Irvine Valley College

CATALOG 2012-2013

IRVINE VALLEY COLLEGE

CATALOG 2012–2013
Vol. XXIV

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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 of 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 U.S. Department of Education.

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

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ACADEMIC CALENDAR

Fall Semester 2012

August 20 (Monday)	Instruction begins for full-semester classes and first eight-week session.*
August 20–October 14 (Monday–Sunday)	Eight-week session
September 3 (Monday)	Labor Day—Classes not in session
October 15–December 19 (Monday–Wednesday)	Eight-week session
November 1 (Thursday)	Last date to apply for Fall 2012 degrees and certificates
November 12 (Monday)	Veterans Day—Classes not in session
November 21–25 (Wednesday–Sunday)	Thanksgiving—Classes not in session
December 20–January 13 (Thursday–Sunday)	Classes not in session
December 21–January 1 (Friday–Tuesday)	College and District closed

Spring Semester 2013

January 1 (Tuesday)	New Year's Day, College and District closed
January 21 (Monday)	Martin Luther King, Jr. Day—Classes not in session
January 22 (Tuesday)	Instruction begins for full-semester classes and first eight-week session.*
January 22–March 16 (Tuesday–Sunday)	Eight-week session
February 15–18 (Friday–Monday)	Lincoln's Day, Presidents' Day—Classes not in session
March 1 (Friday)	Last date to apply for Spring 2013 degrees, certificates. ***NOTE:*** *Students planning to participate in the commencement ceremony must file their applications for degrees or certificates by this date.*
March 17–23 (Sunday–Saturday)	Spring Break—Classes not in session
March 22 (Friday)	Friday of Spring Break, College and District closed
March 25–May 23 (Monday–Thursday)	Eight-week session
May 24 (Friday)	Classes not in session
May 24 (Friday)	Commencement

Summer Session 2013

May 27 (Monday)	Memorial Day—Classes not in session
May 28–August 9 (Tuesday–Friday)	Summer Session
July 1 (Monday)	Last date to apply for Summer 2013 degrees and certificates
July 4 (Thursday)	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, PhD
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

Nancy M. Padberg
President

T. J. Prendergast III
Vice President

Marcia Milchiker
Clerk

William O. Jay

David B. Lang

Frank M. Meldau

James R. Wright

Heather Park
Student Trustee

IRVINE VALLEY COLLEGE PRESIDENT'S MESSAGE

Welcome! Irvine Valley College offers more than 60 associate degree majors and 40 career and technical certificate programs along with other educational options. With so many choices, it is our hope that this catalog will help you plan and achieve your educational goals. All of us—the Irvine Valley College (IVC) administration, faculty and staff—are committed to your academic success and ensuring that you have a positive and rewarding educational experience while you are here.

As you explore the college and the catalog, it is my hope that you become more familiar with our programs, academic policies, and support services. Here are just a few things you should know:

IVC is proud to be ranked #1 in Orange County and #3 among all California community colleges for its transfer rates. As the 2012-2013 academic year begins, we have approximately 15,000 students attending IVC from our neighboring communities and over 40 foreign countries. Our dedicated and enthusiastic faculty and counselors—many with regional, national, and international reputations—have extensive knowledge and expertise to share with you. The college offers many state-of-the-art multimedia-equipped classrooms and labs, as well as a variety of student services designed to ensure you thrive. By taking advantage of campus services, you will be connected to resources designed to make your college experience meaningful and less stressful. IVC offers students financial aid, counseling, free tutoring services, support for veterans, career planning, student activities—including clubs and athletics, and much more.

For those of you interested in going on to a four-year college or university, we have transfer admission guarantee programs with University of California and California State University campuses, as well as private institutions. We hope you find that IVC offers flexible course formats and scheduling to meet a variety of needs. We offer full-length and short semesters, hybrid and distance learning opportunities, as well as instruction during the day, evening, and weekends. In addition, our Student Success centers are provide an array of support and tutoring services that help you stay in college, succeed, or transfer.

Irvine Valley College is known for its talented faculty and staff who are dedicated to helping our students succeed. Our doors are open to you. Please let us know what you need to succeed.

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 2010, the college celebrated its 25th 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 15,000 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 of 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 and program needs. 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 an institution of higher learning that seeks to deliver innovative instruction and student services programs, provide opportunities for student success and enter into dynamic community partnerships. The college maintains high educational standards as measured by student learning outcomes including skills and knowledge gained.

College Mission

Irvine Valley College is committed to serving members of the community who seek to transfer, obtain degrees and certificates, acquire career and basic skills, and pursue lifelong learning. The college also provides student support services, opportunities for cultural experiences, and activities promoting partnerships with the community.

The college is dedicated to successful and measurable student learning through the commitment of exemplary faculty and staff who offer a variety of traditional and innovative teaching methods, and provide access to state-of-the-art technologies and facilities.

The college is guided by a strategic plan based on data regarding changing student needs, evolving community diversity, and a rapidly changing economy.

Collegewide Goals

- To meet the current and future learning needs of our diverse community.
- To foster a college environment that is dedicated to attracting and supporting excellent faculty, staff, and students.
- To develop and implement curricula that enable students to transfer, obtain degrees and certificates, improve basic skills, and pursue life-long learning and community education.
- To provide exemplary support services focused on student success and retention.
- To provide programs and activities that promote economic development and partnerships with the community.
- To focus college processes on providing programs and services that educate students to think critically and prepare them for making career and academic choices.
- To provide leading edge technologies and facilities to support student success.
- To promote IVC as an institution of higher education dedicated to student access and success.
- To ensure institutional effectiveness through systematic assessment, intentional dialogue, and continuous improvement.
- To leverage resources to implement the initiatives identified in the college's strategic plan.
- To incorporate green technologies in college planning and procedures.

Irvine Valley College Institutional Student Educational Goals and Learning Outcomes: 2012–2013

INSTITUTIONAL EDUCATIONAL GOALS	STUDENT LEARNING OUTCOMES *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:*
Communication Skills	• 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	• 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	• 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	• 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	• 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 101 949/451-5210
Executive Director, Foundation: Richard H. Morley
Room A 120A 949/451-5472
Director, Marketing, Communications and Broadcast Services: Diane Oaks
Room LIB 205 949/451-5277
Director, Research, Grants and Accreditation: Craig Hayward, PhD
Room A 114 949/451-5788
Director, Facilities: John Edwards
Room M 100 949/451-5255
Assistant Director, Facilities: Jeffrey Hurlbut
Room M 100 949/451-5546
Director, College Fiscal Services: Davit Khachatryan
Room SSC 220 949/451-5600
Director, Safety and Security/Chief of Police: Will Glen
Room CP 100 949/451-5200
Police Operations Lieutenant: vacant
Room CP 100 949/451-5200
Night Custodial Supervisor: James Bettencourt
Room M 102A 949/451-5379

Office of Student Services

Vice President of 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
Director, Financial Aid: Darryl Cox
Room SSC 120E 949/451-5287
Director, Health and Wellness Center: Chris Hogstedt
Room SSC 150 949/451-5221
Director, Student Life: Helen Locke
Room SSC 260B 949/451-5507
Director, Transfer Center: Michelle Scharf
Room SSC 230 949/451-5339
Articulation Officer: Tiffany Tran
Room SSC 210D 949/451-5324

Office of Instruction

Vice President of Instruction: Craig Justice, PhD
Room A 118 **949/451-5212**

Dean, Academic Programs: Kathleen Werle, PhD
Room A 304 • ATEP A-111 949/451-5565
Dean, Fine Arts and Business Sciences: David D. Gatewood, PhD
Room BSTIC 203C 949/451-5453 and 5310
Dean, Kinesiology, Health and Athletics: Keith Shackleford, JD
Room PE 226 949/451-5398
Dean, Liberal Arts: Karima Feldhus, PhD
Room LIB 106B 949/451-5232
Dean, Mathematics, Sciences and Engineering: Lianna Zhao, MD
Room B 251 949/451-5450
Dean, Online Education and Learning Resources: Roger Owens, PhD
LIB 106D 949/451-5717
Director, Extended Education: vacant
Room A 304 949/451-5226
Director, Information Technology: Bruce Hagan
Room BSTIC 111A 949/451-5254

ACADEMIC SCHOOLS/INSTRUCTIONAL OFFICES

Office of Career Technical Education and Workforce Development 949/451-5224

Career Program Support, Grants, Tech Prep, VTEA (Vocational and Technical Education Act) Program
Office Location: BSTIC 203C • David D. Gatewood, PhD, Dean

Office of Extended Education 949/451-5555

Community Education, Corporate Training, Emeritus Institute, IVC Testing Center
Office Location: A 304 • Kathleen Werle, PhD, Dean

School of Business Sciences 949/451-5310

Accounting, Business Management, Computer Information Management, Paralegal Studies, Real Estate
Office Location: BSTIC 203C • David D. Gatewood, PhD, Dean
Academic Chair: Bob Urell 451-5280

School of Fine Arts 949/451-5453

Art, Art History, Communication Studies, Dance, Digital Media Art, Fine Arts, Music, Photography, Theatre Arts
Office Location: BSTIC 203C • David D. Gatewood, PhD, Dean
Academic Chair, Communication Studies: Edwin Tiongson 451-5346
Academic Chair, Dance: Ted Weatherford 451-5291
Academic Chair, Music: Matthew Tresler, DMA 451-5538
Academic Chair, Theatre: Ron Ellison 451-5303
Academic Chair, Visual Arts: Lisa Davis Allen, PhD 451-5207

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, Women's Studies
Office Location: SSC 210 • Elizabeth L. Cipres, EdD, Dean
Academic Chair: Robert Melendez 451-5360

(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 Shackleford, JD, Dean

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

School of Humanities and Languages 949/451-5232

Chinese, English, English as a Second Language, Film and Media Studies, French, History, Humanities, Japanese, Journalism, Language Acquisition Center, Philosophy, Reading/ESS Center, Religious Studies, Sign Language, Spanish, Writing Center

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

Academic Co-Chairs, English: Daniel DeRoulet, PhD, and Kurt Meyer 451-5206
Academic Chair, ESL (Fall 2012): Jeff Wilson 451-5241
Academic Chair, ESL and Languages (Spring 2013): Susan Fesler 451-5486
Academic Chair, Humanities: Stephen Felder, PhD 451-5311
Academic Chair, Languages (Fall 2012): Jeanne Egasse 451-5338
Academic Chair, Reading: Melanie Haeri 451-5534

School of Library Services 949/451-5717

Library Research, Student Success Center

Office Location: LIB 106D • Roger Owens, PhD, Dean

Academic Co-Chairs: Anthony Lin and Cheryl Delson. 451-5581

School of Life Sciences and Technologies 949/451-5238

Biological Sciences, Environmental Studies, Environmental Technologies, Health Sciences

Office Location: B 251 • Dean, Lianna Zhao, MD

Academic Chair, Biological Sciences, Environmental Studies, Environmental Technologies: 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: B 251 • Dean, Lianna Zhao, MD

Academic Chair: Miriam Castroconde 451-5396

School of Physical Sciences and Technologies 949/451-5561

Astronomy, Chemistry, Earth Science, Electrical Technology, Electronic Technology, Geology, Marine Science, Physics

Office Location: B 251 • Dean, Lianna Zhao, MD

Academic Chair, Chemistry: John Davison, PhD 451-5492
Academic Chair, Astronomy, Earth Science, Electrical Technology, Electronic Technology, Geology, Marine Science, Physics: Kiana Tabibzadeh 451-5698

School of Social and Behavioral Sciences 949/451-5232

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

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

Academic Chair, Administration of Justice: Colin McCaughey 451-5402
Academic Chair, Anthropology: Wendy Gabriella, JD 451-5276
Academic Chair, Economics: Mark McNeil 451-5313
Academic Chair, Geography: Jodi Titus 451-5659
Academic Chair, Human Development (Early Childhood Education): Mary McDonough . . . 451-5374
Academic Chair, *Political Science:* Joon Kil, PhD 451-5520
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 independent colleges in the South Orange County Community College District. Students enrolling at Irvine Valley College or Saddleback College 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 permits 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.

K-12 Students—
Each semester, prior to being allowed to register, students attending IVC as special part-time college students must process 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 Assessment Office.

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**

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 web site: **www.ivc.edu.** Select "Admissions," then follow the links.

- **In Person:** Complete an application through online services 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: April 1
Spring semester: October 1
Summer session: April 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 of Student Services
Irvine Valley College
5500 Irvine Center Drive
Irvine CA, 92618
949/451-5214

The vice president of Student Services serves as the college ADA (Americans with Disabilities Act) Section 504 Coordinator and Title IX Coordinator.

Residency

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 Administrative Code. 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 residency 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 residency. Foreign students admitted to the United States under student visas are classified as nonresidents.

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

EXEMPTIONS:

The California Education Code and provisions in state law allow 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. 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.
4. Students who are under 20 years old and served by the California Foster Care System.
5. 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 Residency

Legal residency 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 residency. 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 residency review. Students should allow up to ten working days after submitting their documents for a decision. The burden of proof lies with the student.

Residency reclassification must be completed no later than the first two weeks of the semester. Since some petitions require additional documentation to prove a residency case, students should be sure to submit reclassification requests early in an academic term.

International Students

Irvine Valley College defines an "international student" as a student attending college full time while on an F-1 visa. Applications for admission in IVC's International Student Program are available in the International Student Center (SSC 230). Prospective students may contact the International Student Center by calling **949/451-5414 or by visiting the college website: www.ivc.edu/student/iso.**

All international students must maintain full-time enrollment (12 or more units each semester) and demonstrate academic progress in order to maintain their F-1 visa status. IVC international students with F-1 visas may enroll in a maximum of 6 units at Saddleback College when certain classes are not offered at IVC to maintain their full-time enrollment. IVC international students with F-1 visas from other schools may enroll concurrently on a part-time basis not to exceed 6 units. 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.ivc.edu/admissions**.

To be accepted for admission as an international student at Irvine Valley College, students must be able to speak, read, write, and understand English at a level that will allow them to complete college work successfully.

Students whose native language is not English must demonstrate English proficiency. Any one of the following tests are acceptable evidence:

- ITEP—International Test of English Proficiency with a minimum score of 4.5
- International TOEFL (Test of English as a Foreign Language) with a minimum score of
  - 470 on the paper-based test
  - 52 on the internet-based test
- STEP EIKEN test passed at the grade 2A level
- IELTS (International English Language Testing System) with a minimum score of 4.5

The ITEP, TOEFL, STEP EIKEN, or IELTS test requirements may be waived for U.S. transfer applicants who can demonstrate that they have successfully completed the equivalent of one of the following courses at Irvine Valley College: Writing 201, Writing 1, or Communication Studies 1. Courses must be from a U.S. accredited institution.

The English proficiency requirement may also be waived by attending and successfully completing the prescribed curriculum at one of the approved Intensive English Language Programs listed in the admission requirements. Students who graduate from a U.S. high school are not required to take the ITEP, TOEFL, STEP EIKEN, or IELTS exams.

Other requirements for admission include the following:

1. Application (online)
2. A nonrefundable processing fee of $54 for the academic year, required with the application form.
3. A typewritten personal essay about the student and the student's academic goals.
4. An official affidavit of support and current bank certification or bank statement that prove the student has sufficient financial support to pay tuition and living expenses to study at Irvine Valley College.
5. Graduation from a secondary school that is equivalent to an American high school.
6. Health insurance coverage. Irvine Valley College and the South Orange County Community College District require that all international students have a valid health insurance plan from the district-approved carrier that provides coverage during their course of study. Students must have health insurance coverage in order to enroll in classes. Health insurance information is available at **www.ivc.edu/student/iso** and at the International Student Center (Student Services Center, Room SSC 230).
7. A transfer clearance form completed by the institution the student presently attends that verifies his or her eligibility to transfer to IVC (when applicable).
8. Students under 18 years of age must be living with a legal guardian as stated in the admission requirements.
9. Completion of a tuberculosis test within one month of arrival at the college. Tests are administered at the college at no cost to the student.

Upon acceptance, students will be administered assessment testing. During the assessment session, students are given tests in writing, mathematics, and/or English as a Second Language to determine their skill levels in these areas. Based on the results of English proficiency, students will be advised as to the recommended level of enrollment in English, math, and other courses.

Students may view the results from their assessment session within 24 hours on MySite; however, they must complete a special English as a Second Language advisement session to discuss their course recommendations.

Students are required to schedule a counseling appointment to see the international student counselor by contacting or visiting the International Student Center (SSC 230). Students must declare an educational goal and a major area of study, and prepare an academic plan that is approved by an academic counselor. Students must attend the following orientations:

1. Immigration and College Compliance
2. Health Insurance

Enrollment in the Counseling 1 class designed for international students is required the first semester of attendance.

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.

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.

New students and returning students are given a registration time as soon as their applications are processed. Registration times are issued on a first-come, first-served basis at Irvine Valley College to new and returning students.

Most students new to Irvine Valley College—except those who have already earned an associate degree or higher—are required to participate in an assessment and orientation session prior to registering for classes.

Students who are required to participate in assessment and orientation will be notified when their application is processed. They need to complete assessment and orientation before registering.

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.

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 and 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 U.S. Postal Service with a new forwarding address will be used as the basis for updating a student record.

Registration Times

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

The registration time established for each student is the date and time the student can start using the online registration system for a given semester or summer session. Once that date has passed, students may continue to use the online system until it becomes unavailable near the end of the semester or summer session.

New and returning students are encouraged to apply early, since registration times are issued on a first-come, first-served basis and classes fill quickly.

Registration appointments for continuing students are determined by the number of units the student has completed at the college. Those who have already completed more than 80 units are given appointments toward the end of registration.*

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

Community Education and Emeritus Institute Students:
For registration information, please contact Community Education and the Emeritus Institute: 949/451-5555.

* The policy for issuing registration appointments is under review. Legislative changes are expected during the 2013–2014 academic year.

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 an assessment and orientation, or those who need to clear a prerequisite prior to registration, should contact the Assessment Office in the Student Services Center 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. Registration 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 encourage 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.

What's an APC? APC stands for "Add Permit Code." It's 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 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.

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" annotation:** 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 web site 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.

Regulations on repeatability are currently under review. Changes are anticipated in the 2013–2014 academic year. See your counselor or the Office of Admissions and Records for more information.

