credit may be earned in either ANTH 1 or 1H, but not both. *NR*

ANTH 1H
INTRODUCTION TO PHYSICAL
ANTHROPOLOGY HONORS
3 Units: 3 hours lecture

Transfers: CSU, UC

ANTH 1H is the study of human biology within the framework of evolution, with an emphasis on the interaction between biology and culture. The course introduces students to the principles of evolution and natural selection, the fossil evidence of human evolution, primate behavior, and the biological basis of human variation. This honors course will be enriched through limited class size, seminar format and more extensive reading and analysis of primary research, culminating in a final research project and oral presentation. Credit may be earned in either ANTH 1 or 1H, but not both. C-ID: ANTH 110. *NR*

ANTH 2
CULTURAL ANTHROPOLOGY
3 Units: 3 hours lecture

Transfers: CSU, UC

This course presents a cross-cultural, comparative study of human behavior. The course investigates the relationship between language and culture; subsistence strategies; social organization; marriage and family patterns; systems of kinship and descent; economic, political, and religious systems; psychological anthropology; components of cultural change; and the impact of globalization. Credit may be earned for either ANTH 2 or 2H, but not both. *NR*

ANTH 2H
CULTURAL ANTHROPOLOGY HONORS
3 Units: 3 hours lecture

Transfers: CSU, UC

This course presents a cross-cultural, comparative study of human behavior. The course investigates the relationship between language and culture; subsistence strategies; social organization; marriage and family patterns; systems of kinship and descent; economic, political, and religious systems; psychological anthropology; components of cultural change and the impact of globalization. This honors course will be enriched through limited class size, seminar format, more extensive reading and analysis of primary research, participation in first hand fieldwork culminating in a final project and oral presentation. Credit may be earned for either ANTH 2 or 2H, but not both. *NR*

ANTH 3
CULTURE AND LANGUAGE
3 Units: 3 hours lecture

Transfers: CSU, UC

This course explores the relationship between language and culture. The course examines characteristics of human language versus animal communication, contemporary theories of language acquisition, the impact of language on thought, the relationship between language and gender, techniques used in descriptive and historical linguistics, major language families, and linguistic diversity. *NR*

ANTH 4
NATIVE AMERICAN CULTURES
3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines the origin, major language families, and cultures of the Native Americans from traditional and contemporary perspectives. Topics include various subsistence strategies, social organization, political systems, and religious customs and beliefs, as well as Native American music and art. *NR*

ANTH 7
NATIVE AMERICANS OF SOUTHERN
CALIFORNIA
3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines the origin, major language families, and cultures of the Native Americans of Southern California. Topics will include the various subsistence strategies, social organization, political systems, and religious customs and beliefs, as well as Native American music and art. *NR*

ANTH 9
INTRODUCTION TO ARCHEOLOGY
3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines the theoretical framework, historical development, and methods of anthropological archeology. The course introduces students to archeological site location and analysis, data collection, excavation techniques, artifact identification and classification, and interpretation of cultural sequences. This course will discuss archeological ethics and community relations as well as cultural resource management. C-ID: ANTH 150. *NR*

ANTH 13
MAGIC, WITCHCRAFT AND RELIGION
3 Units: 3 hours lecture

Transfers: CSU, UC

This course emphasizes the nature, origins and purposes of religion through a broad range of cultural examples. Emphasis will be placed on the identification of myth and symbolism, the analysis of roles of varied religious practitioners, the relevance of magic, witchcraft and sorcery and evaluation of religious change. *NR*

ART

ART 40
2-D DESIGN AND COLOR
3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

This course is an introduction to two-dimensional design and color. Students learn to organize the visual elements of line, shape, color, value, and texture according to established principles of art. Emphasis is placed on manual skill and dexterity. ART 40 is required of art majors but is open to all students. *NR*

ART 41
3D DESIGN
3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

Recommended Preparation: ART 40

This course introduces the principles of three-dimensional design. Students work with a variety of materials, exploring the elements of line, plane, volume and mass and their composition in space. ART 41 is required of art majors but is open to all students. Attendance at field trips may be required. C-ID: ARTS 101. *NR*

ART 42
COLOR THEORY
3 Units: 2 hours lecture, 3 hours lab

Transfers: CSU, UC credit pending

This course investigates the various characteristics of color including theory, psychology, history, and the expressive aspects of color. Students will explore aspects of color mixing, matching, analysis, and relationships as it applies to the visual arts. *NR*

ART 50**BEGINNING OIL PAINTING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Recommended Preparation: ART 40 and ART 80 strongly recommended.*

This is a basic course in the craft and practice of oil painting. The course stresses the fundamentals of composition, value and color theory, instructing students to paint traditional subject matter from direct observation. ART 50 is required of art majors but is open to all students. Field trips may be required. *NR*

ART 51**INTERMEDIATE PAINTING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Recommended Preparation: ART 40 and 50*

This course is designed to further the development of the student's painting skills. The course explores the creative process of developing a painting through the use of contemporary color and design, as well as furthering more advanced classical painting techniques. *NR*

ART 52**ADVANCED PAINTING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Recommended Preparation: ART 50, 51, and 80*

Students explore representational and non-representational subject matter in a variety of media, including acrylic, oil, and mixed media. The course focuses on the development of concepts and themes in a series of paintings. *NR*

ART 53**BEGINNING LIFE PAINTING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Prerequisite: ART 85**Recommended Preparation: ART 50, 51, and 86*

This course is an introduction to painting the human figure. Emphasis is placed on the application of light, color, and palette systems to the figure, and the development of composition within the painting. The course is designed to develop the student's ability to portray the live model in a representational manner using the traditional methods of oil painting. ART 53 was formerly offered as ART 253. *NR*

ART 60**INTRODUCTION TO PRINTMAKING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Prerequisite: ART 80**Recommended Preparation: ART 40*

This course explores the fundamentals of the fine art of printmaking. Processes explore relief and intaglio printmaking methods. Emphasis is placed on developing skills, creative exploration in black and white, an introduction to color printmaking techniques, and technical analysis of printmaking aesthetics. Students will produce limited editions and survey the history of printmaking. *NR*

ART 61**INTERMEDIATE PRINTMAKING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Prerequisite: ART 80**Recommended Preparation: ART 40*

ART 61 explores the fine art printmaking process, including both relief and intaglio methods. Emphasis is placed on further developing skills, creative exploration into monochromatic and color palettes, and in depth technical analysis of printmaking techniques. Emphasis is placed on enhancing basic printmaking skills. *NR*

ART 62**PRINTMAKING: PAINTERLY TECHNIQUES****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC credit pending**Prerequisite: ART 60**Recommended Preparation: ART 80*

ART 62 continues the exploration of the fine art printmaking process begun in ART 60, including both relief and intaglio methods. Emphasis is placed on edition printing (color), advanced technical skills of multiplate printing, color printing, monoprinting, and continued development of personal imagery and techniques. *NR*

ART 64**PRINTMAKING: ALTERNATIVE PROCESSES****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC credit pending**Prerequisite: ART 60**Recommended Preparation: ART 80*

ART 64 explores contemporary printmaking processes using a variety of light sensitive polymer plates and other alternatives to classical printmaking techniques. Images are prepared digitally and manually combining new and old methods of printed image creation. Emphasis is placed on developing visual statements, design sensibility, technical skills, printmaking aesthetics, historical contexts, and craftsmanship through projects, discussions, and oral and written criticism. *NR*

ART 80**DRAWING FUNDAMENTALS****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC*

This is a basic course in representational drawing. It introduces students to the process of perceiving natural forms and rendering the illusion of three-dimensional reality on a two-dimensional surface. Students apply the principles, elements and practices of representational drawing using black and white, wet and dry media. ART 80 is required of art majors but is open to all students. Students are limited to taking four drawing courses (ART 80, 81, 82, 85, 86, 185 or 186) for a maximum of 12 units. *NR*

ART 81**REPRESENTATIONAL DRAWING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Recommended Preparation: ART 80*

This course is designed to build upon skills acquired in ART 80, Drawing Fundamentals. The course centers on the study of contemporary and traditional realistic drawing concepts, with emphasis on their creative application. Students work with dry and fluid media to create a variety of drawings. The course presents and explores the possibility of content and meaning and introduces the use of color in drawing. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 185, or 186) for a maximum of 12 units. C-ID: ARTS 205. *NR*

ART 82**ADVANCED DRAWING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Recommended Preparation: ART 81*

This advanced course emphasizes the process of drawing as a form of creative expression. Students explore a variety of media, including gesso, colored chalks, ink, watercolor, and collage, and traditional and contemporary drawing styles. The course is designed to develop each student's personal drawing style. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 185, or 186) for a maximum of 12 units. *NR*

ART 85**LIFE DRAWING I****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Recommended Preparation: ART 80*

This is a basic course in life drawing. It introduces students to the methods of rendering the illusion of the human form on a two-dimensional surface. Students apply the principles, elements and practices of representational drawing using black and white, wet and dry media in drawings of the human form. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 185, or 186) for a maximum of 12 units. *NR*

ART 86**ADVANCED LIFE DRAWING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC*

This is an advanced course in life drawing. Students apply the principles, elements and practices of representational drawing using black and white, wet and dry media to render the human form emphasizing its musculature. The course is designed to develop students' facility in perceiving the human form and rendering the illusion of three-dimensional reality on a two-dimensional surface. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 185, or 186) for a maximum of 12 units. C-ID: ARTS 200. *NR*

ART 185**FIGURE DRAWING FOR ANIMATION****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU**Prerequisite: ART 80**Recommended Preparation: ART 85 and/or 86*

This is an intermediate course in figure drawing. Students will explore the principles, methods, and concepts relative to drawing the human figure for the purpose of animation and figure invention. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 185, or 186) for a maximum of 12 units. *NR*

ART 186**DRAWING THE HEAD AND HANDS****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU**Recommended Preparation: ART 50 and 86*

This drawing course studies the anatomy and form of the human head and hand, and explores how to represent these most complex forms of the human figure in a two-dimensional medium. Students work with a variety of construction models and study how the application of light affects image and perspective. They apply the basic principles of construction to create an illusion of a three-dimensional form. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 185, or 186) for a maximum of 12 units. *NR*

ART 191**PORTFOLIO DEVELOPMENT****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU*

This course covers the development and presentation of a professional fine art and graphic design portfolio. Emphasis is on the selection of appropriate work, conceptual improvement, and methods of presentation, including digital and traditional formats. Students will complete a professional resume, cover letter, and artist's statement suitable for transfer or the job market. ART 191 is also listed as PHOT 191; credit will be given in either area, not both. *NR*

ART 195**ILLUSTRATION****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU**Prerequisite: ART 80**Recommended Preparation: ART 50 and 85*

This course introduces students to the fundamental principles and practices of illustration and the process of developing and communicating visual ideas and imagery. Emphasis is on refining the student's personal visual vocabulary and addressing practical issues within the professional world of illustration. ART 195 is also listed as DMA 195; credit will be given in either area, not both. *NR*

ART HISTORY**ARTH 1****HISTORY OF PHOTOGRAPHY****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course presents an overview of the history, technology, and aesthetics of the science/art of photography from the earliest experiments in the medium to the present. The course analyzes trends that led to the contemporary expression of the medium in the late twentieth century. Students must attend at least one major photography exhibition. This course is required of photography majors. ARTH 1 is also listed as PHOT 1; credit will be given in either area, not both. *NR*

ARTH 4**INTRODUCTION TO ART THEORY****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 1*

This course explores the fundamental elements and principles of art. It introduces the terms, theoretical methodologies and evaluative strategies used in the evaluation of art, various artistic media and artistic devices. The course addresses problems of organization and structure in a work of art as well as the relationship between a work of art and the social and intellectual context from which it emerges. Visits to off-campus galleries/museums may be required. *NR*

ARTH 20
ART APPRECIATION

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: Completion of or concurrent enrollment in WR 1 or 1H

This course provides a general introduction to the visual arts that offers a look at works of art and architecture through the study of theory, aesthetics, terminology, themes, design principles, media, techniques across time, global locations, and diverse cultures. The course includes the critical analysis of works of art as well as art historical methodology. Attendance at scheduled field trips may be required. *NR*

ARTH 22
SURVEY OF ASIAN ART

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: ARTH 27

This course is a chronological and comparative survey of the artistic traditions of India, Korea, China and Japan from prehistory to the twenty-first century. The course will examine Asian art and architecture within the cultural and historical framework in which they were produced. Attendance at scheduled field trips may be required. *NR*

ARTH 23
AFRICAN AND OCEANIC ART

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a chronological, thematic and comparative study of the indigenous art of sub-Saharan Africa, the African diaspora, Polynesia, Melanesia, Micronesia, and Australia. The course addresses prehistoric to contemporary forms of artistic expression in these regions within their historical, geographical, religious and sociocultural contexts. In addition, the course will assess the politics of colonialism, the impact of globalization, and the Western world's economic and religious hegemony over once self-reliant kingdoms and the states in the third world. *NR*

ARTH 24
ANCIENT ART

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a survey of the painting, sculpture, and architecture produced throughout the ancient world of the eastern Mediterranean and Near East. Beginning with the Neolithic peoples of Anatolia, the course examines the first great civilizations of Mesopotamia, the spread of the Bronze Age, and the increasing power of both Persian and Egyptian cultures. The investigation continues with the pre-classical and classical civilizations of the Aegean basin, and culminates with a survey of Roman expansion. Works of art and architecture are discussed in light of their unique cultural and historical context. *NR*

ARTH 25
ART HISTORY SURVEY I: WESTERN

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a chronological and comparative survey of the painting, sculpture, craft and architecture of the pre-modern, developing Western regions of the world: Prehistoric Europe, Mesopotamia, Egypt, the Greek and Roman worlds, and Medieval Europe. In addition, this course will investigate the Byzantine Empire and its influence on the art and architecture of Western Europe. Surveyed from prehistoric through late Middle Ages, these aesthetic works will be examined within the cultural and historical framework in which they were produced. Attendance at scheduled field trips may be required. C-ID: ARTH 110. *NR*

ARTH 26
ART HISTORY SURVEY II: WESTERN

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a chronological and comparative survey of the painting, sculpture, craft and architecture of the modern Western regions of the world: Renaissance Europe through the United States of the twentieth century. In addition, this course will investigate the new non-western model as it influences the art and architecture of modern Western Europe. Surveyed from the fourteenth through the twentieth centuries, these aesthetic works will be examined within the cultural and historical framework in which they were produced. Attendance at scheduled field trips may be required. C-ID: ARTH 120. *NR*

ARTH 27
ART HISTORY SURVEY III: NON-WESTERN

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a chronological and comparative survey of the painting, sculpture, craft and architecture of non-Western regions of the world: Asia, Africa, Oceania, and the Americas. In addition, the course investigates Islamic artistic expansion in the Near East and its influence on the art and architecture of Spain. Aesthetic works from prehistoric to contemporary times are discussed in light of their unique cultural and historical context. *NR*

ARTH 28
CONTEMPORARY ART HISTORY

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: ARTH 26

This course offers a historical perspective of art and architecture from circa 1940 through the twenty-first century. The course begins with an overview of the arts in Europe and America in the first half of the century and continues through the second World War, exploring stylistic changes that occurred with a quickening pace and came to define late modernism and postmodernism. The course concludes with an emphasis on contemporary issues in an ever-shrinking global artistic community. All works of art and architecture will be examined within the cultural and historical framework in which they are produced. Attendance at scheduled field trips may be required. *NR*

ARTH 29
19TH AND EARLY 20TH CENTURY ART

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a survey of the painting, sculpture, and architecture produced in Europe and America from the French Revolution to World War II. Beginning with the neoclassical movement of the late eighteenth century, the course examines the rise of modernity and its innovative assumptions about art, aesthetics, and criticism. The course concentrates on the evolution of the modern definition of art and how changing criteria modify the value of art to society. Works of art and architecture are discussed in light of their unique cultural and historical context. *NR*

**ARTH 30
RENAISSANCE AND BAROQUE ART**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a survey of the painting, sculpture, and architecture produced throughout Europe between the fourteenth and eighteenth centuries. Beginning with the cultural changes of the late Gothic period, the course examines the reintroduction of the classical aesthetic by Renaissance artists, the rise of humanism, and the subsequent visual response of the Catholic Church to developing Protestant institutions during the Baroque period. The course concludes with a survey of late Baroque (Rococo) art as defined by the French court. Works of art and architecture are discussed in light of their unique cultural and historical context. *NR*

**ARTH 31
MIEVEAL ART**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a survey of European painting, sculpture, and architecture from the decline and fall of the Roman Empire through the rise of the great Gothic cathedrals. In addition, the course explores the Golden Age of Byzantium and its influences on the Latin West. The course investigates this epoch in history not as a "Dark Age" but rather as a major factor in the establishment and authority of Christianity throughout the world and today's organization of modern Europe. Works of art and architecture are discussed in light of their unique cultural and historical context. *NR*

**ARTH 32
HISTORY OF WORLD ARCHITECTURE**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a chronological and comparative survey of world architecture and urban design from prehistory through the Modern World. Examples of the built environment and civic plans are discussed inside their unique aesthetic, cultural and historical contexts. Field trips may be required. *NR*

**ARTH 104
INTRODUCTION TO ART MEDIA**

3 Units: 3 hours lecture

Transfers: CSU

This survey course is designed to give students a general introduction to the practices and processes of the major studio arts - drawing, painting, print-making, crafts, photography, sculpture, and architecture - in an effort to increase their skills of recognition and observation when investigating art historical works. Through critical examination, formal observation, and process analysis, the course develops the student's ability to identify the unique characteristics of an aesthetic work and make the judgments necessary to formulate a critical assessment of a work of art or architecture. *NR*

**ARTH 110
INTRODUCTION TO MUSEUMS**

3 Units: 3 hours lecture

Transfers: CSU

This course is designed to develop students' understanding of the dynamic and complex world of museums, past and present. It provides a broad introduction to a diverse range of museums and collections, including museums of art, science and history. The course examines the history of museums; how a museum runs, specifically focusing on the duties and responsibilities of museum staff and volunteers; museum management; virtual exhibitions; and museum careers. Attendance at scheduled field trips may be required. *NR*

**ARTH 115
COLLECTIONS MANAGEMENT**

3 Units: 3 hours lecture

Transfers: CSU

This course provides an introduction to the practical applications of collections management, including how collections are developed, catalogued and used. The course examines the roles and responsibilities of those involved in collections management; acquisition and deaccession processes; record-keeping methodologies; and how objects and records are accessed for ongoing research and exhibitions. *NR*

**ARTH 120
CURATORIAL PRACTICE**

3 Units: 3 hours lecture

Transfers: CSU

This course examines the roles and responsibilities of a museum curator. Topics include types of museum curators; the curatorial department and team; exhibition development, research, proposals, contracts, publicity, and supervision; and curatorial writing, research, and career preparation. Attendance at field trips may be required. *NR*

**ARTH 125
VISITOR SERVICES AND MUSEUM
EDUCATION**

3 Units: 3 hours lecture

Transfers: CSU

This course examines the roles and responsibilities of those involved in museum education and visitor services. Topics such as docent training, grade-based curriculum and methods for evaluating the visitor experience will be reinforced by examining the current trend of working museum professionals. Attendance at scheduled field trips may be required. *NR*

**ARTH 130
MUSEUM TECHNOLOGIES**

1 Unit: 1 hour lecture

Transfers: CSU

This course examines the role of technology in museum careers. The course provides an overview of technologies used in museum website development, exhibition technology applications and collection databases. It is designed to develop the skills necessary to work in a variety of museum-related jobs. Attendance at scheduled field trips may be required. *NR*

ARTH 133**AMERICAN ART****3 Units: 3 hours lecture***Transfers: CSU*

This course surveys the major developments in American painting, sculpture, and architecture from the early settlement of North America to the conclusion of World War II. The course investigates the role visual culture has played in the United States as Americans have attempted to situate themselves culturally, economically, and politically within their own society and the world at large. Works of art and architecture are discussed in light of their unique cultural and historical context. *NR*

ARTH 135**ART HANDLING AND PREPARATOR STUDIES****1 Unit: 1 hour lecture***Transfers: CSU*

This course is designed to provide students with the knowledge and skills to successfully handle museum collections in a wide range of circumstances such as packing, handling, exhibition installations and moving collections. The course examines the role of a museum preparator as it relates to the installation of collections for exhibitions. *NR*

ARTH 140**MUSEUM PUBLICITY AND MARKETING****2 Units: 2 hours lecture***Transfers: CSU*

This course examines the components of museum publicity and the role of professional staff members in promotional campaigns. The course is designed to develop knowledge and skills in areas such as press writing and marketing development, and to prepare students to work successfully in a wide range of careers in museum publicity and marketing. Attendance at scheduled field trips may be required. *NR*

ARTH 145**MUSEUM FUNDRAISING AND DEVELOPMENT****1 Unit: 1 hour lecture***Transfers: CSU*

This course examines the roles and responsibilities of a museum fundraiser and/or development officer. Students will learn how museums develop museum memberships, and other donor relationships. This course is a required course for a certificate of achievement in applied museum studies and for the certificate of proficiency in Museum Marketing and Publicity. Attendance at scheduled field trips may be required. *NR*

ARTH 150**HISTORY OF GRAPHIC DESIGN****3 Units: 3 hours lecture***Transfers: CSU*

This concise history traces the development of graphic design from the invention of writing to the digital revolution. The course explores the origins of printing and book design from early medieval manuscripts to Renaissance, Victorian and Art Nouveau graphics, and the evolution of twentieth century design styles and theories from the modernist era through postmodernism and the digital age. ARTH 150 is also listed as DMA 150; credit will be given in either area, not both. *NR*

ARTH 168**COOPERATIVE WORK EXPERIENCE: APPLIED MUSEUM STUDIES****1 Unit: 1 hour lab***Transfers: CSU*

Prerequisite: Student must have completed 9 units in the Applied Museum Studies Program.

Limitation: Students must be concurrently enrolled in 7 units, including ARTH 168. Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. *NR*

ASTRONOMY**ASTR 20****GENERAL ASTRONOMY****3 Units: 3 hours lecture***Transfers: CSU, UC*

This introductory course traces the development of astronomy from ancient times to the present. The course examines the solar system, including the moon, sun, and planets; the composition and evolution of stars and galaxies; and theories of the origin of the universe. Field trips may be required to fulfill the objectives of this course. *NR*

ASTR 25**OBSERVATIONAL ASTRONOMY****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course is designed primarily to acquaint students with astronomical measurements, instruments and techniques. Students will use telescopes, spectrometers and other instrumentation to observe and study the moon, planets, stars, binary and multiple stars, star clusters, nebulae, and galaxies. Field trips may be required to fulfill the course objectives. *NR*

BIOLOGY**BIO 1****THE LIFE SCIENCES****3 Units: 3 hours lecture***Transfers: CSU, UC credit proviso (see UC Course List)*

This course is an integrated survey of the major principles of biology. Students focus on cellular and molecular biology, physiology, reproduction, genetics, evolution, population biology, and ecology. This course is recommended for students seeking to fulfill the general education requirement in life sciences or as an introductory course for students pursuing advanced study in life sciences. Credit may be earned in either BIO 1 or 1H, but not both. *NR*

BIO 1H
THE LIFE SCIENCES HONORS

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This Honors course is an integrated survey of the major principles of biology. Students focus on cellular and molecular biology, biochemistry, reproduction, genetics, evolution, population biology, and ecology. This course is recommended for students seeking to fulfill the general education requirement in life sciences or as an introductory course for students pursuing advanced study in life sciences. In this Honors course, students are expected read and summarize topical articles, perform literature searches and reviews, and complete associated writing assignments. Credit may be earned for either BIO 1 or 1H, but not both. *NR*

BIO 1L
THE LIFE SCIENCES LABORATORY

1 Unit: 3 hours lab

Transfers: CSU, UC

Prerequisite: Prior completion of or concurrent enrollment in BIO 1 or BIO 3 strongly recommended

This is the laboratory survey of the major principles of biology. It is the recommended course to accompany BIO 1. Topics include the application of laboratory equipment and procedures to the investigation of biological systems from the biochemical, cellular, organismal, ecological, and evolutionary perspective. This course does not include animal dissections. Students may take BIO 1L independently or concurrently with BIO 1 or 1H lecture, but not prior to either. Field trips may be required to fulfill the course objectives. *NR*

BIO 2
PLANT BIOLOGY

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC

Prerequisite: BIO 1 or BIO 94 and MATH 253

This course presents the biology, natural history, diversity and phylogeny of plants, algae, fungi, and prokaryotes. Topics include comparative plant structure and function, photosynthesis, homeostasis, development, evolution, phylogeny, taxonomy and ecology of plants. The laboratory component of the course emphasizes observation, experimentation, and field techniques. Emphasis is on California plant life. Field trips may be required to fulfill course objectives. *NR*

BIO 3
HUMANS AND THE BIOLOGICAL WORLD

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This general education course examines the basic principles of the biological sciences as it relates to humans. Topics range from cellular biology, physiology, genetics, evolution, ecology and the environment. This course is intended for those non-majors students seeking a comprehensive course in the biological sciences. *NR*

BIO 4
RESEARCH METHODS IN THE BIOLOGICAL SCIENCES

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

Prerequisite: BIO 1 and BIO 1L

Recommended Preparation: MATH 10

This course instructs students in the fundamentals of biological research methodologies. Students will be introduced to the Scientific Method, scientific literature searches and critiques, the design and implementation of biological experimentation, the analysis of results, and the preparation of a report of findings. Students will conclude their coursework by performing their own biological research project. *NR*

BIO 5
PRINCIPLES OF ZOOLOGY

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC

Prerequisite: MATH 253

This course is a survey of protozoans and animals. Lectures focus on the structure, function, development, classification, evolution, ecology and natural history of major animal and protozoan groups. Field trips may be required to fulfill the course objectives. *NR*

BIO 10
BIOCHEMISTRY FOR HEALTH SCIENCES

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC

Recommended Preparation: MATH 350A, B, C, D, E, F, G, H

This course addresses the application of chemical principles to biological systems, especially at the cellular level of structure and function. Essential topics include the nature of biologically important solutions and colloids; structure, functions and interactions of biological macromolecules; interactions of biological molecules in formation and functions of biological membranes; intracellular metabolism and enzyme functions; and genetic control of biological functions. The course is intended for health science students who have no previous background in sciences. *NR*

BIO 11
HUMAN ANATOMY

4 Units: 2 hours lecture, 6 hours lab

Transfers: CSU, UC

Recommended Preparation: WR 1

This course presents an analysis of human structure integrating cellular, tissue, organ, and organ system levels of structure and relates structure to function. Laboratory emphasis is on histology and gross anatomy. The course is designed for pre-professional students and biology majors. *NR*

**BIO 12
HUMAN PHYSIOLOGY****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC**Prerequisite: BIO 11 and either BIO 10 or CHEM 4**Recommended Preparation: WR 1 and MATH 253*

This course applies an integrated systems approach to the study of function in the human body. Emphasis is on major organ systems, their negative feedback controls, and their significance in maintaining homeostasis of the whole body. Each system is analyzed at the molecular, cellular, tissue and organ levels of function. The lab component of the course emphasizes experimental design, data collection and analysis, and evaluation and interpretation of experimental results. *NR*

**BIO 12D
HUMAN PHYSIOLOGY – DISCUSSION****1 Unit: 1 hour lecture***Transfers: CSU, UC credit proviso (see UC Course List)**Corequisite: BIO 12*

This discussion course affords students enrolled in Biology 12, Human Physiology, the opportunity to discuss, analyze, and exchange ideas concerning human function. Discussions focus on negative feedback control systems and other key topics covered in BIO 12, as well as background information not generally covered in the lecture. BIO 12D is offered on a pass/no-pass basis only. *NR*

**BIO 13
INTRODUCTION TO INDEPENDENT
RESEARCH: BIOLOGICAL AND HEALTH
SCIENCES****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: CHEM 1A/1B or BIO 10; at least one other biology course*

This course provides laboratory and field experience for students in the biological and health sciences. It focuses on the fundamentals of the scientific method, hypotheses formulation, experimental design; equipment use and care; data collection, analysis, and interpretation of results; and both verbal and written presentation of results. *NR*

**BIO 14
ADVANCED RESEARCH IN
BIOLOGICAL AND HEALTH SCIENCES****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC**Prerequisite: BIO 13*

This course provides more advanced training in the design and implementation of laboratory and field research in the biological and health sciences. Its focus is on more complex protocol, experimental design and instrumentation. Students will be introduced to more advanced statistical tests and prepare a final manuscript of findings. Students will also be required to report their findings at a special student research symposium at the conclusion of the semester. *NR*

**BIO 15
GENERAL MICROBIOLOGY****5 Units: 3 hours lecture, 6 hours lab***Transfers: CSU, UC**Recommended Preparation: BIO 10 and BIO 11*

This course is an examination of the fundamental biological concepts as they apply to viruses, bacteria, fungi, and protozoans. Theoretical as well as practical applications are discussed in such topics as bacterial morphology, metabolism, genetics, chemotherapy, and antibiotics. Also discussed are resistance and immunity, health and disease, and the role of microorganisms in the environment. Laboratory work will reinforce topics covered in lecture. Field trips may be required to fulfill course objectives. *NR*

**BIO 16
CELLULAR BIOLOGY****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC**Prerequisite: BIO 1, CHEM 1B and MATH 253*

This course presents an analysis of living systems at the cellular level. It examines the structure and function of prokaryotic and eukaryotic cells and their organelles; the energetics and biochemistry of metabolism; the processes of intracellular transport; and the process of protein synthesis. BIO 16 is not open to students who have previously completed BIO 6 and BIO 6L. *NR*

**BIO 19
MARINE BIOLOGY****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course presents the biology and natural history of marine organisms within an ecological context. A habitat approach emphasizes the physical features of each marine environment, the community structure of the habitat and adaptations of the constituent organisms. Emphasis is on California marine life. The laboratory component of the course emphasizes observation and experimentation. Experiments address general biological/ecological principles in the context of the marine environment. Students study the classification, anatomy, physiology and behavior of marine organisms. Field trips, an integral part of the course, focus on the structure of marine ecosystems. Credit may be earned in either BIO 19 or 19H, but not both. *NR*

**BIO 19H
MARINE BIOLOGY HONORS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC*

Marine Biology Honors presents the biology and natural history of marine organisms. A habitat approach emphasizes the physical features of each marine environment, the community structure of the habitat and adaptations of organisms. Emphasis is on California marine life. The laboratory component of the course emphasizes observation and experimentation. Experiments address general biological principles in the context of the marine environment. Students study the classification, anatomy, physiology and behavior of marine organisms. Field trips focus on the structure of marine ecosystems. This honors course is enriched through additional reading of primary literature, critical thinking, investigative experimentation, and a research presentation. Credit may be earned in either BIO 19 or 19H, but not both. *NR*

BIO 30
CALIFORNIA WILDLIFE
AND WILDLANDS

3 Units: 3 hours lecture

Transfers: CSU, UC

This lecture course introduces students to the natural history of California flora and fauna in the context of the many ecosystems that occur in the state. The course presents both ecological and evolutionary perspectives as it examines the role of climate, geology, species interactions, and adaptation in creating California's world famous biodiversity. The course includes both prehistoric and historical changes to California wildlands and the role humans have played in shaping the current landscape. Field trips may be required to fulfill course objectives. *NR*

BIO 32
MICROORGANISMS AND YOU:
ALLIES OR ENEMIES

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC

This general survey course explores the complex role of microbes in keeping us alive, making us sick, supplying our food, and regulating our biosphere. The course investigates the types and diverse habitats of microbes; their mutations and adaptations; and their impact on medicine, public health, and the environment. The course is intended for non-science majors and is not applicable for allied health majors. *NR*

BIO 43
BEING AN ANIMAL:
THE SCIENCE OF ANIMAL BEHAVIOR

3 Units: 3 hours lecture

Transfers: CSU, UC

This course offers an integrated analysis of the physiological, ecological and evolutionary bases of animal behavior. The course considers in detail the psychobiological, ecological, developmental and sociobiological determinants of animal behavior in the context of adaptive evolution. Field trips may be required to fulfill course objectives. *NR*

BIO 44
BIOLOGY OF HUMAN SEXUALITY

3 Units: 3 hours lecture

Transfers: CSU, UC

This course provides a thorough introduction to the development and practice of sexuality in humans. Topics include biochemical function, developmental and sexual differentiation from fertilization through the age of 16 years, and psychosexual and physiological development from birth through adulthood. Field trips may be required to fulfill the objectives of this course. *NR*

BIO 55
INTRODUCTION TO ECOLOGY:
THEORY AND APPLICATION

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

This course examines the interactions between organisms and their abiotic and biotic environments from an ecological, physiological, and evolutionary perspective. Topics include evolutionary ecology, behavioral ecology, the physical environment and adaptive responses to environmental challenges, population biology, community interactions and dynamics, species diversity, ecosystem ecology, and human impacts to ecological systems. Field trips may be required. *NR*

BIO 71
STEM CELLS AND SOCIETY

3 Units: 3 hours lecture

Transfers: CSU, UC

This course offers an introduction to stem cell research, including the origins and potential uses of stem cells in medicine, research, reproduction, agriculture, environment preservation, and other applications. Course topics include different sources and forms of stem cells, the technologies used to generate these remarkable cells, their use in a wide variety of fields, and the ethical and social concerns that have been and continue to be raised about the use of stem cells and related biotechnologies. This course is intended for majors and non-majors. *NR*

BIO 72
HUMAN GENETICS AND MEDICINE

3 Units: 3 hours lecture

Transfers: CSU, UC

This course offers an introduction to basic genetic concepts as they apply to humans. The course analyzes genetic pedigrees and hereditary relationships, genetic maps, genes, chromosomes, molecular aspects of human diseases and disorders related to genetics, and the role of databases including the Human Genome Project in forensics and medicine. Discussions include future potentials, as well as legal and ethical considerations, of genetic analysis and "genetic engineering." Intended for both majors and non-majors. *NR*

BIO 93
INTEGRATED BIOLOGY:
FROM DNA TO ORGANISMS

4 Units: 4 hours lecture

Transfers: CSU, UC

Prerequisite: CHEM 1A

Recommended Preparation: High school biology or chemistry

This course integrates four broadly defined levels of organismal structure and function into a coherent framework. Biochemistry, cell biology, genetics, and organismal structure and function (with emphasis on organ systems and physiology) are woven together using basics themes of structural/functional hierarchy, energetics, and information flow. *NR*

BIO 93L
INTEGRATED BIOLOGY: FROM DNA TO
ORGANISMS LABORATORY

2 Units: 6 hours lab

Transfers: CSU, UC

Prerequisite: MATH 253

Corequisite: BIO 93

Recommended Preparation: WR 1

BIO 93L is the laboratory complement to BIO 93. Emphasis is on experimental design, hypothesis testing, data collection and analysis, and interpretation/evaluation of data. Laboratory experiments focus on the principles of cell biology, biochemistry and genetics, along with integration of these principle areas to effect whole organism function. *NR*

**BIO 94
FROM ORGANISMS TO ECOSYSTEMS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC**Prerequisite: BIO 93*

The course introduces students to the diversity of life and provides the framework to understand its origins from underlying processes in organic evolution. Topics include natural selection, population genetics, systematics, speciation, history of life of Earth, morphological, physiological, and behavioral adaptation, and the principles of evolutionary ecology. Field trips may be required to fulfill objectives of this course. *NR*

**BIO 97
GENETICS AND EVOLUTIONARY
BIOLOGY****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: CHEM 1B, BIO 93, and BIO 94*

This course is a comprehensive survey of genetics. Through an examination of current and historical experimental evidence, students evaluate the basic tenets of molecular, transmission, and population genetics, and use the science of genetics to appraise the relationship of genetics to the processes and products of microevolution and macroevolution. Topics include molecular aspects of DNA replication and gene expression including RNA and protein biosynthesis; genetic code and organization of genome; regulation of expression of genetic information; cell division; genetic recombination and mutation in prokaryotes and eukaryotes; and biochemical evolution as it relates to microevolution and macroevolution. *NR*

**BIO 97L
GENETICS AND EVOLUTIONARY
BIOLOGY LABORATORY****1 Unit: 3 hours lab***Transfers: CSU, UC**Corequisite: BIO 97*

This course is the laboratory companion to Biology 97. It is designed to introduce students to the techniques of classical and modern genetic analysis. Techniques may include gel electrophoresis; spectrophotometry; gene transfer; polymerase chain reaction; DNA fingerprinting, analysis of mating outcomes, and analysis of simulated systems. The primary emphasis is on analysis of diverse genetic systems and approaches. *NR*

**BIO 99
MOLECULAR BIOLOGY AND
BIOCHEMISTRY****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: BIO 97 and CHEM 12A*

This course focuses on the structure and functions of major classes of intracellular macromolecules; the metabolic pathways for the synthesis, degradation, and interconversion of carbohydrates, lipids, and proteins; and the molecular mechanisms which control and direct intracellular metabolic processes. Concepts and theories of molecular evolution are also considered. The course assumes prior knowledge of the structure and expression of genetic information. *NR*

**BIO 99L
MOLECULAR BIOLOGY LABORATORY****1 Unit: 3 hours lab***Transfers: CSU, UC**Prerequisite: Prior completion of or concurrent enrollment in BIO 99*

This course is the laboratory companion to the Biology 99 lecture course. It is designed to introduce students to the techniques of modern cell biology as they relate to the study of intracellular structure and function, genetic expression and transmission, and cell-environment interactions. Techniques may include organelle and macro-molecule isolation and purification; chromatography; electrophoresis; spectrophotometry; enzymology; histology; cytochemistry; gene transfer; polymerase chain reaction; DNA fingerprinting; immunology and cell culture and cloning. *NR*

**BIO 101
FIELD STUDIES:
COASTAL MARINE ECOSYSTEMS****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU**Limitation: Students must be able to hike, camp (tents, sleeping bags, limited showers, camp cooking) and traverse rocky intertidal habitats.**Recommended Preparation: An introductory college-level biology course and WR 1*

This field course introduces students to interrelationships among plant/animal communities and physical environments that characterize coastal marine ecosystems. Topics will include natural history, ecology and diversity of coastal and island flora and human impacts to coastal and island ecosystems. Introductory lectures complement direct field observations and field experiments, data collection and analysis. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, 102, 103, 104, 105, or 109) for a maximum of 5 units. *NR*

**BIO 102
FIELD STUDIES:
ISLAND ECOSYSTEMS****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU**Limitation: Students must be able to travel by boat, hike, camp (tents, sleeping bags, limited facilities, etc.) and traverse steep and/or rocky habitats.**Recommended Preparation: An introductory college level biology course or BIO 30 and WR 1*

This field course introduces students to island ecosystem and the interrelationships among plant and animal communities and the physical environments that characterize island ecosystems. Topics will include natural history, ecology and diversity of island flora and fauna, and human impacts to island ecosystems. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, 102, 103, 104, 105, or 109) for a maximum of 5 units. *NR*

BIO 103**FIELD STUDIES:
MOUNTAIN ECOSYSTEMS****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU**Limitation: Students must be able to hike, camp (tents, sleeping bags, limited showers, camp cooking) and traverse steep and/or rocky trails.**Recommended Preparation: An introductory college-level biology course or BIO 30 and WR 1*

This field course introduces students to interrelationships among plant/animal communities and physical environments that characterize mountain habitats. Topics will include natural history, ecology and diversity of mountain flora and fauna, and human impacts to mountain ecosystems. Introductory lectures complement direct field observations and experiments, data collection and analysis. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, 102, 103, 104, 105, or 109) for a maximum of 5 units. *NR*

BIO 104**FIELD STUDIES:
DESERT ECOSYSTEMS****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU**Limitation: Students must be able to hike narrow desert trails and camp (tents, sleeping bags, cooking, limited showers).**Recommended Preparation: An introductory college-level biology course and WR 1*

This field course introduces students to interrelationships among plant/animal communities and physical environments that characterize desert habitats. Topics will include natural history, ecology and diversity of desert flora and fauna, and human impacts to desert ecosystems. Introductory lectures complement direct field observations and experiments, data collection and analysis. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, 102, 103, 104, 105, or 109) for a maximum of 5 units. *NR*

BIO 105**FIELD STUDIES:
VALLEY AND GRASSLAND
ECOSYSTEMS****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU**Limitation: Students must be able to travel, hike, camp, and traverse rocky and/or steep trails.**Recommended Preparation: BIO 1 and/or BIO 30 and WR 1*

This field course introduces students to the valley and grassland ecosystems of California. The course emphasizes interrelationships among plant/animal communities and physical environments that characterize valley and grassland ecosystems. Topics will include natural history, ecology, diversity, and human impacts. Introductory lectures complement direct field observations and field experiments, data collection and analysis. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, BIO 102, 103, 104, 105, or 109) for a maximum of 5 units. *NR*

BIO 109**FIELD STUDIES:
A 21ST CENTURY LOOK
AT THE AMERICAN WEST****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU**Limitation: Students must be able to hike cross-country/narrow trails and camp (tents, sleeping bags, cooking, limited showers)**Recommended Preparation: Introductory college-level biology courses and WR 1*

This field course introduces students to the flora and fauna of selected natural sites that have been the focus of influential natural history writers over the last 200 years. The course is taught as an expedition, as students plan and implement a trek to these sites, compare the flora and fauna of today to that described in historical books and essays, and prepare their own natural history journals. Introductory lectures in natural history, biology, ecology, and community structure complement direct field experiences. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, 102, 103, 104, 105 or 109) for a maximum of 5 units. *NR*

BIO 121**HUMAN ANATOMY AND PHYSIOLOGY****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU**Recommended Preparation: High school biology and eligibility for college-level writing.*

This basic course shows the interrelationships between the anatomical and physiological systems of humans. The course presents an analysis that integrates cellular, tissue, organ, and organ system levels of structure and relates structure to function. Laboratory emphasis is on the histology, gross anatomy, and physiology of major systems. This course does not meet the requirements of either anatomy or physiology for nursing students or biology majors. *NR*

BIO 140**LAB RESEARCH IN GEOLOGICAL
AND BIOLOGICAL SCIENCES****1.5 Units: 0.5 hour lecture, 2.5 hours lab***Transfers: CSU*

This course provides laboratory and field experience for students of geological and biological sciences. It focuses on experimental design; equipment use and care; data collection, analysis, and interpretation; and verbal and/or written presentation of results. BIO 140 is also listed as GEOL 140; credit will be given in either area, not both. *NR*

BIO 167**COOPERATIVE WORK EXPERIENCE:
BIOLOGY****1 Unit: 1 hour lab***Transfers: CSU**Prerequisite: Student must have taken or must be currently taking a college-level course in life sciences, biology and/or environmental science.**Limitation: Students must be concurrently enrolled in 7 units, including BIO 167. Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. *NR*

**BIO 200
HUMAN PROSECTION****2 Units: 1 hour lecture, 3 hours lab***Prerequisite: BIO 11*

This course focuses on the gross anatomy of major organs and organ systems of the human body. The course presents detailed regional dissections using human cadaveric specimens. Emphasis is placed on dissection techniques. *NR*

BIOTECHNOLOGY**BIOT 70
INTRODUCTION TO BIOTECHNOLOGY****3 Units: 3 hours lecture***Transfers: CSU, UC credit pending*

Biotechnology is the use of microorganisms or biological substances, such as enzymes, to solve problems, develop or make useful products, perform specific industrial or manufacturing processes such as the bio-conversion of organic waste and the use of genetically altered bacteria in the cleanup of oil spills. This course is an introduction to the field of biotechnology including a history of its origin and development, a survey of modern industrial applications and accomplishments, ethical considerations, and career paths. Industry practices and ethics will be emphasized. Field trips may be required. *NR*

**BIOT 273
BIOTECHNOLOGY A: BASIC LAB SKILLS****4 Units: 3 hours lecture, 3 hours lab***Recommended Preparation: BIO 10 and**BIOT 70*

Biotechnology transforms knowledge that emerges from life science research into products of value to people. This course provides students with a foundation in techniques necessary to work as effective professionals in a biotechnology laboratory or production facility. Emphasis placed on metrology (the study of measurement), solution preparation and sterilization, aseptic technique, performing assays and basic biological separation methods. The course integrates ethical considerations along with product quality systems documentation; trouble-shooting; calibration, accuracy and precision error reduction. Integrating a "quality-mind-set" into their laboratory work is important for students who plan to work in a biotechnology company or someday aspire to generate meaningful results in a research environment. *NR*

**BIOT 274
BIOTECHNOLOGY B: PROTEINS****4 Units: 3 hours lecture, 3 hours lab***Prerequisite: BIOT 273*

Students will learn fundamental skills applicable to any biotechnology laboratory with particular focus on downstream manufacturing processes in bio-manufacturing. Skills include maintenance of an industry standard notebook, preparation and sterilization of solutions, reagents and media; utilization of good aseptic technique, proper use and maintenance of laboratory equipment, adherence to quality control protocols, lab safety regulations, in vitro translation, large scale protein expression and purification, modification, western blot analysis, ELISA, antibody tagging and fluorescent microscopy. Compliance with industry standards and regulations will be incorporated into course procedures. *NR*

**BIOT 275
BIOTECHNOLOGY C: NUCLEIC ACIDS****4 Units: 3 hours lecture, 3 hours lab***Prerequisite: BIOT 273*

Nucleic acids are organic molecules that allow organisms to transfer genetic information from one generation to the next. This course provides students with advanced laboratory skills needed for employment in the biotechnology industry. Students will be re-introduced to the basic concepts of molecular biology including DNA structure and function as well as the process and controls of gene expression. Techniques include DNA isolation, purification and sequencing, gel electrophoresis, fluorescence in situ hybridization and Southern Blot analysis, DNA restriction/fingerprinting, cloning (transformation and screening) and real-time PCR. Maintenance of an industry standard notebook, application of SOP and instrument maintenance and care emphasized. Students will also be introduced to the field of bioinformatics. *NR*

**BIOT 276
QUALITY AND REGULATORY
COMPLIANCE IN BIOSCIENCE****2 Units: 2 hours lecture***Recommended Preparation: BIOT 70*

This course will cover quality assurance and regulatory compliance for the bioscience industries. Topics will span quality control and FDA, USDA, EPA, MSP, OSHA and EPA regulations for the biotechnology, biopharmaceutical, biomedical devices and food industries. Theories and applications of quality assurance and quality control will be presented and several different quality systems will be discussed such as CAPA and cGMP (good manufacturing practices), ISO9000, ISO1435 (International Standards Organization). Six Sigma and Lean, OSHA and Industry safety. *NR*

**BIOT 277
BIOTECHNOLOGY: CELL CULTURE****2 Units: 1 hour lecture, 3 hours lab***Prerequisite: BIO 15 and BIO 10*

This course provides theoretical and practical knowledge and skills on how to culture Eukaryotic cells. Students acquire practical and theoretical knowledge of the structure, equipment and sterile techniques of the cell culture laboratory, the growth conditions of cells and how scientists attempt to mimic this in cultures. Among the topics covered are: the composition of cell culture media, establishment of primary cultures and cell lines from normal tissue and cancer tissue, routine cultivation of cells, long term storage, contamination, various methods for characterization of cells, transfection, and the use of cells in culture to resolve various issues in basic and applied research. *NR*

BUSINESS*see Management***CHEMISTRY****CHEM 1A****GENERAL CHEMISTRY I****5 Units: 3 hours lecture, 6 hours lab***Transfers: CSU, UC**Prerequisite: MATH 253**Recommended Preparation: Recent completion of CHEM 3; concurrent enrollment in CHEM 106*

This is the first semester of a one-year course in chemistry intended for but not limited to majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. Topics include nomenclature, stoichiometry, gas laws, bonding, atomic theory, quantum theory, thermochemistry, liquids, solids, and solutions. CHEM 1A is part of the General Chemistry course sequence. It is recommended that CHEM 1A and 1B be completed at a single institution before transfer. C-ID: CHEM 110. NR

CHEM 1B**GENERAL CHEMISTRY II****5 Units: 3 hours lecture, 6 hours lab***Transfers: CSU, UC**Prerequisite: CHEM 1A*

This is the second semester of a one-year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, physics, pre-medicine), allied health, mathematics, and engineering. Topics include chemical kinetics, chemical equilibrium, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry. CHEM 1B is part of the one year General Chemistry course sequence. It is recommended that CHEM 1A and 1B be completed at a single institution before transfer. C-ID: CHEM 120 (must complete both CHEM 1A and 1B). NR

CHEM 3**FUNDAMENTAL CHEMISTRY****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: MATH 253*

This course is a study of the basic principles of chemistry. It is designed especially for the student who intends to take Chemistry 1A but needs more preparation. Topics include problem-solving and calculation methods, nomenclature, chemical formulas, chemical equations, stoichiometry, thermochemistry, atomic and molecular structure, bonding, gases, solutions, acids, and bases. Laboratory activities will familiarize students with the use of basic equipment. NR

CHEM 4**INTRODUCTION TO GENERAL & ORGANIC CHEMISTRY & BIOCHEMISTRY****5 Units: 4 hours lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces major topics of general and organic chemistry, and biochemistry. The course is designed primarily for students planning to enter a nursing program, an allied health or paramedical field, the liberal arts, or environmental technology. The following topics are included: measurements, atomic structure, bonding, nomenclature, solutions, kinetics, thermochemistry, nuclear chemistry, equilibrium, acids and bases, carbohydrates, lipids, proteins, enzymes, nucleic acids, and organic chemistry, including common functional groups, nomenclature, and reactions. NR

CHEM 12A**ORGANIC CHEMISTRY****5 Units: 3 hours lecture, 6 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Prerequisite: CHEM 1B*

This is a study of the principles, theories, and reactions of organic chemistry with an emphasis on the relations of structure and reactivity. The course is recommended for students whose major is chemistry or a related field such as medicine, dentistry, pharmacy, biology, biochemistry, or chemical engineering. The following topics are included: stereochemistry, aliphatic and aromatic compounds, preparations and reactions of certain organic compound families, and spectroscopic methods. C-ID: CHEM 150. NR

CHEM 12B**ORGANIC CHEMISTRY****5 Units: 3 hours lecture, 6 hours lab***Transfers: CSU, UC**Prerequisite: CHEM 12A*

This is a continuation of Chemistry 12A. The course covers preparations and reactions of certain organic compound families, including aromatic, polynuclear, heterocyclic, carbonyl-containing compounds, polymers, carbohydrates, amino acids, and proteins. C-ID: CHEM 160 (must complete both CHEM 12A and 12B). NR

CHEM 106**BASICS OF CHEMISTRY****2 Units: 2 hours lecture***Transfers: CSU**Corequisite: CHEM 1A**Recommended Preparation: Prior completion of or concurrent enrollment in MATH 253*

This course provides the student with a strong background in the basics of chemistry through discussion, problem solving and question sessions. The course introduces the fundamental laws, models and theories of modern chemistry. It includes a study of molecular structure, chemical bonding, states of matter, the behavior of gases, and solutions. NR

CHILD DEVELOPMENT

see Human Development

CHINESE

CHI 1 BEGINNING CHINESE I

5 Units: 5 hours lecture

Transfers: CSU, UC

This course is designed to develop the fundamental communication skills in Mandarin Chinese, including listening, comprehension, reading and basic conversation. The emphasis is on the comprehension of native spoken and written Chinese. The course introduces Chinese characters and the pronunciation system. It also presents general aspects of Chinese daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competency in reading, writing, and speaking Chinese and inferring its meaning. CHI 1 is equivalent to two years of high school Chinese. *NR*

CHI 2 BEGINNING CHINESE II

5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: CHI 1 or two years of high school Chinese

This course is designed to continue the development of fundamental communication skills in CHI 1, including further mastery of the pronunciation system and additional Chinese characters. Students engage in communicative tasks by increasing their listening, speaking, reading, and writing proficiency. The course presents more complex language structures and further explores aspects of Chinese daily life, culture and customs. Classes are conducted in Chinese. *NR*

CHI 3 INTERMEDIATE CHINESE I

5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: CHI 2 or three years of high school Chinese

Recommended Preparation: Be able to recognize 800 Chinese characters, compose a written paragraph of 250 Chinese characters, and interpret spoken Chinese and respond to questions

Chinese 3 builds on language skills developed in Chinese 1 and 2. It is designed to further the student's ability to comprehend and converse in Mandarin Chinese, build vocabulary, and extend reading and writing skills. There is an increased emphasis on complex sentence structures and idiomatic expressions. The course also elaborates on Chinese customs and culture. CHI 3 is conducted in Chinese. *NR*

CHI 180 CHINESE LANGUAGE CONFERENCE

0.5 Unit: 1.5 hours learning center

Transfers: CSU

Corequisite: CHI 1, 2, or 3

This open-entry/open-exit, pass/no-pass course offers conference instruction with Chinese language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in native Chinese. Students must complete at least 24 hours in the Languages Center during the semester and participate in no less than four conferences in order to receive credit. *R-E-3*

COMMUNICATION STUDIES

COMM 1 COMMUNICATION FUNDAMENTALS

3 Units: 3 hours lecture

Transfers: CSU, UC

This course offers students an opportunity to understand and use the components and processes of oral communication. The course is designed to develop fundamental skills in effective listening; selecting and researching topics; organizing and supporting ideas; preparing and presenting informative and persuasive speeches; and evaluating speech content and delivery. Student presentations are required. Credit may be earned in either COMM 1 or 1H, but not both. C-ID: COMM 110. *NR*

COMM 1H COMMUNICATION FUNDAMENTALS HONORS

3 Units: 3 hours lecture

Transfers: CSU, UC

This course offers students an opportunity to understand and use the components and processes of oral communication. The course is designed to develop fundamental skills in effective listening; selecting and researching topics; organizing and supporting ideas; preparing and presenting informative and persuasive speeches; and evaluating speech content and delivery. Student presentations are required. This honors course is enriched through extensive collaboration and a required off-campus forensics speaking event. Credit may be earned in either COMM 1 or COMM 1H, but not both. C-ID: COMM 110. *NR*