Courses may be repeated only under four circumstances *(Title 5, CCR Sections 55040–55045).*

1. REENROLLING

Students who have passed a course with a satisfactory grade ("A," "B," "C," or "P") may not reenroll in the same course. Most courses may be repeated twice when the student has earned a grade of "D," "F," "NP" (previously "NC"), or "W."

- To suppress a substandard grade ("D," "F," or "NP") from the GPA calculation, the student can reenroll in the same course at Irvine Valley College or enroll in the equivalent course at Saddleback College. (The student must ensure that the course is deemed equivalent prior to taking it. See an IVC counselor for a list of Saddleback College courses that are recognized as equivalent to Irvine Valley College courses.)
- Students who have received a "D," "F," "NP," or "W" are allowed to reenroll in the same course (including the equivalent course at Saddleback) no more than two additional times. A fourth enrollment may be permitted on a very limited basis through a formal petition process through the Office of Admissions and Records.
- When a student reenrolls in a course, a maximum of two previous grades and credits (if applicable) are disregarded in computing the student's grade point average. However, all previous work will remain on the student's transcript to ensure a true and complete academic history.

2. SKILL DEVELOPMENT

Some courses in which skills may be developed by instruction over more than one semester may be repeated. These courses are identified in the IVC catalog with an "R" (Repeat) code—"R-A," R-E," or "R-I"—at the end of their course description. The number following the code indicates how many times the course may be repeated. For example, a course with the code "R-E-3" may be repeated three times. If you take an equivalent Saddleback College course, it may affect the total number of enrollments allowed.

3. LAPSE OF TIME

Most courses completed with a satisfactory grade may be repeated one additional time after a period of three years. However, this exception is considered only by petition. Students should contact the Office of Admissions and Records for more information. If the repeat is allowed, the grade earned when the class is repeated will be used for the GPA computation, and the previous grade will be annotated as a repeat and will not be counted in the GPA computation.

4. EXTENUATING CIRCUMSTANCES

If a student has experienced extenuating circumstances (documented evidence of illness, accident, or other circumstances beyond the student's control), an additional repeat may be considered. Consult the Office of Admissions and Records for information about the appeals process.

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.

MATRICULATION

The matriculation process at Irvine Valley College provides students with information about their skills and abilities, informs them about support services, and allows them to plan their educational program in consultation with counselors. The primary goal of this process is to assist students in identifying and achieving their educational objectives.

Assessment of Basic Skills

Specific levels of preparation are required in order to enroll in English, reading, mathematics, and English as a Second Language (ESL) courses. Most new students and some continuing students should be assessed in these areas. Students are notified when they apply whether or not they should complete assessment.

ENGLISH AND MATHEMATICS (NATIVE ASSESSMENTS)

All native assessment sessions are available on a walk-in, first-come, first-served basis. During the assessment session, students will be given tests in writing and mathematics in order to determine their current skill level in these areas.

- Assessment sessions usually last about 2 hours and 15 minutes, and there is no cost for them.
- Students MUST have their Irvine Valley College Student ID number and a picture identification—***NO EXCEPTIONS!***
- **MATH ASSESSMENT:** Students should review the material from their last math course ***before*** taking the assessment. For more information, see the Math Department web site: **www.ivc.edu/academics/schoolMCSE/mathematics**.
- **THE WRITING ASSESSSMENT (CTEP)** consists of three tests: reading comprehension; sentence structure and grammar; and sentence and syntax skills. Sample questions can be found at the matriculation site: **www.ivc.edu/student/matric**.
- Students cannot fail the assessments. The results are used for placement purposes only. However, placing at a lower level will increase the number of semesters students will need 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.

ENGLISH AS A SECOND LANGUAGE—ESL (NON-NATIVE ASSESSMENT)

Non-native English speakers attending IVC for the first time should take the ESL assessment before enrolling in classes. 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 assessment, students will receive class placement recommendations. All students are urged to follow their recommendations.

- Assessments are offered on scheduled dates on a first-come, first-served basis. No appointment is necessary.
- Follow the links from **www.ivc.edu/student/matric** to find assessment days and times.
- Students must arrive on time—***NO LATE ARRIVALS!***
- Students should allow approximately 2 hours and 45 minutes for testing.

Orientation

All first-time college freshmen must complete an online orientation before registering for classes. Students are directed to complete the orientation after they have applied and received their student ID. The orientation is composed of six segments:

- Programs and Majors
- Your First Steps
- Student Services
- Academic Planning
- Campus Life
- Student Conduct and Safety

Students can access the orientation through their MySite account from any computer with Internet access.

Advisement

During advisement students are directed to view the results from their assessment session and their recommended class placements. Based on their results, students formulate an educational plan to ensure they begin their studies in an orderly manner and with the expectation of success. Students can access online advisement and MAP (My Academic Plan), a step-by-step guide to establishing a plan, through their MySite account from any computer with Internet access.

Developing an Academic Plan

After completing advisement, students are encouraged to consult a counselor for assistance in formulating and revising their educational plan. Counselors can help students identify the courses they should take based on their goals, and the IVC services that are available to support them.

Retest Policy

Students must wait six months before retaking the English assessment exam or English as a Second Language (ESL) exam. They must wait three months before retaking the math assessment exam.

Exemptions

Students who have previously earned an associate degree or bachelor's degree from an accredited American college or university will be exempted from matriculation.

Location and Contacts

The Assessment Center is located on the second floor of the Student Services Center, SSC 250. Assessments take place in classroom SSC 240.

Students may contact the center by calling 949/451-5315.

ASSESSMENT AND PLACEMENT: WRITING, MATHEMATICS AND ESL CLASSES

For more information, contact the Assessment Center, 949/451-5315, or Counseling Center, 949/451-5319.

ASSESSMENT AND PLACEMENT IN WRITING CLASSES

Students should 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 who are learning English. 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 the Assessment Center 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 (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 **www.ivc.edu/student/matric.**
- If you receive a recommended placement and want to try to improve it, you may complete the Writing Sample.
- If you receive what you consider to be an inappropriate placement as the result of the Writing Sample, you can request an alternative evidence review. The Assessment Center staff can explain the evidence you will need for the review.
- You must wait six months before retaking the writing exam.

Students who have completed either (a) a college writing course at another accredited U.S. 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 session at Irvine Valley College. However, they will have to present substantiating documents— transcripts from other colleges or CTEP raw scores—to the IVC Assessment Center (SSC 250) 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 placements by assessment 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 Assessment Center and have received a recommended placement into Writing 301.

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 or ESL 81A 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 Assessment Center and have received a recommended placement into Writing 201.

WRITING 1, 10, 11, AND 13

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

1. Have passed Writing 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 Assessment Center and have received a recommended placement into Writing 1.

**** Students must present transcripts or CTEP raw scores from other colleges or universities to the Assessment Center (Student Services Center, Room 250) 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.***

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 AP exam scores of 3, 4, or 5 or
2 .* Transcripts verifying that they completed a college mathematics course at an another accredited U.S. 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 substantiating documents and transcripts to the IVC Assessment Center (SSC 250) 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. Students must wait three months before retaking the math assessment exam. For more information, contact the Assessment Center: 949/451-5315.

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 web site: www.ivc.edu/academics/schoolMCSE/mathematics.

ASSESSMENT AND PLACEMENT IN ESL CLASSES

Non-native speakers attending IVC for the first time should take an assessment exam before enrolling in classes. 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 must wait six months before retaking the ESL assessment exam.

Students may contact the Assessment Center for further information: 949/451-5315.

**** Students must present transcripts, CTEP raw scores from other colleges or universities, or AP exam documentation to the Assessment Center (Student Services Center, Room 250) 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.***

Challenges

"Request to Challenge" forms are available in the Assessment Center. Students may file a challenge based on any one of the following grounds:

A. The student believes that he/she has cause to challenge his/her participation in assessment or orientation.
B. The prerequisite or corequisite has not been established in accordance with the District's process for establishing prerequisites and corequisites.
C. The prerequisite or corequisite is in violation of Title 5, Article 55201.
D. The prerequisite or corequisite is either unlawfully discriminatory or applied in an unlawfully discriminatory manner.
E. 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.

PREREQUISITES

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).

How to Demonstrate That You Have Met a Prerequisite

The following actions will guide students who need to enroll in a course with prerequisites. Please note that some prerequisite issues must be taken care of in person at the Assessment Center, located in the Student Services Center, Room 250. 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 U.S. 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 should then visit the Assessment Center, SSC 250, where they will be asked to complete and submit a request for an evaluation form.

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 Assessment Center.

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 six months before retaking the English (CTEP) or ESL assessment exam, and three months before retaking the math assessment exam.
- Students who wish to improve their writing placements may take the IVC Writing Sample Assessment Test immediately after they receive their writing assessments through CTEP. The Writing Sample Assessment Test 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 ALTERNATIVE 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 for an Alternative Evidence Review in the Assessment Center.

NOTE: Accompanying the form, students must submit alternative evidence that documents their competency to succeed in the course. Such evidence varies by course. See the Assessment Center staff for clarification of 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. If students file the form during their assigned registration time, IVC will award them eligibility to enroll in the class pending the outcome of their review. If the review is upheld, students who have enrolled in the class will be allowed to remain in the class. If the review is denied, students will be notified that they have been dropped from the class.

FEES AND REFUNDS

ALL fees are subject to change. The information published below reflects legislation, policies and fees in effect at the time of publication. Students who fail to pay enrollment fees, health fee, instructional material fee, or nonresident fees in a timely manner risk being dropped for non-payment. For further information, students may visit www.ivc.edu/bursar or email the Bursar's Office: ivcbursars@ivc.edu.

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 Waiver (BOGW). 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.

HEALTH FEE

$18 for the fall and spring semesters, $15 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 solely upon prayer for healing in accordance with the teachings of a bona fide religious sect.
- Students who are attending the college under an approved apprenticeship training program*.

* **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.

INSTRUCTIONAL MATERIALS FEE

Required of all students enrolled in certain courses.

Courses may carry a nominal fee for instructional materials provided to students throughout the semester. The material fee for each course is noted in the online class schedule.

PARKING FEE

Required of all students who park on campus, at the following rates:

PERMIT TYPE	Regular	BOG Waiver
Automobiles	***Price***	***Price***
Annual*	$60	$52
Fall Semester	$30	$20
Spring Semester	$30	$20
Summer Session	$15	$15
Motorcycles		
Annual*	$20	$20
Fall Semester	$10	$10
Spring Semester	$10	$10
Summer Session	$5	$5

* **Annual parking permits**
Annual permits, available for purchase during the fall semester only, will be valid through August 31, 2013. Permits purchased through online registration will be mailed to students. Permits are also available for purchase at the Parking Services Office in CP-100 or online through MySite. IVC annual parking permits are also valid at Saddleback College and ATEP in the same type of parking space.

Daily Parking Permits: $2/Day
Daily permits are available in the CP-100 building and at permit dispensers near the entrances to parking lots 3, 5, 8, and 10 and at the Irvine Valley entrance near the Performing Arts Center. (They 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. They are not valid at Saddleback College. Properly displayed permits are valid in student parking only.

ASSOCIATED STUDENT BODY (ASB) STICKER

$10, optional
The ASB activity sticker provides no-cost entry to campus athletic events; a 10% discount in the cafeteria; discounted Regal Cinema, AMC Theatre, and theme park tickets; an opportunity to apply for Associated Students of Irvine Valley College (ASIVC) scholarship awards; and many more benefits. ASB stickers are available for purchase through the Bursar's Office (or online).

RETURNED CHECK FEE

$20, 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.

TRANSCRIPT OR ENROLLMENT VERIFICATION FEE

Assessed as follows:

- Students who complete academic work at the college will receive their first two transcripts and/or verifications without charge (mail or in person only). All additional copies of transcripts or verifications will cost **$3 each**.
- Normal processing of transcripts or verifications is seven to ten business days. Emergency processing is available for an additional fee of **$5 per transcript**. Emergency processing is normally two business days.

Transcripts may be requested in one of three ways: online, in person, or by mail. Verifications may be requested either in person or by mail. Ordering information, transcript request forms, and verification request forms are available online on the admissions page of the college's website.

Students must make separate requests to Irvine Valley College and Saddleback College (if they attended both) since official transcripts are maintained by the college at which the student completes courses. Students who completed coursework at Irvine Valley College prior to fall 1987 must obtain their transcript for that period from Saddleback College.

Mailed requests should be addressed to:

Irvine Valley College Admissions
5500 Irvine Center Drive
Irvine, CA 92618
ATTN: Transcripts/Verifications

NOTE: The college cannot accept transcript or verification requests by email, fax or phone.

NONRESIDENT STUDENT FEES

These fees are assessed in addition to the fees on page 21:

- **Tuition Fee—$179 per semester unit, required of nonresident students.**

  Nonresident Tuition Fee Exemptions: The law exempts certain nonresidents from paying the nonresident tuition fee as specified below:

- 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.
- Spouses and dependents (natural or adopted children or stepchildren) of active members of the armed forces.
- 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.
- Students who have completed at least three years of high school and graduated from a California high school. Students must fill out and submit the "AB 540 Affidavit for Exemption" for consideration.

  Note: Students who believe they are eligible for this exemption should contact the Office of Admissions and Records for clarification of their status. Students who are exempted from paying the nonresident tuition fee are still required to pay the enrollment fee, material fee, and health fee.

- **Application Processing Fee—$54 per application,** required of all international students. This fee is nonrefundable.
- **Capital Outlay Fee— $32 per unit** (in addition to nonresident tuition), required of all nonresident students.

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

Refunds of parking permit fees will be given only when the following conditions are true:

(a) 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
(b) If students drop all of their classes prior to the refund date.

Important: Students must turn in their IVC parking permits to the Bursar's Office at Irvine Valley College within two weeks after the classes have been dropped/canceled as specified above to receive a refund of the parking permit fees. 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 online at **www.ivc.edu/bursar** (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

2012-2013 DEGREES AND CERTIFICATES

DEGREE/CERTIFICATE	AA	AS	CERT	PAGE
2D Animation			COP	114
Accounting		AS	COA	99
Acting (Theatre Arts)	AA			167
Administration of Justice: Law Enforcement		AS	COA	101
Administration of Justice: Supervision		AS	COA	102
Administrative Assistant		AS	COA	112
Anthropology	AA			103
Art	AA			104
Art History	AA			106
Biology	AA			108
Business (Emphasis)	AA			92
Business Administration	AA			148
Business Management		AS	COA	148
California State University General Education (CSUGE) Breadth			COA	29, 34-35
Chemistry	AA			109
Child Development		AS	COA	138
Civil Computer-Aided Design			COP	124
Commercial Dance			COA	119
Communication Studies	AA and AA-T			110 111
Computer-Aided Design		AS	COA	124
Computer Applications		AS	COA	113
Computer Languages		AS	COA	116
Computerized Accounting			COP	99
Curatorial Studies			COP	106
Dance	AA			118
Dance Technique			COP	119
Design Model Making and Rapid Prototyping		AS	COA	120
Desktop Publishing		AS	COA	113*
Digital Graphic Applications			COP	114
Digital Media Art	AA		COA	122
Digital Media Technologies		AS	COA	113
Digital Photography			COP	115†
Digital Publishing			COP	115†
Early Childhood Assistant Teacher			COP	139
Early Childhood Associate Teacher			COP	139

DEGREE/CERTIFICATE	AA	AS	CERT	PAGE
Economics	AA			126
Electrician Trainee			COP	128
Electronic Technology		AS	COA	127
Electronics Aide			COP	128
English: Literature	AA			129
English: Writing	AA			130
Entrepreneurship (Management)			COP	149
Financial Accounting			COP	100
Financial/Managerial Accounting			COP	100
Fine Arts	AA			132
Fine Arts Appreciation (Emphasis)	AA			93
Fitness Professional			COA	144
French	AA			146
Geography	AA			133
Geology	AA			134
Health Sciences (Biology)	AA			108
History: American	AA			136
History: European	AA			136
Humanities	AA			140
Humanities and Languages (Emphasis)	AA			94
Income Tax (Accounting)			COP	100
Infant/Toddler (Child Development)		AS	COA	138
Intersegmental General Education Transfer Curriculum (IGETC)			COA	29, 36-37
Japanese	AA			146
Kinesiology	AA-T			142
Liberal Studies: Teacher Education (Emphasis)	AA			95
Local Area Networks: Cisco		AS	COA	114
Manufacturing Assistant		AS	COA	149
Mathematics	AA		AS-T	151 151
Mechanical Computer-Aided Design			COP	125
Multimedia Design			COP	115†
Museum Education and Visitor Services			COP	106
Music	AA			154

** See also page 122 † See also page 123*

DEGREE/CERTIFICATE	AA	AS	CERT	PAGE
Natural Sciences and Mathematics (Emphasis)	AA			96
Paralegal Studies		AS	COA	155
Payroll (Accounting)			COP	100
Philosophy	AA			156
Photography	AA			157
Physical Science	AA			159
Political Science	AA			160
Pre-Engineering			COP	125
Psychology	AA and AA-T			162 162
Real Estate		AS	COA	163
Real Estate Sales			COP	163
Recreation and Leisure Studies (Kinesiology)	AA			144
Recycling and Resource Management			COA	164
Recycling and Zero Waste			COP	165
Retail Management			COA	149
School-Age Child (Child Development)		AS	COA	138
Social and Behavioral Sciences (Emphasis)	AA			97
Sociology	AA and AA-T			166 166
Spanish	AA			146
Spreadsheets			COP	115
Supervision (Business Management)		AS	COA	149
Technical Theatre	AA			168
Theatre Arts	AA and AA-T			168 169
Web Authoring		AS	COA	114*
Web Page Authoring			COP	115†

** See also page 122 † See also page 123*

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)

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 99–170.

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

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.

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 examination. Petitions for course waivers or substitutions are available in the Counseling Center.

Application for Evaluation

Certificates are not awarded automatically. Students who expect to earn a certificate from the college must file an application for evaluation with the Office of Admissions and Records. 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 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 transcripted and recorded 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 comprise the certificate of achievement program are the same as those that comprise the major for the Associate in Science 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. File an application for evaluation 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 (see page 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 (see page 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 transcripted 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 n 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.

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 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)

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer," a newly established variation of the associate degrees traditionally offered at a California community college.

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major.

In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

At the time of catalog publication, a student may earn an AA-T in Communication Studies, Kinesiology, Psychology, Sociology, or Theatre Arts; or an AS-T in Mathematics. Additional majors are being developed. Please see a counselor and **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 and certificates section of this catalog. All courses in the major must be completed with a grade of "C" or better or a "P" if the course is taken on a "pass-no pass" basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see page 34–35 for more information); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (see page 36–37 for more information).

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 major.

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. Complete A, B, or C:

A. The Irvine Valley College Associate Degree General Education Requirements (see page 33), ***or***
B. The California State University General Education Certification Pattern (CSU Certification, see pages 34–35), ***or***
C. 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.

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."

NOTE, DOUBLE COUNTING COURSES:
Students may apply courses to fulfill both major requirements and general education requirements.

FILING DEADLINES: DEGREES AND CERTIFICATES

Fall 2012: **November 1, 2012**
Spring 2013: **March 1, 2013**
Summer 2013: **July 1, 2013**

Applications received after a deadline date are included in the next semester.

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 file their application for graduation with the Office of Admissions and Records by March 1, 2013, to participate in the May 2013 commencement ceremony.

Information about graduation, including application deadlines, is available online on the admissions page of the college's website: **www.ivc.edu**

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 file an 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. Applications for certification have no filing deadlines and are processed when coursework is completed.

CERTIFICATE OF ACHIEVEMENT: CSU GE-BREADTH OR IGETC

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.

FILING AN APPLICATION FOR GRADUATION

Associate degrees are not awarded automatically. Students who expect to graduate from the college must file an application for a degree with the Office of Admissions and Records.

Students who apply for degrees or certificates by **March 1, 2013**, 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.

FILING DEADLINES

The deadlines for filing an application for a degree or certificate are as follows:

Fall 2012:	**November 1, 2012**
Spring 2013:	**March 1, 2013**
Summer 2013:	**July 1, 2013**

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. Applications received after a deadline date are included in the next semester.

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 March 1, 2013.

Commencement

Commencement is held once a year, in May, for students who have completed the requirements for their degree or certificate any semester during the year, including the summer session. **Students must file their application for graduation with the Office of Admissions and Records by March 1, 2013, 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**.

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.

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 2012-2013

LANGUAGE AND RATIONALITY

Complete one course in each of the following three categories (A, B, and C):

A. READING AND WRITING
WR 1

B. SPEAKING
COMM *(formerly SP)* 1, 3*

C. CRITICAL THINKING
COMM *(formerly SP)* 2, 3*
MATH 13†
PHIL 3
PSYC 2, 13
RD 174
WR 2

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

MATHEMATICS

Complete one of the following courses:

CS 6Aº, 6Bº
ECON 10º
MATH 2, 3A, 3B, 4A, 8, 10, 11, 13†, 24, 26, 30º, 31º, 105, 124, 253
MGT 10º
PSYC 10

º *Cross-listed course*
† *May be applied to Mathematics or Critical Thinking, not both*

NATURAL SCIENCES

Complete one of the following courses:

ASTR 20/25*
BIO 1/1L*, 2º, 5, 6/6L*, 10, 11, 12, 15, 19º, 55, 93/93L*, 94, 97/97L*, 99/99L*, 109**, 121
CHEM 1A, 1B, 3, 4
ENV 2º, 19º
ERTH 20
GEOG 1/1L*
GEOL 1, 2, 22, 23
MS 20
PHYS 2A, 4A, 20

º *Cross-listed course*
* *Both the lecture and lab course must be completed to receive general education credit.*
** *Only the 4-unit version of Biology 109 may be applied for general education credit.*

SOCIAL SCIENCES

Complete one of the following courses:

AJ 2, 4, 5, 8, 113
ANTH 2, 3, 4, 7, 9
ECON 1, 2, 6º, 13, 20
ENV 1, 6º
GEOG 2, 3, 20, 38
HD 7º, 15º
MGT 1
PS 1**, 4, 6, 7, 12, 14, 17, 21
PSYC 1, 2, 3, 5, 7º, 20, 30º, 32, 37, 106
SOC 1, 2, 10, 15º, 19, 20, 30º
WS 10

º *Cross-listed course*
** *May be applied to Social Sciences or American Institutions, not both*

CULTURAL DIVERSITY

Complete one of the following courses:

ANTH 2‡, 3‡, 4‡, 7‡, 9‡
ARTH 22‡, 23‡, 27‡
COMM *(formerly SP)* 9‡
DNCE 30‡, 34‡
GEOG 2‡, 3‡
HD 130
HIST 1‡, 2‡, 33‡, 40‡, 41º‡
HUM 20‡, 21‡, 22‡, 27‡
JA 5‡, 21‡, 23‡
LIT 46‡
MGT 268, 269
MUS 21‡, 27‡
PS 6‡, 17‡, 41º‡
SIGN 23‡
SOC 20‡

º *Cross-listed course*
‡ *May be applied to both Cultural Diversity and other category in which the course is listed.*

HUMANITIES

Complete one of the following courses:

FR 21
HIST 1, 2, 10, 11, 20**, 21**, 24, 25, 33, 40, 41º, 51
HUM 1, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 72, 73, 74º, 80
JA 21, 23
JRNL 40, 41
LIT 1, 7, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 42, 43, 45, 46, 47, 48º
PHIL 1, 2, 5º, 10, 11
PS 5º, 41º

º *Cross-listed course*
** *May be applied to Humanities or American Institutions, not both*

FINE ARTS AND LANGUAGES

Complete one of the following courses:

ART 40, 41, 50, 52, 80, 81, 82, 85, 86, 186, 195, 253
ARTH 1º, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 133, 150º
CHI 1, 1A/1B*, 2, 2A/2B*, 3, 3A/3B*
COMM *(formerly SP)* 9, 30º, 35º, 100, 106A, 106B, 106C
DMA 51º, 52, 55, 65, 140, 150º, 160, 195
DNCE 1, 1A/1B*, 6, 6A/6B*, 7, 7A/7B*, 12, 12A/12B*, 13, 13A/13B*, 17, 17A/17B*, 18, 18A/18B*, 22, 23, 27, 30, 33, 34, 36, 55, 65, 77, 85, 165, 170
FR 1, 1A/1B*, 2, 2A/2B*, 3, 4, 5, 10, 11, 15A/15B*, 221
JA 1, 1A/1B*, 2, 2A/2B*, 3, 4, 5, 10
MUS 1, 3, 4, 5, 6, 20, 21, 27, 28, 37, 38, 39, 40, 41, 42, 43, 44, 46, 47, 54, 55, 56, 57, 60, 80, 81, 82, 83, 84, 85
PHOT 1º, 51º, 54, 55, 56
SIGN 21, 22, 23
SPAN 1, 1A/1B*, 2, 2A/2B*, 3, 4, 10, 11
TA 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, 25, 26, 27, 30º, 35º, 40B
WR 10, 11, 13

º *Cross-listed course*
* *Both courses in an A/B sequence must be completed to receive general education credit*

AMERICAN INSTITUTIONS

Complete one of the following courses:

HIST 20*, 21*
PS 1**

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

LIFELONG HEALTH AND PERSONAL DEVELOPMENT

Complete at least one course in any two of the following three categories (A, B, C):

A. HEALTH AND WELLNESS
BIO 44, 71
DNCE 50, 50A/50B*, 51, 51A/51B*, 142
HLTH 1, 2, 103, 107, 131
KNEA 1
KNES 3A, 3B, 3C, 4, 4A/4B*, 5, 5A/5B*, 6, 11, 11A/11B*, 12, 12A/12B*, 20, 22, 23, 25, 25A/25B*, 26, 26A/26B*, 32, 71, 73, 76, 77, 78, 79, 101, 102, 202, 205, 209
NUT 1
PSYC 133

B. INFORMATION ACCESS
CIM 107, 240.1
LIB 10, 111, 112
RD 171

C. PERSONAL AND PRACTICAL RESOURCES
ACCT 206
COUN 1, 4, 10, 102, 103, 150
ECON 105º
ET 101
HD 270
KNES 85
MGT 105º, 125
TU 100
WS 20, 120

º *Cross-listed course*
* *Both courses in an A/B sequence must be completed to receive general education credit*

IMPORTANT NOTES

1. **Courses in Reading and Writing, Speaking, Critical Thinking and Mathematics must be completed with a grade of "A," "B," "C," or "P."**
2. Courses on this list fulfill general education requirements for the Associate in Arts and Associate in Science degrees at Irvine Valley College. They may not fulfill general education requirements at CSU and UC.
3. **Students must file an application for graduation in the Office of Admissions and Records early in their final semester at IVC.** The application for graduation includes an evaluation of the student's general education and major/emphasis course requirements. For assistance, see an IVC counselor.
4. **Cross-listed courses:** Area credit will be given for one course only.

CALIFORNIA STATE UNIVERSITY (CSU) GENERAL EDUCATION CERTIFICATION IRVINE VALLEY COLLEGE 2012-2013

Students planning to graduate from any California State University (CSU) campus must complete 48 units in general education, 39 of which may be completed at IVC prior to transfer. Nine semester units of upper-division coursework in general education must be completed after transfer at the campus awarding the degree. Area requirements and courses of the 2012-2013 General Education Certification List (below) apply to all students, continuing and new, transferring to CSU beginning Fall 2012.

Important: Students should consult an IVC counselor before beginning the CSU General Education Certification, especially if using coursework from Saddleback or other colleges to fulfill IVC's CSU pattern.

COURSES IN AREAS A1, A2, A3, AND B4 MUST BE COMPLETED WITH A GRADE OF "A," "B," "C," OR "P." For "P" grades, students are allowed a limited number of units—preferably not in Areas A1, A2, A3 and B4 and certainly not for major preparation courses. Please consult an IVC counselor.

Students must file for CSU evaluation in the Office of Admissions and Records early in their final semester at IVC. Certification will be provided for students whose last coursework was completed at Irvine Valley College.
PLEASE NOTE: CSU Certification represents only a portion of the 60 total units that students must complete before transferring. Please see an IVC counselor to determine your lower-division major requirements.

Certificate of Achievement in California State University General Education—Breadth (CSUGE-BREADTH):
Students who complete 39-48 units of the California State University General Education Certification will be awarded a certificate of achievement by Irvine Valley College. A minimum of 12 units must be completed at Irvine Valley College.

º Cross-listed courses: Area credit will be given for one course only.

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 ***(formerly Speech)*** 1

A2: WRITTEN COMMUNICATION

Writing 1

A3: CRITICAL THINKING

Communication Studies ***(formerly Speech)*** 2, 3
Philosophy 3
Psychology 13
Reading 174
Writing 2

AREA B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING

A minimum of 9 semester units or 12-15 quarter units, including at least one course in Physical Sciences, one course in Life Science, and one course in Mathematics/Quantitative Reasoning. At least one course must be a lab science. Underlined courses meet the laboratory science requirement.

B1: PHYSICAL SCIENCE

Astronomy 20, 25
Biology 10
Chemistry 1A, 1B, 3, 4
Earth Science 20
Geography 1, 1/1L
Geology 1, 2, 3, 22, 23
Marine Science 20
Physics 2A, 2B, 4A, 4B, 4C, 20

B2: LIFE SCIENCE

Anthropology 1
Biology 1, 1/1L, 2º, 5, 6, 6/6L, 11, 12, 15, 19º, 30, 32, 43, 55, 71, 94, 97, 97/97L, 99, 99/99L, 121
Environmental Studies 2º, 19º

B3: LABORATORY ACTIVITY

Any laboratory science course underlined in categories B1 and B2 meets this requirement.

B4: MATHEMATICS/QUANTITATIVE REASONING

Computer Science 6Aº, 6Bº
Economics 10º
Management 10º
Math 2, 3A, 3B, 4A, 8, 10, 11, 13, 24, 26, 30º, 31º, 105, 124
Psychology 10

Any lab science course underlined in B1 and B2 meets the B3 laboratory science requirement.

AREA C: ARTS AND HUMANITIES

A minimum of 9 semester units or 12-15 quarter units distributed among the disciplines. At least one course must be from the Arts and at least one course from the Humanities.

C1: ARTS (ARTS, CINEMA, DANCE, MUSIC, THEATRE)

Art 40, 80
Art History 1º, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 133, 150º
Communication Studies ***(formerly Speech)*** 30º, 100
Dance 77
Digital Media Art 150º
Music 1, 20, 21‡, 27, 28, 37, 39, 40, 41, 54, 55, 56, 80, 81
Photography 1º, 54, 55, 56
Theatre Arts 1, 8, 10, 20, 21, 25, 26, 27, 30º, 40B

‡ *Credit will be given in either Area C or Area D, not both.*

(Continues)

º Cross-listed courses: Area credit will be given for one course only.

C2: HUMANITIES (LITERATURE, PHILOSOPHY, FOREIGN LANGUAGE)

Chinese 1, 1A, 1B, 2, 2A, 2B, 3, 3A, 3B
French 1, 1A, 1B, 2, 2A, 2B, 3, 4, 5, 10, 11, 21
History 1‡, 2‡, 10, 11, 20‡, 21‡, 51‡
Humanities 1, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 72, 73, 74º
Japanese 1, 1A, 1B, 2, 2A, 2B, 3, 4, 5, 10, 21, 23
Literature 1, 7, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 42, 43, 45, 46, 47, 48º
Philosophy 1, 2, 5º, 10, 11
Political Science 5º
Sign Language 21, 22, 23
Spanish 1, 1A, 1B, 2, 2A, 2B, 3, 4, 10, 11
Writing 10, 11, 13

‡ *Credit will be given in either Area C or Area D, not both.*

AREA D: SOCIAL SCIENCES

A minimum of 9 semester units or 12-15 quarter units. No more than 6 units may be taken in a single discipline.

D1: ANTHROPOLOGY AND ARCHEOLOGY

Anthropology 2, 3, 4, 7, 9

D2: ECONOMICS

Economics 1, 2, 6º, 13, 20
Environmental Studies 6º

D3: ETHNIC STUDIES

History 33
Music 21‡
Sociology 20

D4: GENDER STUDIES

History 51‡
Psychology 20***, ~~21~~
Sociology 19
Women's Studies 10, 20†

D5: GEOGRAPHY

Geography 2, 3, 20, 38

D6: HISTORY

History 1‡, 2‡, 20‡, 21‡, 24, 40, 41º, 51‡
Political Science 41º

D7: INTERDISCIPLINARY SOCIAL OR BEHAVIORAL SCIENCE

Communication Studies ***(formerly Speech)*** 9
Environmental Studies 1
Journalism 40

D8: POLITICAL SCIENCE, GOVERNMENT AND LEGAL INSTITUTIONS

Administration of Justice 2**, 4, 113
Political Science 1, 4, 6, 7, 12, 14, 17, 21

‡ *Credit will be given in one area only: Area C2, Area D4 , or Area D6.*
** *Credit will be given in either Area D8 or Area D0, not both.*
*** *Credit will be given in either Area D4 or Area D9, not both.*

D9: PSYCHOLOGY

Human Development 7º†
Psychology 1, 2, 3, 5, 7º†, 20***, 30º, 32, 37, 106†
Sociology 30º

D0: SOCIOLOGY AND CRIMINOLOGY

Administration of Justice 2**, 8
Human Development 15º
Psychology 30º
Sociology 1, 2, 10, 15º, 30º

† *Credit will be given in either Area D or Area E, not both.*
** *Credit will be given in either Area D8 or Area D0, not both.*
*** *Credit will be given in either Area D4 or Area D9, not both.*

AREA E: LIFELONG LEARNING AND SELF-DEVELOPMENT

A minimum of 3 semester units or 4-5 quarter units. No more than 1.5 units of physical education (kinesiology) activity courses and/or dance courses may be used to fulfill this requirement.

Adapted Kinesiology 1
Biology 44
Counseling 1, 4, 10, 102, 103, 150
Dance 1, 1A, 1B, 6, 6A, 6B, 7, 7A, 7B, 12, 12A, 12B, 13, 13A, 13B, 17, 17A, 17B, 18, 18A, 18B, 22, 23, 27, 30, 34, 36, 46, 47, 50, 50A, 50B, 51, 51A, 51B, 55, 65
Health 1, 103, 107, 131
Human Development 7º†
Kinesiology 3A, 3B, 3C, 4, 4A, 4B, 5, 5A, 5B, 6, 11, 11A, 11B, 12, 12A, 12B, 20, 22, 23, 25, 25A, 25B, 26, 26A, 26B, 71, 73, 76, 77, 78, 79
Nutrition 1
Psychology 7º†, 106†, 133
Reading 171
Women's Studies 20†, 120

† *Credit will be given in either Area D or Area E, not both.*

UNITED STATES HISTORY, CONSTITUTION AND AMERICAN IDEALS

Prior to graduation from CSU, students must fulfill the U.S. History, Constitution and American Ideals Requirement. Students may fulfill this requirement prior to transfer by completing

Political Science 1† ***and***
History 20† ***or*** 21†

† *NOTE: The two courses used to meet this requirement may also be used in Area C and/or Area D only at the discretion of the CSU campus.*

IMPORTANT NOTE: Courses on this list are approved for the 2012-2013 catalog year.

Students wishing to use a course taken prior to Fall 2012 to fulfill a CSU requirement must be sure that the course was approved for the academic year in which it was taken.

For a complete listing of courses and their approval dates, students may log on to **www.assist.org** or contact the Counseling Center or Transfer Center for assistance.

Catalog Correction, 8/10/12
Catalog Correction, 8/16/12
Catalog Correction, 9/14/12

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) IRVINE VALLEY COLLEGE 2012-2013

Irvine Valley College transfer students may fulfill the lower-division general education requirements for UC and CSU campuses by completing the Intersegmental General Education Transfer Curriculum—IGETC.

Important: Students should consult an IVC counselor before beginning the IGETC, especially if using coursework from Saddleback or other colleges to fulfill IVC's IGETC pattern or if pursuing high-unit majors such as Engineering, Computer Information Science, Biology, or Chemistry. Students should consult an IVC counselor or IVC Transfer Center about campuses that do not accept the IGETC.

ALL IGETC COURSES MUST BE COMPLETED WITH A GRADE OF "A," "B," "C," OR "P." For "P" grades, students are allowed a limited number of units—preferably not in IGETC Areas 1 and 2 and certainly not for major preparation courses. Please consult an IVC counselor.

Students must file for IGETC evaluation in the Office of Admissions and Records early in their final semester at IVC. Certification will be provided for students whose last coursework was completed at Irvine Valley College.
PLEASE NOTE: IGETC Certification represents only a portion of the 60 total units that students must complete before transferring. Please see an IVC counselor to determine your lower-division major requirements.