COMM 2 PERSUASION

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

Prerequisite: COMM 1

This course examines the components of persuasive messages. The course focuses upon ethics, logic, reasoning, and fallacies as they relate to the use of evidence, speaker credibility, and emotional appeals directed toward various types of audiences. C-ID: COMM 190. *NR*

**COMM 3
ARGUMENTATION AND DEBATE**

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

Prerequisite: COMM 1

This course focuses on the application of argumentative methods, analysis, sound reasoning, and critical thinking. Students participate in various types of debates on current topics, conducting research, formulating propositions, and discovering issues as they apply to social and personal decision making. C-ID: COMM 120. NR

**COMM 5
INTERPERSONAL COMMUNICATION**

3 Units: 3 hours lecture

Transfers: CSU

This course focuses on relational situations and communication theories, strategies, and behaviors. The course examines the foundations and contexts of interpersonal relations, and verbal and nonverbal skills that may be applied to overcome barriers and improve communications. C-ID: COMM 130. NR

**COMM 9
INTERCULTURAL COMMUNICATION**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is designed to give students a better understanding of the relationship between culture and communication and how the markings of culture and perception impact patterns of interaction. The course will familiarize students with the theory and process of communicating with people whose culture, ethnicity, or race differs from their own. C-ID: COMM 150. NR

**COMM 30
INTRODUCTION TO ORAL
INTERPRETATION**

3 Units: 3 hours lecture

Transfers: CSU, UC

This is a course in the presentation of literature. Students apply basic physical and vocal performance techniques to prose, poetry, and drama. The course includes the study of literary craft, a vital part of oral presentation. COMM 30 is also listed as TA 30; credit will be given either area, not both. C-ID: COMM 170. NR

**COMM 35
VOICE AND DICTION**

3 Units: 3 hours lecture

Transfers: CSU, UC

In this course students study the principles and practices of vocal and articulatory development and control. The course provides drills in phonation and drills for clarity, ease in articulation, resonance, and vocal variety. This course is also listed as TA 35; credit will be given in either area, not both. NR

**COMM 100
GROUP DYNAMICS AND LEADERSHIP**

3 Units: 3 hours lecture

Transfers: CSU

This course studies the principles of group discussion in learning and problem-solving situations, including small groups, committees, and meetings. The course examines leadership functions, styles, and approaches, as well as ethical considerations and responsibilities. C-ID: COMM 140. NR

**COMM 106A
FORENSIC ACTIVITY A**

1 Unit: 1 hour lecture, 1 hour lab

Transfers: CSU

In COMM 106A students prepare and present materials for college-sponsored speech and forensic activities, tournaments and festivals, high school assemblies, and civic organizations. Events include debate, public speaking, and oral interpretation. Participation in at least one forensic event is required for credit. Students spend two hours in class and at least two hours outside of class per week to earn one unit of credit. This course is offered on an open-entry/open-exit basis. A combination of COMM 106A, 106B, and 106C may be taken a maximum of four times. C-ID: COMM 160. R-E-3

**COMM 106B
FORENSIC ACTIVITY B**

2.5 Units: 2 hours lecture, 2 hours lab

Transfers: CSU

In COMM 106B students prepare and present materials for college-sponsored speech and forensic activities, tournaments and festivals, high school assemblies, and civic organizations. Events include debate, public speaking, and oral interpretation. Participation in at least two forensic events is required for credit. Students spend four hours in class and at least four hours outside of class per week to earn two-and-a-half units of credit. This course is offered on an open-entry/open-exit basis. A combination of COMM 106A, 106B, and 106C may be taken a maximum of four times. C-ID: COMM 160. R-E-3

**COMM 106C
FORENSIC ACTIVITY C**

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU

In COMM 106C students prepare and present materials for college-sponsored speech and forensic activities, tournaments and festivals, high school assemblies, and civic organizations. Events include debate, public speaking, and oral interpretation. Participation in at least three forensic events is required for credit. Students spend six hours in class and at least six hours outside of class per week to earn four units of credit. This course is offered on an open-entry/open-exit basis. A combination of COMM 106A, 106B, and 106C may be taken a maximum of four times. C-ID: COMM 160. R-E-3

COMPUTER INFORMATION MANAGEMENT

CIM 103 INTRODUCTION TO WINDOWS

1.5 Units: 1.5 hours lecture

Transfers: CSU

This course provides an overview of the operating system used with personal computers, including the fundamentals of the Windows user interface. Topics include working with Windows programs; managing files and folders; securing the computer; exchanging mail, news and appointments; creating and managing movies, CDs, DVDs, and other digital media; organizing photos/pictures; sharing files; computing wirelessly; maintaining and securing the system; enhancing system performance; backing up and restoring files; and installing and managing hardware and devices. *NR*

CIM 106 A+ HARDWARE CONCEPTS

3 Units: 3 hours lecture

Transfers: CSU

This course covers installing, configuring and troubleshooting PC hardware components. Topics include system types, motherboards, memory, expansion cards, video, storage devices, other computer peripherals, printing, networks, laptops, and procedures. Students will learn how to build a PC from component parts. This is one of two courses designed to prepare students for the CompTIA A+ certification exam; the other course is CIM 108, A+ Operating Systems Preparation. *NR*

CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS

3 Units: 3 hours lecture

Transfers: CSU

This course introduces Microsoft Office Professional applications. Topics covered include word processing (Word), spreadsheet (Excel), database (Access), presentation (PowerPoint), email management (Outlook), and World Wide Web navigation software. *NR*

CIM 108 A+ OPERATING SYSTEMS PREPARATION

3 Units: 3 hours lecture

Transfers: CSU

This course covers the Windows operating system, including installing, configuring, troubleshooting and optimizing the system. Topics include file systems, functions and utilities, boot process, memory/disk management, security, mobile devices, and error messages. This is one of two courses designed to prepare students for the CompTIA A+ certification exam; the other course is CIM 106, A+ Hardware Concepts. *NR*

CIM 112.1 SPREADSHEETS I

1.5 Units: 1.5 hours lecture

Transfers: CSU

This course is designed for individuals seeking to develop introductory skills in using spreadsheet software. Students will use a spreadsheet program to organize and manage financial data. Topics include formulas and functions, charts and graphs, and developing well-formatted worksheets. CIM 112.1 is also listed as ACCT 112.1; credit will be given in either area, not both. *NR*

CIM 112.2 SPREADSHEETS II

1.5 Units: 1.5 hours lecture

Transfers: CSU

Recommended Preparation: CIM 112.1

This course provides instruction and training in the use of spreadsheet software at the intermediate level. Students will produce sophisticated spreadsheet documents for a variety of business applications. Topics include working with lists and pivot tables, consolidating multiple worksheets and workbooks, integrating the spreadsheet software with other software programs and the web, and creating macros. CIM 112.2 is also listed as ACCT 112.2; credit will be given in either area, not both. *NR*

CIM 115 DATABASES

3 Units: 3 hours lecture

Transfers: CSU

This course covers a relational database management system for building and maintaining business databases. Topics include the design of relational databases; tables, queries, forms and reports; enter/edit/search data; field properties; import/export; joins; Structured Query Language (SQL); macros; and user interfaces. *NR*

CIM 117 SOCIAL MEDIA MARKETING

3 Units: 3 hours lecture

Transfers: CSU

This course introduces social media tools used for marketing in business. Topics include uses, ethics, and guidelines for social networking, and online marketing channels. Students create a social media marketing campaign through the use of Web applications such as Facebook, LinkedIn, and Twitter. CIM 117 is also listed as ENTR 117; credit will be given in either area, not both. CIM 117 was formerly offered as CIM 217. *NR*

CIM 141 CREATING A WEB PAGE USING HTML

3 Units: 3 hours lecture

Transfers: CSU

This course covers HyperText Markup Language (HTML) for building a business website for viewing on desktop and mobile devices using a browser. Topics include Cascading Style Sheets (CSS), lists, links, graphics, tables, multimedia, web forms, and Responsive Web Design for mobile devices. *NR*

CIM 143 WEB DEVELOPMENT - DREAMWEAVER

3 Units: 3 hours lecture

Transfers: CSU

This course covers Dreamweaver for building business web pages for viewing on desktop and mobile devices using a browser. Topics include linking; typography; Cascading Style Sheets (CSS); lists; tables; graphics; movie/video files; and jQuery; and responsive web design for mobile devices. This course helps prepare students to take the Adobe Certified Experts (ACE) Dreamweaver Exam. *NR*

CIM 144**WEB DEVELOPMENT - WORDPRESS****3 Units: 3 hours lecture***Transfers: CSU*

This course covers WordPress for building a business website for viewing on desktop and mobile devices. Topics include WordPress installation; blogs; business pages using menus, themes, plugins, widgets, photos, and videos; maintenance; security; and publish a responsive web design business site. *NR*

CIM 145**MOBILE WEB APPLICATIONS USING HTML AND JAVASCRIPT****3 Units: 3 hours lecture***Transfers: CSU*

This course examines business web applications (apps) for smartphones and mobile devices with intermediate HTML (Hypertext Markup Language) and JavaScript. Topics include jQuery, media queries, client-side data storage, and intermediate CSS (Cascading Style Sheets) for mobile web applications. *NR*

CIM 148**WEB DEVELOPMENT - EDGE ANIMATE****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: CIM 141*

This course introduces Edge Animate, an Adobe web development tool, that uses web standards for creating and animating web projects for desktop and mobile devices. Topics include the Edge Animate interface, creating and importing artwork, creating motion, scripting, creating responsive web design layouts, and publishing Edge Animate projects. *NR*

CIM 160**NETWORK+****3 Units: 3 hours lecture***Transfers: CSU*

This course examines the concepts of networking protocols, hardware, and security. It covers Local Area Networks (LANs), Wide Area Networks (WANs), the Open Systems Interconnection (OSI) upper- and lower-level protocols; network protocols; network structures; network hardware; and network security. This course is designed to prepare students for the industry-standard CompTIA Network+ certification exam. CIM 160 was formerly offered as CIM 260. *NR*

CIM 161**LINUX+****3 Units: 3 hours lecture***Transfers: CSU*

This course is designed to prepare students for the CompTIA Linux+ exam and acquire the skills to become a Linux system administrator. The course introduces the major components of managing Linux operating systems including system architecture, installation, package management, GNU and UNIX commands, filesystems, devices, scripting, user interfaces, administrative tasks, system services, networking, security, and boot loaders. There is a strong hands-on component for improved learning. Course materials include a Linux-based operating system. CIM 161 was formerly offered as CIM 261. *NR*

CIM 168**COOPERATIVE WORK EXPERIENCE: COMPUTER INFORMATION MANAGEMENT****1 Unit: 1 hour lab****2 Units: 2 hours lab****3 Units: 3 hours lab****4 Units: 4 hours lab***Transfers: CSU**Limitation: Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

CIM 170**NETWORK SECURITY+****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: CIM 106, 108, 160*

This course provides a comprehensive overview of network security. Topics include information security, malware and social engineering attacks, application and network attacks, vulnerability assessment and risk mitigation, host and data security, network security, wireless security, access control, authentication, account management, cryptography, and business continuity and disaster recovery plans. This course helps prepare students to take the CompTIA Security+ Certification Exam. *NR*

CIM 172**INTRODUCTION TO COMPUTER FORENSICS****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: AJ 103, CIM 106, CIM 108*

This course introduces basic tools, techniques, and procedures for collecting and preserving digital evidence that can be admitted and used in computer forensics processes, including legal proceedings. Topics include securing and analyzing a computer system and network system, evaluating suspect data and files, working with law enforcement, and composing reports based on investigative findings. Course content aligns with the objectives of the International Association of Computer Investigative Specialists (IACIS) certification. *NR*

CIM 201A**INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD I****1 Unit: 1 hour lecture**

This course is designed for individuals seeking basic computer, keyboarding and document processing skills for personal and business applications. The course introduces the Windows environment, word processing software, touch control of the keyboard, email, and the formatting of simple academic reports. Students concentrate on improving keyboarding speed and accuracy. No prior computer experience is required. *NR*

CIM 201B**INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD II****1 Unit: 1 hour lecture***Recommended Preparation: CIM 201A*

This course is designed for individuals seeking to further develop computer, keyboarding and document processing skills for personal and business applications. The course introduces personal and business correspondence and multiple-page reports and the word processing software that supports the creation of these documents. Students concentrate on improving keyboarding speed and accuracy. *NR*

CIM 201C**INTRODUCTION TO COMPUTERS, KEYBOARDING, AND WORD III****1 Unit: 1 hour lecture***Recommended Preparation: CIM 201B*

This course is designed for individuals seeking to develop skills in formatting various kinds of business documents, correspondence, reports, tables, and desktop publishing projects from unarranged and rough-draft sources. The course covers composition and language skills for business writing and strategies for developing keyboarding speed and accuracy on production assignments. *NR*

CIM 209**INTRODUCTION TO OUTLOOK****0.5 Units: 0.5 hours lecture**

This course introduces the skills needed to manage and work with Outlook. Topics include managing email messages, contacts and tasks; working with calendars and appointments; customizing Outlook; using instant messaging; and collaborating with SharePoint and SkyDrive. The course is designed to prepare students to pursue the Microsoft Office Specialist (MOS) Certification for Outlook. *NR*

CIM 210.1**WORD PROCESSING I****1 Unit: 1 hour lecture***Recommended Preparation: Ability to keyboard by touch*

This course is designed for those seeking to master introductory skills in using word processing software. Students will use a word processing program to create, edit, design, format, and manipulate documents of varying sophistication, including personal and business letters, reports, newsletters, and tables - for school, work, or home. *NR*

CIM 210.2**WORD PROCESSING II****1.5 Units: 1.5 hours lecture***Recommended Preparation: CIM 210.1*

This course is designed for those seeking to master advanced skills in using word processing software in preparation for Microsoft certification. Topics covered include merging, sorting and selecting data; planning, creating, and running macros; applying styles and themes; navigating with bookmarks; creating and manipulating outlines; creating web pages; integrating objects from other software programs; creating and using on-screen forms; working with master documents and subdocuments; and sharing documents. *NR*

CIM 212.3**SPREADSHEETS III – CERTIFICATION****3 Units: 3 hours lecture***Recommended Preparation: ACCT/ CIM 112.2*

This course provides students with advanced study and training required to qualify for Microsoft Office Specialist (MOS) certification in spreadsheet software. Students will review and learn to integrate all of the features of the spreadsheet program and incorporate data from other software programs and the World Wide Web. The course is designed to prepare students for the MOS Certification exam for spreadsheets. CIM 212.3 is also listed as ACCT 212.3; credit will be given in either area, not both. *NR*

CIM 249**CASCADING STYLE SHEETS (CSS) WEB DESIGN****3 Units: 3 hours lecture***Recommended Preparation: CIM 243.2*

This course presents an introduction to Cascading Style Sheets (CSS) and their application to presentation in the creation of websites. Topics include CSS syntax, selectors, positioning, and internal and external style sheets. *NR*

CIM 251**DYNAMIC WEB DATABASE MANAGEMENT****3 Units: 3 hours lecture***Recommended Preparation: CIM 241 and CIM 143*

This course provides an overview of how to create and administer interactive, database-driven websites using PHP (PHP Hypertext Preprocessor) and MySQL databases. Students create interactive, dynamic database-driven websites with logins, database updates, validation, and security. *NR*

CIM 263.1**CCNA: INTERNETWORKING TECHNOLOGIES I****3 Units: 3 hours lecture**

This is the first of four courses which prepare the student to take the Cisco CCNA (Cisco Certified Network Associate) exam. After passing the certification exam, the student will be a Cisco Certified Network Associate (CCNA). Topics in this course include the OSI (Open Systems Interconnection) Reference Model; layered communications; the TCP/IP (Transmission Control Protocol/Internet Protocol) network protocol; network design and documentation; and structured cabling. *NR*

CIM 263.2**CCNA: INTERNETWORKING TECHNOLOGIES II****3 Units: 3 hours lecture***Recommended Preparation: CIM 263.1*

This is the second of four courses which qualify the student to take the Cisco CCNA (Cisco Certified Network Associate) exam. After passing the certification exam, the student will be a Cisco Certified Network Associate. Topics in this course include WANs and routers; router setup and configuration; IOS (Internetworking Operating Systems) images; and routing protocols. *NR*

CIM 263.3**CCNA: INTERNETWORKING TECHNOLOGIES III****3 Units: 3 hours lecture***Recommended Preparation: CIM 263.2*

This is the third of four courses which qualify the student to take the Cisco CCNA exam. Upon passing the certification exam, the student will be a Cisco Certified Network Associate. Topics in this course include LAN (Local Area Network) switching; VLAN (Virtual Local Area Network) standards, architecture, and implementation; LAN design considerations and concerns; IP (Internet Protocol) routing; and Access Control Lists (ACLs). *NR*

CIM 263.4**CCNA: INTERNETWORKING TECHNOLOGIES IV****3 Units: 3 hours lecture***Recommended Preparation: CIM 263.3*

This is the last of four courses which qualify the student to take the Cisco CCNA (Cisco Certified Network Associate) exam. After passing the certification exam, the student will be a Cisco Certified Network Associate. Topics include Wide Area Network (WAN) theory and design; ISDN (Integrated Services Digital Network) and its relationship to WAN technology and the OSI (Internetwork Operating System) Reference Model; Frame Relay and LMI (Local Management Interface); and network troubleshooting. *NR*

COMPUTER INFORMATION: SPECIAL SERVICES

CISS 320**ADAPTIVE COMPUTER ASSESSMENT****1.5 Units: 1.5 hours lecture**

This course is designed to provide physically limited students an overview of adaptive computer devices and to assess each student's individual needs. Appropriate modifications will be made to accommodate disabled students in computer courses. *NR*

COMPUTER SCIENCE

CS 1**INTRODUCTION TO COMPUTER SYSTEMS****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course provides an overview of computer information systems and introduces hardware, software, networking, and Internet terminology. The course introduces Windows and Microsoft Office software, focusing particularly on spreadsheet and database applications. It also introduces program development and programming languages. Students write and execute elementary programs in Visual Basic. Credit may be earned in CS 1 or 1H, but not both. C-ID: BUS 140, ITIS 120. *NR*

CS 1H**INTRODUCTION TO COMPUTER SYSTEMS HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course provides an overview of computer information systems and introduces hardware, software, networking, and Internet terminology. The course introduces Windows and Microsoft Office software, focusing particularly on spreadsheet and database applications. It also introduces program development and programming languages. This honors course features an emphasis on research and writing and presentation of a programming project. Credit may be earned in either CS 1 or 1H, but not both. C-ID: ITIS 120. *NR*

CS 6A**COMPUTER DISCRETE MATHEMATICS I****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 2 and either CS 37 or CS 38*

This course is designed primarily for computer science majors. Areas of study include logic, proofs, basic structures, algorithms, integers, matrices, induction, recursion, counting principles, discrete probability, inclusion-exclusion, and graphs and trees. This course is also listed as MATH 30; credit will be given in either area, not both. C-ID: COMP 152. *NR*

CS 6B**COMPUTER DISCRETE MATHEMATICS II****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 2*

This course is designed primarily for computer science majors. Major topics include relations, graphs, trees, Boolean algebra, and modeling computation. This course is also listed as MATH 31; credit will be given in either area, not both. *NR*

CS 10**INTRODUCTION TO PROGRAMMING USING PYTHON****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC*

This course provides an introduction to computers and programming using Python. The course focuses on planning, creating and debugging programs using the grammar and syntax of the Python language. Topics include types and variables, input and output statements, control statements, functions and parameter passing, looping structures, text files, classes, lists, algorithms, and graphics. *NR*

CS 30**VISUAL BASIC PROGRAMMING****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC*

This course focuses on the development of programming applications using Visual Basic. The course covers Visual Basic structure, syntax and operating procedures, as well as design and programming techniques for event-driven and object-oriented programs in Visual Basic. *NR*

CS 36**C PROGRAMMING****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC*

This course introduces the C programming language, focusing on how to create, execute, and debug C programs. Topics include input and output statements; control statements; random numbers; functions and parameter passing; recursion; loops; arrays; structures; text, binary, and header files; recursion; pointers; and linked lists. *NR*

CS 37**C++ PROGRAMMING****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC**Prerequisite: CS 36*

This course covers the C++ programming language, focusing on how to create, execute, and debug C++ programs. Topics include input and output statements; file handling; functions and parameter passing including function pointers and function overloading; templates; object-oriented programming principles using classes, constructors, and destructors; friends; pointers including the "this" pointer; operator overloading; inheritance; polymorphism; and exception handling. The course also introduces the Standard Template Library (STL). *NR*

CS 38**JAVA PROGRAMMING****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC*

Recommended Preparation: Previous programming experience. Students should be familiar with basic programming principles.

This course focuses on application development using both stand-alone Java programs and Java applets. The course covers Java syntax and operating procedures, as well as design and programming techniques for object-oriented programs. Additional topics include arrays, text files, graphical user interface (GUI) components, exception handling, and multithreading. C-ID: COMP 122. *NR*

CS 39**C# PROGRAMMING USING MICROSOFT.NET****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC*

Recommended Preparation: CS 37 and CS 38

This course covers the C# programming language. Topics include C# syntax; input and output statements; operators; decision statements; arrays; loops; methods; Windows Forms; classes; inheritance and polymorphism; exception handling; structs; operator overloading; text and binary files; generics; and collections and data structures including stacks, queues, and hash tables. *NR*

CS 40A**COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE I****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC**Prerequisite: CS 36*

This course introduces computer organization focusing especially on assembly language programming. Topics include finite-precision whole number arithmetic and non-interger numbers, including number conversions. The course also discusses programming in pseudo-code and its corresponding assembly language. *NR*

CS 40B**COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE II****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC**Prerequisite: CS 40A*

This course is a continuation of Computer Science 40A. Students will further study computer organization and advanced assembly language programming. The course will also examine arrays, strings and input/output. *NR*

CS 41**DATA STRUCTURES****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC**Prerequisite: CS 37 or 38*

This course examines the basic concepts of data structures and related algorithms. Students use arrays, structures, stacks, queues, linked lists, trees, graphs, and tables to design algorithms and then write complete programs to implement these algorithms. Recursion, searching, sorting, timing and space analysis for algorithms, and memory management are also discussed. C-ID: COMP 132. *NR*

CS 50**HTML/XHTML PROGRAMMING****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC*

This course covers the fundamentals of designing basic web pages and websites for the internet utilizing HTML (Hypertext Markup Language), XHTML (Extensible Hypertext Markup Language), XML (Extensible Markup Language) and JavaScript. Topics include creating, editing, displaying and debugging web pages and websites while controlling the structure, function and appearance of web pages and websites utilizing markup and JavaScript language features and syntax. Other topics include uploading and downloading website files and resources to and from a website remote hosting server and local computer utilizing FTP methods and procedures. *NR*

CS 131**DATABASE MANAGEMENT PROGRAMMING****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU*

This course introduces Database Concepts and programming. Topics include the principles of relational database design, modeling, and Standard Query Language (SQL) programming; normalization; implementation; database management; client/server systems; data warehousing; and the use of databases in the Internet. *NR*

COUNSELING

COUN 1 ACADEMIC PLANNING

1.5 Units: 1.5 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This course is designed to introduce students to a successful college and transfer experience. The course examines the opportunities and requirements for vocational certificates, associate degrees, and baccalaureate and higher degrees. A major focus is helping students identify and overcome obstacles to academic success. The course introduces college survival skills and issues, including college expectations, student motivations, study skills, time management, college resources, and academic policies. Students develop an academic plan based on their individual educational goals and discuss strategies for choosing a major. Credit may be earned in either COUN 1 or 1H, but not both. *NR*

COUN 1H ACADEMIC PLANNING HONORS

1.5 Units: 1.5 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

The course examines the opportunities and requirements for undergraduate and graduate degrees. The course introduces college advancement, research and community opportunities, including college expectations, student motivations, educational goal development, and time management. This honors course will be enriched through limited class size, seminar format, extensive reading on transfer related research and graduate school studies, a student educational portfolio focusing on graduate degrees/schools related to intended career choices and research/evaluation of graduate level degree options. Credit may be earned in either COUN 1 or 1H, but not both. *NR*

COUN 2 UC STUDENT EDUCATION PLAN

0.5 Units: 0.5 hours lecture

Transfers: UC credit proviso (see UC Course List)

This course covers important information for students who plan to transfer to one of the nine University of California campuses. Topics include admission requirements, general education options, transfer admission guarantee programs, the application process, and helpful online resources. Each student will develop a comprehensive student education plan that includes needed courses for each semester. COUN 2 was formerly offered as COUN 200B. *NR*

COUN 4 STRESS MANAGEMENT

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This course introduces the basic principles of holistic stress management. The course explores the mind-body relationship (the psychophysiology) of stress; stressors typically experienced during an individual's college, family and working life; coping skills; and interventions. Students learn cognitive strategies and relaxation techniques that may be applied to help manage daily life stressors in a healthful and productive manner. *NR*

COUN 10 INTRODUCTION TO COLLEGE STUDY SKILLS

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This comprehensive course is designed to assist students in developing effective academic study skills and critical thinking strategies necessary to reach future educational goals. Topics surveyed include various educational learning theories; career information; successful interpersonal communication techniques; sensitivity to diverse populations, examination of individual morals and values; and academic survival strategies such as principles of memory and learning, motivation and concentration, effective note-taking, textbook study methods, efficient time management and test-taking/test anxiety reduction. Emphasis is given to career and personal growth and development with the long-range goal of interpersonal, academic and professional success. *NR*

COUN 100A EDUCATION PLANNING FOR CERTIFICATES AND ASSOCIATE DEGREES

0.5 Units: 0.5 hours lecture

Transfers: CSU

This course covers important information for students who plan to pursue a certificate, AA/AS, AS-T and/or AA-T degree from Irvine Valley College. The course discusses degree and certificate options at IVC and explains requirements for graduation, such as units, general education, major and grade point average. Students will develop a comprehensive student education plan that includes courses needed for each semester. COUN 100A was formerly offered as COUN 200A. *NR*

COUN 100B CSU STUDENT EDUCATION PLAN

0.5 Units: 0.5 hours lecture

Transfers: CSU

This course covers important information for students who plan to transfer to one of the 23 California State University campuses. Topics include admissions requirements, general education options, Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees, the application process, and helpful online resources. Each student will develop a comprehensive student education plan that includes needed courses for each semester. COUN 100B was formerly offered as COUN 200C. *NR*

COUN 102 CAREER EXPLORATION AND LIFE PLANNING

3 Units: 3 hours lecture

Transfers: CSU

This course provides students with the opportunity to conduct self-assessments and to apply the results to the process of making career and life decisions, including selecting an academic major. The course includes assessments of values, interests, personality characteristics, skills and learning styles. Students use a variety of resources to research and evaluate career and life options. The course presents decision-making models, goal-setting techniques and job-search strategies related to each student's short- and long-term goals. *NR*

COUN 103
INTRODUCTION TO ASSERTION

1.5 Units: 1.5 hours lecture

Transfers: CSU

This course introduces students to the theoretical principles underlying assertive behavior and the practical application of these principles in their communication with others, including in the workplace. The course covers the distinctions among assertive, aggressive and non-assertive behaviors and the causes and consequences of these behavioral styles. Included will be discussions of the relationship between assertion and self-esteem, success, problem resolution, positive relationships, and health. In addition, strategies for establishing and maintaining your professional image in the workplace using workplace rules and etiquette will be covered. *NR*

COUN 120
WOMEN AND WORK

3 Units: 3 hours lecture

Transfers: CSU

Do you choose your work or does it choose you? This course briefly explores the history of work. It will focus on gender issues as they influence work choices students may make. It explores workplace social elements of work such as sexual harassment and leadership. Women balancing work and family will also be explored. COUN 120 was formerly offered as WS 120. *NR*

COUN 150
HELPING RELATIONSHIPS

1.5 Units: 1.5 hours lecture

Transfers: CSU

Students planning to enter a helping profession will acquire basic listening, communication and intervention skills that will be central to their helping professional roles. Helping occupations include, but are not limited to working as teachers, counselors, psychologists, nurses, doctors, medical personnel, caregivers, firefighters, and law enforcement personnel. Examine their role as a helper and applying the skills that they acquire to their own lives and relationships. *NR*

DANCE

DNCE 1
INTRODUCTION TO DANCE

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

This course introduces the basic techniques, styles, and backgrounds of ballet, modern, and jazz dance, as well as other dance forms, such as hip hop, tap, international (e.g., African and Middle Eastern), liturgical, and social dance. It is designed for dancers of any experience level. The course focuses on developing coordination, flexibility, strength, and postural alignment. Movement studies and improvisations encourage student individuality. DNCE 1 (or DNCE 1A and 1B) may be taken once for a maximum of 2 units. *NR*

DNCE 1A
INTRODUCTION TO DANCE A

1 Unit: 0.5 hour lecture, 1.5 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

This course, equivalent to the first half of Dance 1, focuses on the basic techniques, styles, and backgrounds of ballet and modern dance. It is designed for dancers of any experience level. The course focuses on developing coordination, flexibility, strength, and postural alignment. Movement studies and improvisations encourage student individuality. DNCE 1 (or DNCE 1A and 1B) may be taken once for a maximum of 2 units. *NR*

DNCE 1B
INTRODUCTION TO DANCE B

1 Unit: 0.5 hour lecture, 1.5 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

Recommended Preparation: DNCE 1A
 This course, equivalent to the second half of Dance 1, focuses on the basic techniques, styles, and backgrounds of jazz dance and other dance forms, such as hip hop, break dance, tap, liturgical and international dance (e.g., African and Middle Eastern). It is designed for dancers of any experience level. The course focuses on developing coordination, flexibility, strength, and postural alignment. Movement studies and improvisations encourage student individuality. DNCE 1 (or DNCE 1A and 1B) may be taken once for a maximum of 2 units. *NR*

DNCE 3
MIDDLE EASTERN DANCE
FUNDAMENTALS

1 Unit: .05 hours lecture, 1.5 hours lab

Transfers: CSU, UC

An introductory course emphasizing the basic concepts of musicality and body placement of Middle Eastern dance. *NR*

DNCE 5
INTRO TO DANCE: DANCE
TECHNIQUES AND TRAINING
METHODS

1 Unit: .05 hours lecture, 1.5 hours lab

Transfers: CSU, UC

This course is designed for non-dancers and dancers. It will focus on learning the movements of various dance genres as well as the dance technique exercises and training methods that were inspired by various body therapies. Conversely, students will also learn body therapies or dance science exercises that were inspired by dance or sports movements or exercises. Emphasis in how each inspired, or has been inspired by advances in the other fields historically and currently. *NR*

DNCE 6
BALLET I

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC

This course introduces the basic ballet positions, movements, and combinations, as well French ballet terms and their meanings. The course also discusses the history and origins of ballet and its various styles. Students are required to attend at least one dance concert, on or off campus. No prior dance experience is required. A combination of DNCE 6 and DNCE 7 may be taken a maximum of four times. *R-A-3*

DNCE 7
BALLET II

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC

Recommended Preparation: DNCE 6

This course further explores the technical and expressive elements of ballet, as well as historically significant ballet schools and styles. It is designed to advance the performance level of students who have mastered the basic skills and vocabulary of ballet. Students practice and perform advanced barre exercises, demi-pointe work, and increasingly complex connecting movements. Attendance at a minimum of one dance concert, on or off campus, is required. A combination of DNCE 6 and DNCE 7 may be taken a maximum of four times. *R-A-3*

**DNCE 12
MODERN DANCE I**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC

This course introduces the fundamentals of modern dance and its history. It is designed for students with no dance experience as well as returning dance students. Students participate in movement studies and improvisations that deal with shape, space, time and energy - four main dance principles - to encourage their creativity and individuality. Emphasis is on developing axial and locomotor skills, performing movement combinations, conditioning the body, and solving creative problems. A combination of DNCE 12 and DNCE 13 may be taken a maximum of four times. *R-A-3*

**DNCE 13
MODERN DANCE II**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC

Recommended Preparation: DNCE 12

This course further explores the technical and expressive elements of modern dance, including historically significant eras, companies, dancers, and choreographers. It is designed for students who have mastered basic modern dance techniques and vocabulary. Students practice intermediate-level skills, exercises with rhythmic variations, turns, jumps with turns and beats, and increasingly complex connecting movements. A combination of DNCE 12 and DNCE 13 may be taken a maximum of four times. *R-A-3*

**DNCE 16
JAZZ DANCE BROADWAY STYLES**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC

Recommended Preparation: DNCE 1, DNCE 17 or equivalent dance skills

This course introduces an overview of Broadway styles of the 20th and 21st Century. It is designed for students with basic dance experience and for intermediate dancers wishing to increase their jazz dance knowledge to include musical theatre dance, history and techniques. Class participation is intended to develop an appreciation for the Broadway musical dance. Students are required to attend a live dance concert. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19, or 20) for a maximum of 8 units. *NR*

**DNCE 17
JAZZ DANCE I - OVERVIEW**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC

This survey course introduces the fundamentals of jazz dance, including its history and styles. It is designed for students with no dance experience and for experienced dancers wishing to perfect basic jazz dance skills. It also provides training for a professional career in Jazz dance. Jazz dance techniques are presented and practiced in class, with an emphasis on combinations using a variety of rhythms and styles. Class participation is intended to develop an appreciation for the physical demands of jazz dancing. Students are required to attend a live dance concert. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19, or 20) for a maximum of 8 units. *NR*

**DNCE 18
JAZZ DANCE II**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC

Recommended Preparation: DNCE 17

This course further explores the technical and expressive elements of jazz dance, including the historical origins, music, rhythms, and styles of this dance form. It is designed for students who have mastered basic jazz dance techniques and vocabulary. It also provides training for a professional career in jazz dance. Students practice intermediate-level jazz skills, turns, jumps, and center and locomotor combinations. They also develop original routines set to jazz music. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19 or 20) for a maximum of 8 units. *NR*

**DNCE 19
JAZZ DANCE: COMMERCIAL AND CONTEMPORARY**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC credit pending

Preparation and development of techniques necessary for becoming a commercial dancer, including the blending of commercial jazz dance with contemporary dance. Focus is on proper alignment that draws from ballet and contemporary dance, turns and jump combinations, as well as development of retention and manipulation of jazz dance phrases, and adapting to camera restrictions. It also provides training for a professional career in Jazz dance. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19, or 20) for a maximum of 8 units. *NR*

**DNCE 20
JAZZ: LATIN STYLES**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC credit pending

This course is designed to introduce elements of Latin dance and jazz dance. It is formulated for dancers wishing to increase their dance skills with an emphasis on developing rhythms and movements as they pertain to jazz dance technique. The merging of various styles is an new focus in contemporary forms of jazz dance. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19, or 20) for a maximum of 8 units. *NR*

**DNCE 22
TAP DANCE I**

1 Unit: 0.5 hour lecture, 1.5 hours lab

Transfers: CSU, UC

This course introduces tap dance technique at the beginning level. Instruction focuses primarily on the rhythm tap style; however, other tap styles may also be included. Students practice fundamental tap dance skills; rhythms, including swing and Latin; syncopation; time steps; short combinations; and stylings. The course includes an introduction to the history and performance of tap dance. Students are limited to taking four tap courses (DNCE 22, 23, 24, 25, or 26) for a maximum of 4 units. *NR*

DNCE 23**TAP DANCE II****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 22*

This intermediate-level course is designed for students who have mastered basic tap dance skills. Students practice new and more complicated rhythms, movement coordinations, and skills. Focus is on developing the speed at which students master tap routines. The course presents a variety of musical forms related to tap dance. Students are limited to taking four tap courses (DNCE 22, 23, 24, 25, or 26) for a maximum of 4 units. *NR*

DNCE 24**TAP: TRADITIONAL BROADWAY BASICS****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: Basic tap knowledge*

This beginning level course is designed for students who want to acquire basic tap dance skills. Students practice basic tap rhythms, movement coordinations, and skills. Focus is on acquiring tap dance vocabulary specific to the Broadway genre. The course presents a variety of musical forms related to Broadway tap dance styles. Students are limited to taking four tap courses (DNCE 22, 23, 24, 25, or 26) for a maximum of 4 units. *NR*

DNCE 25**TAP: BEGINNING RHYTHM TECHNIQUE AND INTERMEDIATE BROADWAY STEPS****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 22 or equivalent technical proficiency*

This course presents a variety of musical forms related to tap dance designed to develop new and more complicated tap rhythms, movement coordination, and tonal variations. Broadway steps will be used to further develop the student's stylistic range as well as his/her understanding of Tap dance's place in the history of Musical Theatre. Students are limited to taking four tap courses (DNCE 22, 23, 24, 25, or 26) for a maximum of 4 units. *NR*

DNCE 26**INTERMEDIATE TAP TECHNIQUES AND IMPROVISATION****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 22 and/or DNCE 23*

This course is designed for students who want to further their mastery of Tap dance. Focus will be on increasing the speed and accuracy of execution of master tap routines and developing improvisation techniques. Students are limited to taking four tap courses (DNCE 22, 23, 24, 25, or 26) for a maximum of 4 units. *NR*

DNCE 27**HIP HOP/COMMERCIAL DANCE****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC*

This beginning-level course presents a blend of hip hop and commercial dance styles. The course introduces traditional hip hop; breaking, including b-boying and b-girling; popping; video-style hip hop; and freestyling. Students practice and perform combinations and dances to contemporary hip hop, rhythm and blues, and pop music. Focus is on developing individual skill, musicality, and artistic expression, and on using accents and musical phrasing to demonstrate originality, unity, and clarity of intent in choreography. No previous experience is required. *NR*

DNCE 30**AFRICAN DANCE: OVERVIEW****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC credit pending*

This is an overview course that introduces dances from African cultures. Students will examine the role of dance in the African society through the practice of dance traditions and rituals. Discussions on African history, empires, and instruments will help to shape the the study of African dance performance. African dance movements, steps and styles will be taught with emphasis on body alignment, coordination, rhythm and body positions. All classes are aerobic in nature. Field trips may be required. *NR*

DNCE 33**MIDDLE EASTERN DANCE I****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC*

An introductory course emphasizing the social, stage and artistic dances from the region known as the Near and Middle East. *NR*

DNCE 34**MIDDLE EASTERN DANCE II****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 33*

This intermediate/advanced-level course further explores social, stage and regional dances from the Near and Middle East. The course focuses primarily on classical dance forms but also presents folkloric and popular dance styles. Students concentrate on refining movements and gestures; developing solo and group performing skills; and using finger cymbals, veils, and props while dancing. The course expands upon Middle Eastern music, rhythms, and culture as they relate to dance. *NR*

DNCE 35**FOLK DANCES OF EGYPT AND LEBANON****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 3 and 33*

An intermediate/advanced level course on folk dance from Egypt and Lebanon. Dances will be learned focusing on technique, musical analysis, cultural characteristics, costuming, use of props, historical overview, and geographical relevance. Students will learn, practice and perform combinations and choreography in a classroom setting. *NR*

DNCE 36**BALLROOM STYLES OF THE 19TH AND 20TH CENTURY****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC*

This course gives students the opportunity to learn various social dance forms. It is designed for students with no dance experience as well as dance students who want to be introduced to dance forms new to them. Examples of dance forms that may be included are swing, salsa, mambo, cha cha, tango, waltz, country and fox trot. The course will focus on exploring the differences and similarities among styles and techniques while also developing coordination skills. *NR*

DNCE 37**INTERMEDIATE BALLROOM****1 Unit: 0.5 hour lecture, 1.5 hours lab****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 36 or instructor's approval*

This course gives students the opportunity to learn intermediate ballroom dance skills. It is designed for students with basic ballroom dance experience. Examples of dance forms that may be included are swing, salsa, cha cha, rumba, tango, waltz, and fox trot. This course also explores the differences and similarities within the styles and techniques of intermediate ballroom dance while addressing development of coordination skills. This course will encourage individual choreography which will enhance the students knowledge of each dance form as well as develop creativity. DNCE 37 may be taken once for a maximum of 2 units. *NR*

DNCE 38**BALLROOM: LATIN DANCES****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 36 or 37*

An introductory course in Latin dance styles designed to teach cha-cha, merengue, tango, salsa and other Latin dance styles. This course will emphasize, styling, partnering and rhythm. The beginning level is appropriate for students of all ages and level of training. Attendance at a live dance performance is required. *NR*

DNCE 39**BALLROOM: AMERICAN SMOOTH****1 Units: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 36 or 37*

This course gives students the opportunity to learn various smooth ballroom styles dances. Examples of the smooth dance forms that may be included are Waltz, Fox Trot, American Tango. This course will focus on learning both the International and American smooth styles of dance. The students will develop coordination skills and knowledge of each dance form. Attendance at a live dance performance is required. *NR*

DNCE 40**HIP HOP I: HISTORY OVERVIEW****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC*

This beginning-level course presents a comprehensive survey of Hip-Hop dance history. The course introduces traditional hip-hop music and movement including; breaking, b-boying, popping and locking. The focus of this course is on developing individual skill, musicality and artistic expression as a dancer and choreographer. Students will study the contributions and participant from various ethnic groups that practice and perform street dance style know as Hip-hop from the 20th and 21st centuries. No previous experience is required. *NR*

DNCE 45**YOGA AND STRESS MANAGEMENT****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course explores the relationship between yoga and its connection as one of several holistic methods to manage the mind, body, and spiritual effects of stress. It is designed to promote enhanced performance and function. It's focus is the practice of breathing, relaxation, asanas, meditation, positive thinking and other related techniques. *NR*

DNCE 46**INTRODUCTION TO YOGA****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This survey course investigates the principles and practices of various types of yoga to unify body, mind and spirit. Emphasis is on yoga postures (asanas), breathing, meditation, and relaxation techniques intended to reduce stress and to improve concentration, circulation, flexibility, and muscle strength. It is designed for dancers and non-dancers. *NR*

DNCE 47**HATHA YOGA****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course involves the investigation and practice of Hatha Yoga principles as it pertains to Raja Yoga. It is designed to improve proper technique within postures (asanas) and associated breathing techniques; body balance, awareness, alignment and relaxation; joint flexibility, coordination; muscle tone; and stress management. For dancers and non-dancers. *NR*

DNCE 48**YOGA: CONTEMPORARY AND TRADITIONAL EASTERN FORMS****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC*

This course incorporates traditional mind, body spirit exercises and paths and compares these with current styles of yoga and other holistic methods. It focuses on the evolution, differences, and similarities between various paths and styles of yoga and other eastern-based body therapies such as Pilates, and GYROKINESIS(R). Use of restorative breathing and relaxation exercises are also included. *NR*

DNCE 50**CONDITION AND CORRECT: OVERVIEW****3 Units: 2.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC credit pending*

This course introduces various types of stretch, strengthen, and body alignment exercises for dancers and non-dancers. It combines techniques and skills from dance, exercise, and various body therapy programs (e.g. yoga, Pilates, Alexander Technique) to enhance flexibility, strength, postural alignment, balance, coordination, endurance, and movement memory, and promote greater technical ability in dance, sports, exercise, and other movement-based programs. The course includes introductory information on anatomy, nutrition, and the care and prevention of injuries. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units *NR*

**DNCE 51
PILATES****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces the fundamentals of non-impact exercise based on the principles of Joseph Pilates. Classes provide the dancer and non-dancer with exercises to improve abdominal and back strength, flexibility, and postural alignment, coordination, and body awareness. Proper breathing techniques are emphasized, the focus being on exercising the mind as well as the body. DNCE 51 (or DNCE 51A and 51B) may be taken once for a maximum of 2 units. *NR*

**DNCE 51A
PILATES A****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course is the first half of an introduction to a non-impact exercise program based on the principles of Joseph Pilates. Classes provide the dancer and non-dancer with exercises to improve abdominal and back strength, flexibility, postural alignment, coordination, and body awareness. Proper breathing techniques are emphasized, the focus being on exercising the mind as well as the body. DNCE 51 (or DNCE 51A and 51B) may be taken once for a maximum of 2 units. *NR*

**DNCE 51B
PILATES B****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: DNCE 51A*

This course is the second half of an introduction to a non-impact exercise program based on the principles of Joseph Pilates. Classes provide the dancer and non-dancer with exercises to improve abdominal and back strength, flexibility, postural alignment, coordination and body awareness. Proper breathing techniques are emphasized, the focus being on exercising the mind as well as the body. DNCE 51 (or DNCE 51A and 51B) may be taken once for a maximum of 2 units. *NR*

**DNCE 52
PILATES - MAT****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course is a non-impact body therapy and training method based on the principles of Joseph Pilates. Classes provide the dancer and non-dancer with detailed exercises for the entire body that focus on core strengthening while also re-training postural alignment and muscular imbalances. Proper breathing techniques are emphasized to exercise the mind as well as the body. *NR*

**DNCE 53
PILATES REFORMER****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: DNCE 51 or 52*

This non-impact body therapy and training program that builds upon Pilates mat-class with reformer work and associated props. It is a non-impact body therapy and training program for the entire body focusing re-training alignment and imbalances. Breath use is emphasized to initiate and maintain the core for each exercise as well as being able to recognize internal changes in muscle use and efficient movement. *NR*

**DNCE 54
PILATES: DESIGNED FOR YOU****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit pending*

This course focuses on traditional and new forms of Pilates exercises as well as the use of modification aids to aid the student in receiving the benefits intended in each exercise. Emphasis will be on technique enhancement, how to select and adjust exercises for individual needs and goals, and injury care and prevention. This course is designed for all experience levels. Students are limited to taking four Pilates courses (DNCE 51, 51A, 51B, 52, 53, or 54) for a maximum of 8 units. *NR*

**DNCE 55
CHOREOGRAPHY I****3 Units: 2.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: Two**two-unit courses from Dance 1, 6, 7, 12, 13, 17, 18, 22, 23, 30 or 36*

This beginning-level course provides a theoretical and practical foundation in dance composition. It emphasizes the development of basic skills in problem solving and in the craft and creation of dances. Students will explore and develop movement studies and full-length dances for both individuals and groups. The focus is on creating compositions with thematic and artistic clarity, incorporating shapes, times, space, energy, phrasing, abstraction, stylization, and various choreographic devices and structures. *NR*

**DNCE 57
CHOREOGRAPHY PROJECTS****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC**Prerequisite: DNCE 55 or equivalent**Limitation: Approval of a choreographic proposal submitted on the first day of class**Recommended Preparation: Two semesters of dance technique courses (ballet, modern, jazz, tap, Middle Eastern, African or ballroom)*

This course focuses on the preparation and execution of a dance production, emphasizing the choreographic process. It investigates the various creative, artistic and practical aspects involved in defining and developing a project. The course is designed to build each student's proficiency in the skills necessary to choreograph a dance piece from the planning stages through post-production work. *NR*

**DNCE 58
CHOREOGRAPHY FOR COMPETITIONS****1 Unit: 3 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 55 and 57. A choreography class taken at another college/university may be accepted subject to faculty evaluation.*

For students whose choreographic work has been chosen to represent IVC at a national/regional Dance competition. Competition guidelines will determine the scope of the project. Choreographers will remount and rehearse the chosen dance work and oversee its production at the competition. *NR*

DNCE 61**PAN-AFRICAN DANCE/THE DIASPORA****1 Unit: 0.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC*

This course introduces the influence of African dance and music on the world through the African Diaspora. Students will study how the doctrine of Pan-Africanism is helping to shape the identity of contemporary African through the dancing, drumming, singing and storytelling. The course explores the research and practices of performing African dances from the diaspora and its specific historical reference to representing the African community at large. All classes are aerobic in nature. Attendance at field trips may be required. *NR*

DNCE 62**WEST AFRICAN DANCE: EMPIRE OF MALI****1 Unit: 0.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC credit pending*

This course is an introduction to the history and performance of West African dance of the Empire of Mali. Students will study, practice and perform traditional West African dances and drum rhythms from the Empire of Mali. The course explores the components of West African dance as it relates to community, movement, music, theme, season, and organization of the dance. All classes are aerobic in nature. Field trips may be required. *NR*

DNCE 65**DANCE REHEARSAL AND PERFORMANCE****0.5 Units: 0.5 hour lecture, 0.5 hour lab****1 Unit: 0.5 hour lecture, 1.5 hours lab****1.5 Units: 0.5 hour lecture, 3 hours lab****2 Units: 0.5 hour lecture, 4.5 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: A course in dance technique*

This course focuses on the various aspects involved in the preparation of dance productions. It is designed to emphasize the rehearsal process and performance experience both at Irvine Valley College and other venues. Every student enrolled will perform in an informal showing at the end of the semester and assist with technical and dance management. Those students who demonstrate mastery of the movement material will also perform in more performance settings and/or tour for additional performance opportunities. The student can sign up for one-half to two units depending upon the number of rehearsal/performance hours he or she commits to. DNCE 65 may be taken once for a maximum of 2 units. *NR*

DNCE 66**DANCE REHEARSAL AND PERFORMANCE: ANALYSIS OF CREATIVE PROCESSES****1 Unit: 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC**Limitation: Participation by audition on the first days of class**Corequisite: A dance class in either ballet, modern, jazz, tap, Middle Eastern, African or ballroom**Recommended Preparation: A course in dance technique such as DNCE 1, 3, 6, 7, 12, 13, 17, 18, 22, 23, 27, 33, 34, 35, 37, 40, 41, or equivalent training*

This course is designed to prepare dance students to work with various choreographers and familiarize themselves with contrasting creative methodologies. Through rehearsing and performing of the dances, students will learn to adapt to each creative process and analyze the contrasting approaches. An informal showing at the end of the semester will determine final performance format and additional performance opportunities. Students will also participate in technical production of a dance concert. *NR*

DNCE 67**DANCE REHEARSAL AND PERFORMANCE: SOLOS AND DUETS****1.5 Units: 0.5 hour lecture, 3 hours lab***Transfers: CSU, UC**Limitation: Audition at the first class meeting. Assessment also determines course placement.**Corequisite: DNCE 6, 7, 12, 13, 16, 17, 18, 19, 20, 22, 23, 51, 52, 53, 54, 75, 93, 95 or 96**Recommended Preparation:**Intermediate-level skills in dance*

This course is designed to emphasize the rehearsal process and performance experience for solos and/or duet choreographic works. It focuses on the technical and interpretive skills necessary to perform in this format. An informal showing at the end of the semester will determine the final performance format and any additional performance opportunities. *NR*

DNCE 68**DANCE COMPETITION****1 Unit: 3 hours lab***Transfers: CSU, UC**Limitation: By audition**Recommended Preparation: Students must be proficient in the technique(s) required for the dances (i.e. ballet, jazz, modern, etc.)*

This course prepares students for participation in regional and/or national dance competitions. The focus is on bringing one or more dance works to a high level of performance so as to best represent Irvine Valley College at intercollegiate and dance industry competitions. Field trips to the competitions are mandatory. *NR*

DNCE 69**INTRODUCTION TO DANCE ENSEMBLE PRACTICES****2 Units: 6 hours lab***Transfers: CSU, UC**Limitation: Audition is held on first day of class to determine technical level and artistic maturity**Recommended Preparation: DNCE 7, 13, or 17 or technique level equivalent*

This course prepares students for participation in our Certificate/AA capstone advanced course: Performing Dance Ensemble. Students will understudy assigned roles, learn company protocols and help in the production aspects of the performance. Field trips may be required. *NR*

**DNCE 71
DANCE ASSISTANT****2 Units: 6 hours lab***Transfers: CSU, UC**Recommended Preparation: Previous member of the IVC Performing Dance Ensemble DNCE 170 or equivalent experience as determined by the instructor*

The course will prepare students to support and assist a choreographer. Training will cover all aspects of preparation and running of rehearsals, production duties, and communications with the dancers. *NR*

**DNCE 72
AERIAL, ACROBATIC, PARTNERING
TECHNIQUES****1 Unit: 3 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 7, 13, or 18 or equivalent technical ability as determined by the instructor*

Students will study advanced commercial dance skills such as basic aerial, acrobatic and partnering. Classes will be held at a location off campus. *NR*

**DNCE 75
IMPROVISATION I****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course is designed to develop improvisational techniques as related to structural form. The focus is on individual and group work to learn tools that aid in the creation of unplanned movement and improve one's ability to edit movement choices to craft phrases, studies, and dances "in the moment". Emphasis is on how to adapt to changing situations, come up with spontaneous solutions, and create 'on the spot' choreography which is important in the professional world. For the dancer and non-dancer. *NR*

**DNCE 77
DANCE HISTORY: TWENTIETH
CENTURY****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course studies the history of dance in the twentieth century focusing on major themes, ideas, values, people, and institutions within a global context. It traces the continued development of various dance forms with primary emphasis on ballet, modern dance, and jazz dance (including tap dance and musical theater). The course will include some reference to other art forms and the humanities. Videotapes, movies, and attendance at live performances will augment lectures. *NR*

**DNCE 78
DANCE APPRECIATION****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: RD 370*

Overview of religious, social and theatrical dance forms, focusing on their purposes and themes within their historical context. Dance genres will be examined in terms of practices, movement, and music. Videos, live performances, discussions and readings will illuminate the social and cultural relevance of each genre studied. *NR*

**DNCE 85
MUSIC FOR DANCE****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course assists the dancer and/or choreographer by providing practical training in basic music theory and musicianship. It focuses on systematically breaking down and investigating the terminology of and concepts behind "dancer musicality," rhythm and meter, melodic design, basic musical form, notation, and historical style. The course is designed to present the development of music and dance in a historical perspective; to develop through listening an awareness of available musical literature; and to train the dancer/choreographer and musician to work together by developing a common vocabulary and working knowledge of each other's craft. *NR*

**DNCE 86
CONDITION AND CORRECT: BODY
ALIGNMENT****3 Units: 2.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC credit pending*

Applies movement science concepts to various exercises from dance, conditioning, and body therapy programs (e.g. yoga, Pilates, massage, Alexander Technique) for dancers and non-dancers. It focuses on the awareness of posture and movement habits as related to anatomy, wellness and the reduction of the potential of pain and injury. Students start to retrain the body by learning proper warm-up and exercise set-up. Emphasis is on selecting effective and safe joint motions while maintaining alignment to gain the most benefit from each exercise. Flexibility, strength, posture, balance, coordination, endurance, relaxation and movement memory are enhanced as a result. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

**DNCE 87
CONDITION AND CORRECT: ANALYSIS
AND BODY THERAPIES****3 Units: 2.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC credit pending*

This course builds upon the concepts from the overview course. It introduces and compares techniques from dance and various body therapy programs (e.g. Hatha Yoga, Reflexology, GYROKINESIS (R), Resistance training, Pilates) for dancers and non-dancers. It combines various types of stretch, strengthening, endurance, relaxation and body alignment exercises. Emphasis is on correct form and technique to promote greater technical ability in dance, sports, exercise, and other movement-based programs. The course includes information on anatomy and the care and prevention of injuries. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

DNCE 88**CONDITION AND CORRECT:
MIND-BODY TECHNIQUES****3 Units: 2.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC credit pending*

This course utilizes the Eastern Medicine mind-body techniques and methods from dance, exercise, and various therapy programs (e.g. Raja Yoga, Pilates, Myofascial release, Sweigard, Feldenkrais, GYROKINESIS(R)Techniques) to promote greater technical ability in dance, sports, exercise, and other movement-based programs. Emphasis is on efficiency of movement, agility, balance, flexibility, and the long-term care and prevention of injuries for oneself and others to be more marketable in any profession. It also includes information on kinesiology, nutrition, and the connections between eastern and western medicine. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

DNCE 90**DANCE TRAINING: THERABAND
RESISTANCE WORKOUT****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

Recommended Preparation: Students should know basic dance terminology and placement and have the ability to execute basic dance movements

This course is designed to provide students with intermediate-level dance conditioning using theraband resistance. Students will learn to apply correct placement, increase stretch and lines, and challenge core in intermediate-level movement patterns. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

DNCE 91**DANCE TRAINING: ROLLERS AND
ROTATING DISCS WORKOUT****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

Recommended Preparation: Students should know basic dance terminology and be able to execute basic movement with the correct alignment

This course is designed to provide students with dance training using rollers and rotating discs to further challenge placement, core, turn out capabilities, plumb line, and stretches in dance movement patterns. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

DNCE 92**DANCE TRAINING: FLOOR BARRE****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

Recommended Preparation: Any of the following courses: DNCE 6, 7, 11, 12, 16, 17, 18, 51, 52, 53, 54 or 86, 87, 88

This course focuses on the components of correct placement and the biomechanics of dance movement. Floor Barre methodology as well as other dance conditioning methods will be used to develop and challenge core stabilization, elongation in stretches and movements, and efficient alignment in key movement patterns. Students will perform intermediate/advanced dance placement exercises and analyze their form and effectiveness. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

DNCE 93**GYROKINESIS (R): ART OF EXERCISING
AND BEYOND, OVERVIEW****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

An overview course introducing background information and a variety of formats within the holistic GYROKINESIS(R) methodology. It embraces some of the key principles and philosophies also found in yoga, dance, swimming, gymnastics, massage, and tai chi. The entire body is worked using three dimensional movement sequences designed to stretch and strengthen the muscles; articulate, decompress, and increase range of motion; and develop coordination and endurance. The objective is to improve overall health of mind, body, and spirit by teaching the body to move with fluidity, ease, and power. Students are limited to taking four Gyrokinesis courses (DNCE 93, 94, 95, 96, and 253) for a maximum of 8 units. *NR*

DNCE 94**GYROKINESIS (R): 90 MINUTE FORMAT****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

A holistic method that embraces some of the key principles also found in yoga, dance, swimming, gymnastics, massage, and tai chi. The objective is to improve overall health of mind, body and spirit by teaching the body to move with fluidity, ease and power. The entire body is worked using three-dimensional movement sequences designed to stretch and strengthen the muscles; articulate, decompress, and increase the range of joint motion; and develop coordination and endurance. This is a beginning-level course for all students with emphasis on the 90 minute format and principles. Students are limited to taking four of the Gyrokinesis courses (DNCE 93, 94, 95, 96, or 253) for a maximum of 8 units. *NR*

DNCE 95**GYROKINESIS (R): 60 MINUTE FORMAT AND OTHER SEQUENCES****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: DNCE 94*

GYROKINESIS (R): 60 minute Format, and the other sequences taught in this course, merge eastern and western influences in a Holistic way. This format focuses on working the energetic pathways of the entire body integrating changing rhythms and breath patterns in fluid three-dimensional movement sequences. It is designed to more deeply stretch and strengthen the muscles; articulate, decompress, and increase the range and quality of joint motions; develop more complex rhythmic coordination and endurance. Emphasis is on also on spinal elongation, more challenging yet balanced motions and energy/chi stimulation. Students are limited to taking four of the Gyrokinesis courses (DNCE 93, 94, 95, 96, or 253) for a maximum of 8 units. *NR*

DNCE 96**GYROKINESIS (R): ALTERNATIVE FORMATS AND MUSIC****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: DNCE 94 or 95*

This course is a holistic system of exercise that works the entire body using three-dimensional movement sequences and coordinated breath patterns. The objective is health of mind, body and spirit achieved by merging of eastern and western approaches to training. This course will focus on new and alternative formats and methods in the system. It will also explore additional breathing techniques and patterns, self-massage, use of music, and restorative stress management methods intended to keep energy pathways open and especially improve the nervous, muscular and cardio-respiratory systems. This is a beginning/intermediate level course. Students are limited to taking four Gyrokinesis courses (DNCE 93, 94, 95, 96, or 253) for a maximum of 8 units. *NR*

DNCE 168**COOPERATIVE WORK EXPERIENCE: DANCE****1 Unit: 1 hour lab****2 Units: 2 hours lab****3 Units: 3 hours lab***Transfers: CSU**Limitation: Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

DNCE 170**IVC PERFORMING DANCE ENSEMBLE****2 Units: 6 hours lab***Transfers: CSU**Limitation: By audition only**Recommended Preparation: any intermediate level dance course (e.g., DNCE 7, 13, 18, 23, 33 or 36)*

This course is designed to develop a student's skills in the preparation and performance of choreographed material. Students participate in multiple performances on campus and/or venues within the area. The course includes preparing for an audition, designing a resume, and setting goals for future performing in dance. Field trips may be required. *NR*

DNCE 253**GYROKINESIS (R) THE ART OF EXERCISING AND BEYOND****0.5 Unit: 2 hours lab****1 Unit: 4 hours lab**

GYROKINESIS(R) is a holistic system of exercise that embraces some of the key principles found in yoga, dance, swimming, gymnastics, massage, and tai chi. The entire body is worked using three-dimensional movement sequences designed to stretch and strengthen the muscles; articulate, decompress, and increase the range of joint motion; and develop coordination and endurance. Focus is on the natural directions of spinal movement and coordinated breath patterns intended to open energy pathways and enhance the nervous and circulatory systems. The objective is to improve overall health of mind, body and spirit by teaching the body to move with fluidity, ease and power. DNCE 253 may be taken once for a maximum of 1 unit. Students are limited to taking four Gyrokinesis courses (DNCE 93, 94, 95, 96, or 253) for a maximum of 8 units. *NR*

DESIGN MODEL MAKING**DMP 168****COOPERATIVE WORK EXPERIENCE: DESIGN MODEL MAKING****1 Unit: 1 hour lab****2 Units: 2 hours lab****3 Units: 3 hours lab****4 Units: 4 hours lab***Transfers: CSU**Limitation: Application must be approved by CWE coordinator*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

DMP 200**INTRODUCTION TO MODEL MAKING AND DESIGN****1.5 Units: 1.5 hours lecture**

This course introduces students to career options within the model-making industry. Onsite studio visits, guest speakers and career guides will give students an overview of the job skills and technologies required in the various disciplines of model making. Areas of interest will include entertainment, product design, packaging, transportation, aerospace, medical design and architecture. The goal of the course is to facilitate each student's career path selection. Field trips may be required. *NR*

DMP 210**RAPID VISUALIZATION****3 Units: 2 hours lecture, 3 hours lab**

This course introduces the principles of three-dimensional design as they relate to model making. Students work with a variety of materials and techniques, exploring three-dimensional description elements: value, texture, lighting, shade, shadow, composition, and perspective. Emphasis is placed on manual skill and dexterity. The course also introduces the fundamentals and techniques of ideational sketching. *NR*

DMP 220**BASIC MODEL MAKING****3 Units: 2 hours lecture, 3 hours lab**

This course focuses on developing forms and shapes using a variety of basic model-making materials and hand fabrication techniques, with an emphasis on wood, plastic and metal processes. In addition to modeling with basic materials, students begin to develop skills using quick, visual model-development materials, including foam core, cardboard and clay. *NR*

DMP 221**ADVANCED MODEL MAKING I****3 Units: 2 hours lecture, 3 hours lab***Prerequisite: DMP 220*

This course focuses on more advanced and complex methods used throughout the model-making industry. The course covers thermoforming, reinforced plastics, two-dimensional routing and engraving, and a variety of flexible tooling techniques used to make complex molds and parts. Students learn techniques for working with advanced casting materials, and surface preparation with textures, plating and painting. *NR*

DMP 222**ADVANCED MODEL MAKING II****3 Units: 2 hours lecture, 3 hours lab***Prerequisite: DMP 221*

This course develops skills in using computer-aided design and manufacturing equipment and software to fabricate models. Designs will be created on three-dimensional solid modeling software and transferred to a three-dimensional computer aided manufacturing software for coding and post processing. Students will fabricate parts on a variety of equipment including CNC mills and lathes, laser cutters, and two and three-dimensional rapid modeling equipment. *NR*

DMP 230**3D COMPUTER DESIGN****3 Units: 2 hours lecture, 3 hours lab**

A beginning level Computer-Aided Design course that provides basic techniques and applications utilized in the model-making industry. Students will learn to create basic 2D drawings and 3D solid models incorporating state-of-the-art PC-based software. Graphic creation and control will be learned using a variety of common softwares. *NR*

DMP 240**3D RAPID MODEL MAKING AND PROTOTYPE DEVELOPMENT I****3 Units: 2 hours lecture, 3 hours lab***Prerequisite: DMP 222*

In this project development course students fabricate a variety of complex models within their selected discipline using advanced model-making equipment. Students use CNC milling, laser cutting, water jet cutting and 3D machining equipment to fabricate models. Field trips may be required. *NR*

DMP 241**3D RAPID MODEL MAKING AND PROTOTYPE DEVELOPMENT II****3 Units: 2 hours lecture, 3 hours lab***Prerequisite: DMP 240*

This is an advanced project development course in rapid prototyping. Students program, set up and operate a variety of 3-D modeling machines, including CNC machining and turning centers, water jet cutters, conventional lasers and metal lasers. Students will fabricate a variety of complex high tolerance parts within their selected discipline. Field trips may be required. *NR*

DMP 260**MODELING AND PROTOTYPING METHODS AND MATERIALS****2 Units: 1 hour lecture, 3 hours lab**

This course introduces the many universal plastic materials and fabrication processes currently used in design and modeling. Emphasis is on the applications, fabrication techniques, and properties of many common plastic materials used today as well as emerging materials and their processes. *NR*

DIGITAL MEDIA ART**DMA 10****INTRODUCTION TO DIGITAL MEDIA****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC credit pending*

This course provides students with an overview of digital media fundamentals. Students will explore historical and contemporary approaches to digital media art using industry-standard software. Emphasis is on extensive hands-on projects to develop skills and techniques for digital imaging, illustration, and animation. Students will develop a portfolio and gain insight into current trends and career options for digital media art. Prior computer software experience is not required. *NR*

DMA 51**BEGINNING DIGITAL PHOTOGRAPHY****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC*

This beginning course focuses on digital photography as a creative medium. Emphasis will be placed on conceptual, technical, and creative photography skills. The course covers the use of digital cameras and Adobe Photoshop software to capture, import, edit, and distribute digital images. DMA 51 is also listed as PHOT 51; credit will be given in either area, not both. *NR*

**DMA 52
INTERMEDIATE DIGITAL
PHOTOGRAPHY**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

Recommended Preparation: DMA/PHOT 51

This course explores intermediate digital imaging techniques based on digital photography. Emphasis will be placed on high dynamic range, panoramic, and infrared digital imaging. Other creative imaging techniques will include uses of composition, light and color. DMA 52 is also listed as PHOT 52; credit will be given in either area, not both. *NR*

**DMA 55
GRAPHIC DESIGN I**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

Prerequisite: DMA 10

Recommended Preparation: DMA 140

This course is an introduction to the concepts, processes, and practices of graphic design. Emphasis will be placed on developing problem-solving skills; applying the principles and elements of design; and integrating digital imagery, illustration, typography, and color theory in design projects. *NR*

**DMA 65
TYPOGRAPHY**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

Prerequisite: DMA 55

This course is designed to develop a greater understanding of typographic form and function within graphic design. Students explore typography as a visual form through a series of fundamental design projects such as identity systems, digital and print layouts and designs. The course provides a historical basis for the development of letterforms, tracing the progression from Gutenberg to the digital revolution. *NR*

**DMA 70
DIGITAL VIDEO PRODUCTION**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

This course is an introduction to the theory, practice, and aesthetics of digital video production. The course explores the preproduction, production, and postproduction workflows including the basics of camera operation, lighting, editing, and delivery. Emphasis is on producing video projects that demonstrate conceptual and technical proficiency. *NR*

**DMA 120
MOTION GRAPHICS**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

Prerequisite: DMA 140

This course introduces the principles of motion graphics design, including conceptual, aesthetic, and production considerations. It explores fundamental and experimental approaches to creating two-dimensional digital effects and animations with artistic integrity for video and the Web. *NR*

**DMA 140
DIGITAL 2D DESIGN
AND COLOR THEORY**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

Prerequisite: DMA 10

This foundation course introduces the fundamentals of art and design within a digital environment. Students will use digital media software to create various artistic projects while exploring the elements and principles of design and color theory. *NR*

**DMA 150
HISTORY OF GRAPHIC DESIGN**

3 Units: 3 hours lecture

Transfers: CSU

This concise history traces the development of graphic design from the invention of writing to the digital revolution. The course explores the origins of printing and book design from early medieval manuscripts to Renaissance, Victorian and Art Nouveau graphics, and the evolution of twentieth century design styles and theories from the modernist era through postmodernism and the digital age. DMA 150 is also listed as ARTH 150; credit will be given in either area, not both. *NR*

**DMA 160
GRAPHIC DESIGN II**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

Prerequisite: DMA 55

This intermediate course covers the graphic design process and its application to professional studio assignments, including corporate, editorial, packaging, and advertising design projects. Emphasis is on integrating the principles and techniques of commercial graphic design practice. *NR*

**DMA 170
PRINT MEDIA DESIGN AND
PRODUCTION**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

Prerequisite: DMA 55

This intermediate course focuses on the design and production process for print media. The course will cover the print media workflow from planning and design to file preparation and output. Projects will include designing with type, photographs, and illustrations for print media. *NR*

**DMA 175
CORPORATE IDENTITY:
TRADEMARKS AND LOGOS**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

Prerequisite: DMA 55

Recommended Preparation: DMA 65

This intermediate graphic design course covers the process of developing and creating corporate and brand identities. The course explores logos, typography, and identity systems. Students use industry-standard software applications to develop a professional portfolio of designs. *NR*

**DMA 180
VISUAL DESIGN FOR THE WEB**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

Prerequisite: DMA 55

This intermediate course explores the fundamentals of design and aesthetics for the Web. Emphasis is placed on layout, color, texture, typography, and multimedia using industry-standard Web design software. *NR*

DMA 195**ILLUSTRATION****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU**Prerequisite: ART 80**Recommended Preparation: ART 50 and ART 85*

This course introduces students to the fundamental principles and practices of illustration and the process of developing and communicating visual ideas and imagery. Emphasis is on refining the student's personal visual vocabulary and addressing practical issues within the professional world of illustration. DMA 195 is also listed as ART 195; credit will be given in either area, not both. *NR*

DRAFTING**DR 50****INTRODUCTION TO COMPUTER-AIDED DRAFTING****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Recommended Preparation: MATH 124*

This is an introductory course in the operation and application of a computer-aided drafting (CAD) system that is used to create, modify, store, and plot mechanical and architectural drawings. Students create and analyze 2D projections and 3D models of conventional parts that conform to industry practices and standards. *NR*

DR 101**ENGINEERING DRAWING AND DESIGN****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU*

This course is designed to develop the basic skills needed for industrial-level engineering drawing and conceptual design, including assembly drawings and detail drawings. The course introduces the fundamentals of mechanical design and strategies for creative design. It includes the basic design process used for machine drawings, castings, cams, weldments, and power transmissions, with integrated problems and solutions. *NR*

DR 203**INTRODUCTION TO ARCHITECTURAL DRAFTING****3 Units: 2 hours lecture, 4 hours lab**

This course introduces students to the terminology, construction methods, and computer-aided drafting methods associated with modern architectural design. Students gain practical experience integrating residential modeling techniques into industry-standard 2D projected drawings used to illustrate the majority of conventional buildings. The course also covers basic 3D modeling structures, as well as the materials of construction and physical assembly methods that are required for proper manufacture. *NR*

DR 204**3D ARCHITECTURAL DESIGN WITH BUILDING INFORMATION MODELING****3 Units: 2 hours lecture, 4 hours lab**

This is an advanced 3D architectural modeling course with elements of building information modeling (BIM). The course is primarily intended to develop student skills in modern 3D architectural CAD modeling and its use in generating standard 2D projected working sets of drawings. It is also designed to give students the ability to work cooperatively with professionals in the construction field, by teaching software driven planning structure, design processes, and standard architectural and civil engineering terminology. *NR*

EARLY CHILDHOOD EDUCATION*see Human Development***EARTH SCIENCE****ERTH 20****INTRODUCTION TO EARTH SCIENCE****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces and unifies the central theories of geology, oceanography, meteorology, and astronomy. Students study the universe and solar system, the planet Earth and its constituents, rocks and minerals, drifting crustal plates, and processes such as mountain building and earthquakes. Students also study oceans and shorelines, the atmosphere, and climate. The effect of these disparate realms on life, past and present, is considered along with the effects of pollution of the natural environment. Field trips may be required. C-ID: GEOL 121. *NR*

ECONOMICS**ECON 1****PRINCIPLES OF ECONOMICS – MICRO****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 353**Recommended Preparation: ECON 20*

This course introduces the concepts and tools of microeconomic analysis. It investigates the problems that result from scarcity and how individuals and groups make decisions, given scarcity. The primary areas of focus are: markets and prices, marginal analysis, the decision-making processes of individuals and firms, industrial organization and resource markets. These principles can be used to analyze such things as government economic policies, environmental issues, the distribution of income, anti-trust policy, and international trade. Credit may be earned in either ECON 1 or 1H, but not both. C-ID: ECON 201. *NR*

**ECON 1H
PRINCIPLES OF ECONOMICS – MICRO
HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 353**Recommended Preparation: ECON 20*

ECON 1H is an intensive introductory course that employs higher order thinking skills which include analysis, interpretation, and evaluation of texts and outside readings. It also uses applied mathematical and graphical analysis techniques to evaluate economic decisions and policies. The primary areas of focus include scarcity, resource allocation, decision-making of individuals and firms, markets prices, industrial organization, marginal analysis and maximization, resource markets, and evaluation of government economic policies. The course is enriched by smaller class size, additional analytical techniques, and an expanded range of topics. Credit may be earned in either ECON 1 or 1H, but not both. C-ID: ECON 201. NR

**ECON 2
PRINCIPLES OF ECONOMICS – MACRO****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 353**Recommended Preparation: ECON 20*

This course examines and analyzes the economic problems of scarcity, recession, unemployment, and inflation. Investigation centers on business cycles, economic growth, determination and the measurement of output and income in the economy, money creation and the banking system, monetary and fiscal policy options, effects of the public debt, and international trade and finance. Credit may be earned in either ECON 2 or 2H, but not both. C-ID: ECON 202. NR

**ECON 2H
PRINCIPLES OF ECONOMICS – MACRO
HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 353**Recommended Preparation: ECON 20*

ECON 2H is an enriched principles of macroeconomics course that emphasizes the use of higher order skills including mathematical and graphical analysis, interpretation and evaluation of the text material and outside readings. It employs these techniques to evaluate economic decisions, policies, and macroeconomic institutions. The primary areas of focus include scarcity and individual choice, determination of national income, inflation, unemployment, money creation and banking, examination of fiscal and monetary policies and options, economic growth, the level and affects of public debt, and international trade and finance. The course is enriched by smaller class size, additional analytical techniques, and an expanded range of topics. Credit may be earned in either ECON 2 or 2H, but not both. C-ID: ECON 202. NR

**ECON 6
ENVIRONMENTAL AND RESOURCE
ECONOMICS****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 1 and
MATH 253*

This introductory environmental and resource economics course focuses on resource, agricultural, and environmental issues and related policy analysis. The course applies microeconomic principles, models and analytical tools to problems of natural resource use and environmental quality caused by human populations. Students examine and evaluate policies to remedy the market failure of inefficient resource use, environmental degradation, and pollution, both nationally and internationally. ECON 6 is also listed as ENV 6; credit will be given in either area, not both. NR

**ECON 10
STATISTICS FOR BUSINESS
AND ECONOMICS****3 Units: 2.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC**Prerequisite: Math 253**Recommended Preparation: ECON 1,
ECON 1H, ECON 2, or ECON 2H*

This introductory course presents statistical concepts and methods used extensively in business and economics, including computer-based statistical analysis. Students study descriptive and inferential statistics using examples and observations, and perform statistical analysis using software applications. Emphasis is on problem solving, interpretation and results that underlie decision-making within markets and international institutions. Credit may be earned in ECON 10 or 10H but not both. Also listed as MGT 10 or 10H; credit may be earned in one course, but not all. NR

**ECON 10H
STATISTICS FOR BUSINESS
AND ECONOMICS HONORS****3 Units: 2.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC credit pending**Prerequisite: Math 253**Recommended Preparation: ECON 1,
ECON 1H, ECON 2, or ECON 2H*

This introductory honors course presents statistical concepts and methods used extensively in business and economics, including computer-based statistical analysis. Students study descriptive and inferential statistics using examples and observations, and perform statistical analysis using software applications. Emphasis is on problem solving, interpretation and results that underlie decision-making within markets and international institutions. This honors course is enriched through a course project that applies statistical analysis to a case study and is shared through a class presentation. Credit may be earned in ECON 10 or 10H, but not both. Also listed as MGT 10 or 10H; credit may be earned in one course, not all. NR

ECON 13
GLOBAL ECONOMICS
3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 1, MATH 253 and one economics course

This survey course presents a wide range of issues concerning the contemporary global economy from historical, political, and economic perspectives. It is suitable for students from all majors and backgrounds and anyone interested in learning about issues confronting the global economy. The course examines international economic choices using basic economic theories and principles to address such topics as the effects of globalization, international trade and trade restrictions, international finance, foreign exchange markets and exchange rate systems, international capital flows, and the role of governments in the global economy. *NR*

ECON 20
INTRODUCTORY ECONOMICS
3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This course, designed for non-economics and non-business majors, provides a survey of both micro and macroeconomic principles and provides a foundation for Economics 1 and 2. Microeconomic areas of emphasis include scarcity, markets, supply and demand, industrial organization, and marginal analysis used for decision making by individuals and firms. Macroeconomic areas of emphasis include national income accounts, money and monetary policy, economic stabilization policies, economic growth, and international trade and finance. *NR*

ECON 105
PERSONAL FINANCIAL PLANNING
3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: WR 1 and MATH 253

This course covers the proper management of personal incomes and expenditures using criteria, methodology and resources for effective financial planning. Topics include the study of inflation and business cycles; career planning; money/credit management; insurance analysis; investment and retirement planning; and tax strategies. The course uses an integrative approach that focuses on practical financial decision making as well as the social, psychological and physiological contexts in which those decisions are made. Students will examine their relationship with money, set personal goals and develop a plan to meet those goals. ECON 105 is also listed as MGT 105; credit will be given in either area, not both. *NR*

ECON 167
COOPERATIVE WORK EXPERIENCE: ECONOMICS

1 Unit: 1 hour lab

2 Units: 2 hours lab

3 Units: 3 hours lab

4 Units: 4 hours lab

Transfers: CSU

Prerequisite: Student must have taken or must be currently taking a course in college-level economics.

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

ELECTRICAL TECHNOLOGY

ELEC 200
OSHA STANDARDS FOR CONSTRUCTION SAFETY
3 Units: 3 hours lecture

This course covers OSHA policies, procedures, and standards, as well as construction safety and health principles. Topics include scope and applications of the OSHA construction standards. Special emphasis is placed on those areas that are the most hazardous, using OSHA standards as a guide. Upon successful course completion and final examination with 75% or more correct answers the student will receive an OSHA 30-hour Construction Outreach Training Completion Card. *NR*

ELEC 200A
OSHA 10

1 Unit: 1 hour lecture

This course covers OSHA policies, procedures, and standards, as well as construction safety and health principles. Topics include scope and applications of the OSHA construction standards. Special emphasis is placed on those areas that are the most hazardous, using OSHA standards as a guide. Upon successful course completion and final examination with 75% or more correct answers the student will receive an OSHA 10-hour Construction Outreach Training Completion Card. *NR*

ELEC 201
RESIDENTIAL WIRING
4 Units: 3 hours lecture, 3 hours lab

This course provides practical instruction for wiring homes according to National Electrical Code (NEC) rules, covering all code requirements and construction practices for installing electrical systems in one- and two-family dwellings. Through classroom and laboratory instruction, the course covers planning, service equipment, wiring methods, lighting, and the special requirements for kitchens, bathrooms, and other residential living spaces. Outdoor installations are also covered, as well as swimming pools, spas, heating, ventilation, and air conditioning (HVAC) equipment, and remodeling (old work). Safety requirements and procedures are emphasized throughout. *NR*

ELEC 202
NATIONAL ELECTRICAL CODE –
RESIDENTIAL

3 Units: 3 hours lecture

This course is an introduction to the National Electrical Code (NEC) requirements for residential wiring. The course covers electrical wiring diagrams, material use, installation methods and calculations of electrical loads used to size feeders and conductors. This course is designed for job seekers in the construction, electrical and air conditioning trades; contractors; and lighting specialists. *NR*

ELEC 203
COMMERCIAL AND INDUSTRIAL
WIRING

4 Units: 3 hours lecture, 3 hours lab

Prerequisite: ELEC 201

This course provides practical instruction for wiring commercial buildings according to National Electrical Code (NEC) rules, covering all code requirements and construction practices for installing electrical systems in commercial facilities. Through classroom and laboratory instruction, the course covers planning, working drawings, service equipment, wiring methods, branch and feeder circuits, over-current protection, motor and appliance circuits, and lighting, as well as heating, ventilation, and air conditioning (HVAC) equipment. Safety requirements and procedures are emphasized throughout. *NR*

ELEC 210
INTRODUCTION TO RENEWABLE
ENERGY

3 Units: 3 hours lecture

This course will introduce students to renewable energy sources (wind, solar, micro-hydro, geothermal et. al.) along with the advantages and disadvantages of each. Suitable use for each energy source will be discussed, as well as emerging technology, products, and programs available that allows builders and owners to take advantage of renewable energy. *NR*

ELEC 211
GRID-TIED SOLAR PHOTOVOLTAIC
SYSTEMS

4 Units: 3 hours lecture, 3 hours lab

Prerequisite: ELEC 210

This first level lecture/laboratory electrical course will introduce students to the components that make up a photovoltaic (PV) system and the function of each. Students will also learn how to install, troubleshoot, and maintain a residential solar electric system. The student will perform calculations and measure efficiencies of the three major types of PV modules and analyze components and their functions. *NR*

ELEC 212
ADVANCED SOLAR PHOTOVOLTAICS
3 Units: 3 hours lecture

Prerequisite: ELEC 210 and 211

In this second level lecture/laboratory course students build upon skills learned in Solar 1-Grid-Tied to design an implement a cost-effective stand-alone photovoltaic (PV) system with battery backup. Students will also learn how to analyze data from system monitoring hardware and software, and use data to adjust a PV system to optimal performance. Student will work in groups to complete simulated tasks and objectives related to PV system. *NR*

ELECTRONIC TECHNOLOGY

ET 99
DIGITAL ELECTRONIC CIRCUITS

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC

Prerequisite: ET 102

Corequisite: Prior completion of or concurrent enrollment in ET 105

This course introduces the fundamental concepts of digital electronics, including binary numbers, truth tables, logic families, and Boolean algebra. Students test, troubleshoot, analyze, and design digital circuits including gate networks, flip-flops, astables; monostables, registers, counters, memories, digital-to-analog (D/A) and analog-to-digital (A/D) converters, programmable logic devices, tri-state logic, and data communication circuits. *NR*

ET 101
ELECTRONICS IN EVERYDAY LIFE
3 Units: 2.5 hours lecture, 1.5 hours lab

Transfers: CSU

This course provides an introduction to the field of electronics. The course studies basic electronic principles, components and terminology and their practical application in such areas as radio, television, digital devices, household and automotive electronics. *NR*

ET 102
BASIC ELECTRIC CIRCUITS I
4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU

Recommended Preparation: MATH 351

This introductory course studies the basic concepts of electricity and their practical applications. The course focuses on basic two-terminal passive devices, direct current and transient circuits, plus standard laboratory test equipment and procedures. Students analyze, test, design and troubleshoot specific devices and circuits, including batteries, resistors, capacitors and inductors connected in series, parallel, and series-parallel circuits. *NR*

ET 104
BASIC ELECTRIC CIRCUITS II
4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU

Prerequisite: ET 102

This course covers the principles and applications of AC circuits, including reactance, impedance, resonance, residential wiring and lighting, filters, spectrum analysis, audio, telephone, and radio. Students analyze, test, design and troubleshoot the devices and circuits studied. *NR*

ET 105
ELECTRONIC DEVICES AND CIRCUITS I
4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU

Prerequisite: ET 102

This course studies basic solid-state devices and their application circuits. Students test devices such as diodes, LEDs, transistors and thyristors and measure their characteristics. The course covers the analysis, troubleshooting, and design of solid-state application circuits, including rectifiers, switching circuits, and amplifiers. *NR*

ET 107**ELECTRONIC DEVICES AND CIRCUITS II**
4 Units: 3 hours lecture, 3 hours lab*Transfers: CSU**Prerequisite: ET 105*

This course continues the study of solid-state devices and their application circuits begun in ET 105. Students test and measure the characteristics of such devices as field effect transistors (FETs), operational amplifiers (op amps), linear integrated circuits, active filters, analog switches, opto-electronics, and fiber optics. They also analyze, design, and troubleshoot application circuits, including amplifiers, power supplies, voltage regulators, and oscillators. *NR*

ET 116**INDUSTRIAL ELECTRONICS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU**Recommended Preparation: ET 99*

This course deals with the application of electronics to industrial monitoring and control. It introduces the basic functional blocks used in industrial systems, including sensors, actuators, controllers, and signal processors. The course covers how to monitor and control industrial processes using a microcomputer or a programmable logic controller (PLC), and how to test, troubleshoot, analyze, and design commonly used industrial circuits and systems. Topics include digital and relay logic, time delay, motors, triacs, robotics, closed-loop control, and remote control. *NR*

ET 119**INDUSTRIAL AUTOMATION USING PLCS****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU*

This course introduces the PLC, or programmable logic controller, a small, specialized computer used to control and monitor industrial processes. Students gain hands-on experience in both connecting the PLC to external equipment and programming it using ladder diagrams. Topics covered include relay ladder logic, latching, timing, counting, sequential control, sensors, and actuators. *NR*

ET 120**INTRODUCTION TO MICROPROCESSORS AND MICROCONTROLLERS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU**Recommended Preparation: ET 99*

This course introduces the microprocessor and microcontroller. Topics include tri-state buses, memory, input/output (I/O) ports, address decoding, assembly and machine language programming, addressing modes, logical and mathematical operations, branching, loops, subroutines, interfacing, interrupts, and troubleshooting techniques. Students design the hardware, software, and interfacing circuitry to provide a microprocessor- or microcontroller-based function, or a complete system. *NR*

ET 122A**EMBEDDED CONTROL SYSTEMS I****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU**Recommended Preparation: ET 99*

This course covers embedded control systems based on the popular Microchip series of controllers. Topics include microcontroller architecture and instruction set, software development tools, timers, subroutines, interrupts, and input/output interfacing. Students design and construct the hardware, software, and interfacing circuitry to provide a complete embedded control system. *NR*

ET 122B**EMBEDDED CONTROL SYSTEMS II****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU**Prerequisite: ET 122A*

This course continues the study of embedded controls systems begun in ET 122A using the popular Microchip series of controllers. Students design and construct an individual microcontroller project, including the hardware, software, and interfacing circuitry. *NR*

ET 168**COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY****1 Unit: 1 hour lab****2 Units: 2 hour lab****3 Units: 3 hour lab***Transfers: CSU**Prerequisite: Student must have taken or must be currently taking a course in college-level electronic technology**Limitation: Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

ENGINEERING**ENGR 20****INTRODUCTION TO PROGRAMMING AND PROBLEM SOLVING WITH MATLAB****3 Units: 3 hours lecture, 1 hour lab***Transfers: CSU, UC**Prerequisite: MATH 2**Recommended Preparation: CS 1*

This course provides an introduction to computer programming within the numerical computing environment of MATLAB/Simulink. It provides students with a working knowledge of computer-based problem-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming with MATLAB/Simulink program to formulate, solve, and verify solutions to engineering, math and physics problems. *NR*

**ENGR 21
INTRODUCTION TO ENGINEERING
AND TECHNOLOGY**

1 Unit: 1 hour lecture

Transfers: CSU, UC

This course provides an overview of occupations in engineering and related technologies. It is designed to familiarize students with the educational requirements for and opportunities for employment as a scientist, engineer, or technologist, as well as the nature and responsibilities of such work. *NR*

**ENGR 23
ENGINEERING GRAPHICS
AND DESCRIPTIVE GEOMETRY**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

This course introduces the principles of graphic modeling and problem solving with the support of 3D computer-aided design. Students solve common math and engineering problems with the assistance of 3D CAD models. Typical assignments involve generating standard orthographic views, building 2D and 3D civil engineering models, finding intersections and angles created by multiple lines and surfaces, constructing developments, and performing vector computations. *NR*

**ENGR 30
STATICS OF RIGID BODIES
AND STRUCTURES**

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: PHYS 4A

*Recommended Preparation: MATH 4A,
MATH 26*

This course covers major topics in statics such as addition and resolution of forces, and developing equivalent systems of forces. It includes analysis and calculations related to concentrated and distributed forces, centroids, and rigid-body equilibrium analysis under forces. The course also includes calculations related to one-dimensional cables and bars under axial loads. It covers topics of statical determinacy, stress, strain, and elastic behavior, and numerical analysis of statically determinate and indeterminate trusses. *NR*

**ENGR 54
PRINCIPLES OF MATERIALS SCIENCE
AND ENGINEERING**

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: CHEM 1A, PHYS 4A

This course covers major topics related to engineering design, manufacturing, and the properties of materials used in modern component construction. Students will learn to implement design methods required to efficiently use manufacturing methods such as machining, forming, and molding. In addition, case studies of parts and assemblies which incorporate various metals, ceramics, polymers, semiconductors, composites, and superconductors, will be used for comparing product lines which may or may not minimize costs, optimize functionality, and reduce manufacturing time. Atomic structure, bonding, defects, phase equilibria, mechanical properties, electrical properties, and optical properties are key elements which are studied in detail to provide a firm support for student assumptions during analysis. *NR*

**ENGR 70
INTRODUCTION TO NETWORK
ANALYSIS**

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: MATH 3B, PHYS 4B

This course provides instruction in the modeling and analysis of electrical networks. Introduction to basic network theorems, sinusoidal steady state, transient analysis of RLC (Resistor, Inductor, Capacitor) networks, impedance concept, and solving network circuit problems. *NR*

**ENGR 80
ENGINEERING DYNAMICS**

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

Prerequisite: PHYS 4A

Recommended Preparation: MATH 4A

This course is an introduction to the kinetics and dynamics of particles and rigid bodies. The topics covered include the Newton-Euler principles, work and energy relationships, and impulse and momentum methods to ascertain the dynamics of particles and rigid bodies. *NR*

**ENGR 83
COMPUTER-AIDED DESIGN
TECHNIQUES**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

Recommended Preparation: DR 50

This intermediate-level course presents the latest techniques in parametric 3D computer-aided design and analysis. Students integrate design criteria such as materials of construction, manufacturing processes, cost constraints, aesthetics, and failure assessment to generate and refine industry-standard mechanical components. *NR*

**ENGR 91
INTRODUCTION TO
THERMODYNAMICS**

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

Prerequisite: PHYS 4C

This course covers major topics related to thermodynamic systems. Students will learn to identify the control mass and control volume in thermodynamic problems, calculate properties of pure substances, map and analyze processes on Temperature-Volume, Pressure-Volume, and Temperature-Entropy diagrams, apply the first and second laws of thermodynamics to control mass and control volume processes, and use the Carnot thermodynamic cycle to calculate the limits of the thermal efficiency. *NR*

**ENGR 100
RESEARCH TOPICS IN ENGINEERING
AND APPLIED SCIENCES**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU

This course provides practical experience for students majoring in engineering and applied sciences. It focuses on management of all types of engineering projects from visualization, planning, scheduling, management, and implementation. Projects may include data collection, analysis, report writing, and construction management. *R-I-3*

ENGR 125**3D CIVIL COMPUTER-AIDED DESIGN****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU**Recommended Preparation: ENGR 23, GEOG 1, and GEOG 1L are strongly recommended*

This is an advanced computer aided design course which demonstrates modern three dimensional terrain modeling techniques as well as digital civil design concepts. In addition to learning how to collect, refine, and model topographical data points in modern parametric CAD systems, students will generate detailed drawing sets, cost and feasibility studies of detailed projects, and industry standard presentations. Recent advances in base mapping, GPS, GIS, earthwork management, and watershed analysis are central to laboratory assignments. Student require a solid knowledge of two and three dimensional CAD modeling and civil engineering standards related to site planning, codes, and topography. *NR*

ENGLISH*see Literature, Reading, and/or Writing***ENGLISH AS A SECOND LANGUAGE****ESL 201****ACADEMIC WRITING III FOR MULTILINGUAL WRITERS****5 Units: 5 hours lecture***Prerequisite: ESL 301**Corequisite: ESL 201L*

This is the third and final semester of the academic writing sequence designed for non-native English writers who need to gain proficiency in Academic English. Students write essays in response to assigned readings from a range of college-level texts. The course covers how to state and develop a central idea of an essay, organize paragraphs into logical sequence, and integrate the ideas of others into a paper that expresses the writer's own analysis as developed through multiple drafts. The course also introduces students to critical reading and writing to promote the study of language conventions used to construct academic writing. ESL 201 is equivalent to WR 201 and WR 399; credit will be given in one area, but not all. Successful completion allows students to enroll in WR 1. *NR*

ESL 201L**ACADEMIC WRITING III LEARNING CENTER****0 Units: 1 hour learning center***Corequisite: ESL 201*

This zero-unit course provides supplemental language learning assistance to students concurrently enrolled in ESL 201. *R-E-99*

ESL 301**ACADEMIC WRITING II FOR MULTILINGUAL WRITERS****5 Units: 5 hours lecture***Prerequisite: ESL 370**Corequisite: ESL 301L*

This is the second semester of the academic writing sequence designed for non-native English writers who need to gain a greater understanding of Academic English. Students write essays in response to assigned readings of college-level texts. The course covers how to develop a thesis statement, how to control the structure of an academic essay, and how to develop details of support through multiple drafts. It focuses on refining academic reading, writing, language, and critical thinking skills with an emphasis on the academic essay. Successful completion allows students to enroll in ESL 201. *NR*

ESL 301L**ACADEMIC WRITING II LEARNING CENTER****0 Units: 1 hour learning center***Corequisite: ESL 301*

This zero-unit course provides supplemental language learning assistance to students concurrently enrolled in ESL 301. *R-E-99*

ESL 340A**BEGINNING SKILLS IA****5 Units: 5 hours lecture**

Beginning Skills IA is the first semester of an introduction to English sequence for non-native speakers. This initial core course includes basic skill development in listening, speaking, reading and writing. Emphasis is on an introduction to survival skills. *NR*

ESL 340B**BEGINNING SKILLS IB****5 Units: 5 hours lecture***Prerequisite: ESL 340A or ESL assessment test*

Beginning Skills IB is the second semester of an introduction to English sequence for non-native speakers. The core course includes basic skill development in listening, speaking, reading and writing. Emphasis is on further developing introductory survival skills. *NR*

ESL 340X
BEGINNING SKILLS I X
0 Units: 5 hours lecture

Prerequisite: ESL 340B

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 340B to continue developing fundamental skills in listening, speaking, reading, and writing before advancing to ESL 341A. *R-E-99*

ESL 341A
BEGINNING SKILLS II A
5 Units: 5 hours lecture

Prerequisite: ESL 340B or ESL assessment test

Beginning Skills II A is the first semester in a sequence of core courses at the upper beginning level for non-native speakers of English. The course continues to develop fundamental skills in listening, speaking, reading and writing, with an emphasis on acquiring basic grammatical structures and vocabulary. *NR*

ESL 341B
BEGINNING SKILLS II B
5 Units: 5 hours lecture

Prerequisite: ESL 341A

Beginning Skills II B is the second semester in a sequence of core courses at the upper beginning level for non-native speakers of English. The course further develops basic skills in listening, speaking, reading and writing, with an emphasis on continued acquisition of basic grammatical structures and vocabulary. *NR*

ESL 341X
BEGINNING SKILLS II X
0 Units: 5 hours lecture

Prerequisite: ESL 341B

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 341B to continue acquiring basic grammatical structures and vocabulary. *R-E-99*

ESL 342
BEGINNING CONVERSATION
3 Units: 3 hours lecture

Recommended Preparation: ESL assessment

The course is designed to increase the student's basic ability to understand spoken English and use English in conversation. Students practice dialogues for a variety of common situations-e.g., phone calling, shopping, asking directions-in order to build active listening and speaking skills. Fall semester only. *NR*

ESL 343
BEGINNING PRONUNCIATION
3 Units: 3 hours lecture

Recommended Preparation: ESL assessment

The course is designed to help beginning students improve their pronunciation skills. Students gain self-confidence in speaking through intensive pronunciation drills, short readings, dramatizations, and role-playing, and in free conversation designed to elicit pronunciation objectives. Fall semester only. *NR*

ESL 352
BEGINNING CONVERSATION
3 Units: 3 hours lecture

The course is designed to increase the student's basic ability to understand spoken English and use English in conversation. Emphasis is on communicating orally in a variety of situations and on recognizing and integrating grammatical structures in dialogues and conversations. Spring semester only. *NR*

ESL 353
BEGINNING PRONUNCIATION
3 Units: 3 hours lecture

The course is designed to help beginning ESL students improve their pronunciation skills. The course will help students recognize and use the sounds, rhythms, stresses, and intonation patterns of American English. Spring semester only. *NR*

ESL 360A
INTERMEDIATE SKILLS I A
5 Units: 5 hours lecture

Prerequisite: ESL 341B or ESL assessment

This is the first semester in a two semester sequence of courses at the low intermediate level for non-native speakers of English. The course is designed to present language skills including reading, writing, speaking and listening. Topics include grammatical structures, oral production and aural comprehension within the context of readings and discussions appropriate to social, cultural and current events. *NR*

ESL 360B
INTERMEDIATE SKILLS I B
5 Units: 5 hours lecture

Prerequisite: ESL 360A or ESL assessment

This is the second semester in a two semester series at the low intermediate level which continues to refine reading, writing, speaking and listening skills using social, cultural and current events. *NR*

ESL 360X
INTERMEDIATE SKILLS I X
0 Units: 5 hours lecture

Prerequisite: ESL 360B

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 360B to continue to refine reading, writing, speaking, and listening skills, particularly in the context of reflections on social, cultural, and current events. *R-E-99*

ESL 361A
INTERMEDIATE SKILLS II A
5 Units: 5 hours lecture

Prerequisite: ESL 360B or ESL assessment

This is the first semester in a sequence of courses at the high intermediate level for non-native speakers of English. The course is designed to refine language skills including reading, writing, speaking and listening. Topics include grammatical structures, vocabulary, oral production and aural comprehension within the context of readings and discussions appropriate to social, cultural and current events. *NR*

ESL 361B
INTERMEDIATE SKILLS II B
5 Units: 5 hours lecture

Prerequisite: ESL 361A

This is the second semester in a sequence of courses at the high intermediate level for non-native speakers of English. The course is designed to refine language skills including reading, writing, speaking and listening. Topics include grammatical structures, vocabulary, oral production and aural comprehension within the context of readings and discussions appropriate to social, cultural and current events. *NR*

ESL 361X
INTERMEDIATE SKILLS II X
0 Units: 5 hours lecture

Prerequisite: ESL 361B

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 361B to further refine reading, writing, speaking, and listening skills, including grammatical structures and vocabulary appropriate to social, cultural, and current events. *R-E-99*

ESL 362
INTERMEDIATE CONVERSATION
3 Units: 3 hours lecture

Recommended Preparation: ESL assessment

The course is designed to develop the student's ability to comprehend spoken English and improve fluency in conversation at the intermediate level. Emphasis is on oral communication through the practice of situational dialogues, role-playing, and skits. Fall semester only. *NR*

ESL 363
INTERMEDIATE PRONUNCIATION
3 Units: 3 hours lecture

Recommended Preparation: ESL assessment

The course is designed to help intermediate level students recognize and produce the sounds, rhythms, stresses, and intonation patterns of American English. Students develop ability in all speaking situations through intensive training in oral readings in English, more advanced pronunciation practice, in-class conversations, dialogues, dramatizations, and other listening and speaking situations. Fall semester only. *NR*

ESL 364
IDIOMS IN AMERICAN ENGLISH
4 Units: 4 hours lecture

Recommended Preparation: ESL assessment

It is designed to help non-native speakers understand and use - in both speech and writing - the most common and helpful English idioms. The course will introduce two-word verbs, phrasal verbs, prepositional verbs, and idiomatic expressions focused on the topics of achieving success, argument, problem solving, ambition, and facing defeat. Fall semester only. *NR*

ESL 370
ACADEMIC WRITING I FOR
MULTILINGUAL WRITERS

5 Units: 5 hours lecture
Prerequisite: ESL 361B

This the first semester of the academic writing sequence designed for non-native English writers who need to be introduced to the demands of Academic English. Students will write paragraphs and essays as they respond to text based prompts. The course covers refining the academic paragraph, and structuring the academic essay. The course focuses on developing academic reading, writing, language, and critical thinking skills. ESL 370 was formerly offered as ESL 380A and 380B; credit will given for one but not all. Successful completion allows students to enroll in ESL 301. *NR*

ESL 372
INTERMEDIATE CONVERSATION
3 Units: 3 hours lecture

The course is designed to increase the student's ability to comprehend native spoken English and increase fluency in conversation. Emphasis is on oral communication through the practice of situational dialogues, role-playing, and skits. Reading and writing are used to enhance opportunities for a student to acquire and use new structures and vocabulary. Spring semester only. *NR*

ESL 373
INTERMEDIATE PRONUNCIATION
3 Units: 3 hours lecture

The course is designed to help intermediate level students recognize and produce the sounds, rhythms, stresses, and intonation patterns of American English. Students gain self-confidence in speaking through intensive pronunciation drills, short readings, dramatizations, and role-playing, and in free conversation designed to elicit pronunciation objectives. Spring semester only. *NR*

ESL 374
IDIOMS IN AMERICAN ENGLISH
4 Units: 4 hours lecture

It is designed to help non-native speakers understand and use - in both speech and writing - the most common and helpful English idioms. The course will introduce two-word verbs, phrasal verbs, prepositional verbs, and idiomatic expressions focused on the topics of negotiation, academics, money, and leisure. Spring semester only. *NR*

ESL 382
ADVANCED CONVERSATION
3 Units: 3 hours lecture

Recommended Preparation: ESL assessment

This course is designed to develop oral academic skills and improve a student's ability to communicate in expected and unexpected situations. Emphasis is on self-expression in problem-solving tasks and oral presentations. Upon successful completion of the course, students should demonstrate an increased accuracy in fluency, expression, and aural comprehension. Fall semester only. *NR*

ESL 383
ADVANCED PRONUNCIATION
3 Units: 3 hours lecture

Recommended Preparation: ESL assessment

This course is designed to help advanced ESL students improve their listening and self-monitoring skills in daily speech and build their pronunciation awareness. The course provides extensive practice with all aspects of pronunciation. Fall semester only. *NR*

ESL 384
ADVANCED VOCABULARY SKILLS
5 Units: 5 hours lecture

Recommended Preparation: ESL assessment

The course is designed to develop college-level vocabulary. Topics include etymology; academic terminology; idiomatic expressions; and language appropriate to social, cultural and current events. Fall semester only. *NR*

ESL 385
ACADEMIC READING
3 Units: 3 hours lecture

Recommended Preparation: ESL assessment

The course introduces non-native English students to reading strategies that students may apply to textbooks and other academic prose. Students focus on building background information in content areas in a variety of disciplines. Fall semester only. *NR*

ESL 386**LISTENING SKILLS AND NOTE-TAKING****3 Units: 3 hours lecture***Recommended Preparation: ESL assessment*

This is an advanced listening skills and note-taking course for the English as a Second Language student concurrently enrolled in or preparing for college-level courses. The course focuses on the techniques necessary for class participation, note taking of lectures and written material, outlining, comprehending spoken information, questioning and paraphrasing. *NR*

ESL 387**ADVANCED GRAMMAR REVIEW****3 Units: 3 hours lecture***Recommended Preparation: ESL assessment*

The course is designed for those who are at least at the upper intermediate level of the English as a Second Language program or the equivalent, or who are entering college-level courses. The course focuses on a review of grammatical structures, particularly the construction of complex clauses and sentences. Fall semester only. *NR*

ESL 388**ADVANCED GRAMMAR AND WRITING****5 Units: 5 hours lecture***Prerequisite: ESL 361B*

The course focuses on grammatical structures particularly difficult for advanced non-native speakers of English, and on writing grammatically correct academic prose. Fall semester only. *NR*

ESL 389**ESL LANGUAGE CONFERENCE****0.5 Unit: 1.5 hours learning center***Corequisite: ESL 340A, 340B, 341A, 341B, 342, 352, 360A, 360B, 361A, 361B, 362, 363, 370, 372, 373, 382, 383, 388, 392, 393, 398*

This open-entry/open-exit, pass/no-pass course offers conference instruction with ESL language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in English. Students must complete at least 24 hours in the Languages Center to receive credit. *R-E-3*

ESL 390**LANGUAGE THROUGH LITERATURE****4 Units: 4 hours lecture***Recommended Preparation: ESL assessment*

This course focuses on developing literary and cultural understanding of fiction, drama, and poetry, and on increasing knowledge of the English language in all areas: reading, writing, vocabulary, and oral/aural skills. Fall semester only. *NR*

ESL 392**ADVANCED CONVERSATION****3 Units: 3 hours lecture**

This course is designed to improve a students' oral academic skills and their ability to communicate in expected and unexpected situations. Emphasis is on defense of decisions, attitudes and values; and succinct expression of oneself in varying environments. Upon successful completion of the course, students should demonstrate increased accuracy in fluency, expression, and aural comprehension. Spring semester only. *NR*

ESL 393**ADVANCED PRONUNCIATION****3 Units: 3 hours lecture**

This course is designed to help students refine their listening and self-monitoring skills in daily speech and academic situations. Students work further on the sounds, rhythm, stress and intonation patterns of American English through intensive pronunciation drills, short readings, dramatizations, role-playing exercises, and free conversations designed to elicit pronunciation objectives. Spring semester only. *NR*

ESL 394**ADVANCED VOCABULARY SKILLS****5 Units: 5 hours lecture***Prerequisite: ESL 384A*

The course is designed to enhance college-level vocabulary. Topics include academic word lists; discipline specific terminology and expressions; and general academic language. Spring semester only. *NR*

ESL 395**ACADEMIC READING****3 Units: 3 hours lecture**

This course will introduce students to strategies employed in academic reading with a focus on language development. Spring semester only. *NR*

ESL 397**ADVANCED GRAMMAR REVIEW****3 Units: 3 hours lecture**

It is designed for students who have completed the intermediate sequence of the English as a Second Language program or the equivalent, or who are entering college-level courses. The course focuses on a review of grammatical structures, particularly verb tenses, verb moods, and word forms. Spring semester only. *NR*

ESL 398**ADVANCED GRAMMAR AND WRITING****5 Units: 5 hours lecture***Prerequisite: ESL 361B*

The course focuses on complex grammatical structures particularly difficult for non-native writers of English. Spring semester only. *NR*

ESL 399**LANGUAGE THROUGH LITERATURE****4 Units: 4 hours lecture**

This course focuses on increasing the English proficiency of reading, writing, vocabulary, and oral skills as advanced ESL students read and analyze works of fiction, drama, and poetry. Emphasis is on active student participation in a wide variety of both oral and written activities. Spring semester only. *NR*

ENGLISH: SPECIAL SERVICES

ESS 310 BASIC GRAMMAR AND PARAGRAPHING SKILLS 3 Units: 3 hours lecture

Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan.

Although this course is open to anyone, it is designed for students with learning disabilities who need assistance developing single paragraphs. Students practice writing paragraphs utilizing topic sentences, organizational patterns, supporting details, and transitions in order to achieve paragraph unity, coherence, cohesion, and development. Focus is on writing as a process, and on writing grammatically correct and structurally varied sentences. NR

ESS 315 LEARNING DEVELOPMENT PRACTICUM 0.5 Unit: 2 hours lab

Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan.

Corequisite: ESS 310, ESS 340, ESS 345 or MSS 325

This course is intended for students with learning disabilities who need help achieving proficiency in basic reading, writing, spelling and/or math skills. These skills are enhanced by enrolling in one or more of the corequisite courses. This course is offered on a pass/no-pass basis only. NR

ESS 340 WORD ANALYSIS TECHNIQUES 2 Units: 2 hours lecture

Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan.