Certificate of Achievement in Intersegmental General Education Transfer Currriculum (IGETC):
Students who complete 35-46 units of the Intersegmental General Education Transfer Curriculum (IGETC) will be awarded a certificate of achievement by Irvine Valley College. A minimum of 12 units must be completed at Irvine Valley College.

º Cross-listed courses: Area credit will be given for one course only.

AREA 1: ENGLISH COMMUNICATION

CSU: *Three courses required, one each from Group A, B and C. 9 semester units, 12–15 quarter units.*
UC: *Two courses required, one each from Group A and B . 6 semester units, 8–10 quarter units.*

1A: ENGLISH COMPOSITION

One course, English Composition.
3 semester/4-5 quarter units.
Writing 1

1B: CRITICAL THINKING—ENGLISH COMPOSITION

One course, Critical Thinking—English Composition.
3 semester units, 4-5 quarter units.
Writing 2

1C: ORAL COMMUNICATION

One course, Oral Communication.
3 semester units, 4-5 quarter units:
Communication Studies ***(formerly Speech)*** 1
Note: *Area 1C, Oral Communication, is required only for students transferring to the CSU.*

AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

At least one course. 3 semester units, 4–5 quarter units.

2A: MATH

Computer Science 6Aº, 6Bº
Economics 10º
Management 10º
Math 2*, 3A*, 3B, 4A, 8*, 10*, 11*, 13, 24, 26, 30º, 31º
Psychology 10*

* *Transfer credit may be limited by UC; see the UC course list.*

AREA 3: ARTS AND HUMANITIES

At least three courses, at least one from the Arts and one from the Humanities. 9 semester units, 12–15 quarter units.

3A: ARTS

Art History 1º, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31
Dance 77
Music 1, 20, 21, 27, 28
Photography 1º
Theatre Arts 20, 21, 25, 26, 27

3B: HUMANITIES

Chinese 3
French 3, 4, 5, 21
History 1‡, 2‡, 10, 11, 20‡, 21‡, 24, 33, 40, 41º, 51†
Humanities 1, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 72, 73, 74º
Japanese 3, 4, 5, 10, 21, 23
Literature 1, 7, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 42, 43, 45, 46, 47, 48º,
Philosophy 1, 2, 5º, 10, 11
Political Science 5º, 41º
Sign Language 22, 23
Spanish 3, 4, 10, 11

† *Credit will be given in Area 3B or 4D, not both.*
‡ *Credit will be given in Area 3B or 4F, not both.*

(Continues)

Catalog Correction, 8/10/12

º Cross-listed courses: Area credit will be given for one course only.

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 ARCHEOLOGY

Anthropology 2, 3, 4, 7, 9

4B: ECONOMICS

Economics 1, 2, 6º, 13, 20*
Environmental Studies 6º

4D: GENDER STUDIES

History 51†
Psychology 20**
Women's Studies 10

4E: GEOGRAPHY

Environmental Studies 1
Geography 2, 3, 20, 38

4F: HISTORY

History 1‡, 2‡, 20‡, 21‡

4G: INTERDISCIPLINARY SOCIAL AND BEHAVIORAL SCIENCES

Communication Studies ***(formerly Speech)*** 9
Journalism 40

4H: POLITICAL SCIENCE, GOVERNMENT AND LEGAL INSTITUTIONS

Administration of Justice 4
Political Science 1, 4, 6, 7, 12, 14, 17

4I: PSYCHOLOGY

Human Development 7º
Psychology 1, 2, 3, 5, 7º, 20**, 30º, 32, 37
Sociology 30º

4J: SOCIOLOGY AND CRIMINOLOGY

Administration of Justice 2, 8
Human Development 15º
Psychology 30º
Sociology 1, 2, 15º, 19, 20, 30º

* *Transfer credit may be limited by UC; see the UC course list.*
** *Credit will be given in Area 4D or 4 I, not both.*
† *Credit will be given in Area 4D or 3B, not both.*
‡ *Credit will be given in Area 4F or 3B, not both.*

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. Underlined courses have a laboratory component. 7–9 semester units, 9–12 quarter units.

5A: PHYSICAL SCIENCE

Astronomy 20, 25
Biology 10
Chemistry 1A, 1B, 3*, 4*
Earth Science 20*
Geography 1, 1/1L
Geology 1, 2, 3, 22, 23
Marine Science 20
Physics 2A*, 2B*, 4A*, 4B*, 4C*, 20*

5B: BIOLOGICAL SCIENCE

Anthropology 1
Biology 1*, 1*/1L, 2º, 5, 6, 6/6L, 11, 12, 15, 19º, 30, 32, 43, 44, 55, 71, 94, 97, 97/97L, 99, 99/99L
Environmental Studies 2º, 19º

* *Transfer credit may be limited by UC; see the UC course list.*

5C: LABORATORY ACTIVITY

Any laboratory science course underlined in categories 5A and 5B meets this requirement.

AREA 6: LANGUAGES 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.

AREA 7: CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS

Not part of IGETC; may be completed prior to transfer.

One course from Political Science (7A) and one course from History/Economics (7B). 6 semester units.

7A: Political Science
Political Science 1

7B: History/Economics
History 20, 21

Note: *Courses used to meet the Area 7 requirement may also be used in Area 3 or 4 only at the discretion of the CSU campus.*

IMPORTANT NOTE: Courses on this list are approved for the 2012-2013 catalog year.

Students wishing to use a course taken prior to Fall 2012 to fulfill an IGETC requirement must be sure that the course was approved for the academic year in which it was taken.

For a complete listing of courses and their approval dates, students may log on to **www.assist.org** or contact the Counseling Center or Transfer Center for assistance.

Catalog Correction, 8/10/12

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 35-46 units of the Intersegmental General Education Transfer Curriculum (IGETC) will be awarded a certificate of achievement by Irvine Valley College.

IGETC Exceptions: University of California Campuses

Students with a substantial amount of coursework from institutions outside the United States should consult with a counselor to determine whether they should complete the IGETC or the lower-division breadth/general education requirements at the campus they plan to attend.

BERKELEY: The College of Engineering, College of Environmental Design, and the Haas School of Business have extensive, prescribed major prerequisites. Moreover, the IGETC requirements generally exceed the college-specific breadth requirements (but do not supersede the major requirements). In general, IGETC is not appropriate preparation for majors in these colleges.

LOS ANGELES: The Henry Samueli School of Engineering and Applied Science does not accept the IGETC.

MERCED: The Division of Engineering and Natural Science does not recommend the IGETC.

RIVERSIDE: The College of Humanities, Arts, and Social Sciences accepts the IGETC. The Marlan and Rosemary Bourns College of Engineering accepts completion of the IGETC to satisfy the majority of the college's breadth requirement for transfer students. Some additional breadth coursework may be required after enrollment at Bourns. The College of Natural and Agricultural Sciences does not accept the IGETC.

SAN DIEGO: The IGETC is accepted at John Muir, Earl Warren, Sixth and Thurgood Marshall colleges only. Students completing the IGETC are welcomed at Eleanor Roosevelt and Revelle colleges; however, they must also fulfill the specific general education requirements of those colleges. At UCSD, all majors are available to students in each college, so students who choose the IGETC will not be restricted in their choice of major, unless the major is impacted. Full completion and certification of the IGETC is a requirement for the Transfer Admission Guarantee (TAG).

SANTA BARBARA: Students who plan to major in engineering, computer science, or the biological or physical sciences may be better served by completing lower-division major preparation rather than the IGETC to ensure competitiveness for admission and make normal, timely progress through the major.

UNIVERSITY OF CALIFORNIA (UC) COURSE LIST
TRANSFER COURSE AGREEMENT IRVINE VALLEY COLLEGE 2012-2013

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.

Accounting 1A, 1B

Adapted Kinesiology 1*, 6*
* *Either or both of these courses combined with Intercollegiate Athletics 1 through 20; Dance 1, 1A, 1B, 50, 50A, 50B, 51, 51A, 51B, and 65; and Kinesiology courses listed with asterisks (*): maximum credit, 4 units.*

Administration of Justice 2, 4, 5, 8

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

Art 40, 41, 50, 51, 52, 80, 81, 82, 85, 86

Art History 1, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32▲
▲ ~~*UC credit pending*~~

Astronomy 20, 25

Biology 1°, 1L, 2, 5, 6, 6L, 10, 11, 12, 12D‡, 13, 15, 19, 30, 32, 43, 44, 55, 71, 72, 93, 93L▲, 94, 97, 97L, 99, 99L
° *No credit for Biology 1 if taken after a college course in biology.*
‡ *Bio. 12 D must be taken in conjunction with Bio. 12 for transfer credit to be granted.*
▲ ~~*UC credit pending*~~

Chemistry 1A, 1B, 3†, 4°, 12A°, 12B
† *No credit for Chemistry 3 if taken after Chemistry 1A.*
° *Chemistry 4 and 12A combined: maximum credit, one course.*

Chinese 1, 1A, 1B, 2, 2A, 2B, 3, 3A, 3B

Communication Studies 1, 2*, 3*, 9, 30, 35
* *Communication Studies 2 and 3 combined: maximum credit, one course.*

Computer Science 1, 6A, 6B, 10▲, 36, 37, 38, 39, 40A, 40B, 41, 50
▲ ~~*UC credit pending*~~

Counseling 1, 4, 10

Dance 1*, 1A*, 1B*, 6, 6A, 6B, 7, 7A, 7B, 12, 12A, 12B, 13, 13A, 13B, 17, 17A, 17B, 18, 18A, 18B, 22, 23, 27, 30, 33, 34, 36, 46*, 47*, 50*, 50A*, 50B*, 51*, 51A*, 51B*, 55, 65*, 77, 85
* *Any or all of these courses combined with Intercollegiate Athletics 1 through 20; Adapted Kinesiology 1 and 6; and Kinesiology courses listed with asterisks (*): maximum credit, 4 units.*

Digital Media Art 51, 52▲, 55, 65, 70
▲ *UC credit pending*

Drafting 50

Earth Science 20*
* *No credit if taken after a college course in Astronomy, Geology, Meteorology or Oceanography.*

Economics 1, 2, 6, 10, 13, 20*
* *No credit for Economics 20 if taken after Economics 1 or 2.*

Electronic Technology 99

Engineering 21, 23, 30▲, 54▲, 70▲, 83
▲ ~~*UC credit pending*~~

English, *see Literature; see Writing*

English as a Second Language 81A/B*
* *Any and all combinations of ESL 81A and 81B: maximum credit granted, 8 units.*

Environmental Studies 1, 2▲, 6, 19▲
▲ ~~*UC credit pending*~~

French 1, 1A, 1B, 2, 2A, 2B, 3, 4, 5, 10, 11, 15A▲, 15B▲, ~~19▲,~~ 21
▲ ~~*UC credit pending*~~

Geography 1, 1L, 2, 3, 10▲, 20, 38
▲ ~~*UC credit pending*~~

Geology 1, 2, 3, 22*, 23
* *No credit if taken after Geology 2.*

Health 1, 2

History 1, 2, 10, 11, 20, 21, 24, 25▲, 33, 40, 41, 51
▲ ~~*UC credit pending*~~

Human Development 7, 15

Humanities 1, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 72, 73, 74, 80

Intercollegiate Athletics 1*, 2*,3*, 6*, 7*, 9*, 10*, 12*, 13*, 15*, 18*, 19*, 20*
* *Any or all of these courses combined with Adapted Kinesiology 1 and 6; Dance 1, 1A, 1B, 50, 50A, 50B, 51, 51A, 51B, and 65; and Kinesiology courses listed with asterisks (*): maximum credit, 4 units.*

Japanese 1, 1A, 1B, 2, 2A, 2B, 3, 4, 5, 10, 21, 23

Journalism 40, 41

Kinesiology 3A*, 3B*, 3C*, 4*, 4A*, 4B*, 5*, 5A*, 5B*, 6*, 11*, 11A*, 11B*, 12*, 12A*, 12B*, 20*, 22*, 23*, 25*, 25A*, 25B*, 26*, 26A*, 26B*, 32*, 71*, 73*, 76*, 77*, 78*, 79*, 85†, 86†
* *Any or all of these courses combined with Intercollegiate Athletics 1 through 20; Dance 1, 1A, 1B, 46, 47, 50, 50A, 50B, 51, 51A, 51B, and 65; and Adapted Kinesiology 1 and 6: 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, 42, 43, 45, 46, 47, 48

Management 1, 10, 12A

Marine Science 20

Mathematics 2†, 3A*, 3B, 4A, 8†, 10°, 11*, 13, 24, 26, 30, 31
† *Mathematics 2 and 8 combined: maximum credit, one course.*
* *Mathematics 3A and 11 combined: maximum credit, one course.*
° *Mathematics 10 and Psychology 10 combined: maximum credit, one course.*

Music 1, 3, 4, 5, 6, 20, 21, 27, 28, 37, 38, 39, 40, 41, 42, 43, 44▲, 46, 47, 50, 51, 52, 53, 54, 55, 56, 57, 60, 70, 80, 81, 82, 83, 84, 85
▲ ~~*UC credit pending*~~

Nutrition 1

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

Photography 1, 51, 54, 55, 56

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, 3, 4, 5, 6, 7, 12, 14, 17, 21, 41

Psychology 1, 2, 3, 5, 7, 10°, 13, 20, ~~25▲~~, 30, 32, 37
° *Psychology 10 and Mathematics 10 combined: maximum credit, one course.*
▲ ~~*UC credit pending*~~

Sign 21, 22, 23

Sociology 1, 2, 10, 15, 19, 20, 30

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

Speech, *see Communication Studies*

Theatre Arts 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 15, 15A, 15B, 16, 16A, 16B, 17, 17A, 17B, 18, 18A, 18B, 19, 19A, 19B, 20, 21, 25, 26, 27, 30, 35, 40B, 40C, 41, 42, 43, 44▲
▲ ~~*UC credit pending*~~

Women's Studies 10, 20▲
▲ ~~*UC credit pending*~~

Writing 1, 2, 10, 11*, 13†
* *Writing 11, maximum credit, 6 units.*
† *Writing 13, maximum credit, 6 units.*

Catalog Update, 9/14/12

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—**www.ivc.edu/admissions**—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 112 community colleges.

Although an associate degree is not a requirement for transfer, the faculty of the School of Guidance and Counseling at IVC generally recommends 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 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 insure that their graduating students have received a well-rounded education.

The California State University General Education Certification List and the Intersegmental General Education Transfer Curriculum (IGETC) 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 (i.e., 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 this rule. 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.

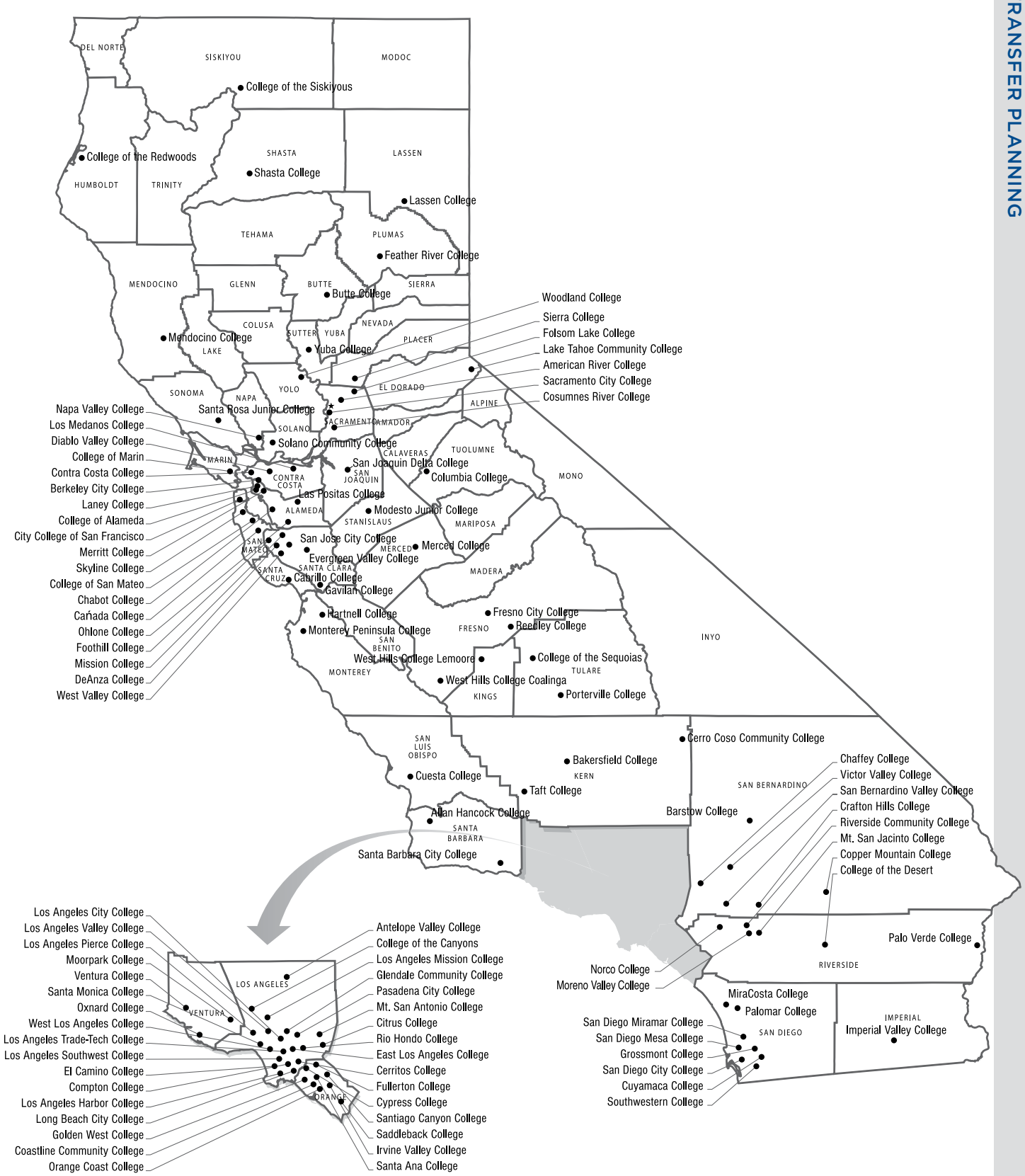
7. What are "articulation agreements"?

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.