Although this course is open to anyone, it is designed for students with learning disabilities who need prescriptive instruction in phonics, syllabication, spelling rules, word parts, and memory aids for words that do not lend themselves to usual spelling patterns. This course presents the basic rules of spelling using a variety of learning strategies and modalities. NR

ESS 345 BASIC READING AND VOCABULARY DEVELOPMENT 3 Units: 3 hours lecture

Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan.

Although this course is open to anyone, it is intended for students with learning disabilities. The course presents strategies for improving reading comprehension, vocabulary and study skills. Students use software applications designed to strengthen reading ability and vocabulary development. NR

ENTREPRENEURSHIP

ENTR 117 SOCIAL MEDIA MARKETING 3 Units: 3 hours lecture

Transfers: CSU

This course introduces social media tools used for marketing in business. Topics include uses, ethics, and guidelines for social networking, and online marketing channels. Students create a social media marketing campaign through the use of Web applications, such as Facebook, LinkedIn, and Twitter. ENTR 117 is also listed as CIM 117; credit will be given in either area, not both. ENTR 117 was formerly offered as ENTR 217. NR

ENTR 160 ENTREPRENEURSHIP: MANAGING YOUR BUSINESS 3 Units: 3 hours lecture

Transfers: CSU

This course introduces key elements of entrepreneurship and small business development. It focuses on the phases and process of building a viable business plan and putting the plan to work. Topics of exploration include building a marketing plan and financial plan, conducting feasibility studies, the nature of competition and markets, and the global aspects of entrepreneurship. The course provides students with a foundation for understanding the role of small business within society. It also provides preparation for individuals seeking to engage in entrepreneurial ventures. NR

ENTR 200 PATHWAYS TO SUCCESS 1 Unit: 1 hour lecture

This interactive course enables students to engage in the fundamental aspects of creatively developing frameworks of passion and purpose as a means of personal empowerment and wealth. The course promotes entrepreneurial thinking across disciplines and assists students in developing a process for transforming ideas into sustainable success. Students will examine how others overcame adversity and achieved success. The course includes individualized learning assessments designed to assist the student in exploring their frameworks of thought and entrepreneurial potential. NR

ENTR 201 CREATIVITY AND IDEA GENERATION 1 Unit: 1 hour lecture

This course helps students discover that creativity is a process that can be learned. The relationship between imagination, creativity, and innovation will be examined and students will explore the use of creativity tools and processes to develop solutions for business problems. During the course, students will learn how to use questions to spark creativity. NR

ENTR 202 INNOVATIONS AND OPPORTUNITIES 2 Units: 2 hours lecture

This cross-disciplinary course helps students develop mental frameworks that enable them to link invention and insight as means to create social and economic value. Students will explore the creative process, the link between strategy and innovation, the development of an innovation infrastructure, and ways to measure the innovation process. This course prepares students to contribute in unique and productive ways to today's entrepreneurial and organizational demands. NR

**ENTR 211
BUSINESS MODELS: THE DESIGN AND
DELIVERY OF VALUE****2 Units: 2 hours lecture**

Successful entrepreneurs are able to describe how their organization creates, delivers, and captures value. This cross-disciplinary course helps students understand business model generation by examining customer segments, profitability and the process of identifying business goals, developing strategic objectives, critical success factors, and key performance indicators for entrepreneurial endeavors. Students will learn how to filter business opportunities, project whether business opportunities can be scalable, identify and validate potential markets, and estimate profitability. *NR*

**ENTR 212
MARKET VALIDATION AND RESEARCH****1 Unit: 1 hour lecture**

This course explores a variety of resources, tools, and techniques for collecting and analyzing market research data. It engages students in the process of assessing target markets, implementing a market validation strategy, and interpreting primary and secondary research to create effective plans and forecasts. The course illustrates how targeting the market can reduce marketing costs and increase effectiveness. It also discusses common marketing mistakes and the limits of market research. *NR*

**ENTR 221
MONEY, ACCOUNTING AND FINANCE
FOR ENTREPRENEURS****2 Units: 2 hours lecture**

This course examines tools and practices necessary for entrepreneurs to access financing, manage cash flow, and measure financial performance. The course will help entrepreneurs to meet financial record-keeping requirements, identify areas of improvement, and determine actions needed to improve performance. Topics include entrepreneurial finance, assessing venture value, financial scorecard, financial dashboard, record-keeping, and cash management. *NR*

**ENTR 222
BUSINESS STRUCTURE AND LEGAL
REQUIREMENTS****1 Unit: 1 hour lecture**

This course examines the primary forms of business structure, i.e. sole proprietorship, partnership, and corporation, and legal elements needed to comply with regulations and guidelines of various governmental agencies. The course will help entrepreneurs recognize legal issues before they become legal problems, and manage and grow businesses more effectively within the law. The course does not replace the need for competent legal advice but endeavors to help entrepreneurs seek and select legal resources in an informed and economical manner. *NR*

**ENTR 223
BUILDING THE ENTREPRENEURIAL
TEAM****2 Units: 2 hours lecture**

This course is designed to help build successful teams and personal partnerships with coaches, mentors and advisors who can help them to make the most of their own potential and to develop their business ideas. Students will consider how managing human resources can create a competitive advantage. *NR*

**ENTR 224
OPERATIONS MANAGEMENT FOR
ENTREPRENEURS****1 Unit: 1 hour lecture**

In this interactive course, students will investigate differences between the entrepreneurial environment and the operations environment. Students will examine the readiness of entrepreneurs for managing operations, the skill sets and management competencies, necessary to produce goods and services effectively and efficiently. Topics examined will include, business location, facility design, supply chain management, measures of operational excellence, use of technology, and areas of potential cost savings. *NR*

**ENTR 241
THE SUCCESSFUL BUSINESS PLAN****2 Units: 2 hours lecture**

This course provides a systematic process for developing a business plan. The instructor and a network of like-minded students will help those thinking about starting a business to establish a clear roadmap for clarifying a vision for the business and the strategic, tactical, and operational plans needed to move ideas to action. Students further along in the planning and research process will work through the major components of writing a business plan and emerge with a completed draft of a business plan. *NR*

**ENTR 242
PERSUASIVE PRESENTATIONS****2 Units: 2 hours lecture**

This course provides students with the opportunity to collaborate and use business plans as the foundation for crafting the story of their business that will engage others to be a part of that story. Entrepreneurs will have the opportunity to create powerful sales tools using technology to create presentations using videos, animation, visuals, and simulations. *NR*

**ENVIRONMENTAL
SCIENCE****ENV 1
INTRODUCTION TO
ENVIRONMENTAL STUDIES****3 Units: 3 hours lecture***Transfers: CSU, UC*

This introductory course emphasizes an interdisciplinary approach to environmental science. It includes topics in biology, chemistry, geology, economics, health, and politics. Field trips will acquaint students with the local environment and the political process. *NR*

**ENV 6
ENVIRONMENTAL AND RESOURCE
ECONOMICS**

3 Units: 3 hours lecture

Transfers: CSU, UC

*Recommended Preparation: WR 1 and
MATH 253*

This introductory environmental and resource economics course focuses on resource, agricultural, and environmental issues and related policy analysis. The course applies microeconomic principles, models and analytical tools to problems of natural resource use and environmental quality caused by human populations. Students examine and evaluate policies to remedy the market failure of inefficient resource use, environmental degradation, and pollution, both nationally and internationally. ENV 6 is also listed as ECON 6; credit will be given in either area, not both. *NR*

**ENVIRONMENTAL
TECHNOLOGY**

*see Sustainable Resource
Management*

FILM STUDIES

see Humanities

FRENCH

**FR 1
BEGINNING FRENCH I**

5 Units: 5 hours lecture

Transfers: CSU, UC

This course is designed to develop the fundamentals of communicating in French, including basic conversation, listening comprehension and reading. The emphasis is on speaking and comprehending native spoken French. The course introduces basic writing skills and also presents general aspects of French and Francophone life and culture. FR 1 is equivalent to two years of high school French. Credit may be earned in either FR 1 or 1H, but not both. *NR*

**FR 1H
BEGINNING FRENCH I HONORS**

5 Units: 5 hours lecture

Transfers: CSU, UC

This honors course is designed to develop the fundamentals of communicating in French, including basic conversation, listening comprehension and reading. The emphasis is on speaking and comprehending native spoken French. The course introduces basic writing skills and presents general aspects of French and Francophone life and culture. This honors course will be enriched through limited class size, more extensive development of speaking, listening and comprehension skills, more extensive exposure to French and Francophone culture and additional assignments beyond the regular FR 1. Students will be assigned a collaborative project, expanded reading and a research project that requires critical thinking. FR 1H is equivalent to two years of high school French. Credit may be earned in either FR 1 or 1H, but not both. *NR*

**FR 2
BEGINNING FRENCH II**

5 Units: 5 hours lecture

Transfers: CSU, UC

*Prerequisite: FR 1 or two years of high
school French*

This course continues the development of the fundamental skills acquired in French 1, with increased emphasis on speaking, listening, reading, and writing. The course introduces students to elements of French and Francophone life and culture. *NR*

**FR 3
INTERMEDIATE FRENCH**

5 Units: 5 hours lecture

Transfers: CSU, UC

*Prerequisite: FR 2 or three years of high
school French*

This course is designed to build upon the fundamental language abilities acquired in FR 1 and 2. Emphasis is on developing more advanced skills in speaking, listening, reading, and writing. Students are further introduced to cultural topics related to France and other French-speaking countries. *NR*

**FR 4
INTERMEDIATE FRENCH**

5 Units: 5 hours lecture

Transfers: CSU, UC

*Prerequisite: FR 3 or four years of high
school French*

This course concentrates on developing an intermediate level of fluency, strengthening the skills needed to read, write, and communicate in French. Emphasis is placed on French literature or film and on writing analytical compositions based on readings and films. There is further instruction in French history and culture. *NR*

**FR 10
INTERMEDIATE CONVERSATIONAL
FRENCH**

3 Units: 3 hours lecture

Transfers: CSU, UC

*Prerequisite: FR 2 or three years of high
school French*

This course is designed to develop fluency in French, with an emphasis on informal expression. Conversations are centered on topics including current events, politics, cinema, cuisine, art, literature, theatre, and other aspects of French and Francophone culture. *NR*

**FR 11
ADVANCED CONVERSATIONAL
FRENCH**

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: FR 3 or FR 10

This course is designed to increase the student's ability to comprehend native spoken French and increase oral fluency. Reading, watching films and oral and written responses enable the student to acquire new vocabulary and structures and examine various aspects of French and Francophone cultures. *NR*

FR 21
INTRODUCTION TO FRENCH
CIVILIZATION AND CULTURE

3 Units: 3 hours lecture

Transfers: CSU, UC

This introductory course covers the main components of French culture and its influence, focusing on the period from the French Revolution to the present. Areas of study include geography and history, literature, art, philosophy, religion, business practices, customs, contemporary society, and other cultural phenomena. The course compares and contrasts earlier and later features of French historical, literary, artistic, or political developments and assesses the legacy of France and its culture. It seeks to establish whether there is such a thing as a "French" national identity and, if so, what its characteristics are. Classes are conducted in English. No prior knowledge of French is required. *NR*

FR 180
FRENCH LANGUAGE CONFERENCE

0.5 Unit: 1.5 hours learning center

Transfers: CSU

Corequisite: FR 1, 1H, 2, 3, 4, 10, or 11

This open-entry/open-exit, pass/no-pass course offers conference instruction with French language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in native French. Students must complete at least 24 hours in the Languages Center during the semester and participate in no fewer than four conferences in order to receive credit. *R-E-3*

GENDER STUDIES

GS 10
INTRODUCTION TO WOMEN'S AND
GENDER STUDIES

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

This course introduces women's and gender studies as an academic discipline. It reviews the history of the women's movement and examines the development of women's power and autonomy through the prism of feminist theory and practice, including intersectionality. The course examines the role of gender in a range of societal contexts and issues, including sexuality, sexual identity, gender identity, relationships, work, health, religion, and violence against women, showing the intimate connection of gender to the distribution of power on both personal and societal levels. GS 10 was formerly offered as WS 10. *NR*

GS 20
GENDER AND CONTEMPORARY
SOCIETY

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

This course explores the construction of gender in contemporary culture, media, and social institutions. Students will examine gender in literature, art, music, film, and new media. Additionally, students will examine gender in literature, art, music, film, and new media. Additionally, students will study gender in work, family, religion, sports, and social advocacy. Special attention will be paid to issues of intersectionality in contemporary life in terms of race, sexuality, class, age, and ability. GS 20 was formerly offered as WS 20. *NR*

GEOGRAPHY

GEOG 1
PHYSICAL GEOGRAPHY

3 Units: 3 hours lecture

Transfers: CSU, UC

Physical Geography is the systematic study of the dynamic physical environment of the earth as the human home. Topics include the sun/earth relationship and energy balance, geospatial techniques, the character of the atmosphere, weather, climate, vegetation, the composition of the earth, plate tectonics, landform development and reduction, water, and the modification and pollution of the earth by humans. C-ID: GEOG 110. *NR*

GEOG 1L
PHYSICAL GEOGRAPHY LABORATORY

1 Unit: 3 hours lab

Transfers: CSU, UC

Prerequisite: Prior completion of or concurrent enrollment in GEOG 1

Laboratory exercises and experiments designed to explore and understand the primary areas of physical geography. Stresses the scientific method in interpreting Earth-sun relations; time; Earth representation through globes, topographic maps and remote sensing; meteorological tools, models and weather prognostication; climate; natural vegetation; geomorphologic models and processes, and landform interpretation. C-ID: GEOG 111. *NR*

GEOG 2
CULTURAL GEOGRAPHY

3 Units: 3 hours lecture

Transfers: CSU, UC

This course explores the kaleidoscope of human activity which takes place on, and interrelates with, the surface of the earth. Geography, a holistic science, investigates such topics as population growth; economic development; human migration; the variety of agriculture; political organization; cultural and ethnic conflict; the origin and diffusion of language; world religions and their distribution; the history, growth and patterns of settlement; the rise of industrialism; and the result of human activity on the land, water, and atmosphere of the earth. C-ID: GEOG 120. *NR*

**GEOG 3
WORLD REGIONAL GEOGRAPHY**

3 Units: 3 hours lecture

Transfers: CSU, UC

World Regional Geography provides a systematic study of the major geographic regions of the world. Specific countries within various regions are investigated in terms of their physiographic features, climatic conditions, natural resources, cultural heritage, population characteristics, agricultural practices, transportation systems, economic development, and current geographic issues. Credit may be earned in either GEOG 3 or 3H, but not both. C-ID: GEOG 125. *NR*

**GEOG 3H
WORLD REGIONAL GEOGRAPHY
HONORS**

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: Writing 1

World Regional Geography Honors provides a systematic study of the major geographic regions of the world. Specific countries within various regions are investigated in terms of their physiographic features, climatic conditions, natural resources, cultural heritage, population characteristics, agricultural practices, transportation systems, economic development, and current geographic issues. This honors course will be enriched with limited class size, small group discussions, advanced academic readings, geographic analysis of spatial data, and a capstone research project. Credit may be earned in either GEOG 3 or 3H, but not both. C-ID: GEOG 125. *NR*

**GEOG 10
INTRODUCTION TO WEATHER
AND CLIMATE**

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201

This course is an introduction to Earth's atmosphere and processes. The course investigates local and global surface weather phenomena, the use of instruments to interpret them, and the classification and distribution of world climates. Emphasis is placed on the interrelationships between weather and climate. Topics include atmospheric structure and composition, solar radiation, energy budget, temperature, seasonal changes, atmospheric moisture, clouds and fog, precipitation, circulation systems, air masses and fronts, weather forecasting, climate and climate change. A field trip may be required. Credit may be earned in either GEOG 10 or 10H, but not both. C-ID: GEOG 130. *NR*

**GEOG 10H
INTRODUCTION TO WEATHER
AND CLIMATE HONORS**

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201

This honors course is an introduction to Earth's atmosphere and processes. The course investigates local and global surface weather phenomena, the use of instruments to interpret them, and the classification and distribution of world climates. Emphasis is placed on the interrelationships between weather and climate. Topics include atmospheric structure and composition, solar radiation, energy budget, temperature, seasonal changes, atmospheric moisture, clouds and fog, precipitation, circulation systems, air masses and fronts, weather forecasting, climate and climate change. This honors course will be enriched with limited class size, advanced academic readings, analysis of meteorological data, and a capstone research project. A field trip may be required. Credit may be earned in either GEOG 10 or 10H, but not both. C-ID: GEOG 130. *NR*

**GEOG 20
GLOBAL ENVIRONMENTAL PROBLEMS**

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 1

This course analyzes society-nature relationships and global environmental problems from a geographical perspective. The focus is on the spatial dimensions of global environmental crises as they relate to social, political, and economic issues. Topics examine the historical evolution of environmental issues including population growth, diseases, agriculture and pesticides, climate change, resource extraction and management, energy, endangered species and appropriate development. *NR*

**GEOG 38
CALIFORNIA GEOGRAPHY**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course provides a broad overview of the state of California in terms of its physical landscape and cultural environment. The state is divided into specific geographic regions; and those regions are analyzed in terms of their physiography, climate, vegetation, water resources, human history, agriculture, mineral resources, manufacturing, transportation, economic development, urbanization, and geographic problems. Students learn to interpret and construct basic maps, the foundation for spatial analysis. Attendance at field trips may be required. C-ID: GEOG 140. *NR*

**GEOG 102
GEOGRAPHY FIELD STUDIES:
WESTERN UNITED STATES**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU

Limitation: Students must be able to hike cross-country on narrow trails and camp (tents, sleeping bags, cooking, limited showers).

This lecture and laboratory field course studies the cultural and physical geography in the western United States. Students observe and analyze the effects of weather and climate on natural vegetation; use topographical maps to interpret land use and terrain; explore economic and political systems of the region; and evaluate the interrelationships between the physical and cultural environment. Thematic emphasis will vary depending on location. A required course fee must be paid at or prior to the orientation session. C-ID: GEOG 160. *NR*

GEOG 110
INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU

This course provides an overview of the tools and techniques of Geographic Information Systems (GIS). The course explores the mapping and spatial analysis capabilities of desktop GIS software (e.g., ArcView, ArcGIS, MapInfo); the management, manipulation and analysis of data; cartographic design and presentation; raster and vector data structures; georeferencing and Global Positioning Systems (GPS); and basic GIS programming. The course discusses how GIS can be applied to various disciplines, including geography, geology, biology, marketing, business and regional planning. C-ID: GEOG 155. *NR*

GEOLOGY

GEOG 1
PHYSICAL GEOLOGY

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC

This course introduces the principles of geology and the methods of studying the Earth. Consideration is given to the materials of the Earth's crust, earthquakes, plate tectonics, the processes of mountain building and volcanism, sculpturing of the Earth's surface, evaluation of natural resources, the implications of geology to society, and aspects of the environment in which our lives are spent. Laboratory exercises include the identification of common rocks and minerals; reading and using topographic maps, aerial photographs, and geologic maps; and constructing topographic profiles and cross-sections to interpret the Earth's surface. Field trips may be required. C-ID: GEOL 101. *NR*

GEOL 2
HISTORICAL GEOLOGY

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC

Prerequisite: ERTH 20, GEOL 1 or GEOL 23

This course is an in depth study of the physical and biological aspects of the evolution of the earth; with emphasis on the origin and evolution of life reflected in the rock record. The history and origin of the earth, continents, oceans and atmosphere are also explored. Methods and concepts utilized in deciphering the geologic record will be emphasized in both lecture and lab. Field trips may be required. C-ID: GEOL 111. *NR*

GEOL 3
GEOLOGY OF CALIFORNIA

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a study of the geologic development of California, including an exploration of plate tectonic and landform processes responsible for shaping the environment. This course examines theories and processes related to earthquakes, faulting, volcanic activity and geologic time, as well as energy resources significant to California. Field trips may be required. C-ID: GEOL 200. *NR*

GEOL 22
EARTH HISTORY

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

This general education lecture and laboratory science course is a study of the evolution of life on Earth, including the environments where life forms are found in the fossil record. Study includes the origin and formation of rock-forming minerals and the three types of rocks found on Earth. Development of the continents, oceans and atmosphere including ideas related to the origin and evolution of life will be introduced. Field trips may be required to fulfill the objectives of this course. Recommended for non-geology majors. *NR*

GEOL 23
NATURAL DISASTERS

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC

This course discusses the interaction of man and the geologic environment with particular reference to natural disasters that include earthquakes, volcanic eruptions, landslides, hurricanes, tornadoes, floods, wildfires, and climate change. Students learn the principles of sound planning for human use of the planet Earth. Field trips may be required. *NR*

GEOL 140
LAB RESEARCH IN GEOLOGICAL AND BIOLOGICAL SCIENCES

1.5 Units: 0.5 hour lecture, 2.5 hours lab

Transfers: CSU

This course provides laboratory and field experience for students of geological and biological sciences. It focuses on experimental design; equipment use and care; data collection, analysis, and interpretation; and verbal and/or written presentation of results. GEOL 140 is also listed as BIO 140; credit will be given in either area, not both. *NR*

GEOL 165
GEOLOGY FIELD STUDIES: YOSEMITE NATIONAL PARK

1 Unit: 0.5 hour lecture, 1.5 hours lab

Transfers: CSU

Limitation: Students must be able to hike, camp (tents, sleeping bags, cooking, limited showers), and live in a group environment.

This field study course introduces students to the geology of the Sierra Nevada Mountains with an emphasis on the geologic origin and evolution of Yosemite National Park, California. Introductory lectures complement direct field observations, field data collection, analysis and interpretation. The course is taught in the field. It is intended for both science majors and non-majors. Students in geology, earth science, marine science, biology and geography are encouraged to enroll. *NR*

GEOL 167**COOPERATIVE WORK EXPERIENCE:
GEOLOGY**

1 Unit: 1 hour lab
2 Units: 2 hours lab
3 Units: 3 hours lab

Transfers: CSU

Prerequisite: Student must have taken or must be currently taking a college-level course in the natural sciences.

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

GEOL 170**GEOLOGY FIELD STUDIES:
NATIONAL PARKS AND MONUMENTS**

1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU

Limitation: Students must be able to hike and camp (tents, sleeping bags, cooking, limited showers).

This is a lecture and laboratory field course that studies the origin, geology, and natural history of national parks and monuments of the western United States. Thematic emphasis, course content, and national parks to be visited will vary. Students in the physical and life sciences are encouraged to enroll. *NR*

GEOL 181**GEOLOGY FIELD STUDIES:
COASTAL AND OFFSHORE GEOLOGY**

1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU

Limitation: Students must be able to hike and camp (tents, sleeping bags, cooking, limited showers).

Recommended Preparation: Introductory college-level geology and/or marine science courses.

This field study course introduces students to the origin, evolution, and geology of coastal and offshore field areas in the western United States. Introductory lectures complement direct field observations, data collection, analysis and interpretation. Thematic emphasis and course content will vary depending on destination. The course is taught entirely in the field. It is intended for both science majors and non-majors. Students in geology, earth science, marine science, biology, and geography are encouraged to enroll. *NR*

GEOL 186**GEOLOGY FIELD STUDIES:
GEOLOGY OF CALIFORNIA**

1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU

This lecture and laboratory field course studies the origin, tectonic development, and present geology of California. Thematic emphasis and course content will vary each time the course is offered. Students in geology, earth science, marine science and geography courses are encouraged to enroll. *NR*

GLOBAL STUDIES**GLBL 1****INTRODUCTION TO GLOBAL STUDIES**

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

Recommended Preparation: WR 201, WR 399, or ESL 201

This course offers students an introduction to the interdisciplinary program of global studies. As a foundational course, this course focuses on a series of issues and problems associated with globalization. The course examines the nature and history of globalization, and analyzes economic, political, cultural and ecological dimensions of globalization. For each dimension, focus is on the extent of international conflict and cooperation, and effects of growing interdependence. *NR*

GLBL 2**INTRODUCTION TO GLOBAL ISSUES**

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

Recommended Preparation: WR 201, WR 399 or ESL 201

This course introduces students to the social, political, and economic problems that transcend international boundaries in a globalized world. Students will become familiar with the roles and perspectives of individuals, organizations and governments toward global problems and the complex linkages and interdependencies that lead to conflict and cooperation in the international system. *NR*

HEALTH**HLTH 1****HEALTH EDUCATION**

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This course investigates issues of human health from a holistic perspective, addressing its physiological, emotional, mental, social, and environmental aspects. General topics of investigation include nutrition, fitness, stress, sexuality, relationships, aging, drug abuse, and personal health care. *NR*

HLTH 2**FIRST AID: RESPONDING TO
EMERGENCIES**

3 Units: 3 hours lecture

Transfers: CSU, UC

This lifesaving skill-training course provides students with the practical resources necessary to respond effectively in emergency situations. The course covers accident and injury prevention, emergency medical care, emergency childbirth, first aid for common injuries and for people with special needs, and responding to delayed help (e.g., wilderness) situations. Two American Red Cross first aid certificates (Responding to Emergencies and Community CPR) and an AED (Automatic External Defibrillator) certification will be granted upon successful completion of all course requirements. C-ID: KIN 101. *NR*

HLTH 3 WOMEN'S HEALTH ISSUES

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This course investigates a variety of topics that concern women's health. These include the effect of lifestyle on health; the role of exercise and nutrition in promoting wellness; risk factors for cardiovascular disease, chronic diseases, and cancer; social influences and work trends that affect women; abusive behaviors, sexual harassment, and substance abuse; sexual and reproductive health; and the aging process. Students analyze theoretical and practical information to make healthy lifestyle choices. *NR*

HLTH 107 SURVEY AND ASSESSMENT OF FITNESS

1 Unit: 1 hour lecture

Transfers: CSU

This course uses different testing and assessment techniques to evaluate the physical condition of students, including their muscular strength and endurance, flexibility, body composition, cardiovascular endurance, and skill-related fitness. The course examines personality factors, as well as lifestyle, diet, nutrition and weight management, and their effect on managing stress levels and designing a viable fitness program for life. *NR*

HLTH 131 SIMPLE STRATEGIES FOR SUCCESSFUL WEIGHT MANAGEMENT

1.5 Units: 1 hour lecture, 1.5 hours lab

Transfers: CSU

This course is designed to help students manage their weight. The emphasis is on combining good nutrition and regular exercise to meet body weight goals. This comprehensive class includes classroom teaching time as well as workouts at the IVC Fitness Center. Students learn how to choose healthy, balanced meals at home or away; read packaged food labels; avoid the "diet failure mentality"; use exercise equipment properly; and design a safe, individualized exercise program. *NR*

HISTORY

HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 201

This course examines the origins, major themes, and principal developments of world civilizations from prehistory to the 16th century. Special emphasis is given to the emergence of complex societies and the rise and development of civilization in the ancient Near East, classical Mediterranean world, Asia, the later Mediterranean world, Africa, Oceania, and the Americas. Central themes include urbanization and imperial impulses; individual-communal dynamic; emergence of major religious/philosophical traditions; elaboration of value systems and worldviews; science and the diffusion of technologies; human and natural environment interactions; and the historically varied formulations of identity. Credit may be earned in either HIST 1 or 1H, but not both. *C-ID: HIST 150. NR*

HIST 1H THE HISTORY OF WORLD CIVILIZATIONS TO 1500 HONORS

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

Recommended Preparation: WR 201, WR 399, or ESL 201

This course examines the origins, major themes, and principal developments of world civilizations from prehistory to the 16th century. Emphasis is given to the emergence of complex societies and the rise and development of civilization in the ancient Near East, classical Mediterranean world, Asia, the later Mediterranean world, Africa, Oceania, and the Americas. Central themes include urbanization and imperial impulses; individual-communal dynamic; emergence of major religious/philosophical traditions; elaboration of value systems and worldviews; science and the diffusion of technologies; human and natural environments interactions; historically varied formulations of identity. This course will have a limited class size, and more extensive writing assignments. Credit may be earned in either HIST 1 or 1H, but not both. *NR*

HIST 2 THE HISTORY OF WORLD CIVILIZATIONS SINCE 1500

3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines the origins, major themes, and principle developments of world civilizations since the 16th century. Special emphasis is given to interactions among various civilizations in Europe, Asia, Africa, Oceania, and the Americas and their mutual interdependence in the shaping of the modern world. Particular attention will be paid to the analysis of themes like imperialism, colonialism, industrialization, trade, modernization, urbanization and the rise of the nation-state. *C-ID: HIST 160. NR*

HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 201 or eligibility for WR 1

This course is a survey of the scope, definition and culture of the West in a global context from the rise of Paleolithic and Neolithic societies in Eurasia to the Protestant Reformation in Europe. Emphasis will be on the major developments in the cultural, political, and social history of the ancient Near East, Egypt, Greece, Rome, and Europe from Late Antiquity through the Reformation. *NR*

HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE

3 Units: 3 hours lecture

Transfers: CSU, UC

The course considers the principal developments of Western civilization within a global context. Students explore the impact of Western themes, institutions, and ideas upon non-Western cultures, as well as the corresponding influence of non-Western cultures upon the "Western heritage." Special emphasis will be given to the emergence of such themes as the nation-state, rationalism and empiricism, industrialization, liberalism, nationalism, socialism, modern imperialism, post-war realignments, and geopolitics. The course traces the development of European culture from the 16th century to the present, and throughout this entire period, its relations and exchanges with non-Western cultures, including China, Japan, Africa, and the Americas. *C-ID: HIST 180. NR*

HIST 20
AMERICAN HISTORY THROUGH THE CIVIL WAR

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a study of the history of the United States from its colonial origins through the Reconstruction period. The survey will focus on the major themes, ideas, attitudes, institutions, and elements that are part of the American national development through the mid-19th century. Special emphasis is given to the European antecedents; the forging of an American culture within the colonial context; the political, social, and economic development within the framework of a national experience and identity; and the problems of cultural expansion and divergent growth reflected in the Civil War. C-ID: HIST 130. NR

HIST 21
AMERICAN HISTORY SINCE THE CIVIL WAR

3 Units: 3 hours lecture

Transfers: CSU, UC

History 21 is a study of the history of the United States from the Civil War to the present. The survey will focus on the major themes, ideas, attitudes, institutions, and elements that are part of the American national development from the mid-19th century to the present. Special emphasis will be given to national recovery and the victory of industrialization after the war, domestic reformism from the Populists and the Progressives to the New Deal, international relations from overseas expansion to involvement in world wars, and shifting foreign and domestic patterns from World War II to the present. C-ID: HIST 140. NR

HIST 24
AMERICA AFTER THE BOMB: 1945 TO THE PRESENT

3 Units: 3 hours lecture

Transfers: CSU, UC

History 24 is a study of the history of the United States from the end of the Second World War to the present. It focuses on the principal political, social, economic, and cultural challenges and achievements in American life since 1945 as reflected in domestic and foreign developments. Special emphasis is given to the use of the atomic bomb at the end of World War II, the Cold War at home and abroad, prosperity and conformity in the 50's, social ferment in the 60's, the Civil Rights movement, the New Left and counterculture, black militancy, domestic upheaval in the 70's, mass dissent and the Vietnam War, political cynicism and Watergate, feminism, ethnic consciousness, realignment in the 80's, detente and the arms race, and geopolitics and the Third World. NR

HIST 25
HISTORY OF CALIFORNIA

3 Units: 3 hours lecture

Transfers: CSU, UC

Students study and analyze California history from its pre-colonial origins through the present. Students survey the contributions of peoples of diverse cultures in the development of California and the ways in which California has and continues to influence the nation and the world. NR

HIST 30
HISTORY OF ETHNICITY AND CULTURE IN THE UNITED STATES

3 Units: 3 hours lecture

Transfers: CSU, UC

A general survey of selected ethnic groups in American history, including Native Americans, African Americans, European Americans, Asian Americans, and Latinos, as well as the major impacts of immigration from the pre-contract period through the present. NR

HIST 33
THE HISTORY OF THE MEXICAN AMERICAN PEOPLE

3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines the principal developments in Chicano history from its Mesoamerican origins to the present. Students explore the indigenous and European influences which have shaped the culture, character, and history of Mexican Americans, and the manner in which the cultural patterns have been retained or redefined by life in the US NR

HIST 40
THE HISTORY OF EAST ASIA BEFORE 1800

3 Units: 3 hours lecture

Transfers: CSU, UC

This course provides an overview of the pre-modern histories of China, Japan and Korea, and of their institutional and cultural interaction. Topics include the origins of civil statecraft in China and its impact on Korean and Japan; the development of a distinctive warrior class in Japan; the elaboration of court cultures in the traditional era. Emphasis will be placed on the analysis of the conflicting themes of cultural unity and cultural uniqueness in East Asian civilization, and on the way in which cultural codes from China were transformed when imported to Japan and Korea. NR

HIST 41
THE HISTORY OF EAST ASIA SINCE 1800

3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines the major themes in the development of Chinese, Korean, and Japanese societies from the late 18th century to the present. Topics include the growth of the Confucian state in China; the role of 19th century crises and the Communist revolution in transforming the state's goals and capacities; the fragmentation and reorientation of the Chinese elite; peasant rebellion and the revolution of 1949; protest and resistance to traditional and modern regimes; the influence of Western contact on the restructuring of Japan; industrialization; political modernization and imperialism in Japan; the recovery of post-war Japan; and economic dominance in the late 20th century. HIST 41 is also listed as PS 41; credit given in either area, not both. NR

HIST 51
WOMEN IN AMERICAN HISTORY
3 Units: 3 hours lecture

Transfers: CSU, UC

This course surveys the history of women in the United States from the pre-contact period to the present, addressing significant events, processes, individuals, and movements that have contributed to the nation's development and women's changing roles. The course investigates the ways in which geographic location, class, ethnicity, race, sexual orientation, urbanization, technology, labor, and notions of family have affected the political, social, economic, intellectual, and sexual lives of American women. Feminisms and the politics of gender are recurrent themes in this historical and cultural analysis. Credit may be earned in HIST 51 and 51H, but not both. *NR*

HIST 51H
WOMEN IN AMERICAN HISTORY
HONORS

3 Units: 3 hours lecture

Transfers: CSU, UC

This course surveys the history of women in the United States from the pre-contact period to the present, addressing significant events, processes, individuals, and movements that have contributed to the nation's development and women's changing roles. The course investigates the ways in which geographic location, class, ethnicity, race, sexual orientation, urbanization, technology, labor, and notions of family have affected the political, social, economic, intellectual, and sexual lives of American women. Feminisms and the politics of gender are recurrent themes in this historical and cultural analysis. The honors course is enriched through seminar style classrooms, additional writing assignments, independent research, and attention to historiography. Credit may be earned in either HIST 51 or 51H, but not both. *NR*

HONORS

See page 60 for a full list of honors courses for the 2015-16 school year; individual courses may be found under their respective departments.

HUMAN
DEVELOPMENT

HD 7
DEVELOPMENTAL PSYCHOLOGY:
CHILDHOOD AND ADOLESCENCE
3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: PSYC 1

This course presents a study of the physical, cognitive, and psychosocial processes of human development from conception through adolescence. It introduces the theories, research, and applications that constitute the field of child development, examining both traditional approaches and recent innovations. Topics address the physical, motor, perceptual, cognitive, emotional, and social areas of development. The course discusses issues related to intellectual functioning, learning, personality, social roles and relationships, and adjustment. HD 7 is also listed as PSYC 7; credit will be given in either area, not both. The course meets Title 22 licensing requirements for childcare providers. C-ID: CDEV 100. *NR*

HD 10
INTRODUCTION TO ELEMENTARY
TEACHING

3 Units: 2 hours lecture, 3 hours lab

Transfers: CSU, UC credit pending

Recommended Preparation: WR 1

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. *NR*

HD 15
SOCIALIZATION OF THE CHILD
3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: PSYC 1

This course examines the influence of major socializing agents—family, school, peers, media, and community—on the developing child. The course addresses historical, cultural, and socioeconomic factors that affect a child's socialization, as well as issues confronting children with specialized needs and resources available for interventions. Emphasis is placed on the importance of respectful, reciprocal relationships that support and empower families. This course is of particular interest to students preparing for a career working with children. It also meets Title 22 licensing requirements for childcare providers. HD 15 is also listed as SOC 15; credit will be given in either area, not both. C-ID: CDEV 110. *NR*

HD 101
OBSERVATION AND ASSESSMENT
OF YOUNG CHILDREN

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: HD/PSYC 7 and HD/SOC 15

This course introduces the appropriate use of assessment and observation strategies to document the growth and development of young children. The course focuses on selecting and using information collected as documentation to plan and implement quality programming and meet the individual needs of the child. The course also examines methods of utilizing data about each child to form effective partnerships between families and professionals. The course explores recording strategies including rating scales, portfolios, and use of multiple assessment methods. Meets course requirement for Title 22 Licensing and the California Child Development Permit. C-ID: ECE 200. *NR*

**HD 104
INFANT AND TODDLER
DEVELOPMENT**

3 Units: 3 hours lecture

Transfers: CSU

This course is an overview of the characteristic social, physical and sensorimotor behavior patterns of children from birth to age three in relation to the environment, both in theory and through direct observation. The course is appropriate for teachers in infant and toddler centers, home day-care providers, and parents. Completion of the course partially qualifies students to work in a licensed daycare facility. *NR*

**HD 105
INFANT/TODDLER PROGRAMS**

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: HD 104

This course explores early care and education programs for infants and toddlers. Topics include program goals and philosophies, curriculum development, safety concerns, routines, physical space provisions, equipment selection, and infant and family needs. The course emphasizes programs that provide quality care for infants. Completion of the course partially qualifies students to work in a licensed childcare facility. *NR*

**HD 110
PRINCIPLES AND PRACTICES OF
TEACHING YOUNG CHILDREN**

3 Units: 3 hours lecture

Transfers: CSU

This course introduces the underlying theoretical principles of developmentally appropriate practices as applied to early childhood education programs and environments. The course emphasizes the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting the physical, social, creative, and intellectual development of all children. The course includes a review of the historical roots of early childhood programs and the evolution of professional practices promoting advocacy, ethics, and professional identity, as well as current trends in the field. Students are introduced to different types of early childhood programs, professional opportunities and qualifications, and laws and regulations governing programs. C-ID: ECE 120. *NR*

**HD 115
INTRODUCTION TO CURRICULUM**

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: HD/PSYC 7 and HD/SOC 15

This course provides an overview of planning and implementing developmentally appropriate curriculum and play-based environments for young children. The course examines the teacher's role in supporting development and learning, and fostering respect for children of diverse economic backgrounds, cultures, languages, and abilities. Content areas include language and literacy, social and emotional learning, sensory learning, art, creativity, math, science and physical development. Students observe and assess effective strategies for developing curriculum and adapting environments. Meets the course requirement for Title 22 Licensing and the California Child Development Permit. C-ID: ECE 130. *NR*

**HD 120
CHILD GUIDANCE AND DISCIPLINE**

3 Units: 3 hours lecture

Transfers: CSU

This course introduces the theories, methods, and application of positive child guidance, discipline, and classroom management. The course is designed for educators, recreation leaders, parents, and others who are learning to interact and communicate with children in group settings. The course emphasizes the process of developing human potential by consciously applying principles of guidance and effective communication with children and adults. Students learn theoretical concepts of guidance and specific techniques to apply with children in changing their behavior. Meets the course requirements for Title 22 Licensing and the California Child Development Permit. *NR*

**HD 130
TEACHING IN A DIVERSE SOCIETY**

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: HD/PSYC 7 and HD/SOC 15

This course offers a critical examination of societal and personal attitudes, beliefs, values, assumptions, and biases about culture, race, language, identity, family structure, ability, socioeconomic status, and diverse groups affected by systemic oppression. The course is designed to help students recognize and confront barriers that interfere with their ability to work effectively with diverse populations of children and families, and to enhance teachers' skills for educating children in a pluralistic society. Meets the course requirement for Title 22 Licensing and the California Child Development Permit. C-ID: ECE 230. *NR*

**HD 131
CREATIVE DEVELOPMENT
IN YOUNG CHILDREN**

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: HD 7

This course examines creativity as a critical function in the holistic development of young children. The course focuses on the importance of art, music, movement, imagery, literacy activities, and dramatic play in furthering children's overall development. Students will engage in creative activities, make connections between their experiences and those of children, and apply what they have learning in real-life settings with young children. Completion of the course partially qualifies students to work in a licensed childcare facility. *NR*

**HD 145
LANGUAGE AND LITERACY
FOUNDATIONS**

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: HD 7

This course looks at the foundations of language and literacy skills in young children. It includes a discussion of national policies and instructional approaches in the language and literacy realm, oral language development, and early writing. Students explore early literacy strategies and best practices for exposing young children to literature. The course presents techniques for assessing and documenting language and literacy development with an eye to adapting instruction for children with special needs. Integrating language and literacy activities with other areas of curriculum, as well as supporting family literacy, is emphasized. This course partially qualifies students to work in a licensed childcare facility. *NR*

**HD 150
HEALTH, SAFETY AND NUTRITION
OF CHILDREN**

3 Units: 3 hours lecture

Transfers: CSU

*Recommended Preparation: HD 7,
HD 110*

This course presents a study of health practices, methods of implementing a safe environment, and planning and facilitating a sound nutrition program for children. It introduces laws, regulations, standards, policies and procedures, and curriculum related to health, safety, and nutrition. The course identifies key components that ensure physical health, mental health, safety, and adequate nutrition of both children and staff, stressing the importance of collaboration with families and health professionals. The focus is on integrating the concepts into everyday planning and program development for children. Meets course requirement for Title 22 Licensing and the California Child Development Permit. C-ID: ECE 220. *NR*

**HD 160
ADVANCED CURRICULUM PLANNING**

3 Units: 3 hours lecture

Transfers: CSU

*Prerequisite: HD 101, 110, 115, 145, and
150*

*Recommended Preparation: Completion
of all work in the certificate program
except HD 181 or completion of all
coursework in the transfer degree
except HD 181.*

This course presents an advanced study of the role of curriculum in the early childhood classroom. Emphasis is on the underlying theoretical principles of developmentally appropriate practice (DAP) in a strong play-based learning environment. The theoretical perspectives of Dewey, Erikson, Montessori, Piaget, and Vygotsky provide a framework for teaching and learning. The course also introduces effective techniques for evaluating and rating individual classrooms. This course may be applied toward the California Child Development Permit. *NR*

**HD 161
PRINCIPLES OF ADULT SUPERVISION
IN EARLY CHILDHOOD PROGRAMS**

2 Units: 2 hours lecture

Transfers: CSU

*Prerequisite: A minimum of 12 units in
early childhood education*

*Recommended Preparation: Child
Development Certificate*

This course studies the methods and principles of supervising adults in early childhood settings. Emphasis is on the role of experienced classroom teachers and administrators who mentor new teachers while simultaneously addressing the needs of children, families, and other staff members. This course meets adult supervision requirements for Master Teacher, Site Supervision, and Program Director Child Development Permits, and for teachers applying to the California Early Childhood Mentor Program. *NR*

**HD 168
COOPERATIVE WORK EXPERIENCE:
HUMAN DEVELOPMENT**

1 Unit: 1 hour lab

2 Units: 2 hours lab

3 Units: 3 hours lab

4 Units: 4 hours lab

Transfers: CSU

*Limitation: Application must be
approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**HD 181
PRACTICUM: EARLY CHILDHOOD
PROGRAMS**

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

*Prerequisite: HD 7, 15, 101, 110, 115, 120,
130, 150 OR BA degree plus HD 7, 15,
120, plus 3 units from above list*

*Limitation: Student must have current
clear TB test or chest x-ray*

Corequisite: One unit of HD 168

This course is designed as a review and practical application of early childhood teaching competencies under the supervision of a master or mentor teacher. Students are required to participate in all segments of the program including curriculum planning and implementation, classroom management, effective guidance and communication with children and adults, observing and assessing children, and initiating activities. Lecture and discussion relate to putting theoretical concepts into practice directly with children. Concurrent enrollment in one unit of HD 168 is required. Meets course requirement for Title 22 licensing and California Child Development Permit. C-ID: ECE 210. *NR*

HD 190
ADMINISTRATION OF SCHOOLS FOR
YOUNG CHILDREN – PROGRAM

3 Units: 3 hours lecture

Transfers: CSU

Prerequisite: Child Development

Certificate or 24 units of HD/ECE courses.

This course presents the principles of planning the program for a center and working effectively with staff and parents. It explores the role of the director, educational philosophy, personnel management, staff relations and training, effective communication, and professionalism in the field of Early Childhood Education (ECE). It is one of two courses in administration and partially meets requirements for directors under Title 22 and for the Child Development Center Permit issues by the California Commission on Teacher Credentialing. *NR*

HD 191
ADMINISTRATION OF SCHOOLS
FOR YOUNG CHILDREN –
BUDGET/MANAGEMENT

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: Child Development Certificate or 24 units of HD/ECE courses

This course presents a study of principles of budget planning and child care center management. It explores financial management including developing and implementing an annual budget, financial policies and procedures, accounting and bookkeeping, and fund development. It also covers establishing policies and procedures, effective marketing techniques, legal issues, state licensing requirements and professional accreditation. *NR*

HD 213
OPERATING A QUALITY CHILD CARE
PROGRAM IN YOUR HOME

0.5 Unit: 0.5 hour lecture

This course discusses the requirements of operating a high quality family child care business in the home. Planning for quality; developing general policies & procedures; incorporating specific licensing and legal requirements; effective communication; maintaining a strong client base; and ensuring a high-quality program make up its content. *NR*

HD 215
PLANNING YOUR FAMILY CHILD CARE
PROGRAMS

0.5 Unit: 0.5 hour lecture

This course provides specific examples of age-appropriate activities for children within a family child care home. It is designed for family child care providers. Areas of emphasis include dramatic play, art, math, science, cooking, language and literature, and motor activities. Students consider options for organizing the home environment, scheduling activities, and applying various guidance and discipline techniques. *NR*

HD 231
CHILD MALTREATMENT:
IDENTIFICATION AND TREATMENT

1 Unit: 1 hour lecture

This course provides an overview of child maltreatment, including various types of abuse and neglect. The course examines the warning signs and consequences of maltreatment, as well as strategies for its prevention. Students receive instruction in the mandated requirements for and steps involved in reporting suspected cases of child maltreatment and available options for permanency planning, including foster care, kinship care and adoption. *NR*

HD 232
CHILDREN AND DIVORCE

1 Unit: 1 hour lecture

This course explores the common problems and concerns of families going through the process of divorce, focusing on the complexities of the experience from the child's perspective. It examines children's reactions to divorce and presents parents and teachers with practical information - concepts, insights, examples, and techniques - to help children through the experience. The course is of particular interest to parents, teachers, and childcare providers. *NR*

HD 250
TEACHING MATHEMATICS IN
PLAY-BASED EARLY CHILDHOOD
PROGRAMS

1 Unit: 1 hour lecture

This course explores the emerging understanding of math concepts children can learn in a play-based early childhood program. Emphasis is on integrating a child-based approach and content standards. The theoretical perspectives of Piaget and Vygotsky provide a framework for teaching. This course is appropriate for early childhood educators and parents of young children. *NR*

HD 251
TEACHING SCIENCE IN A PLAY-BASED
EARLY CHILDHOOD PROGRAM

1 Unit: 1 hour lecture

This course explores how a play-based early childhood program can help foster children's understanding of science concepts in developmentally appropriate ways. Emphasis is on integrating a child-based approach and content standards. The theoretical perspectives of Piaget and Vygotsky provide a framework for teaching. The course is designed both for parents of young children and for early childhood educators and administrators seeking professional development. *NR*

HD 252
TEACHING LITERACY IN A PLAY-BASED
EARLY CHILDHOOD PROGRAM

1 Unit: 1 hour lecture

This course explores how a play-based early childhood program can help foster children's emerging reading and writing abilities in developmentally appropriate ways. Emphasis is on integrating a child-based approach and content standards. Theoretical perspectives provide a framework for teaching. The course is appropriate for early childhood educators and parents of young children. *NR*

**HD 253
DEALING WITH CHALLENGING
CHILDREN**

1 Unit: 1 hour lecture

*Recommended Preparation: HD/PSYC 7
and HD/SOC 15*

This course presents an overview of effective discipline and guidance techniques for young children, with a focus on particularly difficult behavior. Principles of positive guidance, strategies for guidance, and specific applications for young children with challenging behaviors will be emphasized. The course partially meets requirements for Title 22 licensing. *NR*

**HD 265
INTRODUCTION TO SCHOOL-AGE
CHILD DEVELOPMENT**

1 Unit: 1 hour lecture

This course presents a study of the child from age five through twelve within cultural and family contexts. The course examines biosocial (physical), cognitive, and psychosocial development, both typical and atypical. Students are introduced to the theories and practical applications that constitute the field of school-age child development. The course is of particular interest to parents and students preparing for a career in school-age childcare. It meets Title 22 licensing requirements for school-age childcare providers. *NR*

**HD 266
PROGRAM PLANNING
FOR SCHOOL-AGE CHILDREN**

1 Unit: 1 hour lecture

*Recommended Preparation: HD 7 and
HD 15*

This course presents an integrated approach to school-age curriculum with an emphasis on planning and organizing the program. Topics include incorporating developmentally appropriate practice; creating the environment; developing a schedule; and planning activities to meet the biosocial, psychosocial, and cognitive needs of the child. This course partially meets Title 22 licensing requirements for school-age childcare providers. *NR*

**HD 267
STAFF DEVELOPMENT TOPICS
FOR SCHOOL-AGE PROGRAMS**

1 Unit: 1 hour lecture

*Recommended Preparation: HD 7 and
HD 15*

This course prepares students to work as high quality child care providers with elementary aged children in after school care programs. Students will learn the developmental characteristics of elementary aged children, determine strategies for planning activities, handling problems and conflicts among children, and connecting with families. Meets Title 22 and Child Development Permit requirements for school-age childcare. *NR*

**HD 268
GUIDANCE AND DISCIPLINE
FOR SCHOOL-AGE CHILDCARE**

1 Unit: 1 hour lecture

*Recommended Preparation: HD 7 and
HD 15*

This course presents an overview of effective discipline and guidance techniques for school-age children. Emphasis is on principles of positive guidance, strategies for guidance, and specific applications for children ages five to twelve. The course partially meets Title 22 licensing requirements for school-age childcare. *NR*

**HD 269
HOLIDAY AND SUMMER PROGRAMS
FOR SCHOOL-AGE CHILDREN**

1 Unit: 1 hour lecture

*Recommended Preparation: HD 7 and
HD 15*

This course presents an integrated approach to school-age curriculum with an emphasis on planning and organizing programs for summer and holidays. It includes scheduling for full-day programs and planning, themes, activities, field trips, and long-term projects. Partially meets Title 22 licensing requirements for school-age childcare providers. *NR*

**HD 270
ART, MUSIC, AND DRAMA
FOR SCHOOL-AGE CHILDREN**

1 Unit: 1 hour lecture

*Recommended Preparation: HD/PSYC 7
and HD/SOC 15*

This course presents specific techniques for integrating art, music, and drama into the school-age curriculum. Utilizing an experiential approach it presents an overview of creative expression, the role of the arts in supporting development, and specific means of implementing developmentally appropriate activities into daily planning. The course meets Title 22 and Child Development Permit requirements for school-age childcare providers. *NR*

**HD 271
RECREATION, SPORTS AND FITNESS
FOR SCHOOL-AGE CHILDREN**

1 Unit: 1 hour lecture

*Recommended Preparation: HD 7 and
HD 15*

This course presents an integrated approach to school-age curriculum with an emphasis on encouraging fitness. The course includes an overview of physical and motor skill development from ages five to twelve and factors that contribute to problems of weight and child obesity. Students explore specific activities - cooperative games, movement activities, and sports - to promote fitness and health. The course partially meets Title 22 requirements for school-age childcare providers. *NR*

HUMANITIES

**HUM 1
INTRODUCTION TO HUMANITIES**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course introduces students to themes central to humanistic inquiry and to the methodologies used to analyze artistic and written expressions that incorporate these themes. Students examine works of literature, art, architecture and philosophy chosen from a variety of historical periods and representative of distinctive approaches to the themes under discussion. Credit may be earned in either HUM 1 or 1H, but not both. *NR*

**HUM 1H
INTRODUCTION TO HUMANITIES
HONORS**

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

This course introduces students to themes central to humanistic inquiry and to the methodologies used to analyze artistic and written expressions that incorporate these themes. Students examine works of literature, art, architecture and philosophy chosen from a variety of historical periods and representative of distinctive approaches to the themes under discussion. This honors course will be enriched through limited class size, seminar format, more extensive writing assignments, and more challenging reading assignments. Credit may be earned in either HUM 1 or 1H, but not both. *NR*

**HUM 2
THE CULTURE OF ANCIENT GREECE
AND ROME**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course introduces students to the literature, philosophy, and culture of the ancient Greek and Roman worlds. Students examine works that defined and reflected Greek and Roman cultural values and subsequently influenced later philosophical, artistic, and literary developments in the West. Primary sources include representative epics, dramas, and philosophical texts, and works of art and architecture that were instrumental in the development of what is known as the "classical tradition." *NR*

**HUM 3
THE CULTURE OF MEDIEVAL AND
RENAISSANCE EUROPE**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course provides a general introduction to European medieval and Renaissance culture from the 12th through the 17th centuries. Students closely consider and discuss major primary works of literature, history, philosophy, and the arts. Typical topics and concerns include questions of secular and sacred authority; religious orthodoxy and heresy; medieval cosmology and natural philosophy; the heroic ethos and its transformations; gender and social identity; European encounters in and with the "New World"; speculations on the ideal state; and the emergence of skepticism, individualism, and personality. *NR*

**HUM 4
THE CULTURE OF THE MODERN
WORLD: 1700 TO THE PRESENT**

3 Units: 3 hours lecture

Transfers: CSU, UC

The course provides a general introduction to the emergence and development of modernism, modernity, and modern culture from the 17th century to the present, with an emphasis on Western civilizations. Students query the distinctive qualities and transformations of the "modern" world by considering selected primary works in philosophy, history, literature, criticism, and the arts. *NR*

**HUM 20
RELIGION AND THE QUEST
FOR MEANING**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is an introduction to the study of religion as an academic discipline, exploring the key theoretical approaches to the nature of religious experience and its function in human society. The course focuses particularly on the nature and function of religious myth/narrative, ritual, art, architecture, doctrine, and experience. *NR*

**HUM 21
INTRODUCTION TO ASIAN RELIGIONS**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is intended to provide an introduction to the religions of Asia, including Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Shinto and Pacific Island religions. This course will cover the history as well as key doctrinal, philosophical, devotional, ritual and social aspects of these religions, including an introduction to primary texts. *NR*

**HUM 22
INTRODUCTION TO JUDAISM,
CHRISTIANITY, AND ISLAM**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a comparative study of Islam, Judaism, and Christianity. The course addresses the historical origin, growth, major doctrines, rituals, texts and philosophical presuppositions of each religion under discussion. Special attention will also be given to the interaction among these religions from ancient times to the present. *NR*

**HUM 27
WORLD RELIGIONS**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a comparative study of some of major world religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, Confucianism, and Taoism. The course addresses the historical origin, growth, major doctrines, rituals, and philosophical presuppositions of each religion under discussion. *NR*

**HUM 50
MYTHOLOGY**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines the mythologies that have played a crucial role in the formation of the themes, motifs, and concerns central to the development of the Western humanities. The course considers a variety of critical approaches, typically including those of Walter Burkert, Joseph Campbell, Sir James Frazer, Robert Graves, Jane Harrison, C. G. Jung, Lord Raglan, Bronislaw Malinowski, Jessie Weston and selected feminist and postmodern theorists. *NR*

**HUM 70
HISTORY OF FILM**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines the development of film as one of the dominant art forms of the 20th and 21st century. Important technical achievements, movements, filmmakers, and historical trends will be discussed chronologically. Emphasis will be placed on the analysis of landmark films that represent the most pivotal moments in film history. *NR*

**HUM 71
INTRODUCTION TO FILM**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is primarily concerned with the narrative, thematic, and aesthetic aspects of cinema. The course examines a wide variety of films focusing on storytelling, staging, cinematography, acting, editing, and sound. Emphasis will be placed on the artistic quality of film and the development of technical methods used by filmmakers to present their ideas. Credit may be earned in either HUM 71 or 71H, but not both. *NR*

**HUM 71H
INTRODUCTION TO FILM HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course offers an advanced introduction to the narrative, thematic, aesthetic, and philosophical aspects of cinema. Students will examine a wide variety of films focusing on storytelling, staging, cinematography, acting, editing, sound, and film theory. Emphasis will be placed on the artistic quality of film and the development of technical methods used by filmmakers to present their ideas. As an honors course, students will encounter more demanding film texts (including avant garde and experimental films) and readings in the areas of criticism and theory. Enriched assignments will require a higher level of engagement expressed in written and oral forms. Credit may be earned in either HUM 71 or 71H, but not both. *NR*

**HUM 72
FILM AND AMERICAN CULTURE****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course introduces students to the critical study of the representation and construction of American culture in film. Lectures, readings and screenings focus on the cinematic depiction of values and major events, political and social realities, and the portrayal of race, ethnicity, gender, sexuality, and class. Special attention will be paid to issues unique to documentary films: objectivity and subjectivity, ethical considerations, aesthetic developments, and production practices. *NR*

**HUM 73
FILM GENRE STUDIES****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course examines the emergence of a category, or genre, of film within the context of film history. Each time the course is offered, it focuses on a particular genre (e.g., the Western, gangster film, musical, film noir) and the societal and economic context in which it emerged. Students view representative films in order to identify and analyze techniques and conventions unique to the genre under consideration. *NR*

**HUM 74
FILM AND LITERATURE****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course analyzes films adapted from literary texts, and the relationship between these films and their source texts. Students read, discuss and analyze texts in order to explore themes, issues, and literary forms used to present them, and then view, discuss, and analyze the film adaptation of the text. Emphasis will be placed on the complex relationship between film and its literary source, especially the challenges of adapting the story from a literary audience to a film audience. HUM 74 is also listed as LIT 48; credit will be given in either area, not both. *NR*

**INTERACTIVE
MEDIA ART****IMA 20
WRITING AND STORYBOARDING FOR
GAMES****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC*

Research and practice in the creation of an original story, to include storyboards, character development, plot structure and the design of both visual and verbal content. Course will study a variety of visual narrative approaches. Students will use an industry standard software to create animatics, a visual device for storytelling. IMA 20 was formerly offered as IMA 120. *NR*

**IMA 22
VISUAL SCRIPTING FOR GAMES****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC credit pending*

This course is a visual introduction to programming for games. We study game design from concept to finished projects for playability on the PC and console. Topics include core concepts in visual scripting to include finite state machines, actions, variables, events, basic Artificial Intelligence (AI), and editing basics. Students will design and build four responsive environments. Student projects will focus on developing visual scripting skills using industry-standard software. *NR*

**IMA 30
3D ANIMATION****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU**Prerequisite: IMA 20*

This course is an introduction to 3D modeling and animation from concept to finished projects for video and the Web. Topics include the principles of animation, narrative development, character design, and creating 3D environments. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. IMA 30 was formerly offered as IMA 130. *NR*

**IMA 40
INTRODUCTION TO GAME DESIGN****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC*

This course is an introduction to game design from concept to finished projects for playability on the PC and console. Topics include basic level design, narrative development, prop design, and creating 3D environments. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. IMA 40 was formerly offered as IMA 104. *NR*

**IMA 88
3D CHARACTER ANIMATION II****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Prerequisite: IMA 30*

This course focuses on intermediate skills in 3D character animation and an introduction to motion capture. Students advance their skills in 3d animation, to include character weight, advanced arcs, overlapping action, and dual character interaction. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

IMA 89**RIGGING FOR 3D ANIMATION****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC credit pending**Prerequisite: IMA 88*

This course focuses is on rigging a character for use in 3D character animation. Rigging is a term used for 'making the 3D character animatable by building bones'. Students learn how to rig the face, body, and apply necessary movement constraints. Student projects will focus on developing technical skills using industry-standard 3D software. *NR*

IMA 96**2D ANIMATION PRINCIPLES****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC*

This course is an introduction to 2D character design and animation from concept to finished projects for video and the Web. Topics include the principles of animation, narrative development, character design, and creating 2D environments. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

IMA 98**3D MODELING FOR GAMES AND FILM****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC**Corequisite: IMA 40*

This course is an introduction to 3D modeling from concept to finished projects for video and the Web. Topics include character design and modeling, prop design and modeling, and creating 3D environments. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

IMA 99**GAME DESIGN II****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU, UC credit pending**Corequisite: IMA 98*

This course is an intermediate study of game design from concept to finished project for playability on the PC and console. Topics include Game Level design, Environments, Player Characters, Interactions, Prefabs, Collections, Heads up display, Instantiation and Rigid bodies, Particle Systems and Menu Design. Students will design and build responsive environments. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

IMA 135**FUTURE GAMING AND INNOVATION****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU**Prerequisite: IMA 98*

Future Gaming and Innovation concentrates on developing skills for designing and creating electronically enhanced interactive devices based on human-computer interaction design (IxD), also known as 'shaping things for people's use', and game mechanics. Course concentrates on prototyping product ideas through the use of cutting edge electronics, fabrication, and very basic program editing to create a final product for venture capital funding pitch and portfolio. Students will research an original idean based on the fundamentals of game design and test the produce as part of the production. *NR*

IMA 179**CHARACTER DESIGN AND LAYOUT****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU*

Recommended Preparation: Art courses centered on drawing, sculpting and painting will increase student success.