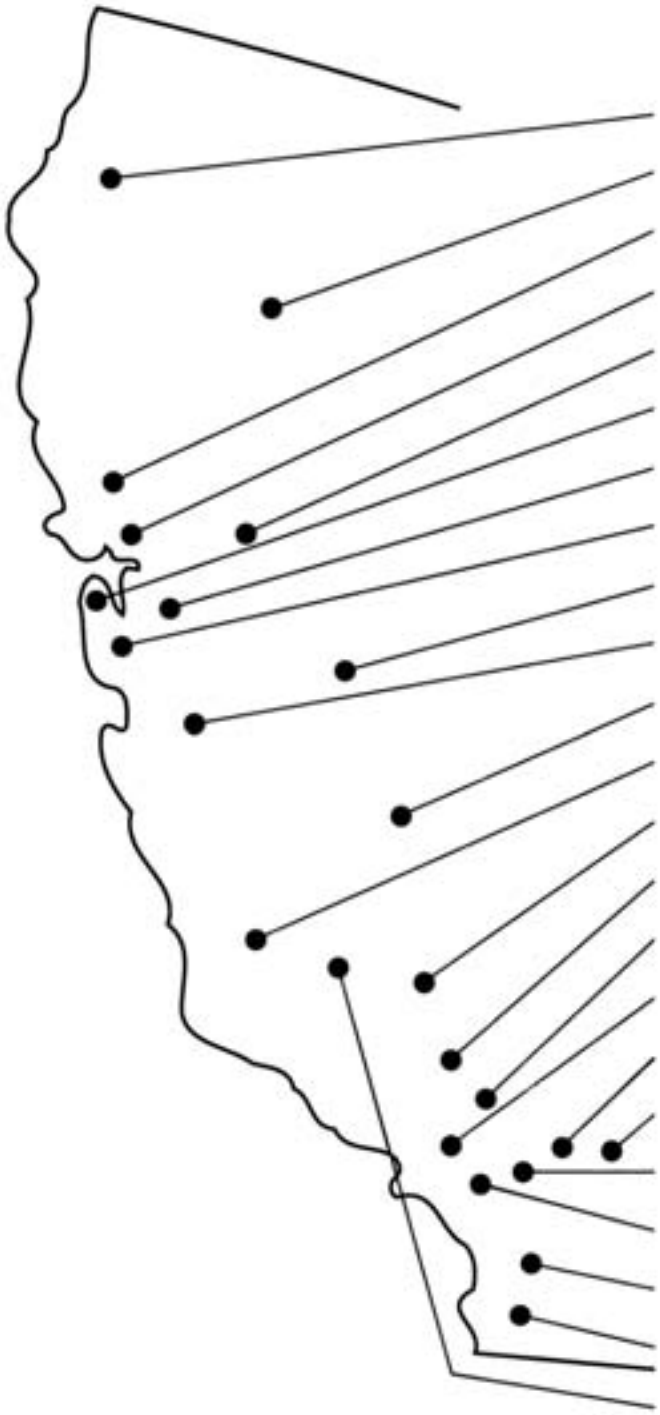
If the college or university you plan to attend does not currently have an articulation agreement with IVC, make an appointment with a counselor. Bring the catalog of the transfer institution to the appointment.

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 (949/451-5251).

CALIFORNIA COMMUNITY COLLEGES



CALIFORNIA STATE UNIVERSITY CAMPUSES



HUMBOLDT STATE UNIVERSITY (S) • www.humboldt.edu
1 Harpst Street, Arcata 95521-4957 • 707/826-4402

CSU CHICO (S) • www.csuchico.edu
400 W. First Street, Chico 95929-0722 • 530/898-6322

SONOMA STATE UNIVERSITY (S) • www.sonoma.edu
1801 East Cotati Avenue, Rohnert Park 94928 • 707/664-2778

CALIFORNIA MARITIME ACADEMY (S) • www.csum.edu
200 Maritime Academy Drive, Vallejo 94590 • 707/654-1330

CSU SACRAMENTO (S) • www.csus.edu
6000 J Street, Sacramento 95819-6048 • 916/278-7766

SAN FRANCISCO STATE UNIVERSITY (S) • www.sfsu.edu
1600 Holloway Avenue, San Francisco 94132-4002 • 415/338-6486

CSU EAST BAY (Q) • www.csueastbay.edu
25800 Carlos Bee Boulevard, Hayward 94542-3035 • 510/885-2784

SAN JOSE STATE UNIVERSITY (S) • www.sjsu.edu
One Washington Square, San Jose 95192-0009 • 408/283-7500

CSU STANISLAUS (4-1-4) • www.csustan.edu
One University Circle, Turlock 95382 • 209/667-3070

CSU MONTEREY BAY (S) • www.csumb.edu
100 Campus Center Drive, Seaside 93955-8001 • 831/582-3738

CSU FRESNO (S) • www.csufresno.edu
5241 North Maple Avenue, Fresno 93740-0057 • 559/278-4240

CAL POLY STATE UNIVERSITY, SAN LUIS OBISPO (Q) • www.calpoly.edu
San Luis Obispo 93407 • 805/756-2311

CSU BAKERSFIELD (Q) • www.csub.edu
9001 Stockdale Highway, Bakersfield 93311-1022 • 661/654-3036

CSU NORTHRIDGE (S) • www.csun.edu
18111 Nordhoff Street, Northridge 91330-8207 • 818/677-3700

CSU LOS ANGELES (Q) • www.calstatela.edu
5151 State University Drive, Los Angeles 90032-8530 • 323/343-3901

CSU DOMINGUEZ HILLS (S) • www.csudh.edu
1000 East Victoria Street, Carson 90747 • 310/243-3696

CAL POLY STATE UNIVERSITY, POMONA (Q) • www.csupomona.edu
3801 West Temple Avenue, Pomona 91768-4003 • 909/869-7659

CSU SAN BERNARDINO (Q) • www.csusb.edu
5500 University Parkway, San Bernardino 92407-2397 • 909/537-5188

CSU FULLERTON (S) • www.fullerton.edu
800 N. State College Boulevard, Fullerton 92834-6900 • 657/278-7601

CSU LONG BEACH (S) • www.csulb.edu
1250 Bellflower Boulevard, Long Beach 90840-0106 • 562/985-5411

CSU SAN MARCOS (S) • www.csusm.edu
333 S. Twin Oaks Valley Road, San Marcos 92096-0001 • 760/750-4848

SAN DIEGO STATE UNIVERSITY (S) • www.sdsu.edu
5500 Campanile Drive, San Diego 92182-7455 • 619/594-6336

CSU CHANNEL ISLANDS (S) • www.csuci.edu
One University Drive, Camarillo, CA 93012 • 805/437-8500

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.

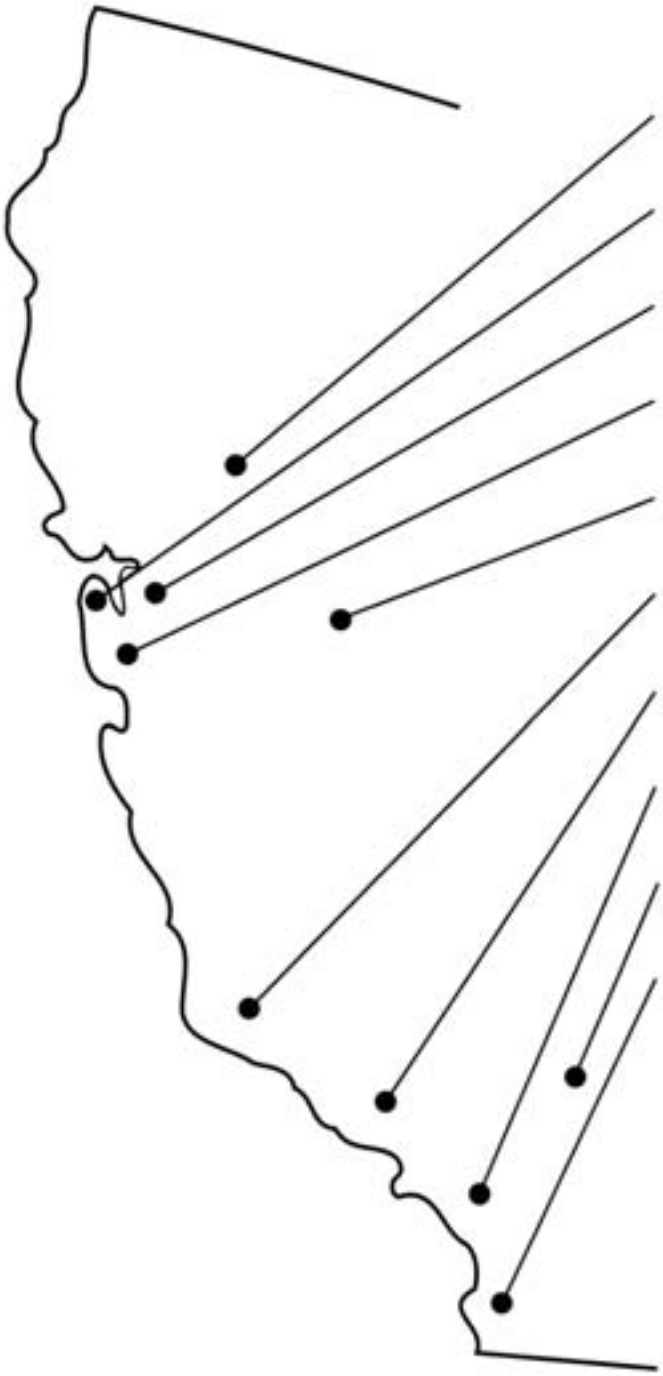
Students should request that official transcripts be sent from all colleges and universities that they attended previously, even if no coursework was completed. If students are transferring with fewer than 60 transferable semester (90 quarter) units completed, they must also submit their high school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



UC DAVIS (Q) • www.ucdavis.edu
One Shields Avenue, Davis 95616 • 530/752-1011

UC SAN FRANCISCO (Q) • www.ucsf.edu
521 Parnassus Avenue, San Francisco 94143 • 415/476-4044
This is a graduate-level, professional institution.

UC BERKELEY (S) • www.berkeley.edu
110 Sproul Hall, Berkeley 94720 • 510/642-6000

UC SANTA CRUZ (Q) • www.ucsc.edu
1156 High Street, Santa Cruz 95064 • 831/459-4008

UC MERCED (S) • www.ucmerced.edu
5200 North Lake Road, Merced 95343 • 209/228-4682

UC SANTA BARBARA (Q) • www.ucsb.edu
1210 Cheadle Hall, University of California
Santa Barbara 93106 • 805/893-8000

UC LOS ANGELES (Q) • www.ucla.edu
1147 Murphy Hall, University of California
Los Angeles 90095 • 310/825-3101

UC IRVINE (Q) • www.uci.edu
260 Aldrich Hall, University of California
Irvine 92697 • 949/824-6703

UC RIVERSIDE (Q) • www.ucr.edu
900 University Avenue, Riverside 92521 • 951/827-1012

UC SAN DIEGO (Q) • www.ucsd.edu
9500 Gilman Drive, La Jolla 92093 • 858/534-2230

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 38–40 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.

Many transfer students fulfill this requirement while in high school by achieving minimum scores on the following tests:

- 3 on the College Board Advanced Placement Examination in English (Language or Literature)
- 5 on the International Baccalaureate Higher Level Examination in English (Language A only)
- 6 on the IB Standard Level Examination in English (Language A only)
- 30 on the ACT With Writing test; or 680 on the Writing section of the SAT Reasoning Test

Students who have not satisfied the entry-level writing requirement before transferring must enroll in an appropriate English course at UC.

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 U.S. history or a half-year course in U.S. 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 or 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)

Seven UC campuses—Davis, Irvine, Merced, Riverside, San Diego, 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 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 (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

The Financial Aid Office is located in the Student Services Center, Rm. SSC 120, 949/451-5287.

Financial aid programs are intended to help eligible students pay for college expenses including books, fees, transportation, and other necessities. Often students assume that they will not qualify for financial aid. The IVC Financial Aid Office encourages students to become informed about the variety of aid programs available to community college students.

Paying for the cost of a college education requires a partnership among parents, students 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.
2. Have a high school diploma.
3. Be enrolled as a regular student working toward a degree or certificate.
4. Be a U.S. citizen or eligible non-citizen.
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 **www.fafsa.ed.gov**. The FAFSA is used to determine eligibility for all state and federal financial aid.

Financial Aid Programs at IVC

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. **http://cccapply.org/BOG_Waiver**
- **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. **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 given to Pell Grant recipients. Funding at IVC is limited.
- **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 U.S. 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. Recipients are determined by the Scholarship Selection Committee, which reviews student scholarship applications and, for some scholarships, conducts an oral interview.

Scholarship applications are available at **www.ivc.edu/student/finaid** in December of each year. Scholarship recipients are selected each spring, with award monies disbursed the following fall upon verification of the student's enrollment in a minimum of six units. Applicants are notified in May.

Scholarships are also available from sources beyond Irvine Valley College. The following sites may be helpful:

- **www.FastWeb.com**
- **www.College-Scholarships.com**
- **www.FindTuition.com**
- **www.LatinoCollegeDollars.org** (This comprehensive directory lists all organizations that award grants and scholarships targeting eligible Latino students.)
- **www.ScholarshipExperts.com**
- **www.NextStudent.com**

Drug Conviction

Generally, a student is ineligible to receive federal student aid (Title IV grants and loans) if the student has been convicted of an offense involving the possession or sale of illegal drugs. Students may contact the Financial Aid Office for information on the duration of this restriction.

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 Admissions and Records Office and the Financial Aid Office. Recipients are encouraged to discuss alternatives to complete withdrawal with their instructors or a college counselor before making a final decision.

COUNSELING SERVICES

The Counseling Center is located in Student Services Center Rm. 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 log on to **www.ivc.edu/counseling.**

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 questionnaires to help students examine their values, interests, personality characteristics and skills. 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 **www.ivc.edu/student/counseling.**

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 Athletes

A specific counselor has been designated to work with athletes. This counselor works closely with team coaches and is familiar with National Collegiate Athletic Association (NCAA) regulations and the special rules regarding eligibility. Athletes must have an academic plan in order to compete, and meeting with a counselor is essential to the completion of this plan.

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 THE Guarantee Honors-to-Honors Transfer Agreement. Students need to see the honors counselor each year to update their educational plans. Students who are pursuing graduate schools 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 Office

Irvine Valley College hopes to provide the kind of assistance that will help veterans, active military and their dependents attain their educational goals. Students are encouraged to take advantage of the Montgomery G.I. benefits they have earned.

Veterans have up to 15 years after active duty discharge to use their entitlement. Certain disabled veterans under rehabilitation can qualify for up to 48 months of benefits. The Department of Veterans Affairs also provides educational assistance to widows, and dependents of deceased active duty personnel, and to dependents of veterans with 100% disability status. For more information, or to make an appointment with the Veterans Services Office, veterans should call 949/451-5296. This is a college service office, not a branch of the federal government.

The California Department of Veterans Affairs also offers a college fee waiver program for veterans' dependents. Dependents whose parent or spouse has or had a service-connected disability, or died from a service-related cause, may meet the eligibility criteria for a college fee waiver. The waiver covers the enrollment, tuition and registration fees. This program does not waive nonresident fees, nor does it cover the cost of books, labs, food, parking, or dorms. California Community Colleges, California State Universities and University of California campuses are the only schools where the program can be utilized. This program does not apply to private schools or out-of-state schools. For more information about the fee waiver program, call 714/567-7450.

Counseling for Veteran Students

A wide range of academic counseling services are 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.

SUPPORTIVE SERVICES

Disabled Students Programs and Services (DSPS)

Student Services Center
Rm. SSC 171 • 949/451-5630

The primary function of the program for students with disabilities is to accommodate a person's educational limitation, enabling that individual to participate in the educational experience at Irvine Valley College. For this reason, students identified as disabled are regarded as students first, and students with special needs secondarily. Participation in the program is voluntary.

Although the major emphasis of this program is focused on the disabled student's total integration into the life of the college, some special courses have been designed to assist students in making a successful transition. These include special services courses in computer information science, English and mathematics, and adapted physical education courses.

Educational accommodations arranged through the Disabled Students office include testing accommodations; pre-registration for classes; notetaking, reading software; interpreters for the Deaf; and equipment such as print enlargers, tape recorders, and adapted computers. The program also provides counseling in career technical education, transfer programs, and personal adjustment.

Learning Disabilities Program

Student Services Center
Rm. 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, counselor, or community agency, 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
Rm. SSC 220 • 949/451-5243

EOPS is a state-funded program which provides support services to eligible low-income students to ensure their success. Services include a college-readiness program; financial assistance; textbook assistance; academic assessment and planning; academic, occupational, and personal counseling; transfer assistance; peer counseling; childcare referrals; work-study opportunities; subject-area tutoring; study-skills assistance; and bi-monthly 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
Rm. 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
Rm. 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

Students are automatically provided a student email account when they enroll in at least one course at the college. User names are assigned automatically (customized names are not provided), and accounts are continued with no interruption in services 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).

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 the student email accounts, students should log on to **www.socccd.edu/email** and read "Your Email Information."

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 55). Students can access this service from **www.ivc.edu/counseling.**

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 should consider taking 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 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: **www.ivc.edu/onlineeducation.**

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: **www.ivc.edu/onlineeducation.**

BOOKSTORE AND CENTERS FOR STUDENTS

IVC Bookstore

North End of Parking Lot 2
949/451-5258 or 949/857-8834

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.ivc.bkstr.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.ivc.bkstr.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
Rm. SSC 230 • 949/451-5268

The Career and Job Placement Center is available to help students research careers, make informed career decisions and prepare for a job search. Resources include occupational guides, career-planning books, videos, Internet access and career/job-search software, including EUREKA, Bridges and College Central Network.

The center maintains an electronic database for local employment with full- and part-time listings. Workshops on resume writing, interview techniques, job-search strategies, and career planning are offered throughout the fall and spring semesters. The center also sponsors a job fair twice each year. The center complies with all applicable laws regarding equal opportunity and nondiscrimination.

Child Development Center

Adjacent to Parking Lot 9
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.

Counseling Center

Student Services Center
Rm. SSC 210 • 949/451-5319

The Counseling Center offers academic, career, and transfer counseling and assistance with personal concerns. See page 55 for a description of counseling services.

Health and Wellness Center

Student Services Center
Rm. SSC 150 • 949/451-5221
FAX: 949/451-5393

The Health and Wellness Center (HWC), a prevention- and wellness-oriented unit, focuses on educating the student population in the practice of healthy lifestyles. HWC nurses offer ongoing health counseling on nutrition, exercise, stress reduction, family planning, and personal medical concerns, all on a confidential, one-to-one basis.

The center treats students with short-term illness such as colds, sore throats, earaches, skin problems, acute injuries, and other health concerns. TB skin testing and seasonal flu shots are also available, as are over-the-counter medications and first-aid supplies. A physician is on campus regularly and may be seen by appointment for a variety of medical services, including gynecological examinations.

Psychological staff visits are available from psychology interns who are under the supervision of a licensed psychologist. These services are available only in fall and spring semesters. Appointments must be made in person.

Professional services at the HWC are free to students. There is a nominal charge for any requested laboratory work such as blood tests, Pap smears and pregnancy tests, as well as for some prescription medications. Several medical insurance policies provided by outside agencies are available at the health center. These policies are specifically designed for college students and vary in both cost and coverage.

The HWC provides services to students who have paid the health fee and are currently enrolled in and attending classes. Students may call for hours of operation each semester. The center is closed on weekends and school holidays.

International Student Center

Student Services Center
Rm. SSC 230 • 949/451-5414

The International Student Center at Irvine Valley College assists students entering the college on an F-1 Student Visa. For the international student, Irvine Valley College specializes in providing the first two years of the baccalaureate (four-year) degree, and excels at preparing students to transfer to public and private institutions for their final two years. Associate degrees and certificate programs are also available. Prospective students are encouraged to visit the center or view the website at **www.ivc.edu/student/iso**.

The international student program is governed under the South Orange County Community College District and U.S. federal regulations, and students are required to meet specific standards such as full-time enrollment, academic progress, the completion of a tuberculosis test when students arrive at the college, and maintaining district-approved health insurance. These are examples of the requirements within this program. The center staff is available to guide students through the process of admission, issuing and maintaining proper immigration documents, and enrollment, and to ensure that their other college needs are met. Other services include academic counseling, health insurance orientations, and university transfer assistance. Resources are available for housing, transcript evaluation services, and document translation services.

Admission as an international student is a long process that includes issuing visas and providing proof of financial sponsorship. As a result, deadlines for admission are different for this group of students. Students who are considering coming to the college as an international (F-1) student should contact the International Student Center early.

Language Acquisition Center

Rm. 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, Spanish 180 or ESL 389 to use the center. 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 identification 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 Self-Check machine. 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 request a textbook, students must present a valid photo ID at the Circulation Desk and request an item stating the course name and number—for example, BIO 1, MATH 4A, or PSYC 150. Because textbooks 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 $5.00 fine or the cost of the lost material. The library 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 ($10 for six months) 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. They also have access to the library's computers. Kaplan students must present a current Kaplan ID card with a photo ID.

Life Fitness Center and Strength Training Center
Rm. 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: **www.ivc.edu/academics/schoolKHA**

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
Rm. 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
Rm. B 352 • 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

Rm. 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 basic skills tutoring and additional resources to reinforce and supplement classroom instruction. The goal of tutoring is to assist students in achieving success in their basic skills 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), have it signed, and then register for Tutoring 301.

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 PC's and Mac's; network services; printers; scanners; and specialized software. Instructors and lab technicians 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, economics, engineering, graphics applications, Microsoft Office suite applications, networking, operating systems, programming, psychology, sociology, VoIP (Voice over Internet Protocol), and web authoring.

Transfer Center

Student Services Center
Rm. 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. Students receive guidance in accessing college catalogs from California State University (CSU), the University of California (UC) and many independent colleges and universities. Information is available regarding the admissions process, including application deadlines and admission requirements.

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, UC San Diego, and UC Santa Cruz, as well as with the CSU system. 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 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

Rm. 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 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.

Associated Students

Student Services Center
Rm. 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 and programs, awareness campaigns, athletics, forensics, 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; FUNDcard™; 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 Asian Social Connection; academic and special interest organizations such as the Administration of Justice Club (XTE), Cheer Club, Chess Club, Geography and Geology Club, Math Club, Political Science Club/Model United Nations, Video Gamers; and the Phi Theta Kappa and Psi Beta honor societies. A list of clubs and their advisors is published in the student handbook. Additional information is available in the ASIVC Office, SSC 260.

HONORS PROGRAM AND HONOR SOCIETIES

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 classes are identified in the online class schedule.

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.

New IVC students must submit an application packet to join the program. The packet contains:

- 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)
- A letter of recommendation
- 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
- The names of three Irvine Valley College (or Saddleback) faculty who will comment on behalf of the applicant

The Honors Program will also consider applications from high school juniors and seniors who seek concurrent enrollment at Irvine Valley College.

Application forms are available online at **www.ivc.edu/academics/honors** or in the program office, Room A 201A, Irvine Valley College. For further information students may call 949/451-5300 or email honorsprogram@ivc.edu.

Honor Societies

Irvine Valley College 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.** Members are also eligible for chapter, state, and national merit and transfer scholarships.

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

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 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 3.0 or higher. After paying a one-time-only fee, membership is for life. For more information about Psi Beta, students may call 949/451-5447, or send an email to ktucker@ivc.edu or jrudmann@ivc.edu.

INTERCOLLEGIATE ATHLETICS

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 15 state championships and 28 conference titles from 1990 through the spring of 2012. 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 10 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 playoff's Super Regional, as the Lasers were led by their first-ever All-American selection (pitcher Chris Saddoris) and an MLB draft pick (Jessie Mier to the Los Angeles Dodgers).

The **MEN'S BASKETBALL** team has reached the playoffs in 13 of coach Jerry Hernandez's 17 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 270-144. 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 five 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 U.S. at the Olympic games as she competed in Beijing in 2008.

The **WOMEN'S GOLF** team won its first-ever Orange Empire Conference in 2004, beating Saddleback by 20 strokes in the conference finals, its second in 2009 and third in 2011. IVC freshman Felicia Titus was named the Orange Empire's 2009 player of the year and signed with Cal State Fullerton for the 2009-10 season. In 2010, freshman Nicole Rivera was named conference player of the year and finished third at the state tournament, finishing as an all-state player. In 2011, Rivera was named conference MVP again and all-state as she led the Lasers to their first state title. Coach Ben Burnett has established the Lasers as one of the state's most consistent programs, and was honored as Conference Coach of the Year in 2004, 2006 and 2010. Numerous players have continued at the four-year level after their careers at IVC.

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 (CCCAA) 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 CCCAA rules, IVC advises student-athletes to check with coaching staffs and the CCCAA 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 CCCAA 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 CCCAA 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 CCCAA bylaws in order to avoid loss of eligibility. All interested students are urged to review the bylaws at **www.coasports.org** and to contact the head coach for their sport immediately to learn the requirements for eligibility at 949/451-5398.

ADDITIONAL PROGRAMS/RESOURCES

Outreach and Community Relations

Rm. A 110 • 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; participating in community events; and coordinating the Early Bird Registration Program for high school seniors.

Emeritus Institute: Classes for Older Adults

Rm. A 304 • 949/451-5555

The Emeritus program is designed to provide courses of interest and value to older adults at convenient off-campus sites. Emeritus courses do not meet degree or certificate requirements, nor do they carry transfer credit to colleges or universities. Courses are described in this catalog, and current offerings may be viewed online at **www.ivc.edu/academics/officeEE/emeritus.**

Community Education

Rm. A 304 • 949/451-5555

The department offers fee-based, not-for-credit classes for children and adults to promote personal, career, professional, and technical growth. Community Education classes are short-term, and many are offered online. Traditional, in-person classes are held in the evening or on weekends. Courses may be viewed online at **www.123getsmart.com.**

Contract Education/ Economic and Workforce Development

ATEP Rm. A 111 • 949/451-5650

Contract Education is designed to enhance the economic development of the State of California. All courses and programs are taught by qualified faculty and meet the same standards of academic rigor as the traditional campus-based program.

Through its Contract Education program, IVC provides credit courses and complete lower-division transfer programs as well as not-for-credit workshops and customized seminars for business, industry, and government agencies. The course offerings may be provided on company or agency premises or on campus. Contract Education coursework is paid for by the contracting company or agency.

For additional information, contact the Office of Economic and Workforce Development at ATEP, IVC's Advanced Technology & Education Park in Tustin, California; or see **www.ivc.edu/academics/officeCTEWD.**

Corporate Training

Rm. A 304 • 949/451-5226

The training needs of local businesses and industry can be customized by Irvine Valley College's Business and Professional Institute, often at a lower cost than available through private training firms and consultants. Employers determine the place and time for their employees' seminars and training sessions.

Irvine Valley College Testing Center

Rm. A 3TC • 949/451-5468/5621

The Testing Center provides online and paper testing services 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. On-site registration is available. Further information is available at the center's website: **www.ivc.edu/student/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, then recency requirements 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, not including work experience or independent study, without restriction. 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.

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 of 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.

Regulations on repeatability are currently under review. Changes are anticipated in the 2013–2014 academic year. See your counselor or the Office of Admissions and Records for more information.

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 (the drop date), 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 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 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 of Instruction for final approval. (The Vice President of 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.

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)
Art History	Score of 3: ART 20
Art (Studio)	Score of 3 (plus portfolio approval): ART 80
Biology	Score of 3: BIO 1/1L
Calculus AB	Score of 3: MATH 2 Score of 4 or 5: MATH 2 and MATH 3A
Calculus BC	Score of 3: MATH 3A Score of 4 or 5: MATH 3A and MATH 3B
Chemistry	Score of 3: CHEM 3
Chinese Language and Culture	N/A
Computer Science A	AP credit not accepted
Computer Science AB	Score of 3: CS 37 Score of 4 or 5: CS 37 and CS 41
Economics - Macroeconomics	Score of 3 or 4: ECON 20 Score of 5: ECON 2
Economics - Microeconomics	Score of 3 or 4: ECON 20 Score of 5: ECON 1
English - Language and Composition	Score of 4 or 5: WR 201 and WR 301
English - Literature and Composition	Score of 4 or 5: LIT 1
Environmental Science	Score of 3: ENV 1
French Language	Score of 3: FR 3 Score of 4: FR 4 Score of 5: FR 5

AP EXAM	IVC ASSOCIATE DEGREE CREDIT (MAJOR AND GE)
French Literature	N/A
German Language	N/A
Government and Politics - Comparative	Score of 3: PS 12
Government and Politics - U.S.	Score of 3: PS 1
History - European	AP credit not accepted
History - U.S.	AP credit not accepted
History - World	AP credit not accepted
Human Geography	Score of 3: GEOG 2
Italian Language and Culture	N/A
Japanese Language and Culture	N/A
Latin - Literature	N/A
Latin - Vergil	N/A
Music Theory	Score of 3: MUS 1 and MUS 3
Physics B	Score of 3: PHYS 2A
Physics C - Mechanics	Score of 3: PHYS 4A
Physics C - Electricity/Magnetism	Score of 3: PHYS 4A
Psychology	Score of 3: PSYC 1
Spanish Language	Score of 3: SPAN 3 Score of 4 or 5: SPAN 4
Spanish Literature	N/A
Statistics	Score of 3: MATH 10

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	
U.S. Government & Politics	D8 (and US 2) 3 semester units	3	
U.S. 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, U.S. I	D6 (& US1) 3 sem. units	3	**Western Civilization I**	C2 or D6 3 sem. units	3
History, U.S. 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	**U.S. 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	**U.S. 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 articulated courses that contribute to Career Technical Education certificates can be found on IVC's website: **www.ivc.edu/academics/officeCTEWD/techprep.**

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 Cooperative Work Experience 168 (CWE 168). Students should consult with their CWE coordinator to ensure that they enroll in the appropriate unit value of their CWE 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, PROBATION, DISMISSAL

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

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.

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 drops below 50 percent. K-12 students 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 apply for readmission after one semester of non-attendance by following the petition procedure in the Office of Admissions and Records. Students who are readmitted and fail to maintain a grade point average of 1.75 or higher during the semester following readmission will be automatically 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 Office 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 Office for details: 949/451-5296.

GRIEVANCES

Grade Grievance Policy and Procedure

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/board/boardpolicies.asp

Grievance forms are available online at www.ivc.edu/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/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/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

In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

- submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or
- submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the college.

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 of 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 of 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 of 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 of 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 Right-to-Know Disclosure

Completion Rate

Statewide	24.64%
Irvine Valley College	37.51%

Transfer Rate

Statewide	13.87%
Irvine Valley College	15.10%

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 2008, 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 2008 to Spring 2011. 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 2009 to Spring 2011, 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. Additionally, the rates do not describe other important features about the college and its students.

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 this cohort of "transfer-oriented" students at IVC, an average of 55% transferred to a four-year institution within the six-year time frame over the past five years. This is the number one transfer rate for such students in Orange County and the third highest in the California Community College system.

STUDENT CODE OF CONDUCT

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. Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, district or college personnel.
2. Assault, battery, or any threat of force or violence upon a student, district or college personnel, or upon an authorized college visitor.
3. Willful misconduct resulting in injury or death to a student or college or district personnel or an authorized college visitor, or willful misconduct resulting in cutting, defacing, theft, or other injury to any real or personal property owned by the district, college personnel, or students in attendance at the colleges or programs of the district.
4. The unlawful use, sale, or possession on district property of, 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. Willful or persistent smoking in an area where smoking has been prohibited by law or by policy of the Board of Trustees or administrative regulation.
6. Disorderly, lewd, indecent, or obscene conduct on district-owned or controlled property or at district-sponsored or supervised functions.
7. Sexual assault (as defined in Board Policy 5404) on any student, faculty or staff member of the South Orange County Community College District, upon on-campus or off-campus grounds or facilities maintained by the district, or upon grounds or facilities maintained by affiliated student organizations.
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 college-sponsored function without the prior authorization of the college president.
9. The obstruction or disruption, on or off campus, of the district's educational or administrative process or any other district function.
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 or college program or activity.
11. Misrepresentation of oneself or of an organization as an agent of the District or college.
12. Soliciting or assisting another to do any act which would subject a student to discipline.
13. Theft of, or non-accidental damage to, campus property, or property in the possession of or owned by, a member of the campus community.
14. 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.
15. Unauthorized recording, dissemination, and publication of academic presentations or materials. This prohibition applies to a recording made in any medium, including, but not limited to, handwritten or typewritten class notes.
16. 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.
17. Violation of copyright laws.
18. 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.

GUIDELINES: IVC FACEBOOK AND SOCIAL MEDIA POSTINGS

Irvine Valley College adheres to Facebook's Terms of Use and Code of Conduct. The college reserves the right to remove from its Facebook page 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 college's 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.

Disciplinary Action

When there is a violation of the Student Code of Conduct, a request for disciplinary action may be initiated in writing by district or college employees.

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. The instructor will report the student's removal from class to the college president or designee immediately. If the student is a threat to himself or herself or others, the instructor must contact Campus Police immediately.

If the conduct did not occur in the classroom, the college employee discovering the conduct will submit a written report to the college president or designee. The president or designee will send a notice by mail to the student charged with the violation and request a meeting with the student. The notice will include a written explanation of the charges that have been made.

The college president or designee will review all documentation related to the case to determine whether further disciplinary action is required.

RANGE OF DISCIPLINARY ACTIONS

Disciplinary actions range from a verbal reprimand, to a written reprimand, to disciplinary probation, to suspension, to expulsion:

Verbal Reprimand:
A warning that the conduct is not acceptable.

Written Reprimand:
Becomes part of the student file for a minimum of five years or longer at the discretion of the college president or designee, and is considered in the event of future violations.

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 college and/or student-sponsored activities;
d. Ineligibility for membership on an athletic team;
e. Limitation of courses and/or instructors the student may take;
f. Termination of state and/or local financial aid.

Suspension:
The Board of Trustees, the college president or the president's designee 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 school term.
b. Removal from all classes and activities of the District and its colleges for one or more terms. During this time, the student may not be enrolled in any class or program within the District.

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 shall 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.

Debts Owed to the College

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 official transcripts, diplomas, or certificates being withheld, as well as permission to register for classes being denied.

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.

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 dog, specially trained for assisting a totally or partially blind person, deaf person, person whose hearing is impaired or a physically handicapped person, or the instructional use of animals or animals indigenous to the college's grounds.

Parking Regulations

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.

DISABLED PARKING

There are disabled spaces 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 spaces.

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 21113(a), and instructions are printed on each citation.

Complete copies of the college's parking regulations are available at the Campus Police building (located adjacent to Lot #8 near the baseball field), in the Administration Building (A 100), or online at the following site: **www.ivc.edu/resources/police/pages/parking_regs.aspx**

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 or at the Parking Services Office in CP-100. Parking permits purchased online will be mailed to students directly.

Parking permits should 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 parking permits are valid for student/staff 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 annually determines the cost of parking permits and the fees charged to purchase daily permits from dispensers.

DAILY PERMIT DISPENSERS

Daily parking permit dispensers are located near the entrances to lots #3, #5, #8, #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. They are not valid at Saddleback College.

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.

PROGRAMS AND MAJORS

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.