Character Design and Layout analyzes the concept design stage of game production. This is a critical stage of game production, as all employee hiring decisions and schedules are then built off of decisions made at this stage of pre-production. *NR*

IMA 191**PORTFOLIO DEVELOPMENT - GAME LEVEL DESIGN****2.5 Units: 1.5 hours lecture, 3 hours lab***Transfers: CSU**Prerequisites: IMA 20, IMA 22, IMA 40, and IMA 99*

This course covers the development and presentation of a professional interactive media arts portfolio for game level design. Emphasis is on the selection of appropriate work, conceptual improvement, and methods of presentation, including digital and traditional formats. Students will complete a professional resume, cover letter, and artist's statement suitable for transfer or the job market. In addition, student will participate in a team project wherein they create an interactive media art project in a professional production environment. *NR*

IMA 197**2D ANIMATION PRINCIPLES II****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU**Prerequisite: IMA 96*

This course builds upon the skills learned in IMA 96. Topics include a review of the principles of animation and industry tools, as well as advanced study in gesture, seeing, analysis, creativity, thinking, drawing and expression. Students will create art assets for immersive design media using industry standard methods. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

INTERCOLLEGIATE ATHLETICS**IA 1****INTERCOLLEGIATE SPORTS OFF SEASON TRAINING****3 Units: 10 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

Recommended Preparation: Previous experience playing competitive athletics at the high school or club level.

This course gives students an opportunity to train for intercollegiate athletics. *R-E-3*

IA 1A**INTERCOLLEGIATE SPORTS
OFF SEASON TRAINING A****1.5 Units: 5 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Recommended Preparation: Previous experience playing competitive athletics at the high school or club level.

This course gives students an opportunity to train for intercollegiate athletics. *R-E-3*

IA 2**INTERCOLLEGIATE MEN'S
BASKETBALL****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course gives students an opportunity to train for and participate in men's intercollegiate basketball. *R-E-3*

IA 3**INTERCOLLEGIATE MEN'S BASEBALL****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course gives students an opportunity to train for and participate in men's intercollegiate baseball. *R-E-3*

IA 4**INTERCOLLEGIATE SAND VOLLEYBALL****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.
Recommended Preparation: KNES 79 or two years of organized competitive playing experience strongly recommended.

This course gives students an opportunity to train for and participate in intercollegiate sand volleyball. *R-E-3*

IA 6**INTERCOLLEGIATE MEN'S GOLF****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course is designed to give students an opportunity to train for and participate in men's intercollegiate golf. *R-E-3*

IA 7**INTERCOLLEGIATE WOMEN'S GOLF****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course is designed to give students an opportunity to train for and participate in women's intercollegiate golf. *R-E-3*

IA 9**INTERCOLLEGIATE MEN'S TENNIS****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 26 or two years of organized competitive playing experience strongly recommended.

This course gives students an opportunity to train for and participate in men's intercollegiate tennis. *R-E-3*

IA 10**INTERCOLLEGIATE WOMEN'S
VOLLEYBALL****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 76 or 78 or organized competitive playing experience strongly recommended.

This course gives students an opportunity to train for and participate in women's intercollegiate volleyball. *R-E-3*

IA 12**INTERCOLLEGIATE WOMEN'S
BASKETBALL****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course give students an opportunity to train for and participate in women's intercollegiate basketball. *R-E-3*

IA 13**INTERCOLLEGIATE WOMEN'S TENNIS****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 26 or 26B or two years of organized competitive playing experience strongly recommended.

This course gives students an opportunity to train for and participate in women's intercollegiate tennis. *R-E-3*

IA 15**INTERCOLLEGIATE MEN'S SOCCER****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 73 or two years of organized competitive playing experience.

This course gives students an opportunity to train for and participate in men's intercollegiate soccer. *R-E-3*

IA 18**INTERCOLLEGIATE WOMEN'S SOCCER****3 Units: 10 hours lab**

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 73 or two years of organized competitive playing experience.

This course gives students an opportunity to train for and participate in women's intercollegiate soccer. *R-E-3*

**IA 19
INTERCOLLEGIATE MEN'S
VOLLEYBALL**

3 Units: 10 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 76 or 78 or organized competitive playing experience strongly recommended.

This course gives students an opportunity to train for and participate in men's intercollegiate volleyball. *R-E-3*

**IA 20
INTERCOLLEGIATE WOMEN'S
BADMINTON**

3 Units: 10 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 12 or 12B or two years of organized competitive playing experience (including high school) strongly recommended.

This course gives students an opportunity to train for and participate in women's intercollegiate badminton. *R-E-3*

**IA 121
STRENGTH TRAINING AND
CONDITIONING FOR SPORT**

2 Units: 1 hour lecture, 3 hours lab

1 Unit: .5 hour lecture, 1.5 hours lab

Transfers: CSU

This course is designed for students interested in strength training and conditioning methods specific to their sport. The course presents the principles and properties of a physiologically sound strength-training program, focusing on advanced modes of training, including free weights, machines, medicine balls, plyometrics, circuit training, and conditioning. *R-E-3*

JAPANESE

**JA 1
BEGINNING JAPANESE I**

5 Units: 5 hours lecture

Transfers: CSU, UC

This course is designed to develop the fundamentals of communicating in Japanese, including listening comprehension, reading, and basic conversation. The emphasis is on the comprehension of native spoken and written Japanese. The course introduces reading and writing Japanese syllabic symbols and selected kanji characters. It also presents general aspects of Japanese daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competency in reading, writing, and speaking Japanese and inferring its meaning. JA 1 is taught in Japanese. JA 1 is equivalent to two years of high school Japanese. Credit may be earned in either JA 1 or 1H, but not both. *NR*

**JA 1H
BEGINNING JAPANESE I HONORS**

5 Units: 5 hours lecture

Transfers: CSU, UC

This Honors JA 1 is designed to develop the fundamentals of communicating in Japanese, including listening, comprehension, reading, and basic conversation. The emphasis is on the comprehension of native spoken and written Japanese. The course introduces reading and writing Japanese syllabic symbols as well as general aspects of Japanese culture. This honors course will be enriched through limited class size, an extensive research project and a presentation in Japanese. JA 1H is equivalent to two years of high school Japanese. Credit may be earned in either JA 1 or 1H, but not both. *NR*

**JA 2
BEGINNING JAPANESE II**

5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: JA 1 or 1H, or two years of high school Japanese.

This course is designed to develop fundamental skills in communicating in Japanese. Emphasis is on the comprehension of native spoken and written Japanese. The role of grammar is secondary to that of acquiring basic competency in reading, writing, and speaking Japanese and inferring its meaning. The course expands upon Japanese syllabic symbols and selected kanji characters. It also presents general aspects of Japanese daily life and culture. JA 2 is taught in Japanese. *NR*

**JA 3
INTERMEDIATE JAPANESE I**

5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: JA 2 or successful completion of three years of high school Japanese

This is the first course in second-year Japanese. Students develop further skills in listening, speaking, reading and writing; expand their vocabulary; and master approximately 250 kanji characters. There is increased emphasis on complex sentence structures and idiomatic expressions, as well as on Japanese history and culture. Japanese 3 is conducted in Japanese. *NR*

**JA 4
INTERMEDIATE JAPANESE II**

5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: JA 3 or four years of high school Japanese

This second intermediate-level course in Japanese introduces more complex syntactic structures. Students develop increased skills in listening, speaking, reading, and writing; expand their vocabulary; and master approximately 500 kanji characters. There is further instruction in Japanese history and culture. *NR*

JA 10
INTERMEDIATE CONVERSATIONAL
JAPANESE

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: JA 2 or three years of high school Japanese

This course is designed to develop fluency in Japanese on various levels of expression. Conversations are centered on topics including current events, politics, cinemas, art, literature, theater, and other aspects of Japan and Japanese culture. *NR*

JA 21
INTRODUCTION TO JAPANESE
CULTURE

3 Units: 3 hours lecture

Transfers: CSU, UC

This introductory lecture and discussion course covers various aspects of Japanese culture. Areas of study include the geography of Japan and the history, literature, art, philosophy, religion, business practices, and customs of the people. Students read a variety of texts, view videotapes portraying an assortment of social practices, discuss and analyze unique cultural phenomena. The class is conducted in English, and no knowledge of Japanese is required. *NR*

JA 23
JAPANESE ANIME AND MANGA

3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines, analyzes and discusses central themes and topics in Japanese culture and society through the lens of Japanese animation (anime) and printed cartoons/graphic novels (manga). Students consider the work of key anime and manga artists to gain an insight into the evolution of these genres and how they have impacted the development of global popular culture. Classes are conducted in English. *NR*

JA 180
JAPANESE LANGUAGE CONFERENCE

0.5 Unit: 1.5 hours learning center

Transfers: CSU

Corequisite: JA 1, 1H, 2, 3, 4, 10, 21 or 23

This open-entry/open-exit, pass/no-pass course offers conference instruction with Japanese language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in native Japanese. Students must complete at least 24 hours in the Languages Center during the semester and participate in no less than four conferences in order to receive credit. *R-E-3*

JOURNALISM

JRNL 40
MASS MEDIA AND SOCIETY

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a study of mass media and media technology as they apply to society. The course examines media functions, responsibilities, practices, and influences. It also investigates the legal framework that governs the media, ethical considerations and issues, historical developments in the various media, the influence of technology and potential for the future, locally and globally. The course is designed to increase student awareness of the impact of mass media in shaping society. C-ID: JOUR 100. *NR*

JRNL 41
NEWSWRITING

3 Units: 3 hours lecture

Transfers: CSU, UC

This course focuses on newswriting and reporting for print, broadcast, and online media. Central topics include methods of newsgathering, interpreting significant news events, organizing and writing articles, using appropriate news style, and techniques of in-depth reporting. C-ID: JOUR 110. *NR*

JRNL 181
JOURNALISM FOR PUBLICATION

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: WR 301, JRNL 41

Students will gain valuable knowledge of interviewing, gathering information, news judgment, writing and editing news and feature stories for publication through a hands-on approach to publishing Irvine Valley College's news website. Students will gain experience in all aspects of publishing online which will allow them to feel comfortable in transitioning to a four-year college publication. There will be field assignments outside the classroom. *NR*

KINESIOLOGY

KNES 3A
LIFE FITNESS CENTER I

1 Unit: 0.5 hour lecture, 1.5 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

This combination lecture/lab course is designed to develop and encourage healthy attitudes and habits with regard to cardiovascular efficiency, body composition, muscular strength and endurance, and flexibility. The course covers the safe use of exercise equipment, the components of a balanced fitness program, basic nutrition, and pre- and post-testing of physical fitness. Students use state-of-the-art weight-training and cardiovascular equipment to enhance their fitness levels. This course is offered on a pass/no-pass basis and is open-entry/open exit. Students must complete at least 24 hours in the Life Fitness Center during the semester to receive credit. *NR*

KNES 3B**LIFE FITNESS CENTER II****1.5 Units: 0.5 hour lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This combination lecture/lab course is designed to develop and encourage healthy attitudes and habits with regard to cardiovascular efficiency, body composition, muscular strength and endurance, and flexibility. The course covers the safe use of exercise equipment, the components of a balanced fitness program, basic nutrition, and pre- and post-testing of physical fitness. Students use state-of-the-art weight-training and cardiovascular equipment to enhance their fitness levels. This course is offered on a pass/no-pass basis and is open-entry/open exit. Students must complete at least 48 hours in the Life Fitness Center during the semester to receive credit. *NR*

KNES 3C**LIFE FITNESS CENTER III****2 Units: 0.5 hour lecture, 4.5 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This combination lecture/lab course is designed to develop and encourage healthy attitudes and habits with regard to cardiovascular efficiency, body composition, muscular strength and endurance, and flexibility. The course covers the safe use of exercise equipment, the components of a balanced fitness program, basic nutrition, and pre- and post-testing of physical fitness. Students use state-of-the-art weight-training and cardiovascular equipment to enhance their fitness levels. This course is offered on a pass/no-pass basis and is open-entry/open exit. Students must complete at least 75 hours in the Life Fitness Center during the semester to receive credit. *NR*

KNES 4**WEIGHT TRAINING I****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces the basic principles related to the acquisition of muscular strength and endurance. The course addresses the physiological adaptations that occur as a result of strength training. Students will explore training techniques as well as available equipment. KNES 4 may be taken once for a maximum of 1 unit. *NR*

KNES 5**WEIGHT TRAINING II****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 4 strongly recommended*

This course is designed to help students develop their physical strength through weight lifting. Students practice advanced methods and techniques of weight lifting and develop an individual program to improve their strength. KNES 5 may be taken once for a maximum of 1 unit. *NR*

KNES 6**WEIGHT TRAINING III****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 5 strongly recommended*

This course presents the principle and properties of a physiologically sound strength-training program, focusing on advanced modes of training. Students create a personalized workout regimen that includes free weights, machines, medicine balls, plyometrics, circuit training, and conditioning. KNES 6 may be taken once for a maximum of 1 unit. *NR*

KNES 7**WEIGHT TRAINING IV****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 6 strongly recommended*

This course reviews weight training principles and introduces powerlifting including equipment and safety techniques. Instruction includes proper protocols to successfully execute basic explosive and powerlifting exercises as well as nutritional factors related to individual strength and fitness performance. KNES 7 may be taken once for a maximum of 1 unit. *NR*

KNES 11**BADMINTON I****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces the official singles and doubles games of badminton at the beginning level. Students practice basic strokes, footwork, strategies, rules, scoring, and court etiquette. KNES 11 may be taken once for 1 unit. *NR*

KNES 12**BADMINTON II****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 11*

This course is designed to develop intermediate-level skills in both singles and doubles games. Students focus on individual stroke analysis, offensive and defensive strategies, court coverage, and match play in order to encourage a more powerful game. KNES 12 may be taken once for a maximum of 1 unit. *NR*

KNES 13**BADMINTON III****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 12*

The course is designed to help the advanced badminton student improve specific skills and strategies in both singles and doubles games. Students work on refining their strokes and on analyzing/playing to their individual and team strengths and opponents' weaknesses. KNES 13 may be taken once for a maximum of 1 unit. *NR*

KNES 20**BEGINNING GOLF****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces golf techniques, rules and etiquette. Students practice chipping, putting and golfing strategies, and incorporate these skills in playing a round of golf. Students are responsible for balls, green fees and clubs. KNES 20 may be taken once for a maximum of 1 unit. *NR*

**KNES 22
INTERMEDIATE GOLF****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 20 or some prior golfing experience*

This course presents intermediate-level ball-striking techniques, golf rules and course etiquette. Students study and practice chipping, putting and hitting at the local driving range/practice facility with all clubs allowed in a competitive round of golf. Students are responsible for balls, golf clubs, and range fees. KNES 22 may be taken once for a maximum of 1 unit. *NR*

**KNES 23
ADVANCED GOLF****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 20 or 22 or professional golf lessons, and experience playing standard length golf courses.*

This course provides training for those seeking improvement in their golf technique and knowledge. Emphasis is on developing ball-striking skills, and on scorecard evaluation, strategy, course management, and proper application of the rules of golf. Students are responsible for balls, golf clubs, and range fees. *NR*

**KNES 25
TENNIS I****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces the official singles and doubles games at the beginning level. It also provides an exercise program for those striving for a healthy lifetime activity. Students practice forehand and backhand strokes, serves, basic strategies, footwork, scoring, and court etiquette. KNES 25 may be taken once for a maximum of 1 unit. *NR*

**KNES 26
TENNIS II****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 25*

This course is designed to help the intermediate tennis student improve fundamental skills, analyze weaknesses, and practice offensive and defensive strategies in singles and doubles/mixed doubles games. It will emphasize game play, development of tactics, and court coverage to encourage a more powerful game. KNES 26 may be taken once for a maximum of 1 unit. *NR*

**KNES 27
TENNIS III****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 26*

This course is designed to help the advanced tennis student improve specific skills and strategies. Students work on refining their serves, strokes, and specialty shots, and on analyzing/playing to their individual and team strengths and opponents' weaknesses. KNES 27 may be taken once for a maximum of 1 unit. *NR*

**KNES 28
TENNIS IV****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 27*

This course is designed to help the advanced tennis student improve specific skills and strategies in competitive game situations. KNES 28 may be taken a maximum of once for 1 unit. *NR*

**KNES 32
INTRAMURAL ACTIVITIES****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course provides an opportunity for students to participate in individual and team sports. Sports offered vary by semester and may include volleyball, soccer, tennis, basketball, and golf. This course is taught on a pass/no-pass basis only. KNES 32 may be taken once for a maximum of 1 unit. *NR*

**KNES 61
BASKETBALL I****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course focuses on developing basic basketball skills and preparing students for beginning team play. KNES 61 may be taken once for a maximum of 1 unit. *NR*

**KNES 62
BASKETBALL II****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 61 strongly recommended*

This course focuses on developing intermediate basketball skills and preparing students for team play. KNES 62 may be taken once for a maximum of 1 unit. *NR*

**KNES 63
BASKETBALL III****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 62 strongly recommended*

This course is designed for players who have mastered the fundamental skills, strategies, and rules of basketball and seek to develop advanced-level physical and mental skills for competitive play. In addition to refining offensive and defensive skills, students analyze game tactics and evaluate strategies for strengthening personal and team performance. KNES 63 may be taken once for a maximum of 1 unit. *NR*

**KNES 71
SOCCER I****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces the official game of soccer, including basic techniques of shooting, passing, receiving, crossing, heading, kicking, dribbling, trapping and shielding. Students practice fundamental rules, scoring, and strategies. *NR*

**KNES 72
SOCCER II****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 71 strongly recommended*

This course is designed to strengthen fundamental soccer skills. Emphasis is on scrimmages and applying offensive and defensive group strategies in competitive play. The course also introduces tactical strategies for each player: forwards, midfielders, fullbacks, and goalkeepers. *NR*

**KNES 73
SOCCER III****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 72 strongly recommended*

This course focuses on refining soccer skills and game tactics for the individual, group and team. Students practice ball-juggling skills and apply more sophisticated offensive, mid-field and defensive strategies in game situations. The course also covers injury prevention and safety. *NR*

**KNES 74
SOCCER IV****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 73 strongly recommended*

This course is designed for players who have mastered the fundamental skills, strategies, and rules of soccer and seek to develop advanced-level physical and mental skills for competitive play. In addition to refining offensive and defensive skills, students analyze game tactics and evaluate strategies for strengthening personal and team performance. KNES 74 may be taken once for a maximum of 1 unit. *NR*

**KNES 76
VOLLEYBALL I****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces the fundamental strategies and skills of volleyball, including setting, passing, spiking, blocking, and serving, as well as the beginning concepts of team and tournament play. KNES 76 may be taken once for a maximum of 1 unit. *NR*

**KNES 77
VOLLEYBALL II****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 76*

This course gives intermediate students an opportunity to improve their volleyball skills. Students practice passing, setting, hitting, serving and blocking, as well as basic offensive and defensive systems of play. The course includes discussions of rules and strategy. KNES 77 may be taken once for a maximum of 1 unit. *NR*

**KNES 78
VOLLEYBALL III****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 77*

This course presents advanced volleyball techniques and tactics for team and tournament play. The course offers advanced skills, court positioning, defensive techniques, and team strategy, both offensive and defensive. KNES 78 may be taken once for a maximum of 1 unit. *NR*

**KNES 79
VOLLEYBALL IV****0.5 Unit: 1.5 hours lab****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 78*

This course is designed for advanced level volleyball players who wish to further develop technique and enhance their individual skills and team strategies. Course includes offensive and defensive systems. KNES 79 may be taken once for a maximum of 1 unit. *NR*

**KNES 81
BASEBALL I****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course introduces the fundamental skills, base positions, safety considerations, and strategies of baseball. Emphasis is on individual skill development in game settings, including batting, bunting, throwing, case running, and fielding techniques; offensive and defensive situations; and associated game rules. *NR*

**KNES 82
BASEBALL II****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 81 strongly recommended*

This course is designed to develop intermediate-level baseball skills. The course presents tactical strategies for batters, runners, basemen, catchers, pitchers, and outfield players. Emphasis is on applying appropriate offensive and defensive strategies in practical game situations. *NR*

**KNES 83
BASEBALL III****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Recommended Preparation: KNES 82 strongly recommended*

This course is designed for players who have mastered the fundamental skills, strategies, and rules of baseball and seek to develop advanced-level physical and mental skills for competitive play. In addition to refining offensive and defensive skills (throwing, catching, fielding, hitting, bunting, base running, pitching, and sliding), students analyze game tactics and evaluate strategies for strengthening personal and team performance. *NR*

**KNES 84
BASEBALL IV****1 Unit: 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This course focuses on developing offensive and defensive techniques and skills for the advanced player. *NR*

**KNES 85
INTRODUCTION TO ATHLETIC
TRAINING**

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This course studies both the theory and the practice of preventing, recognizing, and rehabilitating common athletic injuries. Students gain practical experience in basic taping, wrapping, and bracing. The course is designed to assist trainers, coaches, athletes, and physical education majors. *NR*

**KNES 86
THEORY OF COACHING**

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

This generic foundations course is designed for individuals interested in coaching sports at various levels. The course examines the philosophy of coaching; the role and responsibilities of the modern coach; techniques for motivating and communicating with athletes; principles and methods of training; developing and organizing sports programs; nutrition for health and performance; and managing injuries and emergencies. *NR*

**KNES 100
INTRODUCTION TO THERAPY
AND REHABILITATION**

3 Units: 2 hours lecture, 3 hours lab

Transfers: CSU

This course is designed to provide career information and practical experience for students pursuing careers in therapy and rehabilitation, such as physical therapy, occupational therapy, speech therapy/pathology, recreational therapy, adapted physical education, kinesiology, respiratory therapy, nursing, physiatry, sports medicine, and other fields that work with special populations. Students complete lab hours by assisting students enrolled in KNEA 1. *NR*

**KNES 101
INTRODUCTION TO SPORT
PSYCHOLOGY**

3 Units: 3 hours lecture

Transfers: CSU

This course provides a thorough introduction to the principles of psychology as applied to the area of sport. The course explores individual personality differences and team dynamics as they apply to sporting performance; psychological techniques to enhance performance (hypnosis, cognitive-behavioral, imagery); and the profile of the "mentally tough" athletic. Students explore mental training techniques and create applied performance routines. *NR*

**KNES 102
INTRODUCTION TO KINESIOLOGY**

3 Units: 3 hours lecture

Transfers: CSU

An introductory course to the interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology will be discussed along with career opportunities in the areas of teaching, coaching, allied health, and fitness professions. C-ID: KIN 100. *NR*

**KNES 103
MOVEMENT ANATOMY**

3 Units: 3 hours lecture

Transfers: CSU

This course, part of the Fitness Professional Certificate Program, discusses movement as it relates to exercise and sports. The course examines the composition, structure, function and movements of bones and joints; the structure and actions of skeletal muscle; and the practical application of kinesiological principles in developing structurally sound exercise program. *NR*

**KNES 104
EXERCISE PHYSIOLOGY**

3 Units: 3 hours lecture

Transfers: CSU

This course, part of the Fitness Professional Certificate Program, examines how the body functions under conditions of exercise stress. Students will study the practical implications of muscle function, cardiorespiratory and hormonal function; metabolism; body composition, training techniques; and the influence of the environment on exercise. *NR*

**KNES 105
PRINCIPLES OF STRENGTH
AND CONDITIONING**

3 Units: 3 hours lecture

Transfers: CSU

This course, part of the Fitness Professional Certificate Program, provides a thorough review of the structure, action and performance of skeletal muscle for those intending to teach strength training. The course studies anatomy and physiology; muscular strength and endurance; flexibility; training sequences; available equipment; and safety factors, including contraindications. *NR*

**KNES 106
EXERCISE TESTING AND
PRESCRIPTION**

3 Units: 2.5 hours lecture, 1.5 hours lab

Transfers: CSU

This course is a part of the Fitness Professional Certificate Program. A review of tests for determination of muscular strength and endurance, flexibility, body composition and aerobic endurance for normal adults. Study of the application of exercise guidelines for normal adults based upon the standards of the American Heart Association and the American College of Sports Medicine. *NR*

**KNES 107
TEACHING TRADITIONAL PHYSICAL
EDUCATION SPORTS/MOVEMENTS**

3 Units: 2 hours lecture, 3 hours lab

Transfers: CSU

This course prepares students with the skills of teaching progressions and sport specific teaching strategies for traditional team sports of volleyball, basketball, soccer, softball and football. The knowledge base will also include histories, skills, rules, and how to meet the state content standards. Appropriate teaching strategies are intended to promote active participation and experiential learning. This course is intended to prepare students who may want to become physical education teachers at the secondary school level. *NR*

KNES 212
SPORTS MEDICINE INTERNSHIP I
1.5 Units: 4.5 hours lab

This course provides practical instruction of the introductory skills in the prevention, recognition, and rehabilitation of common athletic injuries. It affords students the opportunity to study and apply athletic training techniques by assisting the IVC Sports Medicine staff working with the intercollegiate athletic teams. Students will be assessed based on evaluation standards established by the university undergraduate Athletic Training Education Program (ATEP). KNES 213 (integration of skills) and KNES 214 (mastery of skills) complete the recognized ATEP sequence. *NR*

KNES 213
SPORTS MEDICINE INTERNSHIP II
1.5 Units: 4.5 hours lab

Recommended Preparation: KNES 212 strongly recommended

This course is second in a three-part sequence based on the recognized university undergraduate Athletic Training Education Program (ATEP). It applies the skills introduced in KNES 212 by providing practical instruction in the integration of skills in the prevention, recognition, and rehabilitation of common athletic injuries. It affords students the opportunity to study and apply athletic training techniques by assisting the IVC Sports Medicine staff working with the intercollegiate athletic teams. Students will be assessed based on evaluation standards established by ATEP. KNES 214 (mastery of skills) completes the recognized ATEP sequence. *NR*

KNES 214
SPORTS MEDICINE INTERNSHIP III
1.5 Units: 4.5 hours lab

Recommended Preparation: KNES 212 and 213 strongly recommended

This course is third in a three-part sequence based on the recognized university undergraduate Athletic Training Education Program (ATEP). Students will concentrate on mastering the skills used in the prevention, recognition, and rehabilitation of common athletic injuries. It affords students the opportunity to study and apply athletic training techniques by assisting the IVC Sports Medicine staff working with the intercollegiate athletic teams. Students will be assessed based on evaluation standards established by ATEP. *NR*

KNES 215
FITNESS PROFESSIONAL INTERNSHIP
3 Units: 1 hour lecture, 6 hours lab

This course is designed to provide students with practical experience in screening individuals for risk factors for cardiovascular disease. Students perform physical testing and formulate an individualized exercise prescription based on fitness testing parameters. *NR*

KNES 223
CORE TRAINING I
1 Unit: 3 hours lab

This course introduces basic core-training techniques, equipment and exercises. Students practice aerobic and anaerobic exercises to improve core strength, flexibility, and overall fitness. *NR*

KNES 224
CORE TRAINING II
1 Unit: 3 hours lab

Recommended Preparation: KNES 223

This course incorporates additional core movement exercises to build core strength, coordination, balance, and flexibility. Students refine their technique and build a training program to address personal fitness goals. *NR*

KNES 225
CORE TRAINING III
2 Units: 1 hour lecture, 3 hours lab

This course is designed to improve the athlete's core strength, coordination, balance, quickness, and agility. Emphasis will be placed on medicine ball and bosu ball training for muscle enhancement to maximize performance. *NR*

KINESIOLOGY: ADAPTED

KNEA 1
ADAPTED PERSONALIZED FITNESS
0.5 Unit: 2 hours lab
1 Unit: 3 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

This fitness class stresses strength, flexibility, cardiovascular endurance, balance, and gait. It is designed for students who have participated in physical therapy or have a chronic medical diagnosis, or permanent disability. *NR*

LASER TECHNOLOGY

LET 168
**COOPERATIVE WORK EXPERIENCE:
PHOTONICS**
1 Unit: 1 hours lab

Transfers: CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**LET 205
FUNDAMENTALS OF LIGHT****3 Units: 2.5 hours lecture, 1.5 hours lab***Recommended Preparation: MATH 321*

This course introduces the fundamental properties of light, including its interaction with and generation from materials. Optical hardware is used in lecture demonstrations and laboratory experiments to show how light can be controlled. Essential components of optical systems are studied, including lenses, mirrors, prisms, windows, sources, detectors, optoelectronics, polarizers, fibers, and gratings. Students will gain hands-on experience with industrial hardware and tools as they construct basic optical component test setups and systems in the laboratory. *NR*

**LET 215
FUNDAMENTALS OF PHOTONICS****3 Units: 2.5 hours lecture, 1.5 hours lab***Prerequisite: LET 205*

This course details the most important tools that are used when working with light, from lasers and other light sources to cameras and sensors. Photonic devices are used in lecture demonstrations and laboratory experiments to show how light can be generated, manipulated, and captured. Hardware is broken down to its constituent components—lasers are reduced to gain media, pump sources, and mirror cavities; cameras are dissected down to their bare chemistry. Students will gain hands-on experience with industrial hardware and tools in the laboratory. *NR*

**LET 225
QUALITY ASSURANCE FOR PRECISION OPTICS****4 Units: 3.5 hours lecture, 1.5 hours lab**

This course addresses the basics of specification, manufacturing, and assessment of precision optics. It presents an introduction to quality assurance (QA) practices required to identify, inspect, and measure optical components. Materials and tools found in an industrial optics fabrication and inspection shop are used in lecture demonstrations and laboratory experiments. Students will gain hands-on experience with these industrial materials and QA tools in the laboratory. *NR*

**LET 235
OPTICAL METROLOGY AND
INTERFEROMETRY****3 Units: 2.5 hours lecture, 1.5 hours lab***Prerequisite: LET 205*

This course is a hands-on laboratory course that will detail the measurement techniques required to ensure that a fabricated assembly or system meets its procurement specifications. It covers the design and application of optical metrology instrumentation such as interferometers and modulation transfer function measurement systems. Emphasis is on test applications that are required in quality assurance for optical engineering and manufacturing. Students will gain hands-on experience in the laboratory with industrial hardware and tools. *NR*

LEGAL**LGL 168
COOPERATIVE WORK EXPERIENCE:
PARALEGAL STUDIES****1 Unit: 1 hours lab****2 Units: 2 hours lab****3 Units: 3 hours lab****4 Units: 4 hours lab***Transfers: CSU**Limitation: Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**LGL 201
INTRODUCTION TO PARALEGAL
STUDIES AND ETHICS****2 Units: 2 hours lecture**

This course explores the dynamic of working as a paralegal, career opportunities in the legal environment, and the skills necessary to succeed in the field. Focus is on rules of ethics and the ethical guidelines that paralegals must follow. Topics include identifying career opportunities, performing legal investigations, evaluating sources, investigating facts and applying rules to facts, interviewing clients, witnesses, and experts, understanding discovery documents, providing litigation assistance, researching the law, drafting legal documents using computer software to conduct research and prepare documents, representing clients at administrative agencies where authorized by law, and understanding legal/ethical issues. *NR*

**LGL 202
COMPUTER TECHNOLOGY
AND ELECTRONIC RESEARCH****3.5 Units: 3 hours lecture, 1.5 hours lab***Recommended Preparation: CIM 210.1*

This course introduces computer software used in law offices and other legal environments including Microsoft Office, calendaring, billing, docketing and indexing programs. Includes training in the use of electronic methods of performing research. *NR*

**LGL 203
BUSINESS LAW CONTRACTS
AND TORTS****3 Units: 3 hours lecture***Recommended Preparation: LGL 201*

This course is an introduction to laws relating to the conduct of business, with an emphasis on the role and responsibilities of the paralegal. Topics include contracts, the Uniform Commercial Code, sales of personal and real property, negotiable instruments, agency, employment, torts, liability, nuisance, ethics, and social responsibility. *NR*

LGL 205
INTRODUCTION TO LEGAL RESEARCH AND WRITING

3 Units: 3 hours lecture

This course provides instruction in the fundamentals of legal research, analysis, and writing for the paralegal. Topics include the reading and analysis of statutes; research using primary authorities, secondary sources, and computer-assisted research tools; law office writing, including transmittal and client opinion letters, pleadings, law office memorandums, case briefs, and memorandums of law; and legal citation rules. *NR*

LGL 206A
CIVIL LITIGATION I

3 Units: 3 hours lecture

Recommended Preparation: MGT 12A

This course introduces civil law processes and procedures with an emphasis on the role of the paralegal in civil litigation investigation, jurisdiction, pleadings, and discovery. Topics include evidence gathering and investigation, jurisdiction, venue identification, initiation of civil proceedings, drafting the complaint, filing a lawsuit, defending and testing a lawsuit, and discovery procedures. *NR*

LGL 206B
CIVIL LITIGATION II

3 Units: 3 hours lecture

Prerequisite: LGL 206A

This course continues the study of litigation processes and procedures, focusing on the role of the paralegal in civil litigation. Topics include motions, subpoenas, trial preparation, alternative dispute resolution, settlement, trial procedures, dismissal, judgment, and judgment enforcement. *NR*

LGL 208
WILLS, TRUSTS, AND ESTATES

3 Units: 3 hours lecture

Recommended Preparation: LGL 205

This course provides an introduction to wills, trusts, and estates and the role of the paralegal/legal assistant in estate planning and administration, and probate. Topics include wills, intestacy, trusts, guardianships, conservatorships, advance directives, incapacitation, estate planning, taxation, probate procedures, and ethical considerations. *NR*

LGL 209
BANKRUPTCY

3 Units: 3 hours lecture

Recommended Preparation: LGL 205

This course provides an overview of bankruptcy laws and processes from the perspective of both the debtor and the creditor. Topics include the Bankruptcy Code and Rule, debtor relief, bankruptcy litigation, liquidation, creditor claims, and reorganization proceedings. The course covers the paralegal's responsibilities in researching and preparing legal documents related to bankruptcy. *NR*

LGL 210
INTELLECTUAL PROPERTY

3 Units: 3 hours lecture

Prerequisite: LGL 201

This course examines the different types of intellectual property ("IP"), the law associated with IP, and the paralegal's role including registration, prosecution, maintenance, protection, enforcement, and other controversies surrounding IP, such as infringement and dilution. The course will cover trademarks, copyrights, patents, and trade secrets. Students will analyze different types of IP, learn how to protect IP in the US and internationally, prosecute applications, maintain registration, protect IP, and enforcement of IP rights. The course includes an assessment of legal definitions, legal research and writing, and preparation of legal memorandum and IP forms. *NR*

LGL 211
ADMINISTRATIVE LAW

3 Units: 3 hours lecture

This course presents the constitutional, legal, and administrative principles that regulate activities of administrative agencies, on both the state and federal level. Substantive topics will include administrative delegation of power, rule making, agency discretionary powers, remedies, and judicial review. *NR*

LGL 212
APPLIED LEGAL TECHNOLOGY

3 Units: 3 hours lecture

Recommended Preparation: LGL 202

This course extends the paralegal student's computer knowledge to the new and advanced areas of applied legal technology. Topics include advanced functions of Word Processing software, spreadsheet software and Adobe Acrobat professional; Legal timekeeping and billing, Databases, and Litigation support software. *NR*

LGL 213
LEGAL ETHICS

2 Units: 2 hours lecture

Recommended Preparation: LGL 201

An examination of ethical regulations, considerations and responsibilities facing legal professionals including legal assistants and paralegals. Focus will be on the unauthorized practice of law, confidentiality, attorney-client privilege, conflicts of interest and evolving ethical issues within the legal profession. *NR*

LGL 215
ENVIRONMENTAL LAW AND POLICY

3 Units: 3 hours lecture

This course presents fundamental concepts of environmental law with an emphasis on policy considerations. Topics include significant legislation in the area with emphasis on California law. Also covered will be ethical issues dealing with environmental concerns. *NR*

LGL 220
FAMILY LAW

3 Units: 3 hours lecture

This course will present an overview of the law relating to dissolution of marriage, separation, annulment, paternity, custody, guardianship and adoption. Students will be expected to understand substantive and procedural aspects of the law presented. Students will draft a Complaint, a judgment and a motion. *NR*

LGL 221
SOCIAL MEDIA AND THE LAW
3 Units: 3 hours lecture

In this course, students will examine US law and regulation of governing mass media, from print to the Internet. Students will also examine the ethical conflicts faced by media professionals. Topics include: freedom of speech, citizen journalism, defamation, privacy, copyright, obscenity, truth, ethics, social media and advertising. This course will help prepare future media producers to work in industries that have significant influence over society. *NR*

LIBRARY

LIB 10
INTRODUCTION TO LIBRARY RESEARCH

2 Units: 2 hours lecture
Transfers: CSU, UC

This course provides a thorough introduction to the traditional and digital information resources of an academic library. Major topics include reference tools, print and electronic periodical/journal indexes, online catalogs and databases, digital libraries, and bibliographic formats. Students practice techniques for developing research questions, creating search strategies, locating all types of library materials, organizing information, evaluating the credibility of resources, and preparing an annotated bibliography in accordance with the standards of a style manual. This course is recommended for all students. *NR*

LIB 111
INTRODUCTION TO ELECTRONIC DATABASES

1 Unit: 1 hour lecture
Transfers: CSU

This course introduces students to electronic database resources and indexes used for college research. Emphasis is on search options, content, and the evaluation and citing of online materials, including references to full-text journal articles; E-book collections; and government publications. This course is recommended for all students, especially transfer students. *NR*

LIB 112
INFORMATION COMPETENCY: INTERNET SEARCHING

1 Unit: 1 hour lecture
Transfers: CSU

This course is an introduction to online research with an emphasis on information competency and literacy skills necessary for academic study. Course content includes the effective and efficient use of web-search strategies, search engines and directories, techniques for evaluating web resources, recognizing plagiarism, and appropriate bibliographic documentation of scholarly resources retrieved from the Internet and World Wide Web environments. *NR*

LITERATURE

LIT 1
INTRODUCTION TO LITERATURE
3 Units: 3 hours lecture

Transfers: CSU, UC
Prerequisite: WR 1

LIT 1 introduces the major types of literary expression as well as recurrent themes and motifs, conventions, concerns, and values central to literature and to the understanding of literary texts and contexts. Students read from and respond extensively to literary materials that reflect diversity in genre, historical period, and cultural expression. In this endeavor students will learn how literature might embody and generate meaning, reflect and create culture and engage the human imagination. C-ID: ENGL 120. *NR*

LIT 7
SURVEY OF CHILDREN'S LITERATURE
3 Units: 3 hours lecture

Transfers: CSU, UC

This course surveys the historical and cultural development of children's literature. It focuses on critically reading and analytically responding to various forms of children's literature beginning with the oral tradition and its multicultural roots and extending to contemporary texts. The course reviews the social, emotional, and cognitive role literature plays for children. Course topics include the history of children's literature, literary genres, dominant elements and conventions, mainstream and academic responses to children's literature, and criteria for evaluating and books for children. *NR*

LIT 20
SURVEY OF BRITISH LITERATURE TO 1776

3 Units: 3 hours lecture
Transfers: CSU, UC

Prerequisite: WR 201, WR 399, or ESL 201
 This course offers a general introduction to and survey of the history of literature written in the British Isles from the pre-Norman period to the American Revolution. Emphasis is placed on major (influential or otherwise significant) texts and authors; intellectual and historical contexts within which literary works arose; the development of literary traditions, conventions, and genres; and the emergence of a "national" literature. C-ID: ENGL 160. *NR*

LIT 21
BRITISH LITERATURE FROM BLAKE TO THE PRESENT

3 Units: 3 hours lecture
Transfers: CSU, UC

Prerequisite: WR 201, WR 399, or ESL 201
 This course examines the major genres, issues, and themes central to the study of British literature from the rise of English Romanticism to late modern and contemporary British authors and texts. Students study Romanticism, Victorian literature, Modernism, post-war disillusion, and British literary culture since the Second World War, and examine the social and cultural contexts that shape the development and characteristics of these literary movements. C-ID: ENGL 165. *NR*

LIT 22
AMERICAN LITERATURE TO TWAIN
3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: WR 201, WR 399, or ESL 201
 This course examines the genesis of American literary traditions and what, in the views of diverse observers, it meant to be an American. The course surveys American literature from the narratives of exploration and encounter through the captivity narratives and sermons of the Colonial period; covers the political treatises and self-examination of the Enlightenment and Federalist period; and culminates in the Romanticism of the mid-nineteenth century with consideration of dominant and alternative voices. C-ID: ENGL 130. *NR*

LIT 23**AMERICAN LITERATURE:
TWIN TO THE PRESENT****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: WR 201, WR 399, or ESL 201*

Surveys the rich cultural diversity of American literature from Twain through the present. Literary selections represent the distinctively American treatment of such genres as tales, slave narratives, essays, drama, poetry, short fiction, and novels. The course examines the textual features and thematic concerns of the literature of Realism, Naturalism, Regionalism, Modernism, the Harlem Renaissance, the Post-war period, Post-modernism, and the Contemporary period, and considers the historical and intellectual influences on the development of this literature. The course also addresses varieties of critical approaches to the literature, and explores forces at work in the construction of the American canon. C-ID: ENGL 135. NR

LIT 24**CONTEMPORARY LITERATURE****3 Units: 3 hours lecture***Transfers: CSU, UC*

Literature 24 examines the work of selected contemporary writers from various traditions, media, and cultures. Emphasis is on contemporary writers from the sixties through the nineties in the novel, short story, and poetry. Students will study these writings from a recent historical perspective to determine major themes and concerns of contemporary literature. NR

LIT 30**INTRODUCTION TO THE NOVEL****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: Eligibility for WR 1*

Literature 30 introduces the novel, exploring its history, variations, flexibility and limitations as a literary genre. Students read from a variety of major novels--classic to contemporary--in order to study the diversity of novelistic form and content and to discuss the purposes for which the novel has proven especially popular or effective. NR

LIT 31**INTRODUCTION TO SHORT FICTION****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course studies short fiction from its classical origins to the short stories of contemporary authors. Students examine representative short stories within diverse historical, cultural, and literary traditions, and analyze how writers use central conventions and combine major elements of fiction such as plot, character and setting to establish theme and achieve desired narrative effect. NR

LIT 32**INTRODUCTION TO POETRY****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course is an introductory, historical study of the lyric poetry of various cultures from antiquity to the present. The course introduces poetic conventions and traditions as well as terms and concepts fundamental to the study of poetry, as drawn from prosody, rhetoric, aesthetics, and criticism. In addition, the course explores essential concerns in the history of poetics, including issues such as the value of poetry, the nature and status of the poem, the question of taste, the role of tradition, the relationship of criticism to poetry, theories of craft and inspiration, and the politics of style and judgment. NR

LIT 33**INTRODUCTION TO DRAMA****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course surveys the development of drama and dramatic texts from Greek antiquity through contemporary drama. Students critically read then analytically respond to plays and other dramatic works reflecting a diversity of dramatic periods, traditions, and movements; genres, conventions, and themes; and concerns central to the study of drama. The course emphasizes how students might interpret and argue meaning of a text within historical, social, and literary contexts. NR

LIT 40**INTRODUCTION TO THE HEBREW BIBLE (OLD TESTAMENT)****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course offers a non-sectarian, general introduction to the Hebrew Bible (Old Testament and Apocrypha) as a literary text. The course specifically studies the historical, cultural, and literary contexts out of which the Hebrew Bible emerged; the development of the Pentateuch, the Prophets, the Psalms, wisdom literature and apocalyptic writings; the process of collecting and ordering the Canon; critical approaches to the text; representations of major characters; the persistence and transformation of major themes; questions of audience; literary genres central to the study of the Hebrew Bible and Ancient Near-Eastern literature; and the influence of the Hebrew Bible on the New Testament and subsequent Western literary texts. NR

LIT 41**INTRODUCTION TO
THE NEW TESTAMENT****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course offers a non-doctrinal introduction to the New Testament as a literary text. The course specifically studies the historical, cultural and literary contexts out of which the New Testament emerged; the gospels, the Acts of the Apostles, the epistles, Revelation, and the formation of the Canon; portrayals of Jesus of Nazareth; conflicts in the first-century church; themes, characters, literary genres, and theories of audience central to the study of the New Testament; theories of authorship and dating of New Testament books; and the influence of the New Testament on subsequent select works of Western literature. NR

LIT 43**INTRODUCTION TO SHAKESPEARE****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course provides a close study of William Shakespeare's dramatic work, including early and late plays selected from the histories, comedies, tragedies, satires, and romances. The course emphasizes Shakespeare's variety and development as a dramatic artist. Consideration is given to the social, cultural, and political milieu from which the plays emerged, as well as to the role, function, and performance of dramatic literature within Elizabethan and Jacobean England. *NR*

LIT 45**WOMEN IN LITERATURE****3 Units: 3 hours lecture***Transfers: CSU, UC*

Literature 45 examines the works of selected women poets, novelists, short story writers, essayists, and dramatists from various historical periods and cultures. Emphasis is on the participation of women in traditional and nontraditional literary activity, the major thematic concerns in women's writing, and the distinctive forms and language that may apply in works by women. *NR*

LIT 46**INTERCULTURAL LITERATURE****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course examines the literature of people of an emergent culture (defined by gender, ethnicity, race, culture, orientation, or ideology) whose identity and concerns are traditionally ignored or stereotyped by the larger, dominant culture in which it exists. Special emphasis will be placed on the following: (1) the relation between this literature and the traditional literary and critical canon by which it is ignored or marginalized; (2) the way the very existence of such literature challenges the validity of a traditional canon; (3) the way this literature works to define the cultural and personal identity of members of the emergent culture; and (4) the ways this literature works to revise the perception of this culture within the dominant culture. *NR*

LIT 48**FILM AND LITERATURE****3 Units: 3 hours lecture***Transfers: CSU, UC*

The course analyzes films adapted from literary texts, and the relationship between these films and their source texts. Students read, discuss and analyze texts in order to explore themes, issues, and literary forms used to present them, and then view, discuss, and analyze the film adaptation of the text. Emphasis will be placed on the complex relationship between film and its literary source, especially the challenges of adapting the story from a literary audience to a film audience. Also offered as HUM 74; credit given in either area, not both. *NR*

LIT 49**POPULAR LITERATURE****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 201, WR 399, or ESL 201*

This course examines a specific genre or theme within the field of popular literature. Students explore the historical, socio-cultural, political, and literary contexts that foster the development of the genre or theme; the critical conversations surrounding the genre or theme; its traditional and emergent conventions; and its impact on audiences and the development of mainstream and genre literature. LIT 49 was formerly offered as LIT 110. *NR*