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, 201.2, 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

To obtain the Associate in Arts degree with an emphasis in Business, 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 above, including a minimum of 12 units selected from at least three of the business 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 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, 54, 55, 56

DANCE: **DNCE** 1 (1A/1B), 6 (6A/6B), 7 (7A/B), 12 (12A/12B), 13 (13A/13B), 17 (17A/17B), 18 (18A/18B), 22, 23, 27, 30, 33, 34, 50 (50A/50B), 65, 142, 170

COMMUNICATION STUDIES: **COMM** 1, **COMM/TA** 30, **COMM** 106A/B/C

MUSIC: **MUS** 37, 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), 40B, 43, 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

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*:	**CH** 2
FRENCH*:	**FR 2** [or 2A+2B], 3, 4, 5, 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, 80
JAPANESE*:	**JA** 2 [or 2A+2B], 3, 4, 5, 10, 21, 23
JOURNALISM:	**JRNL** 40
LITERATURE:	**LIT** 1, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 42, 43, 46, 47, 110
PHILOSOPHY:	**PHIL** 1, 2, 3, 5, 10, 11
READING:	**RD** 174
SIGN LANGUAGE*:	**SIGN** 22, 23
SPANISH*:	**SPAN** 2 [or 2A+2B], 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.*

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, 13, 24, 26, 105, 124; **PSYC** 10

NATURAL SCIENCES: **BIO** 1 or [**BIO** 1 + 1L]; **ERTH** 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

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, 6, 6L, 10, 15, 93, 94, 97, 99, 99L, 121

CHEMISTRY: **CHEM** 1A + 1B, 12A + 12B

COMPUTER SCIENCE: **CS** 36, 37

EARTH SCIENCES: **ERTH** 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, 13, 24, 26

MARINE SCIENCE: **MS** 20

PHYSICS: **PHYS** 2A + 2B or 4A + 4B, 4C

TOTAL UNITS REQUIRED: 18

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: **CWE** 168

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

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
- Law Enforcement
- Supervision

Anthropology

Art

Art History
- Art History
- Curatorial Studies
- Museum Education and Visitor Services

Biological Sciences
- Biology
- Health Sciences

Chemistry

Communication Studies
- Communication Studies
- Communication Studies for Transfer

Computer Information Management
- 2D Animation
- Administrative Assistant
- Computer Applications
- Desktop Publishing
- Digital Graphic Applications
- Digital Media Technologies
- Digital Publishing
- Local Area Networks: Cisco
- Multimedia Design
- Spreadsheets
- Web Authoring
- Web Page Authoring

Computer Science
- Computer Languages

Dance
- Commercial Dance
- Dance
- Dance Technique

Design Model Making and Rapid Prototyping

Digital Media Art
- Desktop Publishing
- Digital Media Art
- Digital Photography
- Digital Publishing
- Multimedia Design
- Web Authoring
- Web Page Authoring

Drafting Technology and Engineering
- Civil Computer-Aided Design
- Computer-Aided Design
- Mechanical Computer-Aided Design
- Pre-Engineering

Economics

Electronic Technology
- Electrician Trainee
- Electronic Technology
- Electronics Aide

English
- Literature
- Writing

Fine Arts

Geography

Geology

History
- American History
- European History

Human Development
- Child Development
- Early Childhood Assistant Teacher
- Early Childhood Associate Teacher
- Infant/Toddler
- School-Age Child

Humanities

Kinesiology, Health and Athletics
- Fitness Professional
- Kinesiology for Transfer
- Recreation and Leisure Studies

Languages
- French
- Japanese
- Spanish

Management
- Business Administration
- Business Management
- Entrepreneurship
- Manufacturing Assistant
- Retail Management
- Supervision

Mathematics
- Mathematics
- Mathematics for Transfer

Music

Paralegal Studies

Philosophy

Photography

Physical Science

Political Science

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

Spanish

Theatre Arts
- Acting
- Technical Theatre
- Theatre Arts
- Theatre Arts for Transfer

ACCOUNTING

School of Business Sciences

Dean: David D. Gatewood, PhD
Academic Chair: Bob Urell
Faculty: Donald Bradshaw, Dixie Massaro, 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

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 204	Accounting Applications: QuickBooks	3.5
ACCT 112.1	Spreadsheets I	1.5
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:	**18.5-20.5**

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.

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	3.5
ACCT 112.1	Spreadsheets I	1.5
ACCT 112.2	Spreadsheets II	1.5
	TOTAL UNITS REQUIRED:	**6.5**

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Catalog Correction 9/14/12

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.

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

Dean: Karima Feldhus, PhD
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 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

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 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
CWE 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
CWE 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

Dean: Karima Feldhus, PhD
Academic Chair: Wendy Gabriella, JD
Faculty: Wendy Gabriella, JD

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:		
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.

ART

School of Fine Arts

Dean: David D. Gatewood, PhD
Academic Chair, Visual Arts: Lisa Davis Allen, PhD
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 Fine 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	Art History Courses	3
ART 81, 82 85, 86, 186, 195	Drawing Courses	3
ART 51, 52, 253	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.

ART HISTORY

School of Fine Arts

Dean: David D. Gatewood, PhD
Academic Chair, Visual Arts: Lisa Davis Allen, PhD
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.

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 **www.ivc.edu/academics/schoolFA/arthistory** 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.

Catalog Correction (Addition), 8/14/12

ART DEPARTMENT PROGRAMS

STUDIO ART
Drawing, Painting, and Design

CORE COURSES:
ART 40 • ART 80

DRAWING	PAINTING
ART 81	ART 50
ART 82	ART 51
ART 85	ART 52
ART 86	ART 158
ART 186	ART 159
ART 195	ART 253
	ART 255
ART 191 *Portfolio*	ART 191 *Portfolio*

CAMERA ARTS & DIGITAL MEDIA
Photography, Digital Media Art and Graphic Design

CORE COURSES:
ART 40 • DMA/PHOT 51 • DMA 140

PHOTOGRAPHY	DIGITAL MEDIA ART	
	Graphic Design	Multimedia
PHOT 54	DMA 51	DMA 70
PHOT 55	DMA 52	DMA 120
PHOT 56	DMA 55	DMA 130
	DMA 65	
	DMA 160	
	DMA 170	
	DMA 175	
	DMA 180	
	DMA 195	
PHOT 191 *Portfolio*	ART 191 *Portfolio*	ART 191 *Portfolio*

ART HISTORY
Art History, Theory, and Criticism Applied Museum Studies

CORE COURSES:
ARTH 4 • ARTH 25 • ARTH 26 • ARTH 27 • ARTH 104

HISTORY WESTERN	HISTORY NON-WESTERN	APPRECIATION CRITICISM EXHIBITION THEORY
ARTH 1	ARTH 22	ARTH 20
ARTH 24	ARTH 23	ARTH 110
ARTH 28		ARTH 115
ARTH 29		ARTH 120
ARTH 30		ARTH 125
ARTH 31		ARTH 130
ARTH 32		ARTH 135
ARTH 133		ARTH 140
ARTH 150		ARTH 145
		CWE 168

- 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

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.

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, Environmental Technologies: Jefferey Kaufmann, PhD
Academic Chair, Health Sciences: Roland Rodriguez
Faculty: David Fretz; Diana Hurlbut, PhD; Jefferey Kaufmann, PhD; Emalee Mackenzie; Devon Mohamed, PhD; Roland Rodriguez; Priscilla Ross; Katherine Schmeidler, PhD

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
- Dental 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.

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:		
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.

CHEMISTRY

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD
Academic Chair: John Davison, PhD
Faculty: Arthur Ambrose, PhD; Dale Carranza; John Davison, PhD; Kiana Tabibzadeh

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

- Analyze and apply fundamental chemical concepts and techniques.
- Perform chemical calculations and solve chemical equations.
- Use the scientific method to define and solve problems independently and collaboratively.

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

formerly listed as Speech

School of Fine Arts

Dean: David D. Gatewood, PhD
Academic Chair: Edwin Tiongson
Faculty: Gary Rybold, PhD; 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.

POTENTIAL CAREERS

Communication studies majors learn to communicate well orally and gain the capacity to think critically and analytically. Thus students anticipating careers in law, public service, education, business, or communications may find the major appropriate. Because oral, analytical, and organizational skills are fundamental to most occupations, this major may also be appropriate for students whose career decisions are not yet determined.

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 15 years, the team has placed in the top three at 12 state championships, while winning 11 league championships. In this decade, the team was crowned the national champions in the community college division of the National Parliamentary Debate Association for seven years.

In 2011, the IVC Forensics team earned a state title at the California Community College Forensics Association State Championships and a national title at the Phi Rho Pi National Tournament. Currently, IVC Debate is ranked second among community colleges and fifth 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 13 times. The team has traveled several times to China for debate demonstrations, competition, and study abroad programs.

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 co-director Gary Rybold at 949/451-5417 or co-director Edwin Tiongson at 949/451-5346. For more information about the program, go to www.ivc.edu/forensics.

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 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 105	Interpersonal Communication	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 105	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**

To earn the Associate in Arts degree in Communication Studies for Transfer, you must complete the following requirements:

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 the major as detailed above. All courses in the major must be completed with a grade of "C" or better or a "P" if the course is taken on a Pass/No-Pass basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see page 34–35 for more information); OR the Intersegmental General Education Transfer Curriculum pattern (IGETC) (see page 36–37 for more information).

COMPUTER INFORMATION MANAGEMENT

School of Business Sciences

Dean: David D. Gatewood, PhD
Academic Chair: Bob Urell
Faculty: 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 photography, 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.

Desktop Publishing
Upon completion of the desktop publishing 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.

Digital Media Technologies
Upon completion of the digital media technologies 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
- Digital Publishing
- Print Publications
- Web Authoring
- Website 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 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 107	Introduction to Personal Computer Applications	3
CIM 112.1	Spreadsheets I	1.5
CIM 112.2	Spreadsheets II	1.5
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.

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:		
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.

Associate in Science Degree or Certificate of Achievement
Desktop Publishing

This certificate is designed for those wishing to develop expertise in applications used in the design and layout of print publications.

Complete the following courses:		Units
CIM 225.1	Creative Suite	3.5
CIM 230.1	InDesign I	2
CIM 230.2	InDesign II	2
DMA 55	Graphic Design I	3
DMA 65	Typography	3
DMA 160	Graphic Design II	3
DMA 170	Publication Design and Digital Prepress	3
MGT 203	Business English	3
	TOTAL UNITS REQUIRED:	**22.5**

Recommended electives: CIM 107, 210.1, 210.2; DMA 175

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
Digital Media Technologies

The program in digital media prepares students for employment as entry-level specialists and/or media specialists in advertising, website production, prepress publication, and various areas of the entertainment industry. The program offers an integrated/interdisciplinary approach to meet current and future job market demand, emphasizing critical thinking, design techniques, and state-of-the art computer skills.

Complete the following courses:		Units
CIM 221.1	Photoshop I	2
CIM 221.2	Photoshop II	2
CIM 222.1	Illustrator I	2
CIM 224.1	After Effects I	3.5
CIM 242.1	Flash I	3.5
CIM 243.1	Dreamweaver I	1.5
CIM 243.2	Dreamweaver II	1.5
DMA 55	Graphic Design I	3
DMA 140	Digital 2D Design and Color Theory	3

Complete 4 units from the following courses:		
CIM 230.1	InDesign I	2
CIM 230.2	InDesign II	2
CIM 245.1	Digital Sound and Video	3.5
	TOTAL UNITS REQUIRED:	**26**

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
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.

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.

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
2D Animation

This certificate of proficiency is intended to prepare students for entry-level positions dealing with 2D animation. The certificate focuses on fundamental 2D animation software and basic action-scripting skills.

Complete the following courses:		Units
CIM 242.1	Flash I	3.5
CIM 242.2	Flash II	3.5
CIM 242.3	Flash III	3.5
	TOTAL UNITS REQUIRED:	**10.5**

Recommended electives: CIM 225.1

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 222.1	Illustrator I	2
CIM 225.1	Creative Suite	3.5
CIM 230.1	InDesign I	2
	TOTAL UNITS REQUIRED:	**11.5**

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
Digital Publishing

This certificate of proficiency is intended to prepare students for entry-level positions in digital publishing. Students will focus on industry-standard digital graphics and layout applications as well as fundamental skills in graphic design.

Complete the following courses:		Units
CIM 225.1	Creative Suite	3.5
CIM 230.1	InDesign I	2
DMA 55	Graphic Design I	3
DMA 65	Typography	3
	TOTAL UNITS REQUIRED:	**11.5**

Recommended electives: ARTH 150; CIM 230.2; DMA 160, 170

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency
Multimedia Design

This certificate of proficiency is intended to prepare students for the fundamentals of multimedia design including video production and animation. The curriculum focuses on skills such as video capturing, editing, and output, as well as the integration of motion graphics and 3D animation using industry-standard software.

Complete the following courses:		Units
CIM 224.1	After Effects I	3.5
CIM 245.1	Digital Sound and Video	3.5
DMA 70	Digital Video Production	3
DMA 120	Motion Graphics Animation	3
DMA 130	3D Animation	3
	TOTAL UNITS REQUIRED:	**16**

Recommended electives: DMA 55, 140

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 207.1

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.

Complete the following courses:		Units
CIM 225.1	Creative Suite	3.5
CIM 241.1	Creating a Web Page I Using XHTML	1.5
CIM 243.1	Dreamweaver I	1.5
CIM 243.2	Dreamweaver II	1.5
DMA 180	Visual Design for the Web	3
	TOTAL UNITS REQUIRED:	**11**

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 Chair: Miriam Castroconde
Faculty: Howard Dachslager, PhD; 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 for professional careers and/or 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 or Certificate of Achievement 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 or Certificate of Achievement
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 36	C Programming	3
CS 37	C++ Programming	3
CS 38	Java Programming	3
CS 50	HTML/XHTML Programming	3
CS 130	Visual Basic 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.

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; Michelle Scharf; Parisa Soltani; 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 explores career options using self assessments.

DANCE

School of Fine Arts

Dean: David D. Gatewood, PhD
Academic Chair: Ted Weatherford
Faculty: Marie de la Palme, 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.

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.

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 include the following:

- Artistic Director
- Arts Advocacy Agent
- Arts Council Director
- Choreographer
- Costume or Lighting Designer
- Dance and Arts Administration
- Dance Company Manager
- Dance Critic
- Dance Instructor
- Dance Studio Owner
- Dance Therapist
- Dance Writer
- 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.

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.

Certificate of Proficiency
Dance Technique

Complete the following courses:		Units
DNCE 50	Conditioning: Stretch/Strengthen, Align and Correct	2
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 2 units from the following course:		
DNCE 65	Dance Rehearsal and Performance	2

Complete 4 units from the following courses in a minimum of two genres:		
DNCE 7	Ballet II	2
DNCE 13	Modern Dance II	2
DNCE 18	Jazz Dance II	2
DNCE 23	Tap Dance II	1

Complete 1 unit from the following 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
DNCE 36	Ballroom Styles of the 19th and 20th Century	1

Complete 2 units from the following courses:		
DNCE 51 [or 51A/B]	Pilates	2
DNCE 142	Dance Movement Technique and Analysis: Floor Barre	2
DNCE 253	GYROKINESIS	1
	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: Miriam Castroconde
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

Examples of careers in this field include industrial design and model making in the following areas:

- Amusement park design
- 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 Fine Arts

Dean: David D. Gatewood, PhD
Academic Chair, Visual Arts: Lisa Davis Allen, PhD
Faculty: Terry Chatkupt, Patricia Beckman-Wells, EdD

COURSES

The curriculum includes courses in digital media arts, typography, publication design, web design, and graphic design history. Studio courses teach students to expand both their basic design and digital design skills and develop a portfolio in preparation for working in the field or transferring to a four-year college or university. All courses in the curriculum are intended to develop the student's understanding and appreciation of the artist's technical and aesthetic concerns; an awareness of the forces that continually reshape popular design; and familiarity with the job opportunities and work environments available to graphic designers.

MAJOR

Students majoring in digital media arts at the lower-division level concentrate on learning the elements of design and the principles of composition and then applying these in integrated, completed projects for both print and electronic output. Students focus on art theory as it relates to two-dimensional design and color theory, and on color systems specific to computer-generated imagery. Basics are taught sequentially so that students may best develop their potential as artists and technicians.

Students are encouraged to experiment with new ideas to create projects that relate to traditional styles and the postmodern design of the new millennium. The digital media arts major includes courses that may be applied to upper-division programs at transfer institutions. The certificate program prepares the student to begin a career in print, advertising, web design or commercial art.

PROGRAM STUDENT LEARNING OUTCOMES

Desktop Publishing
Upon completion of the desktop publishing 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.

Digital Media Art
Upon completion of the digital 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 media art.
- Analyze and integrate the fundamentals of digital media art with art theory and aesthetics.
- Demonstrate a technical proficiency of industry-standard digital media art software to create professional design and multimedia projects.
- Apply a digital media art workflow including research, project development, and presentation considerations.
- Produce a professional digital media art portfolio.

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 digital media art include the following:

- Brand Identity Designer
- Freelance Graphic Designer
- Graphic Design Production Artist
- Layout Artist
- Logo Designer
- Photo Editing/Photoshop Artist
- Pre-press Technician
- Web Interface Graphic Designer

Associate in Science Degree or Certificate of Achievement
Desktop Publishing

This certificate is designed for those wishing to develop expertise in applications used in the design and layout of print publications.

Complete the following courses:		Units
CIM 225.1	Creative Suite	3.5
CIM 230.1	InDesign I	2
CIM 230.2	InDesign II	2
DMA 55	Graphic Design I	3
DMA 65	Typography	3
DMA 160	Graphic Design II	3
DMA 170	Publication Design and Digital Prepress	3
MGT 203	Business English	3
	TOTAL UNITS REQUIRED:	**22.5**

Recommended electives: CIM 107, 210.1, 210.2; DMA 175

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 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

Major continues on next column

Complete a total of 6 units from the following courses:

DMA 52	Intermediate Digital Photography	3
DMA 70	Digital Video Production	3
DMA 120	Motion Graphics Animation	3
DMA 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

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
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.
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
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
Digital Publishing

This certificate of proficiency is intended to prepare students for entry-level positions in digital publishing. Students will focus on industry-standard digital graphics and layout applications as well as fundamental skills in graphic design.

Complete the following courses:		Units
CIM 225.1	Creative Suite	3.5
CIM 230.1	InDesign I	2
DMA 55	Graphic Design I	3
DMA 65	Typography	3
	TOTAL UNITS REQUIRED:	**11.5**

Recommended electives: ARTH 150; CIM 230.2; DMA 160, 170, 195

To earn the certificate of proficiency: See page 26 for certificate information and requirements.

Certificate of Proficiency
Multimedia Design

This certificate of proficiency is intended to prepare students for the fundamentals of multimedia design including video production and animation. The curriculum focuses on skills such as video capturing, editing, and output, as well as the integration of motion graphics and 3D animation using industry-standard software.

Complete the following courses:		Units
CIM 224.1	After Effects I	3.5
CIM 245.1	Digital Sound and Video	3.5
DMA 70	Digital Video Production	3
DMA 120	Motion Graphics Animation	3
DMA 130	3D Animation	3
	TOTAL UNITS REQUIRED:	**16**

Recommended electives: DMA 55, 140

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.

Complete the following courses:		Units
CIM 225.1	Creative Suite	3.5
CIM 241.1	Creating a Web Page I Using XHTML	1.5
CIM 243.1	Dreamweaver I	1.5
CIM 243.2	Dreamweaver II	1.5
DMA 180	Visual Design for the Web	3
	TOTAL UNITS REQUIRED:	**11**

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: Miriam Castroconde
Faculty: Ilknur Erbas-White; Roopa Mathur, PhD; Matthew 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 U.S. 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

The civil computer-aided design certificate of proficiency is designed to give students a basic understanding of the terminology, methods, and analytical techniques that are required to accurately model the terrain, civil structures, and site plans used in land development.