LIT 90**RESEARCH IN LITERATURE****1.5 Units: 1.5 hours lecture***Transfers: CSU, UC credit pending*

This research course offers students the opportunity to develop their ability to make a claim about a literary text by designing and conducting a faculty-mentored research project to deepen their interest in literature. Students will produce a project that adheres to MLA guidelines which could be presented at a student or professional level conference through a paper, oral presentation, or poster presentation. *NR*

MANAGEMENT**MGT 1****INTRODUCTION TO BUSINESS****3 Units: 3 hours lecture***Transfers: CSU, UC*

A survey in business providing a multi-disciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the US and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market; and therefore affect the ability of a business to achieve its organizational goals. C-ID: BUS 110. *NR*

MGT 10**STATISTICS FOR BUSINESS AND ECONOMICS****3 Units: 2.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC**Prerequisite: MATH 253**Recommended Preparation: ECON 1, ECON 1H, ECON 2, or ECON 2H*

This introductory course presents statistical concepts and methods used extensively in business and economics, including computer-based statistical analysis. Students study descriptive and inferential statistics using examples observations, and perform statistical analysis using software applications. Emphasis is on problem solving, interpretation and results that underlie decision-making within markets and international institutions. Credit may be earned in MGT 10 or 10H, but not both. Also listed as ECON 10 or 10H; credit may be earned in one course, but not all. *NR*

MGT 10H
STATISTICS FOR BUSINESS AND
ECONOMICS HONORS

3 Units: 2.5 hours lecture, 1.5 hours lab

Transfers: CSU, UC credit pending

Prerequisite: MATH 253

*Recommended Preparation: ECON 1,
 ECON 1H, ECON 2, or ECON 2H*

This introductory honors course presents statistical concepts and methods used extensively in business and economics, including computer-based statistical analysis. Students study descriptive and inferential statistics using examples and observations, and perform statistical analysis using software applications. Emphasis is on problem solving, interpretation and results that underlie decision-making within markets and international institutions. This honors course is enriched through a course project that applies statistical analysis to a case study and is shared through a class presentation. Credit may be earned in MGT 10 or 10H, but not both. Also listed as ECON 10 or 10H; credit may be earned in one course, but not all. *NR*

MGT 12A
THE LEGAL ENVIRONMENT OF
BUSINESS

3 Units: 3 hours lecture

Transfers: CSU, UC

This course introduces the law as an instrument of social and political control in society while focusing on fundamental legal principles pertaining to business transactions, including its effects on managerial decision-making and methods of resolving disputes. Topics include sources of law and ethics, contracts, torts, agency, judicial and administrative processes, employment law, forms of business organizations, and domestic and international governmental regulations. Credit may be earned in either MGT 12A or 12AH, but not both. C-ID: BUS 125. *NR*

MGT 12AH
THE LEGAL ENVIRONMENT OF
BUSINESS HONORS

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

This course introduces the law as an instrument of social and political control in society while focusing on fundamental legal principles pertaining to business transactions, including its effects on managerial decision-making and methods of resolving disputes. Topics include sources of law and ethics, contracts, torts, agency, judicial and administrative processes, employment law, forms of business organizations, and domestic and international governmental regulations. The honors course will be enriched through limited class size, seminar format, and a collaborative project. Credit may be earned in either MGT 12A or 12AH, but not both. *NR*

MGT 102
PUBLIC SPEAKING FOR BUSINESS

3 Units: 3 hours lecture

Transfers: CSU

This course is designed to increase students' communication skills, both verbal and nonverbal, in business settings. Students will plan, outline, research, organize, prepare, and deliver platform presentations on topics related to business. The course introduces strategies for listening critically, taking a position on a business topic and expressing that position, and adapting presentations to specific audiences. The course also introduces techniques for reducing stress, improving diction, and using visual aids in a business presentation. *NR*

MGT 104
BUSINESS COMMUNICATION

3 Units: 3 hours lecture

Transfers: CSU

Prerequisite: WR 1 or 1H

This course is designed to help students develop and refine the written and oral skills necessary to communicate effectively in a business environment. Students plan, compose, and evaluate a variety of written business communications; write reports; make oral presentations; and practice editing and business grammar skills. C-ID: BUS 115. *NR*

MGT 105
PERSONAL FINANCIAL PLANNING

3 Units: 3 hours lecture

Transfers: CSU

*Recommended Preparation: WR 1 and
 MATH 253*

This course covers the proper management of personal incomes and expenditures using criteria, methodology and resources for effective financial planning. Topics include the study of inflation and business cycles; career planning; money/credit management; insurance analysis; investment and retirement planning; and tax strategies. The course uses an integrative approach that focuses on practical financial decisions making as well as the social, psychological and physiological contexts in which those decisions are made. Students will examine their relationship with money, set personal goals and develop a plan to meet those goals. MGT 105 is also listed as ECON 105; credit will be given in either area, not both. *NR*

MGT 115
MANAGING A CULTURALLY DIVERSE
WORK FORCE

3 Units: 3 hours lecture

Transfers: CSU

This course examines the interpersonal and managerial skills needed to manage a culturally diverse workforce. A primary focus is the impact that various historical, social, and cultural experiences and perspectives have on the work place. The course also presents an analysis of current corporate policies and state and federal legislation as they apply to cultural diversity in the workforce. *NR*

MGT 120
PRINCIPLES OF BUSINESS
MANAGEMENT

3 Units: 3 hours lecture

Transfers: CSU

Course surveys business management principles and practices. It includes a study of organizational theory; planning and control techniques, strategies of organization and control; and the managerial decision-making processes. *NR*

MGT 125
ORGANIZATIONAL BEHAVIOR

3 Units: 3 hours lecture

Transfers: CSU

This course explores the application of behavioral theory to management practices in order to help students understand business organizations and to take effective action within them. A key area of focus is developing and applying management skills, which include understanding individual differences and diversity, working effectively in teams, motivating and influencing others, active listening, leadership techniques, and managing organizational change. Discussions explore organizational behavior in a variety of business environments, including businesses of different sizes—e.g., micro, small, medium, and large; and businesses at different stages of development—e.g., at start-up, growth, maturity, and decline. *NR*

MGT 135
PRINCIPLES OF MARKETING

3 Units: 3 hours lecture

Transfers: CSU

This course is an introduction to the marketing system as it functions within the economy. Course topics include product development, pricing, distribution, and promotion. Students will analyze case studies, examining strategies and tactics that reflect current developments in marketing. *NR*

MGT 168
COOPERATIVE WORK EXPERIENCE:
MANAGEMENT

1 Unit: 1 hour lab

2 Units: 2 hours lab

3 Units: 3 hours lab

4 Units: 4 hours lab

Transfers: CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

MGT 203
BUSINESS ENGLISH

3 Units: 3 hours lecture

This course is designed to refine and hone the student's skills in written and spoken English as used in business, professional, or technical settings. The course studies the conventions of English grammar, sentence structure, punctuation, word usage, and style at a professional level and with the precision required in business. MGT 203 was formerly offered as MGT 103. *NR*

MGT 235
ADVERTISING

3 Units: 3 hours lecture

This course examines the role of advertising in business and introduces an integrated approach to market communications. The course analyzes the various forms of communication, including print, radio and broadcast advertising; sales promotion; public relations; and direct response marketing. It also explores influences on consumer and business audiences, as well as basic strategies for research; media planning and buying; ad creation; and the role of advertising agencies. *NR*

MGT 268
INTRODUCTION TO INTERNATIONAL
BUSINESS

3 Units: 3 hours lecture

This course is a college-level overview of how traditional business functions are influenced by global cultures, geography, economics, and technology and how globalization generally impacts world markets. Emphasis is on preparing students to do business in the international marketplace. Integrated into the course is an evaluation of domestic and foreign economic and business issues; international trade; foreign currency exchange; global finance markets; and global, cultural and economic diversities. *NR*

MGT 269
INTERNATIONAL MARKETING

3 Units: 3 hours lecture

This course offers a comprehensive survey of international marketing, addressing participants, opportunities, and cultural considerations. The course focuses on marketing research techniques, strategies, planning, organization, control, and finance as they pertain to the international arena and to management problems. *NR*

MGT 282
RETAIL MANAGEMENT

3 Units: 3 hours lecture

This course provides a comprehensive review of the basic principles of retailing. It includes a study of consumer behavior, product analysis, location and store layout, personnel administration, buying and handling merchandise, financial merchandise planning and management, and promotional strategies. *NR*

MGT 288
HUMAN RESOURCE MANAGEMENT

3 Units: 3 hours lecture

This course introduces the functions of effective human resource management that help organizations achieve success. It emphasizes ways that human resource management can provide a competitive edge for an organization and be a fundamental element of its organizational strategy. The course examines techniques of human resource planning; recruiting, selecting, training, and evaluating personnel; compensation and benefits administration; and union/management relations. *NR*

MARINE SCIENCE

MS 20

INTRODUCTION TO OCEANOGRAPHY 4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC

This is an introductory course studying the physical and chemical properties of the ocean. The principles and components of the dynamic ocean system will be surveyed, including the current techniques for measurement of the physical properties of the oceanic environment. The laboratory will focus on the measurement techniques used by oceanographers to discover how the ocean system works. Field trips may be required. *NR*

MATHEMATICS

MATH 2

PRE-CALCULUS

5 Units: 5 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

Prerequisite: MATH 124

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course is designed for students who seek a better understanding of and preparation for mathematics prior to enrolling in a calculus course. Topics include the complex number system; elementary functions, including polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions; polar coordinates and parametric equations; relations and their graphs; and methods for solving linear and non-linear systems of equations. C-ID: MATH 155. *NR*

MATH 3A

ANALYTIC GEOMETRY AND CALCULUS I

5 Units: 5 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

Prerequisite: MATH 2

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course covers basic concepts of analytic geometry, limits and continuity; and differentiation and integration of algebraic and trigonometric functions. Applications include related rates and optimization problems, area between curves, and volumes of solids of revolution. Credit may be earned in MATH 3A or 3AH, but not both. C-ID: MATH 211. *NR*

MATH 3AH

ANALYTIC GEOMETRY AND CALCULUS I HONORS

5 Units: 5 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

Prerequisite: MATH 2 and scoring at least 80% on the MATH 3AH Placement Test

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course covers basic concepts of analytic geometry, limits and continuity; and differentiation and integration of algebraic and trigonometric functions. Applications include related rates and optimization problems, area between curves, and volumes of solids of revolution. This is the Honors version of MATH 3A. It covers the above topics in a more thorough and rigorous manner and covers more realistic applications in greater detail. Research projects are used to explore connections with other sciences. Credit may be earned in MATH 3A or 3AH, but not both. C-ID: MATH 211. *NR*

MATH 3B

ANALYTIC GEOMETRY AND CALCULUS II

5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: MATH 3A

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course continues the study of single-variable differential and integral calculus begun in Math 3A. It covers integration and differentiation of trigonometric, exponential, logarithmic and hyperbolic functions; parametric equations; transformations in the plane; indeterminate forms; and improper integrals. Taylor's formula and infinite series are studied. Credit may be earned in either MATH 3B or 3BH, but not both. C-ID: MATH 221. *NR*

MATH 3BH

ANALYTIC GEOMETRY AND CALCULUS II HONORS

5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: MATH 3A and scoring at least 80% on the MATH 3BH Placement Test

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course continues the study of single-variable differential and integral calculus begun in Math 3A. It covers integration and differentiation of trigonometric, exponential, logarithmic and hyperbolic functions; parametric equations; transformations in the plane; indeterminate forms; and improper integrals. Taylor's formula and infinite series are studied. This is the Honors version of Math 3B. It covers the above topics in a more thorough and rigorous manner and covers more realistic applications in greater detail. Research projects are used to explore connections with other sciences. Credit may be earned in either MATH 3B or 3BH, but not both. C-ID: MATH 221. *NR*

**MATH 4A
ANALYTIC GEOMETRY
AND CALCULUS III****5 Units: 5 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 3B**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course studies vectors and parametric equations, partial differentiation, functions of two or more variables, gradients, higher-order derivatives, multiple integrals, cylindrical and spherical coordinates, vector functions and their derivatives, vector fields, surface and line integrals, the theorems of Green and Stokes, and the Divergence Theorem. MATH 4A may be taken concurrently with MATH 24 and/or MATH 26. C-ID: MATH 230. NR

**MATH 8
COLLEGE ALGEBRA****5 Units: 5 hours lecture***Transfers: CSU, UC credit proviso (see UC Course List)**Prerequisite: MATH 253**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course examines algebraic topics and elementary functions for those seeking preparation prior to enrolling in a calculus course for non-STEM majors. Course topics include equations and inequalities, relations and functions, polynomial and rational functions, exponential and logarithmic functions, matrices and determinants, sequences and series, limits, the binomial expansion, and curve sketching techniques. C-ID: MATH 150. NR

**MATH 10
INTRODUCTION TO STATISTICS****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 253**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course teaches students to collect, organize and describe data using graphical and numerical techniques. Students study the measures of central tendency, dispersion, and correlation; laws of probability; and laws of statistical estimation, including the use of z-, t-, Chi-square-, and F-distributions to perform confidence intervals and hypothesis testing. Students use a calculator and/or computer to make measurements on a set of data. The course stresses the application of statistical analysis to the natural, social, and business sciences and to the understanding and use of numerical data by the general public. C-ID: MATH 110. NR

**MATH 11
A BRIEF COURSE IN CALCULUS****4 Units: 4 hours lecture***Transfers: CSU, UC credit proviso (see UC Course List)**Prerequisite: MATH 8**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course focuses on the application of concepts in calculus to business, economics, and the social and biological sciences. Topics include limits, derivatives, integrals, and differential equations as applied to functions of one or more variables. The course is designed for students who need only one semester of calculus. NR

**MATH 24
ELEMENTARY DIFFERENTIAL
EQUATIONS****4 Units: 4 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 3B**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course includes the study of first-order differential equations; second- and higher-order linear differential equations; equations with constant coefficients; the Laplace transform; systems of equations; series solutions; and the numerical methods of solutions with applications to physics and engineering. MATH 24 may be taken concurrently with MATH 26 and/or MATH 4A. Credit may be earned in either MATH 24 or 24H, but not both. C-ID: MATH 240. NR

**MATH 24H
ELEMENTARY DIFFERENTIAL
EQUATIONS HONORS****4 Units: 4 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 3B**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course includes the study of first-order differential equations; second- and higher-order linear differential equations; equations with constant coefficients; the Laplace transform; systems of equations; series solutions; and the numerical methods of solutions with applications to physics and engineering. This is the Honors version of Math 24. It covers the above topics in a more rigorous manner and covers more realistic applications in greater detail. Research projects are used to explore connections with physics and engineering and to model and solve real world applications. MATH 24H may be taken concurrently with MATH 26 or MATH 4A. Credit may be earned in either MATH 24 or 24H, but not both. C-ID: MATH 240. NR

MATH 26
INTRODUCTION TO LINEAR ALGEBRA**4 Units: 4 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 3B**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course introduces the concepts of linear algebra. Studies include vectors; vector spaces and subspaces; matrices; systems of linear equations; dimension; determinants; eigenvalues and eigenvectors; and linear transformations and their applications. MATH 26 may be taken concurrently with MATH 24 or MATH 4A. C-ID: MATH 250. NR

MATH 30
COMPUTER DISCRETE MATHEMATICS I**3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 2 and either CS 37 or CS 38*

This course is designed primarily for computer science majors. Areas of study include logic, proofs, basic structures, algorithms, integers, matrices, induction, recursion, counting principles, discrete probability, inclusion-exclusion, and graphs and trees. This course is also listed as CS 6A; credit will be given in either area, not both. C-ID: COMP 152. NR

MATH 31
COMPUTER DISCRETE MATHEMATICS II**3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 2*

This course is designed primarily for computer science majors. Major topics include relations, graphs, trees, Boolean Algebra, and modeling computation. This course is also listed as Computer Science 6B; credit will be given in either area, not both. NR

MATH 105
MATHEMATICS FOR LIBERAL ARTS STUDENTS**3 Units: 3 hours lecture***Transfers: CSU**Prerequisite: MATH 253**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course examines the nature of mathematics and its role in society, history of mathematical ideas and methods and the use of mathematics in problem solving. The major categories of mathematics will be studied including probability, graph theory, codes and coding, and mathematics as applied to the sciences, social sciences, and other disciplines, and to real-world consumer applications. NR

MATH 120
MATHEMATICS FOR ELEMENTARY TEACHERS**3 Units: 3 hours lecture***Transfers: CSU**Prerequisite: MATH 253**Recommended Preparation: Concurrent enrollment in TU 301 designated for the use of the Math Center strongly recommended*

This course is designed for current and prospective teachers who seek to improve their knowledge of elementary mathematics. Topics covered include: problem-solving techniques; numeration and whole numbers; integers, rational numbers and real numbers; ratios, proportions, decimals and percents; set theory; elementary number theory. NR

MATH 124
TRIGONOMETRY**3 Units: 3 hours lecture***Transfers: CSU**Prerequisite: MATH 253**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course introduces circular and trigonometric functions, their inverses and interrelationships, focusing on both the unit circle and right triangle methodologies. Topics include graphing, conditional equations, laws of sines and cosines, vectors, complex numbers, polar coordinates, and DeMoivre's Theorem. NR

MATH 253
INTERMEDIATE ALGEBRA**5 Units: 5 hours lecture***Prerequisite: MATH 353**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course is the continuation of elementary algebra and is intended to prepare students for subsequent math classes. It includes the study of the real number system, open sentences in one variable, polynomials, factoring, systems of linear equations, rational numbers, and functions. The course also covers irrational and complex numbers, quadratic equations and functions, exponential and logarithmic functions, and quadratic relations and systems. NR

MATH 320
BEGINNING TECHNICAL MATHEMATICS**3 Units: 3 hours lecture***Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended.*

This course teaches practical mathematics skills needed in career technical areas and trades. It includes topics in arithmetic, fractions, decimals, percents, graphing, measurement in English and metric units and introductory algebra. NR

MATH 321
TECHNICAL MATH**3 Units: 3 hours lecture***Prerequisite: MATH 320**Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended*

This course presents basic algebra and trigonometry and their application to the solution of practical problems in career technical areas and trades. Topics include angle measurements, calculations involving geometric figures and solid objects, graphing and basic statistics. NR

**MATH 350A
WHOLE NUMBERS MODULE****0.5 Unit: 0.5 hour lecture***Recommended Preparation:**Concurrently enrollment in TU 301 is strongly recommended.*

MATH 350A includes a series of online instructional videos and exercises. This module defines whole numbers and introduces operations, rounding, and order of operations with whole numbers using a problem-solving approach. This course is offered pass/no-pass only. *NR*

**MATH 350B
FRACTIONS PART 1 MODULE****0.5 Unit: 0.5 hour lecture***Recommended Preparation:**Concurrently enrollment in TU 301 is strongly recommended.*

MATH 350B includes a series of online instructional videos and exercises. This module defines fractions and mixed numbers and introduces multiplication and division with fractions and mixed numbers using a problem-solving approach. This course is offered pass/no-pass only. *NR*

**MATH 350C
FRACTIONS PART 2 MODULE****0.5 Unit: 0.5 hour lecture***Recommended Preparation:**Concurrently enrollment in TU 301 is strongly recommended.*

MATH 350C includes a series of online instructional videos and exercises. This module introduces addition and subtraction of fractions and mixed numbers, their comparison, and applications of the order of operations using a problem-solving approach. This course is offered pass/no-pass only. *NR*

**MATH 350D
DECIMALS MODULE****0.5 Unit: 0.5 hour lecture***Recommended Preparation:**Concurrently enrollment in TU 301 is strongly recommended.*

MATH 350D includes a series of online instructional videos and exercises. This module defines decimals, introduces operations, rounding and order of operations with decimals using a problem-solving approach. This course is offered pass/no-pass only. *NR*

**MATH 350E
RATIOS AND PROPORTIONS MODULE****0.5 Unit: 0.5 hour lecture***Recommended Preparation:**Concurrently enrollment in TU 301 is strongly recommended.*

MATH 350E includes a series of online instructional videos and exercises. This module defines ratios and proportions using a problem-solving approach. This course is offered pass/no-pass only. *NR*

**MATH 350F
PERCENTS PART 1 MODULE****0.5 Unit: 0.5 hour lecture***Recommended Preparation:**Concurrently enrollment in TU 301 is strongly recommended.*

MATH 350F includes a series of online instructional videos exercises. This module defines percents, introduces conversions of decimals and fractions into percents and vice a versa, and uses percents in solving word problems. This course is offered pass/no-pass only. *NR*

**MATH 350G
PERCENTS PART 2 MODULE****0.5 Unit: 0.5 hour lecture***Recommended Preparation:**Concurrently enrollment in TU 301 is strongly recommended.*

MATH 350G includes a series of online instructional videos and exercises. This module covers applications of percents, including calculating percentage increases and decreases, sales tax, commissions, discounts, and interest using a problem-solving approach. This course is offered pass/no-pass only. *NR*

**MATH 350H
MEASUREMENT AND GEOMETRY****0.5 Unit: 0.5 hour lecture***Recommended Preparation:**Concurrently enrollment in TU 301 is strongly recommended.*

MATH 350H includes a series of online instructional videos and exercises. This module covers the conversions within and between the British and metric units of measurement as well as procedures to calculate perimeter, circumference, area and volume using a problem-solving approach. This course is offered pass/no-pass only. *NR*

**MATH 351
ARITHMETIC REVIEW AND
PRE-ALGEBRA MATHEMATICS****3 Units: 3 hours lecture***Corequisite: MATH 351L**Recommended Preparation: MATH 350A, B, C, D, E, F, G, or H*

This course reviews the fundamentals of arithmetic computation with whole numbers, fractions, and decimals. Students focus on developing estimating skills and solving a variety of problems using ratios and proportions, percents, measurements in US and metric units, and geometric formulas. The course is designed for students who need a rapid review before taking a more advanced mathematics course. *NR*

**MATH 351L
MATH 351 LEARNING ASSISTANCE****0 Units: 1 hour learning center***Corequisite: MATH 351*

This zero-unit, open-entry/open-exit course provides supplemental learning assistance to students concurrently enrolled in Math 351. *R-E-99*

**MATH 353
ELEMENTARY ALGEBRA****5 Units: 5 hours lecture***Prerequisite: MATH 351**Recommended Preparation: Concurrent enrollment in MATH 353L strongly recommended*

This is the first course in algebra. The course introduces signed numbers, equations and inequalities, graphs, linear equations, functions, and polynomials. Students perform arithmetic operations with a real numbers and algebraic expressions; graph and solve linear equations and inequalities; and perform algebraic operations with polynomials, rational expressions, and equations. This course is similar to the first year of high school algebra. *NR*

**MATH 353L
MATH 353 LEARNING ASSISTANCE****0 Units: 1 hour learning center***Corequisite: MATH 353*

This zero-unit, open-entry/open-exit course provides supplemental learning assistance to students concurrently enrolled in Math 353. *R-E-99*

MATHEMATICS: SPECIAL SERVICES

MSS 325

BASIC ARITHMETIC SKILLS

3 Units: 3 hours lecture

Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan

Although this course is open to anyone, it is designed for students with learning disabilities who need to review the fundamentals of arithmetic computation. Course topics include adding, subtracting, multiplying, and dividing whole numbers and fractions; converting fractions, decimals, and percents; solving word problems; and calculating ratios and proportions. *NR*

MUSIC

MUS 1

THE BASICS OF MUSIC

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is a study of the basic principles and structures of music, including rhythm and pitch notation, basic properties of the sound, counting, major and minor scales, key signatures, intervals, triads and dominant seventh chords. It is designed to develop the student's basic skills in music reading, sight singing, and aural identification, as well as handwritten notation. The course is recommended for music majors but is open to all students. Credit may be earned in either MUS 1 or 1H, but not both. C-ID: MUS 110. *NR*

MUS 1H

THE BASICS OF MUSIC HONORS

3 Units: 3 hours lecture

Transfers: CSU, UC

This honors course is a study of the basic principles and structures of music, including rhythm and pitch notation, basic properties of the sound, counting, major and minor scales, key signatures, intervals, triads and dominant seventh chords. It is designed to develop the student's basic skills in music reading, sight singing, and aural identification, as well as handwritten notation. This honors course will be enriched through limited class size, seminar format, more extensive reading and research assignments, and a songwriting project. Credit may be earned in either MUS 1 or MUS 1H, but not both. C-ID: MUS 110. *NR*

MUS 3

HARMONY I

4 Units: 4 hours lecture

Transfers: CSU, UC

Recommended Preparation: MUS 1

This course is required for music majors and involves an intensive study of diatonic harmony in major and minor modes, roman numeral analysis of chords and their voice leading; figured bass symbols, part-writing using root position triads and dominant seventh chord; harmonization of the given melody with non-chord tones, triads, seventh chords, inversions of triads and seventh chords, three types of six-four chords, tonal harmonic progressions, and cadences. The student will study the writing of diatonic melodies and harmonies. Sight-singing, keyboard harmony, ear training and dictation are included. C-ID: MUS 120. *NR*

MUS 4

HARMONY II

4 Units: 4 hours lecture

Transfers: CSU, UC

Prerequisite: MUS 3

Intense study of diatonic harmony in major and minor modes including non-chord tones, treatment of seventh chords, secondary functions and modulations to relative as well as closely related keys. The student will study the writing of two part counterpoint, singing, and recognition of diatonic single melodies as well as four-part harmony. Sight-singing, keyboard harmony, ear training and dictation are included. C-ID: MUS 130. *NR*

MUS 5

HARMONY III

4 Units: 4 hours lecture

Transfers: CSU, UC

Prerequisite: MUS 4

This course studies chromatic harmonic elements (secondary functions, modulatory techniques, mode mixture, Neapolitan chords, augmented chords, augmented sixth chords, and enharmonic spellings). Students will study the application of these chromatic harmonic elements in musical masterworks of the second half of the nineteenth century; analyze the usage of chromatic chords, their preparation and resolution; and create examples of chromatic writing. The course will include sight-singing, ear training, keyboard harmony and dictation of chromatic melodies, harmonic dictation of two, three and four-part textures, and rhythmic dictation. This course is required for all music majors. C-ID: MUS 140. *NR*

MUS 6

HARMONY IV

4 Units: 4 hours lecture

Transfers: CSU, UC

Prerequisite: MUS 5

This course studies harmony of the twentieth and twenty-first centuries focusing on different techniques including ninth, eleventh, and thirteenth chords; Impressionism; church modes, altered harmony; secundal and quartal harmony; polychord construction and polytonal concepts; twelve-tone system; minimalism; chance music; neotonalism; and sound mass. Students are required to compose short musical fragments and complete presentations on composers who developed these topics and/or compose pieces of music involving one or more of these techniques. Musicianship (ear training, dictation, keyboard harmony, and sight-singing) is included. This course is required of all music majors. C-ID: MUS 150. *NR*

MUS 7

POP SONG WRITING

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

Recommended Preparation: MUS 1

Study and training on the usage of the traditional musical elements necessary to build popular songs. The elements include intervals, chords, chord progressions, scales, modes, rhythms, meters, cadences, modulations, structures, melodic treatment, and the relationship between lyrics and music. *NR*

**MUS 20
MUSIC APPRECIATION****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course introduces skills for listening to music, with an emphasis on the Euro-Western classical music traditions. Students will learn to identify components of music such as meter, texture, tempo, dynamics, orchestration and style characteristics. Students will also learn biographical information regarding significant composers, as well as cultural, economic, political, religious, and social contexts in which these traditions have existed. May require attendance at live concerts. Credit may be earned in either MUS 20 or 20H, but not both. C-ID: MUS 100. NR

**MUS 20H
MUSIC APPRECIATION HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course introduces skills for listening to music, with an emphasis on Euro-Western classical music traditions. Students will learn to identify components of music such as meter, texture, tempo, dynamics, orchestration and style characteristics. Students will also learn biographical information regarding significant composers, as well as cultural, economic, political, religious, and social contexts in which these traditions have existed. May require attendance at live concerts. Students in this Honors course will also learn biographical information on secondary composers, listen to and discuss additional repertoire, and write a term paper on a genre or composer. Credit may be earned in either MUS 20 or 20H, but not both. C-ID: MUS 100. NR

**MUS 21
WORLD MUSIC****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course introduces skills for listening to music within both Western and non-Western musical traditions. Students study vocal and instrumental traditions, as well as musical components such as tempo, dynamics, texture, orchestration, form, and style characteristics. Students also consider historical, cultural, socio-economic, religious, and/or political contexts and issues that bear upon the music. Attendance at live concerts may be required. NR

**MUS 27
HISTORY OF JAZZ****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course introduces the history and development of musical styles, genres, forms, techniques, musicians, and the social-political, and economic contexts of jazz. Emphasis is on history, musicians, the nature of the styles, and the various other contexts of jazz. May require attendance at live concerts. NR

**MUS 28
HISTORY OF ROCK MUSIC****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course traces the development and history of rock music from the US Civil War to the present. Students study musical, sociological and political aspects of rock music as well as important people, ensembles, and institutions of the genre. The course includes a general study of musical elements such as melody, harmony, rhythm and orchestration as they pertain to the diverse styles of rock music. Attendance at live concerts may be required. NR

**MUS 38
IRVINE VALLEY CHORALE****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC*

Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

The Chorale focuses on the rehearsal and performance of repertoire for mixed voices both a cappella and accompanied, from a variety of style periods, and in a variety of languages. Public performance is required for credit. NR

**MUS 39
IRVINE VALLEY MASTER CHORALE****1 Unit: 3 hours lab***Transfers: CSU, UC**Limitation: By audition only*

Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

The Chorale focuses on the study, rehearsal, and performance of repertoire for mixed voices both a capella and accompanied, from a variety of style periods, and in a variety of languages with an emphasis on the development of individual musicianship and the skills needed to perform within an ensemble. Public performance, both on and off campus, in formal concerts, is required for credit. C-ID: MUS 180. R-E-3

**MUS 40
WIND ENSEMBLE****1 Unit: 3 hours lab***Transfers: CSU, UC*

Limitation: Not a beginning instruments course. Students must have previous band or orchestral wind or percussion instrument training and experience.

The Wind Symphony performs wind and percussion literature from the Renaissance, Baroque, Classical, and Romantic periods, as well as twentieth century and contemporary works including, the performance of both professional and student new compositions. The repertoire varies each semester. Instrumentation will vary according to the demands of the literature. The emphasis is on a high degree of individual musicianship and the skills needed to within an ensemble. Participation in formal concerts, both on and off campus, is required. C-ID: MUS 180. R-E-3

**MUS 41
SYMPHONIC WIND ENSEMBLE****2 Units: 1 hour lecture, 3 hours lab***Transfers: CSU, UC*

Limitation: Students must have previous instrumental training. Not a beginning instruments course.

The Symphonic Wind Ensemble, a wind and percussion symphony, performs traditional and contemporary literature, including newly commissioned works. The emphasis is on a high degree of individual musicianship and ensemble performance. The focus of the repertoire varies each time the course is offered. Participation in formal concerts, both on and off campus, is required. NR

MUS 42
SYMPHONY ORCHESTRA

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: Not a beginning instruments course. The student must already have played string, wind or percussion instrument in an orchestra.

The Symphony Orchestra performs orchestral repertoire from the Renaissance, Baroque, Classical, and Romantic periods, as well as twentieth century and contemporary works including, the performance of both professional and student new compositions. The repertoire varies each semester. Instrumentation will vary according to the demands of the literature. The emphasis is on a high degree of individual musicianship and the skills needed to perform within an ensemble. Participation in formal concerts, both on and off campus, is required. C-ID: MUS 180. R-E-3

MUS 43
STRING ORCHESTRA

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC

Limitation: Students must have previous instrumental training and ensemble experience.

The String Orchestra performs traditional and contemporary literature, including newly commissioned works. The emphasis is on a high degree of individual musicianship and ensemble performance. The focus of the repertoire varies each time the course is offered. Participation in formal concerts, both on and off campus, is required. NR

MUS 44
GUITAR ENSEMBLE

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: Students must have previous classical guitar training. Not a beginning instruments course.

The Guitar Ensemble performs repertoire for multiple guitars in both large and small ensembles, from Renaissance music to contemporary literature, including the performance of both professional and student new compositions. Emphasis is on a high degree of individual musicianship, sight-reading, and ensemble performance. Participation in formal concerts, both on and off campus, is required. R-E-3

MUS 46
JAZZ ENSEMBLE

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only. Not a beginning instruments course. Students should have previous experience playing saxophone, trumpet, trombone, keyboard or rhythm section instruments.

The Jazz Ensemble focuses on the rehearsal and performance of standard jazz specific repertoire for big band ensembles ranging from swing to contemporary genres including the performance of both professional and student new compositions. The repertoire varies each semester. Instrumentation will vary according to the demands of the repertoire. The emphasis is on a high degree of individual musicianship and the skills needed to perform within an ensemble. Participation in formal concerts, both on and off campus, is required. C-ID: MUS 180. R-E-3

MUS 47
IVC BIG BAND

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC

Limitation: Students must have previous instrumental training and ensemble experience. Not a beginning instruments course.

The IVC Big Band performs traditional and contemporary literature, including newly commissioned works, for a traditional jazz "big band." The emphasis is on a high degree of individual musicianship and ensemble performance. The focus of the repertoire varies each time the course is offered. Participation in formal concerts, both on and off campus, is required. NR

MUS 50
APPLIED MUSIC: INSTRUMENTAL

0.5 Unit: 1.5 hours lab

Transfers: CSU, UC

Limitation: By audition only

Corequisite: MUS 53

This course provides one half-hour individual lesson per week in a traditional band or orchestral instrument or classical guitar with an instructor on the Applied Music faculty. A performance for a faculty jury is required at the end of the semester. The course is designed for the music major whose performance ability is at a college level. The emphasis is on the progressive development of skills needed for solo performance. C-ID: MUS 160 (must complete both MUS 50 and MUS 53). R-E-3

MUS 51
APPLIED MUSIC: KEYBOARD

0.5 Unit: 1.5 hours lab

Transfers: CSU, UC

Limitation: By audition only

Corequisite: MUS 53

This course provides one half-hour individual keyboard lesson per week with an instructor on the Applied Music faculty. Performances for a faculty jury will be required at the end of the semester. The course is designed for the music major whose performance ability is at a college level. The emphasis is on the progressive development of skills needed for solo performance. C-ID: MUS 160 (must complete both MUS 51 and MUS 53). R-E-3

MUS 52
APPLIED MUSIC: VOICE

0.5 Unit: 1.5 hours lab

Transfers: CSU, UC

Limitation: By audition only

Corequisite: MUS 53

This course provides one half-hour individual voice lesson per week with an instructor on the Applied Music faculty. Performances for a faculty jury will be required at the end of the semester. The course is designed for the music major whose performance ability is at a college level. The emphasis is on the progressive development of skills needed for solo performance. C-ID: MUS 160 (must complete both MUS 52 and MUS 53). R-E-3

**MUS 53
APPLIED MUSIC PERFORMANCE
WORKSHOP**

0.5 Unit: 1.5 hours lab

Transfers: CSU, UC

MUS 53 is required of all auditioned music majors enrolled in MUS 50, 51 or 52. It is designed to teach, train and prepare students for a successful career in music. Students are required to perform repertoire or exercises associated with their Applied Music area, critique the performances of their peers, and plan for, manage and achieve success both while in college and beyond college. Students also participate in and attend concerts, recitals and master classes; organize and prepare programs; critique each others' performances, learn how to manage and execute all aspects of pre- and post-performance production, listen to presentations from and meet with professional musicians and IVC music alumni and learn to apply expected professional standards and obligations of being a professional in the many related professions. C-ID: MUS 160 (must also complete MUS 50, 51 or 52). *R-E-3*

**MUS 54
PIANO I**

2 Units: 1.5 hours lecture, 1.5 hours lab

Transfers: CSU, UC

Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

This course provides group piano instruction for beginners. It emphasizes basic technical and interpretive skills. The course presents the foundations of keyboard musicianship, including standard music notation; pentascales; and tonic, dominant and subdominant harmonies. Practice outside of class and concert attendance are required. Practice pianos are available on campus. *NR*

**MUS 55
PIANO II**

2 Units: 1.5 hours lecture, 1.5 hours lab

Transfers: CSU, UC

Recommended Preparation: Prior completion of or concurrent enrollment in MUS 54 or MUS 1

This course provides group piano instruction for second semester piano students. It introduces short classical repertoire, continues the development of technical and interpretive skills, and expands upon the foundations of keyboard musicianship. Regular practice outside of class and concert attendance are required. Practice pianos are available on campus. *NR*

**MUS 56
PIANO III**

2 Units: 1.5 hours lecture, 1.5 hours lab

Transfers: CSU, UC

Recommended Preparation: MUS 55

This course provides group piano instruction at the intermediate level. Students focus on the performance of repertoire from the Baroque, Classical, Romantic, and Modern periods, as well as popular compositions. The course stresses various aspects of piano technique, including major and minor scales; arpeggios in three octaves; keyboard harmonizations; and stylistic interpretation. Regular practice outside of class and concert attendance are required. Practice pianos are available on campus. *NR*

**MUS 57
PIANO IV**

2 Units: 1.5 hours lecture, 1.5 hours lab

Transfers: CSU, UC

Recommended Preparation: MUS 56

This course provides group instruction in piano at the advanced level. The course focuses on the historical background and theoretical structure of works from the Baroque, Classical, Romantic, and Modern periods; and on the analysis and criticism of each performance through teacher and group discussion. Preparation for performances includes research and listening in addition to much practice. Students strengthen and refine skills in style, interpretation, and technique, participating in both individual and group assignments. Practice and recital attendance are required. Practice pianos are available on campus. *NR*

**MUS 59
PIANO PERFORMANCE AND
ENSEMBLE**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: Not a beginning class; focuses on classical sonatas and etudes

Recommended Preparation: MUS 54, 55, 56, or 57

The Piano Performance Ensemble performs solo and collaborative repertoire from Renaissance music to contemporary commissioned works. Instrumentation will vary according to the demands of the literature. The emphasis is on the development of individual musicianship and the skills needed to perform within an ensemble. Participation in formal concerts, both on and off campus, is required. *R-E-3*

**MUS 80
VOICE I**

2 Units: 1.5 hours lecture, 1.5 hours lab

Transfers: CSU, UC

Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

This course introduces students to vocal techniques for the unamplified voice, with a special emphasis on body alignment; breathing; and free, efficient tone production. Students perform vocal literature from a variety of cultures and genres, including art songs, folk songs, and songs of the musical theatre. Concert attendance may be required. *NR*

**MUS 81
VOICE II**

2 Units: 1.5 hours lecture, 1.5 hours lab

Transfers: CSU, UC

Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

This course provides continued instruction in vocal techniques for the unamplified voice, with a special emphasis on registration, resonance, and performance considerations. Students perform in class vocal literature for a variety of genres, including art songs, folk songs, and songs of the musical theatre. The course introduces repertoire in English, as well as Italian and other Romance languages. Concert attendance may be required. *NR*

MUS 82**VOICE III****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1*

This course is designed to give singers regular opportunities to perform in class and in public. Students concentrate on applying strategies to further enhance diction, breath support, care of the voice, and expression. They evaluate their own singing technique and receive written and verbal feedback from each other and the instructor. The focus of the repertoire varies each time the course is offered. The focus of the repertoire varies each time the course if offered. Attendance at concerts may be required. *NR*

MUS 83**CLASSICAL GUITAR I****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1*

This is a course emphasizing beginning classical guitar techniques and repertoire. Topics include playing position, tuning, free and rest strokes, alternation, naming of fingers, chords, and arpeggios. The student is introduced to musical notation, time and counting, notes on the open strings, and notes on the frets. In the study of the first position, the student is exposed to sharps, flats, natural signs, and key signatures. Students will perform simple two-part pieces. The course is designed for beginning guitarists and/or guitarists with no music reading background. Field trips may be required. *NR*

MUS 84**CLASSICAL GUITAR II****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: MUS 83*

This is a course emphasizing intermediate classical guitar techniques and repertoire. Topics include chords, music in two lines, ligado techniques, dotted notes, dynamic markings, and tempo indications. The student will learn Renaissance, Baroque, Classical, Romantic, and Modern pieces in the first and second positions, along with single-line exercises in the third and fifth positions. This course is designed for intermediate guitarists with some music reading background. Field trips may be required. *NR*

MUS 85**CLASSICAL GUITAR III****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC**Recommended Preparation: MUS 84*

This is a course emphasizing advanced classical guitar techniques, repertoire, and interpretation. Topics include reading in the higher positions, contrapuntal music, harmonics, and ornamentation. The student will learn Renaissance, Baroque, Classical, Romantic, and Modern pieces in all positions and be exposed to performance practices for all style periods. The course is designed for advanced guitarists with a strong music reading background. Field trips may be required. *NR*

MUS 86**CLASSICAL GUITAR IV****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC*

This is a course emphasizing advanced classical guitar techniques, repertoire, interpretation, history and performance practice as it relates to the various style periods. The course is designed to take the student to the next level of both technique and musicianship. Topics include reading in the higher positions, contrapuntal music, harmonics (natural and artificial), ornamentation and improvisation. The student will study Renaissance, Baroque, Classical, Romantic and Modern pieces in all positions. Further topics include accompanying techniques, reading from figured bass and other continuo skills. Alternate tunings including various open tunings will be discussed. This course includes solo and small ensemble repertoire as well as repertoire for large ensembles of multiple guitars. *NR*

MUS 87**JAZZ AND POPULAR VOICE****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC credit pending**Prerequisite: MUS 80**Recommended Preparation: MUS 1*

This course identifies computer-based digital audio recording hardware and software currently used in the music industry. Students learn how to edit music using various types of software; how to make a PC-based multi-track recording using the computer as a controller; and how to convert from analog to digital formats. *NR*

MUS 112**COMPUTER APPLICATIONS IN MUSIC****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU**Recommended Preparation: MUS 1 or 1H and MUS 3*

This course identifies computer-based digital audio recording hardware and software currently used in the music industry. Students learn how to edit music using various types of software; how to make a PC-based multi-track recording using the computer as a controller; and how to convert from analog to digital formats. *NR*

NUTRITION**NUT 1****PRINCIPLES OF NUTRITION****3 Units: 3 hours lecture***Transfers: CSU, UC credit proviso (see UC Course List)*

This course provides a thorough introduction to the principles of nutrition and their application in wellness and disease. The course includes discussions of the role, function and sources of carbohydrates, proteins, fats, vitamins, minerals, and water; food pyramids, diets, and fads; food safety; changing nutritional needs; and global issues such as world hunger. Emphasis is on assessing nutritional information and applying it to the individual diet. *NR*

NUT 2**SPORT NUTRITION****3 Units: 3 hours lecture***Transfers: CSU, UC credit proviso (see UC Course List)*

This course provides a thorough introduction to the principles of nutrition as applied to sport. The course will provide the student with a basic understanding of how nutrition effects physical performance and sport. The course will focus on understanding how nutritional choices can be modified to maximize performance potential. This will include an overview of the basic food groups (carbohydrate, fats, and protein), energy metabolism, vitamins and minerals, hydration, ergogenic aids, special populations, weight management, and training/performance diets. An emphasis will be placed on applying the principles to designing a nutritional program for an athlete. *NR*

PARALEGAL STUDIES

see *Legal*

PHILOSOPHY

PHIL 1 INTRODUCTION TO PHILOSOPHY

3 Units: 3 hours lecture

Transfers: CSU, UC

Introduction to Philosophy explains the tools and methods of the philosopher and introduces a few representative philosophical issues. Typical issues are the free will problem, the problem of personal identity, the question of God's existence, and the question of the nature of knowledge of the external world. C-ID: PHIL 100. *NR*

PHIL 2 INTRODUCTION TO ETHICS

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This philosophy course examines the concept of morality and ethics, ethical theories, and applications of theory to issues of our day. C-ID: PHIL 120. *NR*

PHIL 3 INTRODUCTION TO LOGIC

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

The course introduces principles of valid reasoning of deductive logic. The course concentrates on formal techniques of sentential logic. C-ID: PHIL 110. *NR*

PHIL 5 POLITICAL PHILOSOPHY

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is designed as an introduction to the study of political philosophy. The course engages prominent works from the history of political thought while addressing the concepts, questions, tensions and problems that guide the study of politics. Among these are: what is justice; what are the goals of a decent society; what is the nature of citizenship and what are its corresponding privileges, immunities, and obligations; what is the nature of political obligation and are there limits to that obligation; what is the appropriate division between rights and responsibilities; how should liberty and equality be balanced? To this end, Political Philosophy examines classic, modern, and contemporary works from the tradition of political thought. PHIL 5 is also listed as PS 5; credit will be given in either, not both. *NR*

PHIL 10 ANCIENT PHILOSOPHY

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course addresses Ancient Philosophy with emphasis on the development of Greek philosophy from the Pre-Socratics through Aristotle. C-ID: PHIL 130. *NR*

PHIL 11 MODERN PHILOSOPHY

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course addresses 17th through 18th Century Western philosophy, emphasizing epistemology and metaphysics. The course traces the development of the Modern empiricist and rationalist traditions and Kant's "Copernican Revolution" of that debate. C-ID: PHIL 140. *NR*

PHOTOGRAPHY

PHOT 1 HISTORY OF PHOTOGRAPHY

3 Units: 3 hours lecture

Transfers: CSU, UC

This course presents an overview of the history, technology, and aesthetics of the science/art of photography from the earliest experiments in the medium to the present. The course analyzes trends that led to the contemporary expression of the medium in the late twentieth century. Students must attend at least one major photography exhibition. This course is required of photography majors. PHOT 1 is also listed as ARTH 1; credit will be given in either area, not both. *NR*

PHOT 51 BEGINNING DIGITAL PHOTOGRAPHY

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

This beginning course focuses on digital photography as a creative medium. Emphasis will be placed on conceptual, technical, and creative photography skills. The course covers the use of digital cameras and Adobe Photoshop software to capture, import, edit, and distribute digital images. PHOT 51 is also listed as DMA 51; credit will be given in either area, not both. *NR*

PHOT 52 INTERMEDIATE DIGITAL PHOTOGRAPHY

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU, UC

Recommended Preparation: DMA/PHOT 51

This course explores intermediate digital imaging techniques based on digital photography. Emphasis will be placed on high dynamic range, panoramic, and infrared digital imaging. Other creative imaging techniques will include uses of composition, light and color. PHOT 52 is also offered as DMA 52; credit in either area, not both. *NR*

PHOT 191**PORTFOLIO DEVELOPMENT****3 Units: 2 hours lecture, 4 hours lab***Transfers: CSU*

This course covers the development and presentation of a professional fine art and graphic design portfolio. Emphasis is on the selection of appropriate work, conceptual improvement, and methods of presentation, including digital and traditional formats. Students will complete a professional resume, cover letter, and artist's statement suitable for transfer or the job market. PHOT 191 is also listed as ART 191; credit will be given in either area, not both. *NR*

**PHOTONICS
TECHNOLOGY***see Laser Technology***PHYSICAL
EDUCATION***see Kinesiology***PHYSICS****PHYS 2A****INTRODUCTION TO PHYSICS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Prerequisite: MATH 124*

This course is intended for students in the sciences and related subjects who are required to complete a physics course based on precalculus mathematics. The major emphasis is on mechanics with additions from properties of matter, vibrations and waves and thermodynamics. Topics include kinematics and dynamics in one and two dimensions; vectors; Newton's laws; conservation of energy and momentum; kinematics and dynamics of rotational motion; harmonic motion; and selected topics from properties of matter and thermodynamics. C-ID: PHYS 105. *NR*

PHYS 2B**INTRODUCTION TO PHYSICS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Prerequisite: PHYS 2A*

This course is a continuation of Physics 2A. Major emphasis is on electricity, magnetism and optics with additions from modern physics. Topics include electrostatics, electrical potential, circuits, magnetic forces and fields, induction, electromagnetic waves, AC circuits, ray optics, interference and diffraction of light, and selections from modern physics. C-ID: PHYS 110. *NR*

PHYS 4A**GENERAL PHYSICS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Prerequisite: MATH 3A**Recommended Preparation: MATH 3B*

This is a calculus-based introduction to classical mechanics. Kinematics in one and two dimensions; forces and equilibrium; Newton's laws; particle dynamics; universal gravitation; conservation laws; work and potential energy; collisions; kinematics and dynamics of rigid bodies and oscillations are studied. C-ID: PHYS 205. *NR*

PHYS 4B**GENERAL PHYSICS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Prerequisite: PHYS 4A and MATH 3B or 3BH*

A calculus-based introduction to classical electromagnetism. Electrostatic forces and fields, Gauss's Law, potential, currents and circuits, magnetic forces and fields, induction, Maxwell's equations and electromagnetic waves are the major topics of study. C-ID: PHYS 210. *NR*

PHYS 4C**GENERAL PHYSICS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)**Prerequisite: PHYS 4A and MATH 3B or 3BH**Recommended Preparation: Concurrent enrollment in MATH 4 or 24 or 24H strongly recommended.*

This is a calculus-based introduction to thermodynamics, light, and modern physics. Included are the kinetic theory of gases, laws of thermodynamics, thermal processes, properties of light, optical images, interference and diffraction, electromagnetic waves, relativity, and atomic and nuclear concepts. C-ID: PHYS 215. *NR*

PHYS 20**THE IDEAS AND EVENTS OF PHYSICS****4 Units: 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit proviso (see UC Course List)*

This is a survey course intended for students who are not majoring in science. Previous physics training and extensive mathematical background are not required. Focus is on major discoveries, ideas, concepts and methods in physics. Included are simple motions, the nature of matter and energy, and electrical and nuclear science. This course is designed to prepare students for more advanced physics courses. *NR*

PHYS 167**COOPERATIVE WORK EXPERIENCE:
PHYSICS****1 Unit: 1 hour lab***Transfers: CSU**Limitation: Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

POLITICAL SCIENCE

PS 1 AMERICAN GOVERNMENT

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201, WR 399, ESL 201

This course provides a survey of the principles, personalities, problems, and issues of government at the national, state and local levels. Topics include the US Constitution; federalism and state constitutions, with special emphasis on California; political ideologies; political parties, interest groups and elections; the legislature; the presidency and the federal bureaucracy; the judiciary; and domestic and foreign policy making. Credit may be earned in either PS 1 or 1H, but not both. *NR*

PS 1H AMERICAN GOVERNMENT HONORS

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 201

This course provides a survey of the principles, personalities, problems, and issues of government at the national, state and local levels. Topics include the US Constitution; federalism and state constitutions, with special emphasis on California; political ideologies; political parties, interest groups and elections; the legislature; the presidency and the federal bureaucracy; the judiciary; and domestic and foreign policy making. This honors course will be enriched through limited class size, more independent reading, expectation of a greater degree of student participation and involvement, and research assignments that allow the student to pursue topics and projects of individual interest. Students are encouraged to participate in honors research conferences. Credit may be earned in either PS 1 or 1H, but not both. *NR*

PS 3 CALIFORNIA GOVERNMENT AND POLITICS

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course examines the structure and function of California state and local governments from a national comparative perspective. Major issues facing the state will be critically examined, such as the economy, immigration, environmental protection, crime and education. *NR*

PS 4 INTRODUCTION TO POLITICAL SCIENCE

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201

This course is an introduction to the study of politics designed to familiarize students with the basic systems, ideologies and models of political analysis. Among the topics of discussion are the relationship of political science to culture, economics and international affairs; and the challenges posed by analytical approaches used to explain the behavior of individuals, groups and states. C-ID: POLS 150. *NR*

PS 5 POLITICAL PHILOSOPHY

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is designed as an introduction to the study of political philosophy. The course engages prominent works from the history of political thought while addressing the concepts, questions, tensions and problems that guide the study of politics. Among these are: what is justice; what are the goals of a decent society; what is the nature of citizenship and what are its corresponding privileges, immunities, and obligations; what is the nature of political obligation and are there limits to that obligation; what is the appropriate division between rights and responsibilities; how should liberty and equality be balanced? To this end, Political Philosophy examines classic, modern, and contemporary works from the tradition of political thought. PHIL 5 is also listed as PS 5; credit will be given in either, not both. *NR*

PS 6 POLITICS AND GOVERNMENT OF THE MIDDLE EAST

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201

This course introduces students to the historical, ideological and social foundations of the governments and politics of the major Middle Eastern states, including Iran, Turkey, Israel, Egypt and Saudi Arabia. The course explores issues of regional and international importance, including human rights and democratization, economic development, politicized religion, the Arab-Israeli conflict, and the politics of oil. *NR*

PS 7 THE POLITICS OF COMMUNIST AND POST-COMMUNIST STATES

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201

This course surveys the major forces which have shaped the political, economic, and social systems of communist and post-communist states, with special emphasis on the Soviet Union and the Russian Federation. The course considers not only the formal and informal institutional structures and ideological and historical foundations, but also topics such as nationalities, democratization, economic liberalization, and international relations. *NR*

PS 12 COMPARATIVE POLITICS

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: WR 201

This course introduces students to analytical methods used to compare political systems and governments. It examines the politics of selected foreign states from among industrial democracies, developing countries, and communist and post-communist systems. Issues given particular attention include democratization, economic development, ideologies, political culture and political change. Credit may be earned in either PS 12 or 12H, but not both. C-ID: POLS 130. *NR*

PS 12H**COMPARATIVE POLITICS HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 201, WR 399 or ESL 201*

This course is an enriched introductory course on comparative politics that introduces students to analytical methods used to compare political systems and governments. It examines the politics of selected foreign states from among industrial democracies, developing countries, and communist and post-communist systems. Issues given particular attention include democratization, economic development, ideologies, political culture and political change. PS 12H is enriched through smaller class size, more rigorous reading and writing, and research assignment. Credit may be earned in either PS 12 or 12H, but not both. C-ID: POLS 130. NR

PS 14**INTERNATIONAL RELATIONS****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 201, WR 399, or ESL 201*

This course introduces students to the major theoretical explanations of conflict, cooperation, economic growth and redistribution in international affairs, explores important historical and contemporary debates in international politics, and teaches students to critically think about international relations. Credit may be earned in either PS 14 or 14H, but not both. NR

PS 14H**INTERNATIONAL RELATIONS HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 201, WR 399 or ESL 201*

This course introduces students to the major theoretical explanations of conflict, cooperation, economic growth and redistribution in international affairs, explores important historical and contemporary debates in international politics, and teaches students to critically think about international relations. This honors course will be enriched through limited class size, more independent reading, expectation of a greater degree of student participation and involvement, and research assignments that allow the student to pursue topics and projects of individual interest. Credit may be earned in either PS 14 or 14H, but not both. NR

PS 17**LATIN AMERICAN POLITICS AND GOVERNMENT****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 201*

This course provides an analysis of selected Latin American governments, comparing and contrasting the types of politics emerging with our neighbors to the south. NR

PS 21**MODEL UNITED NATIONS****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course introduces students to the theory and practice of international diplomacy through participation in Model United Nations simulations. The course focuses on the history, structure, and functions of the United Nations; international bargaining and diplomacy; conflict resolution; researching and writing position papers and resolutions; parliamentary procedures; and public speaking. Students are required to attend a Model United Nations conference. R-E-3

PS 41**THE HISTORY OF EAST ASIA SINCE 1800****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course examines the major themes in the development of Chinese, Korean, and Japanese societies from the late 18th century to the present. Topics include the growth of the Confucian state in China; the role of 19th century crises and the Communist revolution in transforming the state's goals and capacities; the fragmentation and reorientation of the Chinese elite; peasant rebellion and the revolution of 1949; protest and resistance to traditional and modern regimes; the influence of Western contact on the restructuring of Japan; industrialization; political modernization and imperialism in Japan; the recovery of post-war Japan; and economic dominance in the late 20th century. PS 41 is also listed as HIST 41; credit given in either area, not both. NR

PS 167**COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE****1 Unit: 1 hour lab****2 Units: 2 hours lab****3 Units: 3 hours lab****94 Units: 4 hours lab***Transfers: CSU**Prerequisite: Student must have taken or must be currently taking a college-level course in the political sciences.**Enrollment Limitation: Students must be concurrently enrolled in 7 units, including PS 167. Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward political science major requirements. NR

PSYCHOLOGY**PSYC 1****INTRODUCTION TO PSYCHOLOGY****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course is an introduction to the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Credit may be earned in either PSYC 1 or 1H, but not both. C-ID: PSY 110. NR

PSYC 1H**INTRODUCTION TO PSYCHOLOGY HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course is an honors level introduction to the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Honors enrichment includes limited class size, additional reading and analysis of primary sources, and greater levels of participation in and discussions about psychological research. Credit may be earned in either PSYC 1 or 1H, but not both. C-ID: PSY 110. NR

PSYC 2
RESEARCH METHODS IN PSYCHOLOGY
3 Units: 2.5 hours lecture, 1.5 hours lab
Transfers: CSU, UC
Prerequisite: PSYC 1 and PSYC 10

This course introduces students to the fundamentals of psychological research methods. Students will apply the scientific method in conducting research, analyzing data, interpreting results and writing a research report using current American Psychological Association formatting. The course is recommended as the third course in the psychology major sequence following completion of Introductory Psychology (PSYC 1) and Statistical Methods for the Behavioral Sciences (PSYC 10) courses. C-ID: PSY 200. NR

PSYC 3
PHYSIOLOGICAL PSYCHOLOGY
3 Units: 3 hours lecture
Transfers: CSU, UC
Prerequisite: PSYC 1

This course is an introduction to the interaction of physiology and behavior. Students will examine the role of neuroanatomy, endocrinology in human behavior, emotions, and cognition. The course is recommended for students majoring in psychology to better understand the importance of physiological perspectives of experience and behavior. C-ID: PSY 150. NR

PSYC 5
PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: PSYC 1 or 1H

This course focuses on biopsychosocial aspects of human sexuality from childhood to old age. This course will examine male and female sexual anatomy, the reproductive process, atypical sexual behaviors, as well as sexual disorders and sexually transmitted infections and their prevention and treatment. Credit may be earned in either PSYC 5 or 5H, but not both. C-ID: PSY 130. NR

PSYC 5H
PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY HONORS
3 Units: 3 hours lecture
Transfers: CSU, UC credit pending
Recommended Preparation: PSYC 1 or 1H

This course focusses biopsychosocial aspects of human sexuality from childhood to old age. This course will examine male and female sexual anatomy, they reproductive process, atypical sexual behaviors as well as sexual disorders and sexually transmitted infections and their prevention and treatment. Honors class will feature limited class size, extensive reading and writing on sexual behaviors and disorders. Credit may be earned in either PSYC 5 or 5H, but not both. C-ID: PSY 130. NR

PSYC 7
DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: PSYC 1

This course presents a study of the physical, cognitive, and psychosocial processes of human development from conception through adolescence. It introduces the theories, research, and applications that constitute the field of child development, examining both traditional approaches and recent innovations. Topics address the physical, motor, perceptual, cognitive, emotional, and social areas of development. The course discusses issues related to intellectual functioning, learning, personality, social roles and relationships, and adjustment. PSYC 7 is also listed as HD 7; credit will be given in either area, not both. The course meets Title 22 licensing requirements for childcare providers. C-ID: CDEV 100. NR

PSYC 9
INTRODUCTION TO COGNITION
3 Units: 3 hours lecture
Transfers: CSU, UC credit pending

This course introduces basic concepts in cognitive psychology with a focus on the understanding of cognitive functioning and associated theories. Topics include perception, attention, mental representation, memory, reasoning and problem solving, decision making, vision, and language. NR

PSYC 10
STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES
3 Units: 3 hours lecture
Transfers: CSU, UC
Prerequisite: MATH 253

This course presents the statistical concepts and methods most widely used in behavioral and social science research. Students study the principles of descriptive and inferential statistics, concentrating on the correct analysis of data relating to practical behavioral problems, and the assumptions underlying statistical inferences. The course is recommended as the second course in the psychology major sequence following completion of the introductory course (Psychology 1) and is intended to build an adequate foundation for the study of research methods (Psychology 2). Credit may be earned in either PSYC 10 or 10H, but not both. C-ID: SOCI 125. NR

PSYC 10H
STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES HONORS
3 Units: 3 hours lecture
Transfers: CSU, UC
Prerequisite: MATH 253

This honors course presents the statistical concepts and methods most widely used in behavioral and social science research. Students study the principles of descriptive and inferential statistics, concentrating on the correct analysis of data relating to practical behavioral problems, and the assumptions underlying statistical inferences. Honors students use SPSS to analyze a real-life data set, and then present research results in A.P.A. formatting and presentation style. The course is recommended as the second course in the psychology major sequence following completion of the introductory course (Psychology 1) and is intended to build an adequate foundation for the study of research methods (Psychology 2). Credit may be earned in either PSYC 10 or 10H, but not both. C-ID: PSY 125. NR

**PSYC 11
INTRODUCTION TO LANGUAGE
ACQUISITION**

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

Recommended Preparation: PSYC 1

What is Language and how is it related to Psychology? The production and comprehension of language is one of the most complex aspects of human cognition. This course will give an overview of the aspects of language and how it is acquired by and functions in the developing brain. Topics include the sound system, word structure, sentence structure, and meaning in human language, as well as how these aspects of communication are acquired naturally and fairly effortlessly by children. *NR*

**PSYC 13
PSYCHOLOGY OF REASONING
AND PROBLEM SOLVING**

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: WR 1

This course studies the nature of critical thinking, and models and strategies of reasoning and problem solving. Topics include common fallacies of reasoning, self-regulation in the thinking process, the relationship between thought and language, the detection of psychological myth, hypothesis testing, and the application of critical thinking skills to complex issues of everyday life. Credit may be earned in either PSYC 13 or 13H, but not both. *NR*

**PSYC 13H
PSYCHOLOGY OF REASONING
AND PROBLEM SOLVING HONORS**

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: WR 1

This course studies the nature of critical thinking, and models and strategies of reasoning and problem solving. Topics include common fallacies of reasoning, self-regulation in thinking, the relationship between thought and language, the detection of psychological myth, hypothesis testing, and the application of critical thinking skills to complex issues of everyday life. This honors course is enriched through extensive hands-on training with a toolkit for critical thinking and research, which helps students evaluate sources of information as well as find high-quality scientific sources. Additionally, the honors course provides opportunities for students to share their research findings in group discussions as well as formal presentations. Class size is limited. Credit may be earned in either PSYC 13 or 13H, but not both. *NR*

**PSYC 15
FACULTY MENTORED INDEPENDENT
RESEARCH IN PSYCHOLOGY**

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC credit pending

Prerequisite: PSYC 1 or 1H

Recommended Preparation: PSYC 2 or PSYC 10; at least one other Psychology course in addition to PSYC 1

This research course provides hands-on experience for conducting independent psychological research while under the guidance of a mentor. Students learn to access psychology's research databases, collaborate effectively on a research team, design and conduct a study in compliance with appropriate ethical guidelines, perform data analyses, and present their research findings in a research conference setting. *NR*

**PSYC 20
THE PSYCHOLOGY OF GENDER**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is an introduction to the psychology of gender. The course explores gender distinctions and gender roles and their influences on women and men individually and collectively. The emphasis is on methods used by psychologists to study gender differences and how scientific and cultural assumptions about the sexes are reflected in psychological research. Special attention will be paid to the issues that affect women and men in their personal, professional and political relationships. C-ID: PSY 170. *NR*

**PSYC 30
SOCIAL PSYCHOLOGY**

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: PSYC 1

This course is a survey of the major theories, concepts, and empirical research findings in social psychology. The course examines the relationship between the individual and group, and engages such topics as social beliefs and judgments, social influence, conformity, persuasion, prejudice, aggression, and altruism. Psychology 30 is also listed as Sociology 30; credit will be given in either area, not both. C-ID: PSY 170. *NR*

**PSYC 32
PSYCHOLOGY OF PERSONALITY**

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: PSYC 1

This course examines major topics in the field of personality, including theoretical approaches, research methods, and assessment measures. The course discusses the role of biology, environment, and culture on learning, health, and motivation in personality development. It also explores the philosophies and historical contributions of key figures to the study of personality. *NR*

PSYC 33
PSYCHOLOGY OF ADJUSTMENT
3 Units: 3 hours lecture

Transfers: CSU

This introductory course in adjustment and relationships explores cognitive and behavioral approaches to the understanding of human functioning (e.g., personality development, interpersonal relationships, and self-motivation). Students apply course concepts to commonly faced problems and the management of their own behavior. C-ID: PSY 115. NR

PSYC 37
ABNORMAL BEHAVIOR
3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: PSYC 1 or 1H

This course provides a research-based introduction to the major maladaptive patterns of human behavior. Students will explore historical and current psychological perspectives and research findings on the diagnosis, treatment, and prevention of mental problems such as disorders relating to anxiety, mood, personality, sexual functioning, psychophysiology, schizophrenia, and gender identity. Credit may be earned in either PSYC 37 or 37H, but not both. C-ID: PSY 120. NR

PSYC 37H
ABNORMAL BEHAVIOR HONORS
3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

Recommended Preparation: PSYC 1 or 1H

This course provides a research-based introduction to the major maladaptive patterns of human behavior. Students will explore historical and current psychological perspectives and research findings on the diagnosis, treatment, and prevention of mental problems such as disorders relating to anxiety, mood, personality, sexual functioning, psychophysiology, schizophrenia, and gender identity. Honors class will feature limited class size, more opportunities for student to assess and diagnose an individual with a mental disorder, additional reading and writing on disorders, greater levels of participation in and discussions about mental disorders and treatment. Credit may be earned in either PSYCH 37 or 37H, but not both. NR

PSYC 106
DEVELOPMENTAL PSYCHOLOGY:
LIFESPAN

3 Units: 3 hours lecture

Transfers: CSU

This course examines the biosocial, cognitive, and psychosocial developments that occur across the human lifespan from conception to death. The course provides an overview of various theories of development, empirical findings, and other issues relating to particular stages in the human life cycle. C-ID: PSY 180. NR

PSYC 126
PSYCHOLOGY OF EXPERT LEARNING
3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: WR 201

This course presents highly effective, research validated concepts and strategies known to promote greater learning and academic success for new as well as more experienced students. The course also helps students, including psychology majors, achieve the personal and professional competencies expected for successful undergraduate and post-graduate coursework and the workplace. NR

PSYC 160
PSYCHOLOGY AS A MAJOR
AND A PROFESSION

1.5 Units: 1.5 hours lecture

Transfers: CSU

Recommended Preparation: PSYC 1

This course introduces students to the profession of psychology, focusing particularly on the types of psychologists and the activities performed by these individuals. The course is designed especially for students at the sophomore level or above who have completed the introductory psychology course and are seeking further information before deciding upon psychology as a potential major or career. NR

PSYC 167
COOPERATIVE WORK EXPERIENCE:
PSYCHOLOGY

1 Unit: 1 hour lab

Transfers: CSU

Limitation: Students must be concurrently enrolled in 7 units, including PSYC 167. Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. NR

READING

RD 74
CRITICAL READING
3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: WR 1 or 1H

This course addresses the relationship between critical reading and critical thinking. The course emphasizes the development of reading skills that facilitate the interpretation, analysis, criticism and advocacy of ideas encountered in academic, professional, and personal environments. RD 74 was formerly offered as RD 174. NR

RD 171
EFFICIENT AND FLEXIBLE READING
3 Units: 3 hours lecture

Transfers: CSU

This course is designed to improve reading comprehension, flexibility, and efficiency, and to expand college-level vocabulary. The course introduces strategies that allow students to match their rate of reading to the material and to their purpose. The course is intended for students who are proficient in basic reading skills. NR

RD 370
READING FOR COLLEGE SUCCESS

3 Units: 3 hours lecture

Corequisite: RD 371

Reading 370 is designed to prepare students for college-level reading. The course presents strategies for improving comprehension, vocabulary, and critical thinking skills, and introduces students to a variety of study techniques. Students practice these techniques using selections from textbooks in various disciplines including the natural sciences, the social sciences, business and humanities. This course is recommended for students who are not reading at the college level. *NR*

RD 371
READING LABORATORY

0.5 Unit: 1.5 hours learning center

Corequisite: RD 370

The Reading Laboratory is a pass/no-pass self-directed lab for students enrolled in Reading 370. Students are evaluated and assigned to specific modules of instruction based on their needs, abilities, and the established objectives. Students practice comprehension, critical reading strategies, vocabulary, spelling, study skills, and rate building. Students receive credit for successful completion of at least 24 hours in the Reading Lab and the assignments. *R-E-3*

RD 372
READING LABORATORY

0.5 Unit: 1.5 hours learning center

Corequisite: ESL 201, 301, 370, 384, 394; ESS 310, 315, 340, 345; RD 74, 171; WR 201, 301 or 399

This open-entry/open-exit reading laboratory is a self-directed lab for students enrolled in the specified corequisite courses. Students are assigned to specific modules of instruction based on their needs and abilities, and identified objectives. In assigned modular work, students practice strategies for pre-reading, literal and critical comprehension, and vocabulary development. This course is offered on a pass/no-pass basis only. Students must complete at least 24 hours in the Reading Lab and successfully complete assignments to earn credit. *R-E-3*

REAL ESTATE

RE 170
REAL ESTATE PRINCIPLES

3 Units: 3 hours lecture

Transfers: CSU

This fundamental real estate course covers the basic laws and principles of California real estate, focusing on the background and terminology needed to pursue advanced study in specialized courses. Topics include encumbrances, agency, contract law, finance, appraisal, escrow, taxation, fair housing, and real estate licensing law. The course is required of those preparing for the real estate salesperson license examination, and it applies toward the state's elective educational requirements for the broker's examination. *NR*

RE 172
REAL ESTATE PRACTICE

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: RE 170

This course provides a thorough review of the day-to-day operations in real estate operations and brokerages, and provides practical experience for new agents. Topics include listing, prospecting, advertising, financing, sales techniques, escrow, property management, and ethics. The Department of Real Estate requires completion of this course before obtaining a real estate salesperson license. The course also applies toward the state's educational requirements for the broker's examination. *NR*

RE 174A
LEGAL ASPECTS OF REAL ESTATE I

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: RE 170

This course presents a comprehensive overview of the laws that affect real estate transactions and the real estate profession in California. Topics include: real estate law including rights incident to property ownership and management, agency, agency law, fair housing law, environmental law, and contract law. This course applies toward the State's elective educational requirements for the Salesperson License and core educational requirements for the broker's exam. This course also applies toward Bureau of Real Estate (BRE) basic education. *NR*

RE 175
REAL ESTATE FINANCE

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: RE 170

This course covers lending institutions, the government's role in real estate finance, primary and secondary mortgage markets, lending instruments; and basic financial concepts of mortgage lending, property valuation, real estate investment, escrow, and federal laws affecting real estate. The course applies toward the state's statutory educational requirements for real estate salespersons and brokers. *NR*

RE 176A
REAL ESTATE APPRAISAL I

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: RE 170

This is an introductory course covering the purposes of appraisals; the appraisal process; and the different approaches, methods, and techniques used to estimate the value of various types of property. Focuses on residential and one to four-unit properties. The course applies toward the state's educational requirement for an appraisal license as well as a broker's license. This course also fulfills the state elective requirement for the salesperson license. *NR*

RE 176B
REAL ESTATE APPRAISAL II

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: RE 176A

This advanced course focuses on the appraisal of a variety of investment properties, including land, lease interests, and other special types of real estate. The course discusses concepts of loan appraisal and delineates various methods of appraisal. This course meets the California Department of Real Estate's elective requirements for the licensing examination, and it applies toward the state's educational requirements for the broker's examination. *NR*

**RE 190
ESCROW I****3 Units: 3 hours lecture***Transfers: CSU**Recommended Preparation: RE 170*

This course covers the principles and current practices of the escrow process in California. Topics include terminology, documentation, escrow instructions, encumbrances, interest adjustments, reconveyance, mortgages, insurance, taxes, and fees, other processing details pertinent to the handling of an escrow from inception to closing including fiduciary and ethical responsibilities. This course is one of the elective courses for the real estate salesperson or broker license requirement as set forth by the California Bureau of Real Estate (BRE). *NR*

**RE 195
PROPERTY MANAGEMENT I****3 Units: 3 hours lecture***Transfers: CSU*

This course covers the professional management of investment properties such as single-family, multi-family, commercial, and industrial properties. Focus is on current marketing strategies, accounting, and maintenance procedures used by professional management firms. The course is intended for the property owner or the real estate practitioner who wishes to specialize in property management. Course applies toward the California Bureau of Real Estate's educational requirements for licensees. *NR*

**RE 250
REAL ESTATE SALESPERSON'S
LICENSE PREPARATION****1 Unit: 1 hour lecture***Recommended Preparation: RE 170 and RE 172*

This course covers fundamental information concerning the practice of real estate and assists those preparing for the real estate salesperson license examination. Emphasis is placed on real estate licensing, contract law, agency law, taxation, appraisal, and escrow. *NR*

**RE 252
REAL ESTATE LICENSE RENEWAL****1 Unit: 1 hour lecture**

This course meets the California Department of Real Estate requirement for continuing education. Topics include three-hour modules on each of the following topics: Ethics, Agency, Trust Fund Handling, Fair Housing, and Risk Management. *NR*

**RE 279
COMPUTER APPLICATIONS FOR REAL
ESTATE****3 Units: 3 hours lecture**

This course introduces computer applications for real estate. Topics include spreadsheet, word processing, presentation and related software fundamental to real estate transactions and brokerages; real estate math, loans and finance; office peripherals; and using the Internet to access and manage real estate resources. This course applies toward the state's educational requirements for the California Real Estate Salesperson and Real Estate Broker exams. *NR*

**RELIGIOUS
STUDIES***see Humanities***SIGN LANGUAGE****SIGN 21
BEGINNING AMERICAN SIGN
LANGUAGE I****4 Units: 4 hours lecture***Transfers: CSU, UC*

This course is designed to develop the student's ability to understand and communicate in American Sign Language (ASL). The course introduces the language of sign; the manual alphabet (finger spelling); and the basic vocabulary, grammar, syntax, and conversational conventions of ASL. The emphasis is on ASL as a visual-gestural language and on the unique cultural and linguistic features of the Deaf community. SIGN 21 is equivalent to two years of high school ASL. *NR*

**SIGN 22
BEGINNING AMERICAN SIGN
LANGUAGE II****4 Units: 4 hours lecture***Transfers: CSU, UC**Prerequisite: SIGN 21*

This course is designed to further develop the student's ability to understand and communicate in American Sign Language (ASL). The emphasis is on expanding ASL vocabulary and finger-spelling skills and on syntactical accuracy. This course discusses the appropriate use of sign language in various social contexts and examines cultural versus pathological perspectives on Deafness. SIGN 22 is equivalent to three years of high school ASL. *NR*

**SIGN 23
INTERMEDIATE AMERICAN SIGN
LANGUAGE****4 Units: 4 hours lecture***Transfers: CSU, UC**Prerequisite: SIGN 22*

This course is designed to further expand the student's skills in comprehending and communicating in American Sign Language (ASL). The emphasis is on the continued acquisition of ASL vocabulary and syntactical accuracy; increased proficiency in finger spelling; and advanced expressive skills. The course also introduces professional interpreting, the history of sign language, regional and international variations in the language, Deaf customs, and culturally appropriate behavior in the Deaf community. SIGN 23 is equivalent to four years of high school ASL. *NR*

SOCIOLOGY

SOC 1

INTRODUCTION TO SOCIOLOGY

3 Units: 3 hours lecture

Transfers: CSU, UC

This course explains how society shapes people's lives and how individual behavior is largely shaped by the groups to which we belong. The course investigates the structure and function of groups, organizations and societies and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology is vast, ranging from the intimate family to the hostile mob; from organized crime to religious cults; from the division of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of the media. Students may receive credit in either SOC 1 or 1H, but not both. C-ID: SOCI 110. *NR*

SOC 1H

INTRODUCTION TO SOCIOLOGY HONORS

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

This course explains how society shapes people's lives and how individual behavior is largely shaped by the groups to which we belong. The course investigates the structure and function of groups, organizations and societies and how people interact within these contexts. As an honors course enrichment is achieved through limited class size, seminar format, more extensive reading and discussion of major concepts, theoretical perspectives, and empirical findings. Students may receive credit in either SOC 1 or 1H, but not both. *NR*

SOC 2

SOCIAL PROBLEMS

3 Units: 3 hours lecture

Transfers: CSU, UC

The course examines major social phenomena in contemporary society. Subjects such as population growth, environmental degradation, the global assembly line, racism, ageism, economic inequality, urban poverty, domestic violence and drugs are emphasized. Students explore, evaluate and seek solutions to world problems. C-ID: SOCI 115. *NR*

SOC 3

GLOBAL SOCIOLOGY: FORCES OF CHANGE IN THE MODERN WORLD SYSTEM

3 Units: 3 hours lecture

Transfers: CSU, UC

This course analyzes the major revolutionary changes in human societies that have occurred over the past few hundred years up to the present time. The course discusses the radical new version of human society that has accompanied the spread of global capitalism: political and cultural transformations, the lifestyle adjustments that have coincided with these grand social trends and an unprecedented level of global inequality. This course introduces students to the macrosociological perspective studying the development of the capitalist world system, how this system impacts politics, culture and the economy, and resistance to the growth of global capitalism. *NR*

SOC 10

INTRODUCTION TO MARRIAGE AND FAMILY

3 Units: 3 hours lecture

Transfers: CSU, UC

This course is designed to give the student a sociological understanding of the family in a historical and cultural context. The focus is on the family as a social institution -- a set of structured social arrangements for meeting certain human needs -- and the larger social forces that shape its structure. The course explores how wealth, race, gender and sexuality produce diverse family forms and household arrangements, especially within late twentieth century US society. Topics covered include dating, marriage, cohabitation, divorce, single parent families, blended families, issues related to work and the family, children and parents divorce, remarriage and public policy. C-ID: SOCI 130. *NR*

SOC 15

SOCIALIZATION OF THE CHILD

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: PSYC 1 or 1H

This course examines the influence of major socializing agents - family, school, peers, media, and community - on the developing child the course addresses historical, cultural, and socioeconomic factors that affect a child's socialization, as well as issues confronting children with special needs and resources available for interventions. Emphasis is placed on the importance of respectful, reciprocal relationships that support and empower families. This course is of particular interest to students preparing for a career working with children. It also meets Title 22 licensing requirements for childcare providers. SOC 15 is also listed as HD 15; credit will be given in either area, not both. C-ID: CDEV 100. *NR*

SOC 19

THE SOCIOLOGY OF SEX AND GENDER

3 Units: 3 hours lecture

Transfers: CSU, UC

The course introduces students to the discipline of sociology and to the specific area of gender roles. Focusing on research, both in the United State and globally, it provides an in-depth, multi-disciplined survey of gender stressing the interlocking nature of race, class, and gender. The course highlights other disciplines to demonstrate their influence on the thinking of gender roles and the creation of beliefs about women and men, masculinity and femininity. C-ID: SOCI 140. *NR*

SOC 20

ETHNIC AND MINORITY GROUP RELATIONS

3 Units: 3 hours lecture

Transfers: CSU, UC

This course introduces the principles and processes that shape the patterns of minority-majority relations, focusing on racial and ethnic groups in the United States. The course examines the social, cultural and economic causes and consequences of prejudice, discrimination, racism, classism, and sexism. It offers a sociological framework to address immigration, the growing diversity in the United States, and racial and ethnic struggles worldwide. C-ID: SOCI 150. *NR*

SOC 30
SOCIAL PSYCHOLOGY
3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: PSYC 1 or

1H

This course is a survey of major theories, concepts, and empirical research findings in social psychology. The course examines the relationship between the individual and the group, and engages such topics as social beliefs and judgments, social influence, conformity, persuasion, prejudice, aggression, and altruism. SOC 30 is also listed as PSYC 30; credit will be given in either area, not both. *NR*

SPANISH

SPAN 1
BEGINNING SPANISH I
5 Units: 5 hours lecture

Transfers: CSU, UC

This course is designed to develop the fundamentals of communicating in Spanish, including listening comprehension, reading, and basic conversation. The emphasis is on comprehension of spoken and written Spanish. Students actively participate in classroom oral activities. This course also introduces beginning writing skills and presents general aspects of Hispanic daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competence in Spanish. SPAN 1 is taught in Spanish. SPAN 1 (or SPAN 1A and 1B) may be taken once for a maximum of 5 units. Credit may be earned in either SPAN 1 or 1H, but not both. C-ID: SPAN 100. *NR*

SPAN 1A
INTRODUCTION TO BEGINNING
SPANISH I

2.5 Units: 2.5 hours lecture

Transfers: CSU, UC

This course is designed to develop the fundamentals of communicating in Spanish, including listening comprehension, reading, and basic conversation. The emphasis is on the comprehension of native spoken and written Spanish. Students actively participate in classroom oral activities. This course also introduces beginning writing skills and presents general aspects of Hispanic daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competence in Spanish. SPAN 1A is taught in Spanish and is equivalent to the first half of SPAN 1. SPAN 1A and 1B (or SPAN 1) may be taken once for a maximum of 5 units. *NR*

SPAN 1B
CONTINUATION OF BEGINNING
SPANISH I

2.5 Units: 2.5 hours lecture

Transfers: CSU, UC

Prerequisite: SPAN 1A or one year of high school Spanish

This course is designed to further develop the fundamentals of communicating in Spanish, including listening comprehension, reading, and basic conversation. The emphasis is on comprehension of spoken and written Spanish. Students actively participate in classroom oral activities. This course continues to introduce beginning writing skills and presents general aspects of Hispanic daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competence in Spanish. Taught in Spanish. Spanish 1B is equivalent to the second half of Spanish 1. SPAN 1A and 1B (or SPAN 1) may be taken once for a maximum of 5 units. C-ID: SPAN 100 (must complete both SPAN 1A and 1B). *NR*

SPAN 1H
BEGINNING SPANISH I HONORS
5 Units: 5 hours lecture

Transfers: CSU, UC

This course is designed to develop the fundamentals of communicating in Spanish, including listening comprehension, reading, writing and basic conversation. Grammar instruction enhances reading comprehension and writing accuracy. Students actively participate in classroom oral activities. In addition, this course presents general aspects of Hispanic daily life and culture. This honors course will be enriched through limited class size, oral presentations, expanded assignments and participation in cultural activities. Field trip required. SPAN 1H is taught in Spanish. Credit may be earned in either SPAN 1 or 1H, but not both. C-ID: SPAN 100. *NR*

SPAN 2
BEGINNING SPANISH II
5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: SPAN 1 or SPAN 1B, or two years of high school Spanish

This course is designed to expand the fundamentals of communicating in Spanish, including listening comprehension, reading, writing and basic conversation. The emphasis is on the comprehension of spoken and written Spanish. Students actively participate in classroom oral activities. This course expands beginning writing skills and presents more information about Hispanic daily life and culture. Throughout the course the role of grammar is secondary to that of acquiring basic competence in Spanish. SPAN 2 is taught in Spanish. C-ID: SPAN 110. *NR*

SPAN 3
INTERMEDIATE SPANISH I
5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: SPAN 2 or three years of high school Spanish

This course is designed to develop further the student's ability to comprehend and converse in Spanish and continues to expand student's skills in reading and writing. Students actively participate in classroom oral activities and read essays and fiction in Spanish. The course reviews first year Spanish grammar and introduces intermediate grammatical concepts. SPAN 3 presents additional aspects of Hispanic daily life and culture. SPAN 3 is taught in Spanish. C-ID: SPAN 200. *NR*

**SPAN 4
INTERMEDIATE SPANISH II****5 Units: 5 hours lecture***Transfers: CSU, UC**Prerequisite: SPAN 3 or four years of high school Spanish*

This course is designed to increase the student's ability to comprehend and converse in Spanish and refines reading and writing skills. Students read essays and fiction in Spanish and also actively participate in class activities. Class discussions center around aspects of Hispanic daily life and culture. Spanish 4 continues to build upon earlier language structures and further expands advanced grammatical structures. SPAN 4 is taught in Spanish. C-ID: SPAN 210. *NR*

**SPAN 10
INTERMEDIATE CONVERSATIONAL
SPANISH****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: SPAN 2 or three years of high school Spanish*

This course is designed to improve the student's ability to comprehend native spoken Spanish and increase oral fluency. Reading and writing activities enable students to acquire new vocabulary and structures and examine various aspects of Hispanic culture. *NR*

**SPAN 11
ADVANCED CONVERSATIONAL
SPANISH****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: SPAN 3 or 10*

This course is designed to increase the student's ability to comprehend native spoken Spanish and increase oral fluency. Reading, watching films and written and oral responses enable the student to acquire new vocabulary and structures and examine various aspects of Hispanic culture. *NR*

**SPAN 180
SPANISH LANGUAGE CONFERENCE****0.5 Unit: 1.5 hours learning center***Transfers: CSU**Corequisite: SPAN 1, 1A, 1B, 1H, 2, 3, 4, 10, or 11*

This open-entry/open-exit, pass/no-pass course offers conference instruction with Spanish language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in native Spanish. Students must complete at least 24 hours in the Languages Center during the semester and participate in no less than four conferences in order to receive credit. *R-E-3*

SPEECH*see Communication
Studies***SUSTAINABLE
RESOURCE
MANAGEMENT****SRM 168
COOPERATIVE WORK EXPERIENCE:
SUSTAINABILITY AND RESOURCE
MANAGEMENT****1 Unit: 1 hour lab****2 Units: 2 hours lab****3 Units: 3 hours lab***Transfers: CSU**Prerequisite: Student must have taken or must be currently taking a college-level course in sustainability and resource management.**Limitation: Students must be concurrently enrolled in 7 units, including SRM 168. Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. *NR*

**SRM 180
INTRODUCTION TO RECYCLING AND
RESOURCE MANAGEMENT****3 Units: 3 hours lecture***Transfers: CSU*

This course introduces students to general concepts and principles regarding wasting, recycling, resource management and zero waste. It provides an overview of the history of wasting and recycling in California, including residential, commercial and industrial reuse, recycling and composting programs. The course addresses state legislation and regulations related to waste management and recycling; zero waste principles; and the major concepts of reduce, reuse, recycle, recover, remanufacture and repurchase. *NR*

**SRM 185
CULTURE AND ZERO WASTE****3 Units: 3 hours lecture***Transfers: CSU*

This course provides an overview of green marketing and educational strategies for promoting recycling and zero-waste concepts and behaviors to the public. Key issues include the origins and environmental impacts of consumer culture, social media tools and community-based outreach models for conducting zero-waste campaigns, and public policies and government agencies that address problems of resource management. The course also identifies the job skills necessary for a career in resource and recycling management. *NR*

**SRM 190
RESOURCE MANAGEMENT AND ZERO
WASTE FOR COMMUNITIES****3 Units: 3 hours lecture***Transfers: CSU*

This course investigates how resource management and Zero Waste policies and programs are developed within a community, what type of planning and facilities are needed, and how to finance and enforce the systems. Topics include business recycling tools for local government; best practices for RFPs (Request for Proposals) and contracts; enforcement options; designing systems and facilities to support Zero Waste; developing local markets and uses; performance reporting and financial records; and EPR (Extended Producer Responsibility) policies and programs. Students will review sample Zero Waste community plans and discuss different approaches communities have taken to developing their plans. *NR*

SRM 195**RESOURCE MANAGEMENT AND ZERO WASTE IN BUSINESS****3 Units: 3 hours lecture***Transfers: CSU*

This course is designed to provide students with the tools necessary to design, implement and oversee waste reduction and resource management programs for businesses, as well as commercial food and organics recycling programs. The course investigates the components, processes, and principles involved in planning a successful Zero Waste business program. Students examine case studies to identify how different companies have addressed and resolved issues in pursuing Zero Waste. Field trips may be required. *NR*

THEATRE ARTS**TA 1****ACTING****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course addresses traditional techniques, theories and philosophies of acting. Students work on the creative and physical aspects of the art, including voice development, breathing and relaxation techniques, and kinetics. Improvisation, scene study, character development, and text analysis are central to this course. C-ID: THTR 151. *NR*

TA 2**BEGINNING SCENE STUDY****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC**Recommended Preparation: TA 1*

This course continues the emphasis on the physical and creative aspects of acting begun in Theatre Arts 1. Students concentrate on scene study, characterization, and ensemble performance, working toward realizing a method of approach. C-ID: THTR 151. *NR*

TA 3**ADVANCED SCENE STUDY****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC**Recommended Preparation: TA 2*

This course continues the physical and creative acting emphasis of Theatre Arts 2, with additional work in the areas of cold reading and situation comedy. Students focus primarily on advanced scene study, characterization and ensemble performance, working toward realizing a method of approach. C-ID: THEA 152 (must complete both TA 3 and 8). *NR*

TA 4**ACTING STYLES: CLASSICAL****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course is devoted to the analysis, preparation and performance of classical scenes. The course focuses on the stylistic demands placed on actors performing scenes or monologues from plays by classical Greek, Elizabethan, and Renaissance playwrights, including Shakespeare. Students study and practice the nuances of period characterization. *NR*

TA 5**ACTING STYLES: CONTEMPORARY****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course is devoted to the analysis, preparation and performance of modern and contemporary scenes. The course focuses on the stylistic demands placed on actors performing scenes or monologues. Students study and practice the nuances of characterization. *NR*

TA 7**SCREEN ACTING TECHNIQUES****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course explores the principles and techniques of various performance methods involved in acting for television and film. The course includes directed exercises and dramatic scenes from feature films, situation comedies, soap operas, and commercials. *NR*

TA 8**ADVANCED ACTING****3 Units: 3 hours lecture***Transfers: CSU, UC**Prerequisite: Successful completion of TA 1 or by audition*

This is an advanced course in acting. The course focuses especially on text analysis and character development, and students concentrate on exploring and developing their creative abilities in these areas. C-ID: THEA 152 (must complete both TA 3 and 8). *NR*

TA 9**MUSICAL REVUE****1 Unit: 3 hours lab***Transfers: CSU, UC*

This course introduces students to the background and performance practice of musical revue. The course explores various vocal styles and materials from musical theatre, jazz, and pop-rock literature. Students focus on character analysis, lyric interpretation, and the effective staging of songs in solo and ensemble scenes. *NR*

TA 10**MUSICAL THEATRE WORKSHOP****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course introduces students to the principles and techniques involved in performing for musical theatre. Students practice solo and choral singing, dancing, acting, and auditioning techniques. They also experiment with various performance methods and styles. *NR*

TA 12**DIRECTING****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course is an introduction to the role of the director in theatrical productions. The course explores the director's interpretation of dramatic literature, focusing on the communication of intellectual and emotional concepts through composition, picturization, movement, and rhythm. *NR*

**TA 15
REHEARSAL AND PERFORMANCE:
DRAMA**

2 Units: 6 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of serious dramatic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of dramatic productions. Students will both act and assist with technical work and production management. TA 15 is an open-entry/open-exit course. TA 15 (or TA 15A and 15B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 15A
INTRODUCTION TO REHEARSAL AND
PERFORMANCE: DRAMA**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of serious dramatic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of dramatic productions. Students will both act and assist with technical work and production management. TA 15A is an open-entry/open-exit course and is equivalent to the first half of TA 15. TA 15 (or TA 15A and 15B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 15B
CONTINUATION OF REHEARSAL AND
PERFORMANCE: DRAMA**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of serious dramatic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of dramatic productions. Students will both act and assist with technical work and production management. TA 15B is an open-entry/open-exit course and is equivalent to the second half of TA 15. TA 15 (or TA 15A and 15B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 16
REHEARSAL AND PERFORMANCE:
COMEDY**

2 Units: 6 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses upon the preparation of comic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of comic productions. Students will both act and assist with technical work and production management. TA 16 is an open-entry/open-exit course. TA 16 (or TA 16A and 16B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 16A
INTRODUCTION TO REHEARSAL AND
PERFORMANCE: COMEDY**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of comic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of comic productions. Students will both act and assist with technical work and production management. TA 16A is an open-entry/open-exit course and is equivalent to the first half of TA 16. TA 16 (or TA 16A and 16B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 16B
CONTINUATION OF REHEARSAL AND
PERFORMANCE: COMEDY**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses upon the preparation of comic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of comic productions. Students will both act and assist with technical work and production management. TA 16B is an open-entry/open-exit course and is equivalent to the second half of TA 16. TA 16 (or TA 16A and 16B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 17
REHEARSAL AND PERFORMANCE:
MIXED GENRES**

2 Units: 6 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of mixed genre productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of mixed genre productions. Students will both act and assist with technical work and production management. TA 17 is an open-entry/open-exit course. TA 17 (or TA 17A and 17B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 17A
INTRODUCTION TO REHEARSAL AND
PERFORMANCE: MIXED GENRES**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of mixed genre productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of mixed genre productions. Students will both act and assist with technical work and production management. TA 17A is an open-entry/open-exit course and is equivalent to the first half of TA 17. TA 17 (or TA 17a and 17B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 17B
CONTINUATION OF REHEARSAL AND
PERFORMANCE: MIXED GENRES**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of mixed genre productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of mixed genre productions. Students will both act and assist with technical work and production management. TA 17B is an open-entry/open-exit course and is equivalent to the second half of TA 17. TA 17 (or TA 17A and 17B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 18
REHEARSAL AND PERFORMANCE:
DANCE**

2 Units: 6 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of theatrical productions with a strong dance element, such as dance concerts, musical theatre productions, and operas. The course addresses performance techniques, theories, and philosophies of theatrical performance as they relate to the development of such productions. TA 18 (or TA 18A and 18B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. *NR*

**TA 18A
INTRODUCTION TO REHEARSAL
AND PERFORMANCE: DANCE**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of theatrical productions with a strong dance element, such as dance concerts, musical theatre productions, and operas. The course addresses performance techniques, theories, and philosophies of theatrical performance as they relate to the development of such productions. TA 18A is equivalent to the first half of TA 18. TA 18 (or TA 18A and 18B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. *NR*

**TA 18B
CONTINUATION OF REHEARSAL
AND PERFORMANCE: DANCE**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of theatrical productions with a strong dance element, such as dance concerts, musical theatre productions, and operas. The course addresses performance techniques, theories, and philosophies of theatrical performance as they relate to the development of such productions. TA 18B is equivalent to the second half of TA 18. TA 18 (or TA 18A and 18B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. *NR*

**TA 19
REHEARSAL AND PERFORMANCE:
MUSICAL THEATRE**

2 Units: 6 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course addresses performance techniques, theories, and philosophies as they relate to the development of musical theatre productions. The course focuses on the preparation of musical theatre productions for public performance. Students will both act and assist with technical work and production management. TA 19 is an open-entry/open-exit course. TA 19 (or TA 19A and 19B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 19A
INTRODUCTION TO REHEARSAL AND
PERFORMANCE: MUSICAL THEATRE**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course focuses on the preparation of musical theatre productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of musical theatre productions. Students will both act and assist with technical work and production management. TA 19A is open-entry/open-exit course and is equivalent to the first half of TA 19. TA 19 (or TA 19A and 19B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 19B
CONTINUATION OF REHEARSAL AND
PERFORMANCE: MUSICAL THEATRE**

1 Unit: 3 hours lab

Transfers: CSU, UC

Limitation: By audition only

This course addresses performance techniques, theories, and philosophies as they relate to the development of musical theatre productions. The course focuses on the preparation of musical theatre productions for public performance. Students will both act and assist with technical work and production management. TA 19B is an open-entry/open-exit course and is equivalent to the second half of TA 19. TA 19 (or TA 19A and 19B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, 17, 18, or 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

**TA 20
THEATRE APPRECIATION:
CLASSICAL OVERVIEW**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course examines theatre history, the role of the actor and director, and exemplary plays from the ancient Greek through the 19th century. Students may be required to attend scheduled field trips to community and professional theatre performances, and to evaluate and critique productions. *NR*

**TA 21
THEATRE APPRECIATION:
CONTEMPORARY**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course studies important playwrights, genres, and technical aspects of 20th century, 21st century, and contemporary theatre. Students may be required to attend scheduled field trips to community and professional theatre performances, and to evaluate and critique productions. *NR*

**TA 22
INTRODUCTION TO THEATER**

3 Units: 3 hours lecture

Transfers: CSU, UC

This course focuses on the relationship of theater to various cultures throughout history, and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwriting, acting, directing, design, and criticism. Students will also survey different periods, styles and genres of theater through play reading, discussion, films and viewing and critiquing live theater, including required attendance of theater productions outside of normal class time. C-ID: THTR 111. *NR*

**TA 25
GREAT PLAYS: PRIMITIVE TO
RENAISSANCE**

3 Units: 3 hours lecture

Transfers: CSU, UC

This reading and discussion course studies significant plays from the major eras of world drama, from primitive ritual through the works of the great playwrights of Greece, Rome, and medieval and Renaissance Europe. The course traces the development of the play in themes, characterization, and dramatic structure, considering philosophical and cultural backgrounds and production styles that have influenced the staging of plays. Field trips may be required. Credit may be earned in either TA 25 or 25H, but not both. C-ID: THTR 113. *NR*

TA 25H**GREAT PLAYS: PRIMITIVE TO RENAISSANCE HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 1*

This reading and discussion course studies significant plays from the major eras of world drama, from primitive ritual through the works of the great playwrights of Greece, Rome, and medieval and Renaissance Europe. The course traces the development of the play in themes, characterization, and dramatic structure, considering philosophical and cultural backgrounds and production styles that have influenced the staging of plays. Field trips may be required. In this honors course student writing assignments are more rigorous than in the non-honors course. Topics covered in more depth compared to the standard course may include acting, Shakespeare or stagecraft. Credit may be earned in either TA 25 or 25H, but not both. C-ID: THTR 113. NR

TA 26**GREAT PLAYS: RENAISSANCE TO CONTEMPORARY****3 Units: 3 hours lecture***Transfers: CSU, UC*

This reading and discussion course studies significant plays from the major eras of world drama, from European Renaissance theatre to contemporary works. The course traces the development of the play in themes, characterization, and dramatic structure considering philosophical and cultural backgrounds and production styles that have influenced the staging of plays. Field trips may be required. Credit may be earned in either TA 26 or 26H, but not both. NR

TA 26H**GREAT PLAYS: RENAISSANCE TO CONTEMPORARY HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 1*

This reading and discussion course studies significant plays from the major eras of world drama, from European Renaissance theater to contemporary works. The course traces the development of the play in themes, characterization, and dramatic structure considering philosophical and cultural backgrounds and production styles that have influenced the staging of plays. Field trips may be required. In this honors course student writing assignments are more rigorous than in the non-honors course. Topics covered in more depth than the standard course may include acting, directing or stagecraft. Credit may be earned in either TA 26 or 26H, but not both. NR

TA 27**INTRODUCTION TO FINE ARTS IN THEATER****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course offers an introduction to the discipline of the fine arts that are found in theater, including studio art, dance, film, video, and music. The course will explore various topics that unite all theater arts, including terminology, aesthetics, themes, objective and subjective analysis, and techniques of the critique. Participation in field trips may be required. TA 27 was formerly offered as FA 27. NR

TA 28**PRODUCTION DESIGN: THEATER, FILM, AND TELEVISION****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course is an introduction to the design process for theater, film, and television and examines the architectural spaces of storytelling, from the proscenium arch to the sound stage. It includes exploration of the relationship between text and aesthetic design choices in areas such as scenery, costumes, lighting and sound. Students will study the masters of production design and develop their own design presentations through collage. The course examines basic compositional elements like color, mass, line, texture, rhythm, and balance that are used in storytelling. Credit may be earned in either TA 28 or 28H, but not both. NR

TA 28H**PRODUCTION DESIGN: THEATER, FILM, AND TELEVISION HONORS****3 Units: 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 1*

This course is an introduction to the design process for theater, film, and television and examines the architectural spaces of storytelling, from the proscenium arch to the sound stage. It includes exploration of the relationship between text and aesthetic design choices in areas such as scenery, costumes, lighting and sound. Students will study the masters of production design and develop their own design presentations through collage. The course examines basic composition elements like color, mass, line, texture, rhythm, and balance that are used in storytelling. Writing assignments are more rigorous than in the non-honors course and student design presentations use 3D media instead of 2D. Presentations by guest artists extend the course content. Credit may be earned in either TA 28 or 28H, but not both. NR

TA 30**INTRODUCTION TO ORAL INTERPRETATION****3 Units: 3 hours lecture***Transfers: CSU, UC*

This is a course in the presentation of literature. Students apply basic physical and vocal performance techniques to prose, poetry, and drama. The course includes the study of literary craft, a vital part of oral presentation. TA 30 is also listed as COMM 30; credit will be given in either area, not both. NR

TA 35**VOICE AND DICTION****3 Units: 3 hours lecture***Transfers: CSU, UC*

In this course students study the principles and practices of vocal and articulatory development and control. The course provides drills in phonation and drills for clarity, ease in articulation, resonance, and vocal variety. TA 35 is also listed as COMM 35; credit will be given in either area, not both. NR

TA 40**INTRODUCTION TO THEATRE DESIGN****3 Units: 3 hours lecture***Transfers: CSU, UC*

This course explores the elements of scenic, costume, makeup, sound and lighting design in theater. Emphasis is placed on practical skills needed by theater designers, including drawing, drafting, script analysis and research. Students are required to attend theatrical productions outside of normal class time. C-ID: THTR 172. *NR*

TA 40C**SCENIC DESIGN FOR THE THEATRE****2 Units: 1.5 hours lecture, 1.5 hours lab***Transfers: CSU, UC*

This course introduces the principles and techniques of scenic design, stressing the design process and the dramatic use of space. The course explores the particular media, floor plan development, scale model making, rendering techniques, manual and computer aided drafting, and computer applications for set designers. Projects focus on the interpretation of plays through scenic elements. *NR*

TA 41**STAGE LIGHTING DESIGN****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course introduces the theory and practice of stage lighting, stressing the role of the lighting designer in a theatrical production team. The course covers lighting instruments and controls; the aesthetics of color; the distribution, intensity, and movement of light; and basic principles of electricity. Students gain practical experience in the design and implementation of a light plot. Crew assignment for college productions is required. C-ID: THTR 173. *NR*

TA 42**COSTUME DESIGN****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course studies the principles of costume design, the basic process of design and costume construction, character analysis, and rendering techniques. Lectures include a survey of fashion history and a study of textiles. Crew assignment for a major production will provide instruction in construction techniques. C-ID: THTR 174. *NR*

TA 44**STAGECRAFT****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

TA 44 is an introduction to technical theater and the creation of scenic elements. Topics include the basic concepts and theories of design, painting techniques, set construction, set movement, prop construction, backstage organization, and career possibilities. C-ID: THTR 171. *NR*

TA 47**SOUND REINFORCEMENT FOR LIVE ENTERTAINMENT****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course examines the science of sound reinforcement and use of audio equipment for theatrical performances, concerts and other live events. Students study the aesthetics of sound in live performance and learn the technology of mixing consoles, speaker placement, microphone techniques, room equalization, reverb, delay, and other effects. Participation in field trips may be required. *NR*

TA 48A**BEGINNING STAGE MANAGEMENT****3 Units: 3 hours lecture***Transfers: CSU, UC*

This lecture course covers fundamental topics in stage and production management including, management theory, production hierarchy, safety protocols, and house management. Management of a broad range of live entertainment is covered. Coursework is modeled after professional practices in America's regional theaters including an in-depth look at Actor's Equity Association guidelines. *NR*

TA 48B**INTERMEDIATE STAGE MANAGEMENT****1 Unit: 3 hours lab***Transfers: CSU, UC**Recommended Preparation: TA 48A*

This practicum course is focused on the responsibilities of the Assistant Stage Manager. Students will play a critical role in the rehearsal and performance process of a live production at the college Performing Arts Center. Students work with actors and stagehands. Coursework is modeled after professional practices in America's regional theaters. C-ID: THTR 192. *NR*

TA 48C**ADVANCED STAGE MANAGEMENT****1 Unit: 3 hours lab***Transfers: CSU, UC**Limitation: Application must be approved by department chair**Recommended Preparation: TA 48A*

This applied stage management course provides practical experience managing a live production at the college Performing Arts Center. Each student works with faculty mentors to lead a cast, crew and artistic team through rehearsals and ultimately a series of performances. Rehearsals and performances are modeled after professional practices in America's regional theaters. C-ID: THTR 192. *NR*

TA 49**STAGE MAKEUP DESIGN****3 Units: 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

Students in this course will receive instruction and practice in all phases of makeup specifically designed for theatrical use. Course topics include: character analysis, design documentation, air-brush techniques, facial hair application, skin preparation, hairstyling, safety and hygiene. C-ID: THTR 175. *NR*

TA 141A**THEATRE CREW: SCENIC****1 Unit: 3 hours lab***Transfers: CSU*

Students in this laboratory course learn the skills of a professional stagehand by participating in a theater department production. Students will learn about strategizing scenic shifts for accuracy and efficiency. Students will move and operate stage scenery in rehearsal and performance. C-ID: THTR 192. *NR*

TA 141B**THEATRE CREW: COSTUME****1 Unit: 3 hours lab***Transfers: CSU*

Students in this laboratory course learn professional skills in wardrobe by participating in a theater department production. Students learn practical knowledge and experience necessary to work backstage preparing, changing, and maintaining, costumes before and during performances. C-ID: THTR 192. *NR*

TA 141C
THEATRE CREW: LIGHTING
1 Unit: 3 hours lab

Transfers: CSU

Students in this laboratory course learn the skills of a professional lighting technician by participating in a theater department production. Students will operate lighting equipment in rehearsal and performance. C-ID: THTR 192. *NR*

TA 141D
THEATRE CREW: AUDIO/VIDEO
1 Unit: 3 hours lab

Transfers: CSU

Students in this laboratory course learn the skills of a professional audio/video technician by participating in a theater department production. Students will operate audio or video equipment in rehearsal and performance. C-ID: THTR 192. *NR*

TA 141E
THEATRE CREW: MAKE-UP
1 Unit: 3 hours lab

Transfers: CSU

Students in this laboratory course learn the skills of a professional make-up technician by participating in a theater department production. Students will organize and apply make-up in rehearsal and performance. C-ID: THTR 192. *NR*

TA 142A
SCENIC PRODUCTION A
1 Unit: 3 hours lab

Transfers: CSU

This laboratory course offers students an opportunity to develop technical theatre skills by working on shows in production during the semester. The course focuses on basic production tools and materials used to construct a set. *NR*

TA 142B
SCENIC PRODUCTION B
2 Units: 6 hours lab

Transfers: CSU

This laboratory course offers students an opportunity to develop technical theatre skills by working on shows in production during the semester. The course covers the tools, materials, and techniques used in the construction of stage scenery. In addition, basics of stage rigging and scene painting are covered. *NR*

TA 142C
SCENIC PRODUCTION C
3 Units: 9 hours lab

Transfers: CSU

This laboratory course offers students an opportunity to develop technical theater skills by working on shows in production during the semester. The course covers the tools, materials, and techniques used in the construction of stage scenery. In addition, basics of stage rigging and scene painting are covered. Students also have the opportunity to participate in performances as part of the stage crew. C-ID: THTR 192. *NR*

TA 143
COSTUME SEWING
1 Unit: 3 hours lab

Transfers: CSU

This practicum course covers the fundamentals of costume construction and its integration into live performances. Students learn basic hand sewing, machine sewing, and garment care. Students develop skills in measuring, marking, and basic alterations. Techniques for measuring the body to determine size are also covered. *NR*

TA 145
SCENE PAINTING
3 Units: 2 hours lecture, 3 hours lab

Transfers: CSU

This course introduces students to techniques and materials used in the painting of scenery for the stage. Students learn techniques of faux painting, trompe l'oeil (trick the eye), and decorative motifs for theater. This course will include use of brush, roller, spray gun, texturing, rock background, wood graining, wallpaper, masonry, scenic backdrops and other scene painting techniques. Students study of the principles of color, paint mixing techniques, as well as the various types of paints used in the theater. Procedures for safe material usage and disposal are also covered. *NR*

TA 153
COSTUME SEWING AND PRODUCTION
2 Units: 6 hours lab

Transfers: CSU

This practicum course covers the fundamentals of costume construction and its integration into live performances. In addition to learning basic hand and machine sewing, students expand skills in seaming, closures, hemming, and other construction techniques. Students learn to interpret design criteria while working on costumes for theater department productions. *NR*

TA 163
COSTUME SEWING, PRODUCTION AND WARDROBE
3 Units: 9 hours lab

Transfers: CSU

This practicum course covers the fundamentals of costume construction and its integration into live performances. In addition to learning hand and machine sewing students develop skills in seaming, closures, hemming and other costume construction techniques. Class projects involve building garments for theater department productions. Students study garment care and maintenance, emergency repairs, and quick costume change systemics. Students may serve as wardrobe crew on department productions. *NR*

TA 168
COOPERATIVE WORK EXPERIENCE: LIVE ENTERTAINMENT
1 Unit: 1 hour lab

Transfers: CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. *NR*

TA 241A
IRVINE VALLEY CONSERVATORY
6 Units: 18 hours lab

Limitation: By audition only

This saturation course is an intensive program offered for the superior career-oriented student. By utilizing the conservatory method of education, guest artists, staff, and more mature student artists will educate the less experienced students in a continuing program of rehearsal, self-analysis, discussion, lecture, and performance. The student may be team-taught by company artists who are professionally competent in their particular area of specialty. *NR*

TA 241B
IRVINE VALLEY CONSERVATORY
3 Units: 10 hours lab

Limitation: By audition only

This saturation course is an intensive program offered for the superior career-oriented student. By utilizing the conservatory method of education, guest artists, staff, and more mature student artists will educate the less experienced students in a continuing program of rehearsal, self-analysis, discussion, lecture, and performance. The student may be team-taught by company artists who are professionally competent in their particular area of specialty. *NR*

TA 241C
IRVINE VALLEY CONSERVATORY
1 Unit: 4 hours lab

Limitation: By audition only

This saturation course is an intensive program offered for the superior career-oriented student. By utilizing the conservatory method of education, guest artists, staff, and more mature student artists will educate the less experienced students in a continuing program of rehearsal, self-analysis, discussion, lecture, and performance. The student may be team-taught by company artists who are professionally competent in their particular area of specialty. *NR*

TUTORING

TU 100
FUNDAMENTALS OF PEER TUTORING
2 Units: 1 hour lecture, 2 hours lab

Transfers: CSU

Recommended Preparation: Letter of recommendation

Tutoring 100 is a general introduction to the role the tutor plays in education. The course focuses on the practical skills necessary to function effectively as a peer tutor in the student/tutee's chosen area of study. The course discusses individual differences in learning styles and stresses the importance of encouraging independence and good study habits. Students receive training in listening, assertiveness and other human relations techniques applicable to peer tutoring. Course content includes discussion of learning disabilities, tutoring second language learners, and understanding cultural differences. Students will participate in 32 hours of supervised tutoring in the college's Learning Center. *NR*

TU 301
SUPERVISED TUTORING
0 Units: 3 hours learning center

Limitation: Must be referred by a counselor or an instructor

This course is designed to facilitate student learning by offering peer tutoring in mathematics, English (writing), ESL, reading, and study skills. Peer tutors are advanced students certified by the college and trained in tutoring techniques. The course is recommended for all students experiencing difficulty in mastering study and basic skills concepts in their academic courses. Generally, tutoring is in small group settings. It is an open-entry/open-exit course. *R-E-99*

WRITING

WR 1
COLLEGE WRITING 1
4 Units: 4 hours lecture

Transfers: CSU, UC

Prerequisite: WR 201, ESL 201, or WR 399

Writing 1 is an introductory course in college composition, concentrating on analysis and interpretation. The course focuses on how the student writer might present and develop a particular point of view in a clear, logical, and convincing manner. Students read from a variety of texts offering different ideas, traditions, contexts, and cultural perspectives. Students then write essays in response to issues and concerns derived from a critical reading of those texts, taking into account the writer's audience, point of view, purpose and tone. The course features extensive individual and small-group instruction in composition, and extensive practice in writing (totaling at least 8,000 words). Credit may be earned in either WR 1 or 1H, but not both. *NR*

WR 1H
COLLEGE WRITING 1 HONORS
4 Units: 4 hours lecture

Transfers: CSU, UC

Prerequisite: WR 201, ESL 201, or WR 399

Writing 1 Honors is an enriched introductory course in college composition, concentrating on analysis and interpretation. The course focuses on how the student writer might present and develop a particular point of view in a clear, logical, and convincing manner. Students read from a variety of texts offering different ideas and perspectives, and write essays in response to a critical reading of those texts, taking into account the writer's audience, point of view, purpose and tone. The course features extensive individual and small-group instruction in composition and extensive practice in writing (totaling at least 8,000 words). The course is enriched through smaller class size and more extensive and rigorous reading, writing, and research assignments. Credit may be earned in either WR 1 or 1H, but not both. *NR*

WR 2
COLLEGE WRITING 2: CRITICAL THINKING/WRITING

4 Units: 4 hours lecture

Transfers: CSU, UC

Prerequisite: WR 1 or 1H

WR 2, the second college-level course in academic essay writing, concentrates on critical reasoning, argumentation, evaluation, analysis, and research at an advanced level. Students write and critique argumentative essays in response to assigned readings from a diversity of traditions representing a diversity of intellectual and cultural perspectives. Credit may be earned in either WR 2 or 2H, but not both. C-ID: ENGL 105. NR

WR 2H
COLLEGE WRITING 2: CRITICAL THINKING/WRITING HONORS

4 Units: 4 hours lecture

Transfers: CSU, UC

Prerequisite: WR 1 or 1H

Writing 2, the second college-level course in academic essay writing, concentrates on critical reasoning, argumentation, evaluation, analysis, and research at an advanced level. Students write and critique argumentative essays in response to assigned readings from a diversity of traditions representing a diversity of intellectual and cultural perspectives. This course will offer enriched opportunities through limited class size, seminar format, more extensive reading and research assignments, and a formal in-class presentation of an independent research assignment appropriate for an academic conference. Credit may be earned in either WR 2 or 2H, but not both. C-ID: ENGL 105. NR

WR 10
INTRODUCTION TO CREATIVE WRITING

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: WR 201

This course introduces students to the fundamental conventions of poetry and fiction, both as readers and as writers. Students write original poems and short fiction and critically evaluate writing in a workshop atmosphere. C-ID: ENGL 200. NR

WR 11
WRITING SHORT FICTION

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: WR 201

Writing 11 is designed for student writers of short fictional narratives. Students will study the fundamentals of short fiction, write original fiction and evaluate the work of other student writers in a workshop setting. NR

WR 13
WRITING POETRY

3 Units: 3 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

Prerequisite: WR 201

Writing 13 provides instruction in the craft of writing poetry for both the beginning and the experienced writer. The course is organized and taught in the form of a traditional writer's workshop, a directed forum in which students read, discuss, and critique the poems they have written in response to weekly assignments. Students study modern and contemporary poems for evidence of poetic techniques put into practice. Students are thus directed to read closely, to write consciously, and to recognize a well-written poem. NR

WR 14
INTERMEDIATE POETRY WRITING

3 Units: 3 hours lecture

Transfers: CSU, UC credit pending

Prerequisite: WR 201, WR 399, or ESL 201

Recommended Preparation: WR 13

Writing 14 provides instruction in the craft of writing poetry for writers with some experience. The course is organized around lecture and workshop, a directed forum in which students read, discuss, and critique their poems and the poems of others. Intermediate students help direct the investigation and conversations about poetic craft techniques through study of already published poems, and further develop their abilities to recognize and produce well-crafted, publishable poems. NR

WR 181
WRITING CONFERENCE

0.5 Unit: 1.5 hours learning center

Transfers: CSU

Corequisite: WR 1 or 1H

This open-entry/open-exit, pass/no-pass course offers one-on-one conference instruction with English instructors for students in WR 1 or WR 1H. Students must complete 24 hours in the Writing Center during the semester in order to receive credit. R-E-3

WR 182
WRITING CONFERENCE

0.5 Unit: 1.5 hours learning center

Transfers: CSU

Corequisite: WR 2 or 2H

This open-entry/open-exit, pass/no-pass course offers one-on-one conference instruction with English instructors for students in Writing 2. Students must complete 24 hours in the Writing Center during the semester in order to receive credit. R-E-3

WR 201
INTRODUCTION TO COLLEGE WRITING

3 Units: 3 hours lecture

Prerequisite: WR 301

Corequisite: WR 280

This is an introductory course in the basic conventions and expectations of college essay writing. Students write essays in response to assigned readings from a range of college-level texts. The course covers how to state and support a thesis, develop unified and coherent supporting paragraphs, organize an essay, and write clear and effective sentences. The course also introduces students to critical reading, reasoning, and writing. NR

WR 280
WRITING CONFERENCE

0.5 Unit: 1.5 hours learning center

Corequisite: WR 201

This pass/no-pass corequisite course offers one-on-one conference instruction with English instructors for students enrolled in WR 201. Students must spend at least 24 hours in the Writing Center during the semester and participate in no less than four conferences in order to receive credit. R-E-3

WR 301
INTRODUCTION TO BASIC WRITING

3 Units: 3 hours lecture

Prerequisite: RD 370

Corequisite: WR 380

This is an introductory course designed to develop skills in the basic conventions of writing. Students employ a text-based, process-centered approach to writing to a variety of audiences and for a variety of purposes: to observe, to integrate, to communicate, and to convince. The course emphasizes paragraph unity, coherence, cohesion, and development, building towards writing a focused, organized, developed essay. The course further covers how to explore, evaluate, organize, and state and support ideas taking into consideration the writer's audience and purpose. *NR*

WR 380
WRITING CONFERENCE

0.5 Unit: 1.5 hours learning center

Corequisite: WR 301

This pass/no-pass corequisite course offers one-on-one conference instruction with English instructors for students enrolled in WR 301. Students must spend at least 24 hours in the Writing Center during the semester and participate in no less than four conferences in order to receive credit. *R-E-3*

WR 399
ACCELERATED INTRODUCTION TO COLLEGE WRITING

5 Units: 5 hours lecture

Prerequisite: RD 370

Corequisite: WR 380

This is an accelerated course that combines WR 301 and WR 201 and is designed to develop skills in the basic conventions and expectations of college essay writing. It introduces students to critical reading, writing, and reasoning. Students employ a text-based, process-centered approach to writing essays in response to assigned readings from a variety of college-level texts. This course covers how to state and support a thesis, develop unified and coherent paragraphs as part of an organized essay, and write clear and effective sentences. WR 399 was formerly offered as EXP 389 and is equivalent to WR 201 and ESL 201; credit will be given in one only, not all. Successful completion allows students to enroll in WR 1. *R-E-3*

EMERITUS INSTITUTE COURSES

ART 400
ART HISTORY

0 Units: 1 hour lecture

This course provides older adults an overview of the history of Western art. The course focuses on major works of art from the prehistoric to postmodern period. This is an open-entry/open-exit course. *R-E-99*

ART 403
ART MEDIA FOR OLDER ADULTS

0 Units: 1.5 hours lab

This course introduces older adults to various art media, which may include drawing, painting, printmaking, beading, stained glass, or ceramics. It is designed to develop students' appreciation of art and foster their creative expression. The focus of the course is on improving fine motor skills and maintaining cognitive abilities. This is an open-entry/open-exit course. *R-E-99*

ART 405
BEGINNING OIL PAINTING

0 Units: 0.5 hour lecture, 1 hour lab

This course is an introduction to the materials and techniques used in oil painting for the older adult. Students will have an opportunity to paint still life, floral, landscape, portrait, and abstract compositions. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

ART 410
INTERMEDIATE PAINTING

0 Units: 0.5 hour lecture, 1 hour lab

This intermediate painting course for the older adult emphasizes color theory, composition, and perspective in the application of oil, acrylic, and mixed media. Students will participate in exhibit, framing and installation activities. A list of instructional materials will be provided at the first class session. Students may meet with the instructor at alternate locations. This is an open-entry/open-exit course. *R-E-99*

ART 420
PAINTING IN SUBJECT AREAS

0 Units: 0.5 hour lecture, 1 hour lab

This course is an introduction to the theory, history and practice of landscape, seascape, life, and still life painting for the older adult. The materials, applications, and techniques relevant to each subject area will be emphasized. A list of instructional material will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

ART 424
BEGINNING SKETCHING

0 Units: 0.5 hour lecture, 1 hour lab

This course presents beginning sketching techniques and media for the older adult. Students will create still lifes, gesture/figure drawings and outdoor sketches in the classic media of pencil, pen and ink, charcoal and pastel. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

ART 425
INTERMEDIATE SKETCHING

0 Units: 0.5 hour lecture, 1 hour lab

This course presents intermediate sketching techniques and media for older adults. Students will create life drawings, landscapes, and still life compositions in the classic media of pencil, pen and ink, charcoal, and pastel. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

ART 426
ADVANCED SKETCHING

0 Units: 0.5 hour lecture, 1 hour lab

Recommended Preparation: ART 425

This course presents advanced-level sketching techniques and media for older adults. Students will create life drawings, landscapes, and still life compositions in the classic media of pencil, pen and ink, charcoal and pastel, as well as new and mixed media. Abstract and experimental techniques will be emphasized. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

**ART 430
BEGINNING WATERCOLOR***0 Units: 0.5 hour lecture, 1 hour lab*

This course for older adults introduces the materials and techniques used in watercolor painting. The course presents the basic methods of applying watercolor in washes, color mixing, and brush techniques, emphasizing the spontaneity of transparent watercolor. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

**ART 435
INTERMEDIATE/ADVANCED
WATERCOLOR***0 Units: 0.5 hour lecture, 1 hour lab**Recommended Preparation: ART 430*

This is a course in intermediate and advanced watercolor applications and brush techniques for older adults. Emphasis will be placed on color mixing in a broader palette for washes, glazing, and spontaneous interpretation of the subject matter. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

**ENG 435
FILM GENRES***0 Units: 1.5 hours lab*

A formal analysis of film as an art form for older adults. Films of various styles and periods will address issues of plot, character, setting, dialogue, imagery and symbolism. This is an open-entry/open-exit course. *R-E-99*

**FN 400
NUTRITION/COOKING FOR ONE
OR TWO***0 Units: 1.5 hours lecture, 1.5 hours lab*

This course offers practical information about nutrition, food preparation, menu planning, and food shopping for one or two people, focusing on the dietary needs of older adults. Simplified meal preparation will be demonstrated in the cooking lab. This is an open-entry/open-exit course. *R-E-99*

**HLTH 400
HEALTH AND FITNESS FOR THE
MATURE ADULT***0 Units: 0.5 hour lab*

This course assesses the physical and mental health processes of aging and stresses the importance of exercise in maintaining independence in daily activities. Topics include cognitive and physical exercise, diet, nutrition, and disease and injury prevention as it relates to the older adult. This is an open-entry/open-exit course. *R-E-99*

**MUS 400
MUSIC APPRECIATION***0 Units: 1 hour lecture, 0.5 hours lab*

This course is an introduction to music appreciation for older adults. The course provides an overview of important periods and styles of music, the form of compositions, practical music theory, the concert program, and the role and contribution of various instruments and voices in the orchestra. This is an open-entry/open-exit course. *R-E-99*

**MUS 450
BEGINNING PIANO***0 Units: 0.5 hour lecture, 1 hour lab*

This is a beginning course in popular and classical piano technique for older adults. The course focuses on music theory, note reading, scales, fingering, chording, sight reading, and performance techniques. This is an open-entry/open-exit course. *R-E-99*

**MUS 451
INTERMEDIATE PIANO***0 Units: 0.5 hour lecture, 1 hour lab*

This is an intermediate-level course in classical and popular piano technique and performance for older adults. The course focuses on theory, fingering, interpretation techniques, sight reading, and repertoire development. This is an open-entry/open-exit course. *R-E-99*

**MUS 460
REHEARSAL AND PERFORMANCE:
INSTRUMENTAL***0 Units: 1 hour lecture, 1 hour lab**Recommended Preparation:**Previous instrumental training and demonstrated proficiency*

This course for older adults focuses on the study, preparation, and performance of an orchestral concert repertoire. Students may participate in concerts and recitals at alternate locations. This is an open-entry/open-exit course. *R-E-99*

**MUS 480
CHORAL ENSEMBLE***0 Units: 0.75 hours lecture, 0.75 hours lab*

This is a course in choral singing and choral literature for older adults. The course focuses on developing correct singing techniques, vocal production, and sight-reading skills. Students may participate in concerts and recitals at alternate locations. This is an open-entry/open-exit course. *R-E-99*

**TA 415
THEATRE REHEARSAL AND
PERFORMANCE***0 Units: 1.5 hours lab*

This course for older adults focuses on the preparation, rehearsal, and performance of public theatre productions. Students participate in selecting a production, analyzing the script, auditioning, acting, technical preparation, and production management. This is an open-entry/open-exit course. *R-E-99*

**TA 416
VOICE AND DICTION FOR THE
MATURE ADULT***0 Units: 3 hours lecture*

In this course adult students study and assess the physical and mental health processes of an aging voice through the study of principles and practices of vocal and articulatory development and control for the adult. The course provides drills in phonation and drills for clarity, ease in articulation, resonance, vocal variety and injury prevention as it relates to the older adult. This is an open-entry/open-exit course. *R-E-99*

**TA 445
THEATRICAL SCENE PAINTING AND
FAUX FINISHING FOR THE HOME***0 Units: 3 hours lecture*

In this course adult students learn skills in faux finishing techniques and mural painting. Students will create sample boards of techniques demonstrated by the instructor. Students will learn how to simulate wood, marble, stone, brick and fabric using a variety of paint techniques. Skills learned in this class are applicable to both theatrical and interior design practice. *R-E-99*

WHO'S WHO

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- Bramucci, Robert S.** – Vice Chancellor,
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BS, MAP, University of Arkansas
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- Bugay, David P.** – Vice Chancellor,
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MBA, Oakland University
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(Continues)

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Dachslager, Howard – Professor Emeritus
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Grossman, Craig H. – Professor Emeritus
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Hogstedt, Chris – RN, Professor Emeritus
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Owens, Roger – Dean Emeritus
Online Education and Learning Resources

Pangborn, Frank – Professor Emeritus
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Resnick, Gary – Professor Emeritus
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Ross, Priscilla – Professor Emeritus
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Stanley, Phil – Professor Emeritus
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Stewart, Robert D. – Professor Emeritus
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BS, University of South Florida

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BA, University of California, San Diego
MA, California State University, Fullerton

Forcell, Cora – Instructor

Library Services
BA, MLS, Louisiana State University

Formanek, Donald – Instructor

The Arts
BA, MFA, California State University, Long
Beach

Foults, Coralyn – Instructor

Humanities
BA, MA, California State University,
Fullerton

Frame, Stewart – Instructor

Social and Behavioral Sciences
BA, MPA, California State University, Chico

French, Jim – Instructor

Social and Behavioral Sciences
BA, Anaheim Christian College
MS, California State University, Fullerton

Friedman, Donna – Instructor

Life Sciences and Technologies
PhD, University of California, Irvine

Gagnon, Sarah – Instructor

Business Sciences
BS, MS, California Polytechnic State
University, San Luis Obispo

Galarrita, Mariam – Instructor

Humanities
BA, MA, California State University,
Fullerton

Gao, Wen – Instructor

Library Services
BA, Huazhong University, Wuhan, China
MA, Ohio State University
MLIS, University of South Florida, Tampa

Gardner, Nancy – Instructor

Physical Sciences and Technologies
BA, BA, MS, California State University,
Long Beach

Garey, Jason – Instructor

Kinesiology, Health and Athletics
AA, Orange Coast College
BS, California State University, East Bay
MA, Concordia University, Irvine

Garrett, Richard – Instructor

Languages and Learning Resources
BS, BA, Eastern Illinois University
MA, MEd, University of California,
Los Angeles

Gaudet, Jennifer – Instructor

Languages and Learning Resources
BS, Chapman University
MA, Grand Canyon University

Georgianna, Sibylle – Instructor

Social and Behavioral Sciences
BA, MS, University of Hamburg
PhD, University of Koblenz-Landau

Gerami, Emal – Instructor

Social and Behavioral Sciences
BA, MA, California State University,
Northridge

Gervais, Michel – Instructor

The Arts
National Ballet School of Canada
Les Ballets Jazz de Montreal

Gharibvand, Lida – Instructor

Mathematics, Computer Science and
Engineering
Bachelor's, Shahed University, Tehran, Iran
MS, University of Nevada, Reno
MS, University of California, Riverside
PhD, Loma Linda University

Gillette, Laurie – Instructor

The Arts
BA, California State University, Fullerton

Giraldez Betron, Rocio – Instructor

Languages and Learning Resources
BA, MA, Universidad Antonoma de Madrid
PhD, University of California, San Diego

Glatstein, Jeremy – Instructor

The Arts
BA, Occidental College
MA, Syracuse University
MA, PhD, University of Southern California

Gliadkovskaya, Anna – Instructor

The Arts
DM, Gnessin Russian Academy of Music

Gorman, Denise – Instructor

Business Sciences
BS, San Diego State University
MBA, California State University, Long
Beach

Goward, Barbara – Instructor

Languages and Learning Resources
BA, St. Lawrence University
MA, California State University, Fullerton

Grace, Adrienne – Instructor

Business Sciences
BA, University of California, Los Angeles

Gray, Sarah – Instructor

Humanities
BA, MA, University of Notre Dame
PhD, University of Illinois

Gray Mattoon, Michelle – Instructor

Humanities
BA, University of California, Riverside
MA, MFA, Chapman University

Grimalda, Andrew – Instructor

Social and Behavioral Sciences
BS, West Point
MS, MIT, Cambridge

Grossman, Craig – Instructor

The Arts
AA, Modesto Junior College
BA, MA, University of California, Santa
Barbara

Grossman, Sheila – Instructor

The Arts
AA, Saddleback College
BA, MA, San Diego State University

Grote, Silvie – Instructor

Kinesiology, Health and Athletics
AA, Orange Coast College
BS, Chapman University
MS, California State University, Fullerton
MA, California State University, Long Beach

Gutierrez, Isabel – Instructor

Guidance and Counseling
BA, California State University, Long Beach
MA, Chapman University

Hack, Konrad – Instructor

The Arts
MA, San Diego State University

Hardy, Michelle – Instructor

Social and Behavioral Sciences
AA, Cypress College
BA, California State University, Fullerton
MA, California State University,
Long Beach

Harper, Melody – Instructor

Guidance and Counseling
BA, California State University, Long Beach
MCDCC, National University, Costa Mesa

Harrington, Andrew – Instructor

Humanities
BA, MA, University of Southern California
PhD, Claremont Graduate University

Haynes, Chris – Instructor

Social and Behavioral Sciences
BS, MBA, Texas Christian University
MA, University of California, Riverside

Helm, Emily – Instructor

Business Sciences
BA, MS, California Polytechnic State
University, San Luis Obispo

Henderson, Pamela – Instructor

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BA, University of Oregon
MS, California State University, Fullerton

Heneks, Kasara – Instructor

Mathematics, Computer Science and
Engineering
BS, University of California, Santa Barbara
MS, California State University, Long Beach

Hesse, Douglas – Instructor

Humanities
BA, University of California, Santa Barbara
MA, California State University, Chico

Higgins, Connor – Instructor

Humanities
BA, MFA, San Diego State University

Hildebrand, Colleen – Instructor

Languages and Learning Resources
BA, MA, University of Colorado

Hill, Douglas – Instructor

Humanities
BS, College of Idaho
MS, University of California, Los Angeles
MA, University of California, Irvine
PhD, University of California, Irvine

Hill, Sean – Instructor

Humanities
BA, University of California, Santa Cruz
MA, California State University,
Long Beach

Ho, Robert – Instructor

Languages and Learning Resources
BA, MS, California State University,
Fullerton

Ho, Thach-Vu – Instructor

Life Sciences and Technologies
BS, California State University, Long Beach
MS, California State University, Long Beach

Hobbs, Charles – Librarian

Languages and Learning Resources
MLIS, University of California, Los Angeles

Hogan, Daniel – Instructor

Humanities
AA, Fullerton College
BA, MA, California State University,
Fullerton

Hogan-Miertschin, Lauren – Instructor

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BA, California State University, Fullerton
Designated Subjects Credential, University
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Hollenberg, Rachel – Instructor

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BA, Rutgers University
MA, Claremont Graduate School

Horikawa, Kazumi – Instructor

Mathematics, Computer Science and
Engineering
BA, MA, California State University,
Fullerton

Horton, Ana Luisa – Instructor

Languages and Learning Resources
BA, MA, University of California, Irvine

Hosac, Carolin – Instructor

The Arts
BFA, MFA, Laguna College of Art & Design

Houseman, Steve – Instructor

Mathematics, Computer Science and
Engineering
BA, Liverpool University
MA, Manchester University

Hsieh, Anyi – Instructor

Languages and Learning Resources
BA, National Chengchi University
MA, California State University, Fullerton

Huffman, Jenelle – Instructor

Guidance and Counseling
BA, MA, Pepperdine University

Huie, Candace M. – Instructor

Business Sciences
BS, MA, California State University,
Fullerton

Idleman, Brandee – Librarian

Languages and Learning Resources
BS, Dickinson College
MLIS, University of Alabama, Tuscaloosa

Inouye, Fang-Fang – Instructor

The Arts
MFA, University of Southern California
DMA, USC Thornton School of Music

Irvine, Cynthia – Instructor

Social and Behavioral Sciences
BA, MA, California State University,
Fullerton

Izquieta, Renato L. – Instructor

Business Sciences
BA, University of California, Riverside
JD, Western State University College of
Law

Jazzayeri, Jennifer – Instructor

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BA, Concordia University
MA, California State University, Fullerton

Jeppesen, Georgette – Instructor

Humanities
AA, Sacramento City College
BS, University of Wisconsin, Stevens Point
MA, Chapman University

Jerue, Roseanne – Instructor

Social and Behavioral Sciences
BA, MA, California State University,
Fullerton

Johnson, Douglas – Instructor

Business Sciences
BA, California State University, Fullerton

Johnson, Jeffrey – Instructor

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BA, University of California, Los Angeles
MLitt, University of St. Andrews
PhD, University of Washington

Johnson, Shauna – Instructor

Humanities
AA, Saddleback College
BA, MS, California State University,
Fullerton

Johnston, Sachi – Instructor

Languages and Learning Resources
BA, Tamagawa University
MA, Southern Illinois University

Jones, Andrew – Librarian

Library Services
MLIS, San Jose State University

Jones, Eric L. – Instructor

The Arts
BFA, Valdosta State University

Jones, John-Frederick – Instructor

The Arts
BA, Allegheny College
MA, California State University, Northridge

Jones, Monik – Instructor

The Arts
BA, University of California, Los Angeles
MFA, University of California, Irvine

Jones, Thomas – Instructor

The Arts
BA, University of California, Los Angeles
MFA, University of California, Irvine

Judd, Frederick – Instructor
 Business Sciences
 AA, Phoenix College
 BS, Arizona State University, Tempe
 JD, BYU Law School

Julian, Mercedes – Instructor
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 BA, BS, Georgia State University
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Junker, Joshua – Instructor
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 MS, University of California, Santa Cruz
 MBA, University of Southern California

Kageyama, Glenn – Instructor
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 BS, University of California, Irvine
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Kalamian, Jenifer – Instructor
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 BA, MA, California State University,
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 BA, University of California, San Diego
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 BS, MA, California State University,
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Kaufman, Bret – Instructor
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Kavoosian, Parto – Instructor
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 BS, Computer Science, Beheshti University
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Kelley, Sara – Instructor
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 BA, MA, California State University,
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 BA, Shahid Beheshti University
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Kern, Christopher – Instructor
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Khachatryan, Davit – Instructor
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 MA, State University of New York

Khong, Mitchell – Instructor
 Mathematics, Computer Science and
 Engineering
 PhD, University of California, Irvine

Khosrowpour, Iman – Instructor
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 BM, Peabody Institute of the Johns Hopkins
 University
 MM, Rice University
 Graduate Diploma, New England
 Conservatory
 MA, Harvard University

Kim, Anne – Instructor
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 BS, State University of New York, Albany

Kim, Sulki – Instructor
 Social and Behavioral Sciences
 BA, University of California, Berkeley
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Kiyochi, Emiko – Instructor
 Languages and Learning Resources
 BA, Doshisha University
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 BA, Hamline University
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 Languages and Learning Resources
 BA, State University of Chernivtsi
 MA, Lviv Ivan Franko State University
 PhD, Kiev, the Ukraine Ministry of
 Education

Komninos, Jacqueline – Instructor
 Humanities
 BA, MA, California State University,
 Dominguez Hills

Koontz, Jennifer – Instructor
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 PhD, University of California, Riverside

Koppel, Greg – Instructor
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 BA, MLS, California State University,
 Fullerton

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 BA, San Diego State University
 MFA, California Institute of the Arts

Landis, Michael – Instructor
 Social and Behavioral Sciences
 BA, Ohio State University
 MA, University of California, Irvine
 MA, Portland State University

Lane, Andy – Instructor
 Mathematics, Computer Science and
 Engineering
 BA, MS, East Carolina University

Laus, Vincent – Instructor
 Social and Behavioral Sciences
 BA, San Francisco State University
 MA, University of California, Irvine

Lee, David – Instructor
 Social and Behavioral Sciences
 BS, University of Illinois
 MEd, Georgia State University
 MA, University of California, Irvine

Lee, Florence – Instructor
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 BS, University of California, Irvine

Lee, Ho Jin – Instructor
 Business Sciences
 BA, University of California, San Diego
 MA, PhD, University of California, Irvine

Lee, Minji – Instructor
 The Arts
 BM, Oberlin Conservatory of Music
 MM, GD, New England Conservatory of
 Music
 DMA, University of Southern California

Lefebvre, Lyndsey – Instructor
 Humanities
 BA, MA, California State University,
 Fullerton

Lemon, William – Instructor
 Humanities
 BA, MA, California State University, San
 Marcos

Lenny, Frederick – Instructor
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 AS, Santa Barbara City College
 BS, California State University, Northridge

Leonard, Norman – Instructor
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 AA, Orange Coast College
 BA, MA, California State University,
 Long Beach
 MFA, Chapman University

Levy, Leslie – Instructor
 Business Sciences; Mathematics, Computer
 Science and Engineering
 BA, University of California, Berkeley

Lewis, David – Instructor
 Business Sciences
 AS, Irvine Valley College
 BA, BM, University of California, Irvine

Leyrer-Furumoto, Linda – Instructor
 The Arts
 BM, Chapman University
 MM, Indiana University

Lin, Wenli Gau – Instructor
 Social and Behavioral Sciences
 BA, University of California, Los Angeles
 MA, University of California, Santa Barbara

Liu, Emily – Instructor
 Humanities
 BA, University of California, Los Angeles
 MA, University of California, Irvine
 MA, University of Chicago

Livote, Michelle – Instructor
 Languages and Learning Resources
 AA, Cypress College
 BA, Multnomah Bible College
 MA, Azusa Pacific University

Lockhart, Ann – Instructor

Guidance and Counseling
BSW, MSW, California State University,
Long Beach

Lombardi, Debbie – Instructor

Languages and Learning Resources
BA, MS, California State University,
Fullerton

Longacre, Steve – Instructor

Languages and Learning Resources
BA, MA, California State University,
Northridge
MA, California State University, Los Angeles

Lopez, Eduardo – Instructor

Social and Behavioral Sciences
BA, JD, Indiana University, Bloomington
LLD, Georgetown University

Luckas, James – Instructor

Business Sciences

Luesebrink, Marjorie – Instructor

Humanities
BA, University of California, Berkeley
MFA, University of California, Irvine

Luque, Jonathan – Instructor

Mathematics, Computer Science and
Engineering
BS, MS, University of California, Irvine

Luther, Barbara – Instructor

Languages and Learning Resources
BA, MA, California State University,
Fullerton

Lutz, Sunita – Instructor

Humanities
BA, MA, St. Stephen's College, Delhi, India
PhD, Duquesne University

MacAdam, Christopher – Instructor

Mathematics, Computer Science and
Engineering
BS, University of California, Irvine

Man, Georgina – Instructor

Languages and Learning Resources
BA, Simon Fraser University
MS, California State University, Long Beach

Marino, Valerie – Instructor

Social and Behavioral Sciences
BA, California State University, San Marcos
MA, PhD, University of California, Irvine

Martasian, Andrew – Instructor

Humanities
BA, Merrimack College
MA, Emerson College

Martinez, Julie – Instructor

Guidance and Counseling
BA, University of Southern California
MS, California State University, Long Beach

Martinez, Mike – Instructor

Kinesiology, Health and Athletics
BA, California State University, Fullerton
MAEd, Concordia University

Martinez Plambeck, Claudia – Instructor

Humanities
BA, University of California, Los Angeles
MA, California Polytechnic State University,
San Luis Obispo

Massey, Bonnie – Instructor

Social and Behavioral Sciences
AA, Saddleback College
BA, Sonoma State University
MA, California State University, Fullerton

Matsuura, Gary – Instructor

The Arts
BM, California State University, Fullerton

Mattoon, Mark – Instructor

Humanities
BA, Loyola Marymount University
MA, MFA, Chapman University

Mattson, Kevin – Instructor

Social and Behavioral Sciences
BA, MA, California State University,
Fullerton

Mauney, Monroe – Instructor

Social and Behavioral Sciences
AA, Saddleback College
BA, California State University, Fullerton

McBean, Kelly – Instructor

Business Sciences
BA, California Polytechnic State University,
Pomona

McCabe Brian – Instructor

Social and Behavioral Sciences
BA, Indiana University, Bloomington
MA, Arizona State University

McClintic, Susan – Instructor

Social and Behavioral Sciences
BA, University of California, Los Angeles
MS, Bank Street College of Education

McClure, David – Instructor

Social and Behavioral Sciences
BA, Eastern Illinois University
MBA, DePaul University

McComb, James – Instructor

Humanities
BA, California Polytechnic State University,
San Luis Obispo
MA, California State University, San Diego
PhD, Arizona State University

McCord, Kris – Instructor

Social and Behavioral Sciences
BS, University of California, Santa Barbara
MS, Georgia State University

McIntyre, Theresa – Instructor

Physical Sciences and Technologies
BS, University of Wisconsin, Madison
MS, PhD, University of California, Irvine

McKinney, Don – Instructor

The Arts
AA, Golden West College
BA, Humboldt State University
MFA, Ohio University

McLaren, Dawn – Instructor

Social and Behavioral Sciences
BA, University of North Carolina
MA, North Carolina State University

McMath, Lisa – Instructor

Life Sciences and Technologies
BS, California State University, Long Beach
PhD, University of California, Irvine

McMillan, Rex – Instructor

Social and Behavioral Sciences
AA, Foothill College
BA, California State University, San Jose

McMullen, Cameron – Instructor

Kinesiology, Health and Athletics
AA, Golden West College
BA, University of Massachusetts, Amherst
MA, University of Southern California

Mendola, John – Instructor

Business Sciences
AS, Global Business, Saddleback College
AA, Humanities, IVC
AA, Liberal Arts, IVC
BA, Theology, Calvary Chapel Bible College
MBA, International Business, Liberty
University
MA, Theology, Liberty University
PHD, Theology, Atlantic Coast Theological
Seminary

Merlo, Adrienne – Instructor

Languages and Learning Resources
BA, University of California, Berkeley
MA, University of California, Los Angeles

Mirbolooki, Reza – Instructor

Life Sciences and Technologies
MD, Babol University of Medical Sciences,
Iran
PhD, University of Alberta, Canada

Mitton, Joshua – Instructor

Social and Behavioral Sciences
BA, Idaho State University
MA, California State University, Fullerton

Miyama, Chieko – Instructor

Languages and Learning Resources
BA, Soka University
MA, California State University, Long Beach

Monsen, Yoko – Instructor

Languages and Learning Resources
BA, University of California, Irvine
MA, California State University, Long Beach

Moran, Linda – Instructor

The Arts
BA, California State University, Fullerton
BA, University of Toronto, Canada

Morris, April – Instructor

Business Sciences
BA, California State University, Fullerton

Nabulsi, Akram – Instructor

Mathematics, Computer Science and
Engineering
BS, MS, California State University,
Long Beach

Nagasinghe, Thilini – Instructor

Social and Behavioral Sciences
BA, University of Colombo, Sri Lanka
MA, University of Texas, Arlington

Neesen, William – Instructor

The Arts
BA, MA, California State University, Fullerton

Nemeth, Angelika – Instructor

The Arts
BS, Shippensburg University
MA, UWW/International College,
Los Angeles

Neves, Douglas – Instructor

Physical Sciences and Technologies
BS, Weber State College
MS, Utah State University
PhD, Washington State University

Newman, Scott – Instructor

Business Sciences
BA, University of California, Berkeley
JD, Indiana University, Bloomington Maurer
School of Law

Nguyen, Huy – Instructor

Mathematics, Computer Science and
Engineering
BS, MS, California State University, Long
Beach

Nguyen, Pierre – Instructor

Life Sciences and Technologies
BS, MS, University of California, Los Angeles

Nguyen, Steve – Instructor

Guidance and Counseling
BS, California State University, Long Beach
MS, National University

Nicosia, Alicia – Instructor

Business Sciences
BS, California State University, Long Beach
Paralegal Certificate, Coastline Community
College
Certified Paralegal Credential (CP), National
Association of Legal Assistants

Ninh, Joseph – Instructor

Mathematics, Computer Science and
Engineering
BS, MS, California State University,
Long Beach

Noone, Kristin – Instructor

Humanities
BA, University of California, Irvine
MA, University of California, Riverside

Noyes, Jo Ann – Instructor

Mathematics, Computer Science and
Engineering
BS, University of Oklahoma

Null, Christopher – Instructor

Humanities
BA, MA, University of Alabama
MA, University of California, Los Angeles

Oliva, Joseph – Instructor

Physical Sciences and Technologies
BA, University of California, Irvine
MA, University of California, San Diego

Olsen, Janet – Instructor

Kinesiology, Health and Athletics
BS, California State University, Sacramento

Ormes, Guy – Instructor

Business Sciences
BS, Michigan State University
JD, Western State University College of Law

Ou, Mark – Instructor

Life Sciences and Technologies
BS, University of California, Davis
PhD, University of California, Irvine

Ozima, Megan – Instructor

Humanities
BA, MA, California State University,
Fullerton

Page, Jennifer – Instructor

The Arts
AA, Modesto Junior College
BA, MA, California State University, Long
Beach

Paik, Joyce – Instructor

Guidance and Counseling
BA, University of California, San Diego
MA, University of California, Los Angeles

Palchak, Mary – Instructor

The Arts
BM, California State University, Fullerton
MM, St. Louis Conservatory of Music

Pangborn, Frank – Instructor

Business Sciences
BS, San Jose State University
MS, San Diego State University

Papagiannis, Chrysoula – Instructor

Life Sciences and Technologies
BS, University of Illinois at Urbana
PhD, University of California, Los Angeles

Parillo, Michael – Instructor

Humanities
BA, Hunter College, City University of New
York
MA, University of Delaware

Park, Annette – Instructor

Mathematics, Computer Science and
Engineering
BS, University of California, Irvine
MA, California State University, Fullerton

Pastel, Fay – Instructor

The Arts
BA, Queens College, City University of New
York

Payton, Jimmie – Instructor

Social and Behavioral Sciences
AA, Irvine Valley College
BA, MA, California State University,
Fullerton

Paz, Ed – Instructor

Life Sciences and Technologies
BS, University of California, Irvine
MS, University of California, Irvine

Pearce, Julie – Instructor

Guidance and Counseling
Social and Behavioral Sciences
BA, University of Michigan
MS, California State University, Fullerton
MA, University of Wisconsin

Pearlstein, Barry – Instructor

Mathematics, Computer Science and
Engineering
BS, Massachusetts Institute of Technology
MS, University of Southern California

Pehlivan, Sezer – Instructor

Social and Behavioral Sciences
BS, Hacettepe University, Ankara, Turkey
MA, Claremont Graduate University

Peters, Aaron – Instructor

Humanities
BA, University of California, Davis
MFA, University of California, Irvine

Petersen, Evan – Instructor

Mathematics, Computer Science and
Engineering
BA, University of California, Berkeley
MS, San Francisco State University

Pham, Kara – Instructor

Mathematics, Computer Science and
Engineering
BS, PhD, University of California, Irvine

Pinto, Tony – Instructor

The Arts
BFA, University of Massachusetts, Boston
MFA, California State University, Los
Angeles

Poladian, Laura – Instructor

Humanities
AA, Fullerton College
BA, California State University, Fullerton
MA, Loyola Marymount University

Ponzillo, Gizelle – Instructor

Languages and Learning Resources
BA, MA, California State University, Los
Angeles

Pouster, Jamie – Librarian

Library Services
MLS, Texas Woman's University

Prange, John – Instructor

Social and Behavioral Sciences
BA, California State University, Northridge
MA, Pepperdine University
PhD, US International University

Prather, Michael – Instructor

Social and Behavioral Studies
BA, American University, Washington DC
MA, University of California, Riverside

Ramirez, Christian – Instructor

Languages and Learning Resources
BA, University of California, San Diego
MA, Alliant International University

Ramirez, Ernie – Instructor

Business Sciences
BA, University of California, Riverside
MBA, University of California, Irvine

Ravaghi, Nooshafarin – Instructor

Languages and Learning Resources
BA, MA, University of Tehran
MS, California State University, Fullerton

Razzano, John – Instructor

Business Sciences
BA, Hofstra University, New York
MBA, California State University, Fullerton

Ream, Tim – Librarian

Languages and Learning Resources
MLIS, San Jose State University

Reddy, Mohan – Instructor

Business Sciences
BE, BMS College of Engineering,
Bangalore, India
MS, Florida Atlantic University, Boca Raton

Reilly, Brandon – Instructor

Humanities
BA, MA, California State University,
Fullerton
MA, PhD, University of California, Los
Angeles

Reisch, Carla – Instructor

The Arts
AA, Fullerton College
BA, California State University, Fullerton
MA, California State University,
Long Beach

Relouzat, Phillippe – Instructor

Mathematics, Computer Science and
Engineering
MS, University of California, Los Angeles
PhD, University of California, Irvine

Richardson, Eric – Instructor

The Arts
BA, MA, California State University,
Northridge
MFA, California State University, Long
Beach

Rietveld, Liza – Instructor

The Arts
BS, MA, California State University,
Fullerton

Rivas, Daniel – Instructor

Languages and Learning Resources
BA, Marist College
MA, PhD, University of Illinois

Roach, Veronica – Instructor

Social and Behavioral Sciences
BA, MA, California State University,
Fullerton

Roane, Alicia – Instructor

Business Sciences
BA, California State University, Long Beach

Robison, Kerry – Instructor

Life Sciences and Technologies
BS, Colorado State University, Fort Collins
MS, California State University, Long Beach

Robles, Diana – Instructor

Social and Behavioral Sciences
BA, California State University, Los Angeles
MA, California Graduate Institute

Robles, Mario – Instructor

Physical Sciences and Technologies
MA, California State University,
Los Angeles
PhD, University of California, Irvine

Rucker, Nancy – Instructor

Languages and Learning Resources
BS, Tennessee State University
MS, California State University, Fullerton

Rudmann, Bari – Instructor

Social and Behavioral Sciences
BA, MS, California State University,
Fullerton

Rudmann, Brent – Instructor

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BA, California State University, San Marcos
MA, University of San Diego

Rudmann, Jerry – Instructor

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AA, Mt. San Antonio College

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BComm, University of Calgary
MBA, University of California, Los Angeles

Russell, Vanessa – Instructor

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MS, California State University, Fullerton

Ryan, Mutsuno – Instructor

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BS, Fukuoka University of Education,
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MS, California State University, Long Beach

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MS, Georgetown University

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BS, California State University, Long Beach

Salem, Patrick – Instructor

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BS, MS, California State University,
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MSIS, BSEE, Lawrence Technological
University

Sanchez, Sandra – Instructor

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BS, MS, California State University,
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Scahill, John – Instructor

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BFA, Art Center Pasadena
MFA, Academy of Art, San Francisco

Shank, Rick G. – Instructor

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BFA, Kutztown University of Pennsylvania
MFA, California State University, Fullerton

Schell, Kent – Instructor

The Arts
BA, Wesleyan University
MA, Johns Hopkins University

Schneiderman, John – Instructor

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BFA, University of California, Irvine

Schroer, Netta – Instructor

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BA, Scripps College
MA, Claremont Graduate University

Schulze, Michael – Instructor

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BA, California State University, Long Beach
MA, Chapman University

Schwan, Vicky – Instructor

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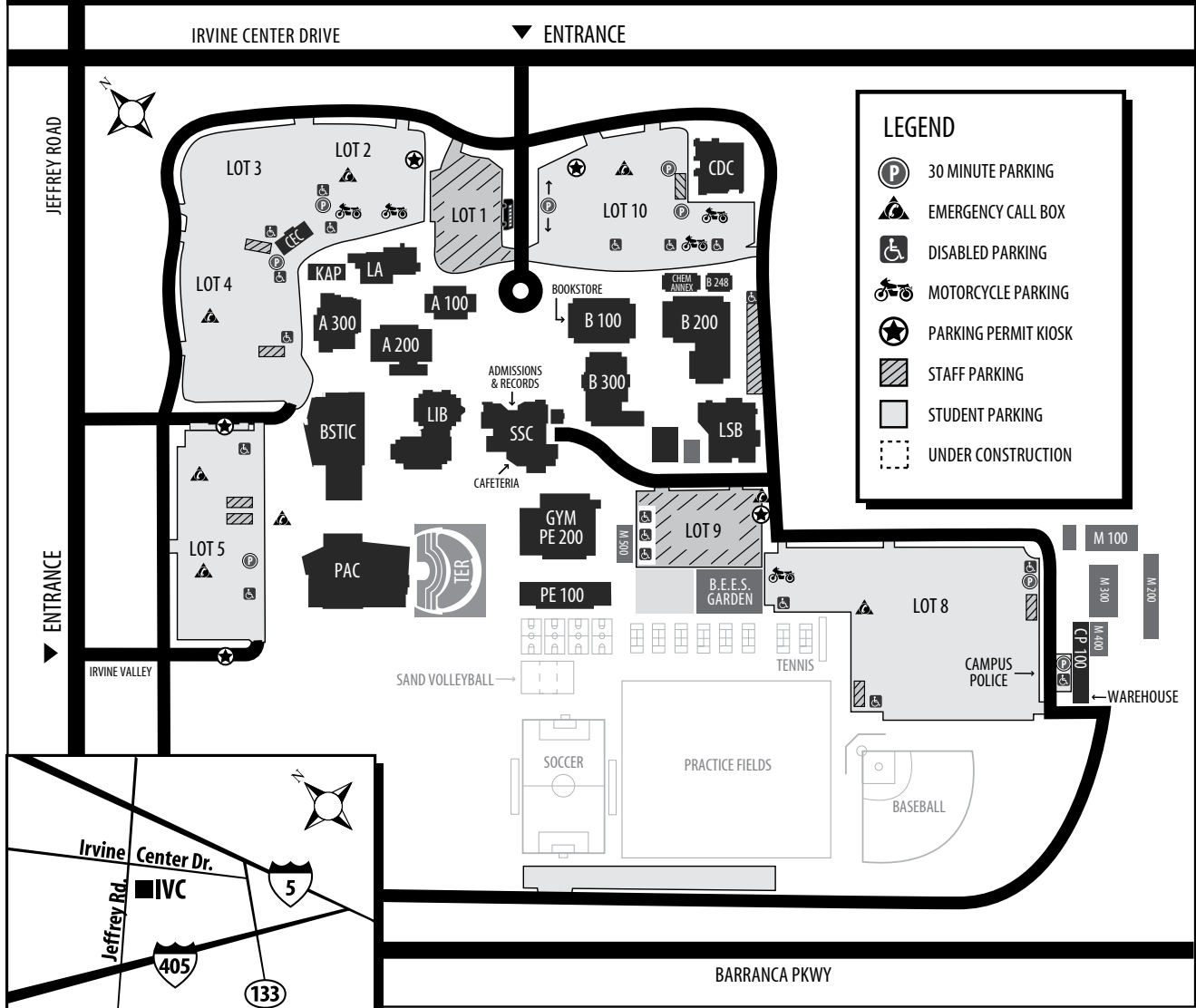
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IRVINE VALLEY COLLEGE CAMPUS MAP



5500 IRVINE CENTER DRIVE, IRVINE, CA 92618

PARKING PERMIT KIOSKS: LOTS 5, 9, 10

30 MINUTE PARKING: LOTS 2, 5, 8, 10

A 100	ADMINISTRATION	KAP	KAPLAN INTERNATIONAL
A 200	SOCIAL SCIENCES	LA	LIBERAL ARTS (UNDER CONSTRUCTION)
A 300	HUMANITIES AND THE ARTS/EXTENDED EDUCATION	LIB	LIBRARY
B 100	BOOKSTORE, CLASSROOMS AND OFFICES	LSB	LIFE SCIENCES BUILDING
B 200	MATHEMATICS AND PHYSICAL SCIENCES	M 100	FACILITIES MANAGEMENT
B 300	CLASSROOMS AND LABS	PAC	PERFORMING ARTS CENTER
BSTIC	BUSINESS SCIENCES AND TECHNOLOGY INNOVATION CENTER	PE 100	HEALTH FITNESS COMPLEX
CDC	CHILD DEVELOPMENT CENTER	PE 200	HART GYMNASIUM
CEC 5, 6	COMMUNITY EDUCATION COMPLEX	SSC	STUDENT SERVICES CENTER
CP 100	CAMPUS POLICE AND PARKING INFORMATION	TER	LIVE OAK TERRACES

PLEASE NOTE: Parking along Irvine Center Drive or Jeffrey Road or in the Voyagers Church parking lot is not authorized. Students parking in these areas do so at their own risk and may be cited by the Irvine Police Department.

CAMPUS LOCATIONS

A 100: ADMINISTRATION

Outreach and Community Relations	... A 111
President's Conference Room	... A 123
President's Office	... A 101
Research, Planning and Accreditation	... A 113
Vice President, Administrative Services	... A 114
Vice President, Instruction	... A 118
Vice President, Student Services	... A 110
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A 200: SOCIAL SCIENCES

Classrooms A 200A–213

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A 300: HUMANITIES AND FINE ARTS

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B 100: BOOKSTORE and CLASSROOMS

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B 200: MATHEMATICS and PHYSICAL SCIENCES

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B 300: CLASSROOMS AND LABS

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BSTIC: BUSINESS SCIENCES AND TECHNOLOGY INNOVATION CENTER

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CDC: CHILD DEVELOPMENT CENTER

CEC: COMMUNITY EDUCATION COMPLEX

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CP 100: IVC POLICE AND PARKING

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KAP: KAPLAN INTERNATIONAL

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LA: LIBERAL ARTS (UNDER CONSTRUCTION)

LIB: LIBRARY

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Library Services	... LIB 106A
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TV/Production	... LIB 206

LSB: LIFE SCIENCES BUILDING

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Biology Computer Lab	... LSB 112
Biology Lab	... LSB 110–111
Cellular and Molecular Lab	... LSB 220
Diversity Lab	... LSB 113
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M 100: FACILITIES MANAGEMENT

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PAC: PERFORMING ARTS CENTER

Classrooms and Labs PAC 105–144

PAC Lobby	... PAC Lobby
Box Office	... PAC 109
Costume Shop	... PAC 119
Design Lab	... PAC 111
Main Stage	... PAC 105
Music Hall	... PAC 144
Offices	... PAC 131–133
Studio Theatre	... PAC 136

PE 100: HEALTH FITNESS COMPLEX

Classrooms PE 110–160

Aerobics/Dance Studio	... PE 160
Athletic Training Room	... PE 150
Equipment Specialist Office	... PE 120
Life Fitness Center	... PE 110

PE 200: HART GYMNASIUM

Classrooms PE 210–270

Athletics Office	... PE 225
Dance Studio	... PE 270
Dean, Kinesiology, Health and Athletics	... PE 226
Faculty Offices	... PE 212, 213, 220–227
Lecture Room	... PE 230
Hart Gymnasium	... PE 250
Strength Training Lab	... PE 260

SSC: STUDENT SERVICES CENTER

Admissions and Records	... SSC 110
ASIVC Offices	... SSC 260
Assessment	... SSC 110
Bursar's Office	... SSC 160
Cafeteria	... SSC 170
CalWORKs	... SSC 220
Career Center	... SSC 230
Counseling Offices	... SSC 210
Dean, Counseling Services	... SSC 210I
Dean, Enrollment Services	... SSC 110C
Disabled Students Program and Services (DSPS)	... SSC 171
EOPS/CARE	... SSC 220
Financial Aid Office	... SSC 130
Fiscal Services	... SSC 260C/D
Health and Wellness Center	... SSC 150
International Student Office	... SSC 140
Student Lounge/Game Room	... SSC 260H–K
Transfer Center	... SSC 230
Veterans Services Center	... SSC 120

WAREHOUSE

Shipping and Receiving

IVC

IRVINE VALLEY COLLEGE

SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
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949-582-4500

In accordance with requirements of the United States Code
(38 USC. section 1775) and DVB Circular 20-76-84, this is to certify
that this school catalog is true and correct in content and policy.

Irvine Valley College

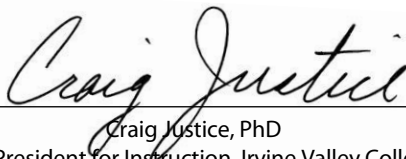
Name of School

5500 Irvine Center Drive, Irvine, CA 92618

Address

August 18, 2015

Date



Craig Justice, PhD
Vice President for Instruction, Irvine Valley College