Complete the following courses:		Units
ENGR 21	Introduction to Engineering and Technology	1
ENGR 23	Engineering Graphics and Descriptive Geometry	3
GEOG 1	Physical Geography	3
GEOG 1L	Physical Geography Laboratory	1
MATH 124	Trigonometry	3
	TOTAL UNITS REQUIRED:	**11**

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

Dean: Karima Feldhus, PhD
Academic Chair: Mark McNeil
Faculty: Mark McNeil, Martha Stuffler

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 it 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 Adjustor
- 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:		
MATH 3A	Analytical Geometry and Calculus I	5
MATH 11	A Brief Course in Calculus	4
Complete one of the following courses:		
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.

ELECTRONIC TECHNOLOGY

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD
Academic Chair: vacant
Faculty: Robert Chaboya, 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. This electrician trainee program is designed to enable the student to obtain the necessary entry-level skills to become a skilled and more employable worker in the electrical field.

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) Technician
- Biomedical Instrument Technician
- Customer Support Technician
- Field Service Technician
- Research and Development Technician
- Test Technician

With a bachelor's degree:

- Design Engineer
- Electronic Engineering Technologist
- Field Support Engineer
- Manufacturing Engineer

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 only the following Curriculum Standards adopted by the ECCC:

III. Math
IV. Electrical Theory

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	3
Complete one of the following courses:		
ET 116	Industrial Electronics	4
ET 120	Introduction to Microprocessors	4
Complete one of the following courses:		
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:	**26**

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.

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
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 and Languages

Dean: Karima Feldhus, PhD
Academic Co-Chairs, English: Daniel DeRoulet, PhD, and Kurt Meyer
Academic Chair, Reading: Melanie Haeri
Faculty: Lisa Alvarez; Brenda Borron; Brooke Choo, PhD; Daniel DeRoulet, PhD; William Etter, PhD; Julie Evans; Melanie Haeri; Lewis Long; Kurt Meyer; Douglas Ryals, PhD; Kay Ryals, PhD; Summer Serpas; Virginia Shank, PhD

COURSES

The department offers a range of courses for native speakers and advanced second- language students, including 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

WR 2
COLLEGE WRITING 2

↑

WR 1
COLLEGE WRITING 1

↑

WR 201: INTRODUCTION TO COLLEGE WRITING
AND **WR 280:** WRITING CONFERENCE

↑

WR 301: INTRODUCTION TO BASIC WRITING
AND **WR 380:** WRITING CONFERENCE
OR
ESL 81A: ACADEMIC WRITING IIA

↑

RD 370
READING FOR COLLEGE SUCCESS
AND **RD 371:** READING LAB

↑

Assessment Test

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 42	The Myths of the Ancient World	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

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

Complete 3 units from the following courses:		
WR 11	Writing Short Fiction	3
WR 13	Writing Poetry	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 42	The Myths of the Ancient World	3
LIT 43	Introduction to Shakespeare	3

Complete one of the following courses:		
LIT 47	Fable and Folktale	3
LIT 110	Popular Literature	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.

ENGLISH AS A SECOND LANGUAGE

School of Humanities and Languages

Dean: Karima Feldhus, PhD
Academic Chair: Jeff Wilson *(Fall 2012)*, Susan Fesler *(Spring 2013)*
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 advanced ESL courses, students will be prepared to take developmental or 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 an authentic text 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.

ENGLISH AS A SECOND LANGUAGE COURSE SCHEMATIC

WR 201: Introduction to College Writing
(Upon successful completion of ESL 81A, students may enroll in WR 201.)

ADVANCED LEVEL

SPECIFIC SKILLS COURSES

ESL 388 A/B →
Advanced Grammar and Writing (5 units/5 hours)

ESL 387 A/B →
Advanced Grammar Review (3 units/3 hours)
ESL 387 X
Advanced Grammar Review X (0 units/3 hours)

ESL 384 A/B →
Advanced Vocabulary Skills (5 units/5 hours)
ESL 384 X
Advanced Vocabulary Skills X (0 units/5 hours)

ESL 382 A/B →
Advanced Conversation (3 units/3 hours)
ESL 382 X
Advanced Conversation X (0 units/3 hours)

CORE COURSES

ESL 81 A/B
Academic Writing II
(Transfers to UC)
(5 units/5 hours)

↑

ESL 380 A/B
Academic Writing I
(5 units/5 hours)

SPECIFIC SKILLS COURSES

← **ESL 390 A/B**
Language Through Literature (4 units/4 hours)
ESL 390 X
Language Through Literature X (0 units/4 hours)

← **ESL 386**
Listening Skills and Note-Taking (3 units/3 hours)

← **ESL 385 A/B**
Academic Reading Skills (3 units/3 hours)
ESL 385 X
Academic Reading Skills (0 units/3 hours)

← **ESL 383 A/B**
Advanced Pronunciation (3 units/3 hours)

INTERMEDIATE LEVEL

SPECIFIC SKILLS COURSES

ESL 364 A/B →
Idioms in American English (4 units/4 hours)

ESL 362 A/B →
Intermediate Conversation (3 units/3 hours)
ESL 362 X
Intermediate Conversation X (0 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 365**
Spelling for Non-Native Speakers (2 units/2 hours)

← **ESL 363 A/B**
Intermediate Pronunciation (3 units/3 hours)

BEGINNING LEVEL

SPECIFIC SKILLS COURSES

ESL 342 A/B →
Beginning Conversation (3 units/3 hours)
ESL 342 X
Beginning Conversation (0 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 A/B**
Beginning Pronunciation (3 units/3 hours)

← **ESL 330**
Introduction to Beginning ESL (4 units/4 hours)
ESL 330X
Introduction to Beginning ESL X (0 units/4 hours)

FINE ARTS

School of Fine Arts

Dean: David D. Gatewood, PhD
Academic Chair, Communication Studies: Edwin Tiongson
Academic Chair, Music: Matthew Tresler, DMA
Academic Chair, Theatre: Ron Ellison
Academic Chair, Visual Arts: Lisa Davis Allen, PhD
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; Edwin Tiongson; 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
Complete at least one of the following courses:		
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:		
TA 20	Theatre Appreciation: Classical Overview	3
TA 21	Theatre Appreciation: Contemporary	3
Complete at least one of the following courses:		
PHOT 1/ARTH 1	History of Photography	3
PHOT 54	Beginning Photography	3
Complete at least one of the following courses:		
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.

GEOGRAPHY

School of Social and Behavioral Sciences

Dean: Karima Feldhus, PhD
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

Examples of careers in geography 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.

GEOLOGY

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD
Academic Chair: Kiana Tabibzadeh
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

Examples of careers in geology include the following:

- City or County Geologist
- Engineering Geologist
- Environmental Geologist
- Exploration Geologist with an Oil Company or Minerals Company
- Marine Geologist
- Paleontologist
- Park Naturalist
- Professor
- Research Geologist
- Science Teacher
- State or Federal Geological Survey
- Geologist
- 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:		
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:		
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.

HISTORY

School of Humanities and Languages

Dean: Karima Feldhus, PhD
Academic Chair: Stephen Felder, PhD
Faculty: Brittany Adams, 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.
- Analyze and interpret primary sources (texts, artifacts, images, etc.).

POTENTIAL CAREERS

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 Through the Renaissance	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 Through the Renaissance	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, 42, 43, 44, 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.

HUMAN DEVELOPMENT

School of Social and Behavioral Sciences

Dean: Karima Feldhus, PhD
Academic Chair: Mary McDonough
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	2
CWE 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 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
CWE 168	Cooperative Work Experience: Human Development	3
	TOTAL UNITS REQUIRED:	**27**

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.

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.

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
CWE 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 CWE 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:		
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 CWE 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:		
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 and Languages

Dean: Karima Feldhus, PhD
Academic Chair: Stephen Felder, PhD
Faculty: Roy Bauer; Stephen Felder, PhD; Jamie Poster, 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 Shackleford, JD
Academic Chair, Athletics: Jerry Hernandez
Academic Chair, Kinesiology and Health: Tom Pestolesi
Faculty: Simon Davies, PhD; Julie Hanks; Jerry Hernandez; Chris Hogstedt; Kent Madole; Martin McGrogan; Janet Olsen; Tom Pestolesi; Jovan Stojanovski; Ted Weatherford

COURSES

The kinesiology, health and athletics program at Irvine Valley College is designed to acquaint students with the concepts of lifelong fitness and health. Students not only exercise but also are introduced to topics related to exercise such as the physiology of the body, nutrition, injury prevention, and health enhancement. The program serves all students, regardless of age, fitness level, or previous experience.

Classes are offered in cardiovascular fitness, individual/paired sports, intramurals, intercollegiate athletics, team sports, and physical training. 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 principles involved in that process and to introduce them to the related topics of nutrition, injury prevention, and health enhancement.

The college's physical education complex currently includes baseball, soccer and softball fields; lighted outdoor tennis courts; sand volleyball courts; and outdoor basketball courts. The Hart Gymnasium serves as home court of the Lasers basketball, badminton, and volleyball teams. The gymnasium also houses a strength training center, dance studio, and PE classrooms. The Health Fitness Complex includes an aerobics/multipurpose room; the Life Fitness Center, with top-of-the-line strength-training and aerobic exercise equipment; and locker rooms. Students may use the center 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, recreation or leisure studies should consult with a faculty member in the School of Kinesiology, Health, and Athletics.

Those seeking employment in the area of recreation and leisure in the public or private sector, or seeking transfer opportunities to a four-year university degree program in this area, are advised to explore the Associate in Arts in recreation and leisure studies. This degree program is designed to qualify students to serve as instructors and program leaders for avocational sport, recreation and fitness programs for municipalities, nonprofits and other enterprises and entities. Those who pursue this program will be educated in the principles of exercise science that apply to fitness, exercise, basic health, and athletic/sport activities.

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

Examples of careers in kinesiology, health and athletics include the following:

- Athletic Trainer
- Coach/Referee
- 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
- 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 6A	Ballet IA	1
DNCE 6B	Ballet IB	1
DNCE 7	Ballet II	2
DNCE 7A	Ballet IIA	1
DNCE 7B	Ballet IIB	1
DNCE 12	Modern Dance I	2
DNCE 12A	Modern Dance IA	1
DNCE 12B	Modern Dance IB	1
DNCE 13	Modern Dance II	2
DNCE 13A	Modern Dance IIA	1
DNCE 13B	Modern Dance IIB	1
DNCE 17	Jazz Dance I	2
DNCE 17A	Jazz Dance 1A	1
DNCE 17B	Jazz Dance IB	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 30	African Dance I	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 50	Conditioning: Stretch/Strengthen, Align and Correct	2
DNCE 50A	Conditioning: Stretch/Strengthen, Align and Correct I	1
DNCE 50B	Conditioning: Stretch/Strengthen, Align and Correct II	1
DNCE 51	Pilates	2
DNCE 51A	Pilates A	1
DNCE 51B	Pilates B	1

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	1
KNES 4A	Weight Training I	.5
KNES 4B	Weight Training II	.5
KNES 5	Advanced Strength Training	1
KNES 5A	Advanced Strength Training I	.5
KNES 5B	Advanced Strength Training II	.5

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: Beginning to Intermediate I	1
KNES 11A	Badminton: Beginning	.5
KNES 11B	Badminton: Intermediate I	.5
KNES 12	Badminton: Intermediate II to Advanced	1
KNES 12A	Badminton: Intermediate II	.5
KNES 12B	Badminton: Advanced	.5
KNES 20	Beginning Golf	.5
KNES 22	Intermediate Golf	.5 or 1
KNES 23	Advanced Golf	1
KNES 25	Tennis: Beginning to Intermediate I	1
KNES 25A	Tennis: Beginning	.5
KNES 25B	Tennis: Intermediate I	.5
KNES 26	Tennis: Intermediate II to Advanced	1
KNES 26A	Tennis: Intermediate II	.5
KNES 26B	Tennis: Advanced	.5

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 71	Advanced Basketball	.5 or 1
KNES 73	Advanced Soccer	1
KNES 76	Beginning Volleyball	.5 or 1
KNES 77	Intermediate Volleyball	.5 or 1
KNES 78	Advanced Volleyball	.5 or 1
KNES 79	Advanced Baseball	.5 or 1

Complete two (6–10 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:	**20-24**

To earn the Associate in Arts degree in Kinesiology for Transfer, you must complete the following requirements:

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 the major as detailed above. All courses in the major must be completed with a grade of "C" or better or a "P" if the course is taken on a Pass/No-Pass basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see page 34–35 for more information); OR the Intersegmental General Education Transfer Curriculum pattern (IGETC) (see page 36–37 for more information).

Associate in Arts Degree
Recreation and Leisure Studies

Core courses (13–15 units):		Units
KNES 85	Prevention and Treatment of Athletic Injuries	3
KNES 102	Introduction to Physical Education, Fitness and Sport	3
Complete at least one course from the following:		
HLTH 1	Health Education	3
HLTH 2	First Aid: Responding to Emergencies	3
HLTH 103	Women's Health Issues	3
NUT 1	Principles of Nutrition	3
Complete at least one course from the following:		
KNES 86	Theory of Coaching	3
KNES 101	Introduction to Sport Psychology	3
Complete at least one course from the following:		
HLTH 107	Survey and Assessment of Fitness	1
HLTH 131	Simple Strategies for Successful Weight Management	1.5
KNES 100	Introduction to Therapy and Rehabilitation	3
Complete an additional 6 units from the following courses:		
KNES 103, 104, 105, 106 or CWE 168	(Professional Development)	up to 3
KNES 3A, 3B, 3C, 4, 4A, 4B, 5, 5A, 5B, 6	(Fitness and Weight Training)	up to 2
KNES 11, 11A, 11B, 12, 12A, 12B, 20, 22, 23, 25, 25A, 25B, 26, 26A, 26B, 32	(Individual Sports)	up to 2
KNES 71, 73, 76, 77, 78, 79	(Team Sports)	up to 2
IA 1, 2, 3, 6, 7, 9, 10, 12, 13, 15, 18, 19, 20	(Intercollegiate Athletics)	up to 2
DNCE 1, 1A, 1B, 6, 6A, 6B, 7, 7A, 7B, 12, 12A, 12B, 13, 13A, 13B, 17, 17A, 17B, 18, 18A, 18B, 22, 23, 30, 33, 34, 36, 50, 50A, 50B, 51, 51A, 51B	(Dance)	up to 2
	TOTAL UNITS REQUIRED:	**19-21**

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.

To earn the associate degree: See page 28 for associate degree graduation requirements.

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
CWE 168	Cooperative Work Experience: Kinesiology	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.

LANGUAGES

School of Humanities and Languages

Dean: Karima Feldhus, PhD
Academic Chair: Jeanne Egasse *(Fall 2012),*
Susan Fesler *(Spring 2013)*
Faculty: Joanne Chen; Jeanne Egasse; Susan Fesler; Fumiko Ishii; Anca Popescu, PhD; Beatrice Tseng

COURSES

The department offers courses from the beginning through the advanced level in French and beginning through intermediate level courses in 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 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 [or FR 1A and 1B]	Beginning French I	5
FR 2 [or FR 2A and 2B]	Beginning French II	5
FR 3	Intermediate French	5
FR 4	Intermediate French	5

Complete a minimum of 6 units from the following courses:		
FR 5	Advanced French	5
FR 10	Intermediate Conversational French	3
FR 11	Advanced Conversational French	3
FR 15A	Intermediate French Composition and Grammar I	3
FR 15B	Intermediate French Composition and Grammar II	3
FR 221	French Culture and Cuisine	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 and continue through FR 5.

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 [or JA 1A and 1B]	Beginning Japanese I	5
JA 2 [or JA 2A and 2B]	Beginning Japanese II	5
JA 3	Intermediate Japanese	5
JA 4	Intermediate Japanese	5
JA 10	Intermediate Conversational Japanese	3
JA 21	Introduction to Japanese Culture	3
	TOTAL UNITS REQUIRED:	**26**

† 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 [or SPAN 1A and 1B]	Beginning Spanish I	5
SPAN 2 [or SPAN 2A and 2B]	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.

LIBRARY AND TUTORING SERVICES

School of Library Services

Dean: Roger Owens, PhD
Academic Co-Chairs: Cheryl Delson, Anthony Lin
Faculty: Cheryl Delson, Anthony Lin

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 peer 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.

POTENTIAL CAREERS

With an associate degree or occupational certificate, students trained in library research studies may participate in the IVC Library's unpaid internships as they pursue careers in the following fields:

- Arts/Museum Assistant
- Library Assistant
- Library Technician
- Public Information Assistant

With a bachelor's degree or advanced degree, the library offers an unpaid internship that supplements training for library and information science majors interested in the following careers:

- Archivist/Curator
- Information Specialist
- Librarian
- Public Information Officer
- Publisher/Editor
- Research Analyst
- Writer

MANAGEMENT

School of Business Sciences

Dean: David D. Gatewood, PhD
Academic Chair: Bob Urell
Faculty: June McLaughlin, JD; 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

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 ares 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:		
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 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; CWE 168; ECON 1, 2; MGT 102, 104, 115, 217, 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
CWE 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:		
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
MGT 1	Introduction to Business	3
MGT 104	Business Communication	3
MGT 125	Organizational Behavior	3
MGT 203	Business English	3
MGT 217	Social Media Marketing	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; CWE 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
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		
ACCT 215	General Accounting	3
MGT 120	Principles of Business Management	3
MGT 135	Introduction to Marketing	3

GROUP C—Advanced Courses		
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.

Certificate of Proficiency
Entrepreneurship

This certificate is intended to prepare students to start and manage a new business. Courses will focus on presenting skills and knowledge needed to prepare students for a wide range of business start-up opportunities.

Complete the following courses:		Units
MGT 125	Organizational Behavior	3
MGT 160	Entrepreneurship: Managing Your Business	3
MGT 261	Entrepreneurship: Product and Team Operations	1.5
MGT 262	Legal Aspects of Entrepreneurship	1.5
MGT 263	Entrepreneurship: Financial Tools	1.5
MGT 264	Entrepreneurship: The Business Plan	3
	TOTAL UNITS REQUIRED:	**13.5**

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 Chair: Miriam Castroconde
Faculty: Miriam Castroconde; Terry Cheng; Howard Dachslager, PhD; Ilknur Erbas-White; Sanjai Gupta, PhD; Seth Hochwald; 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

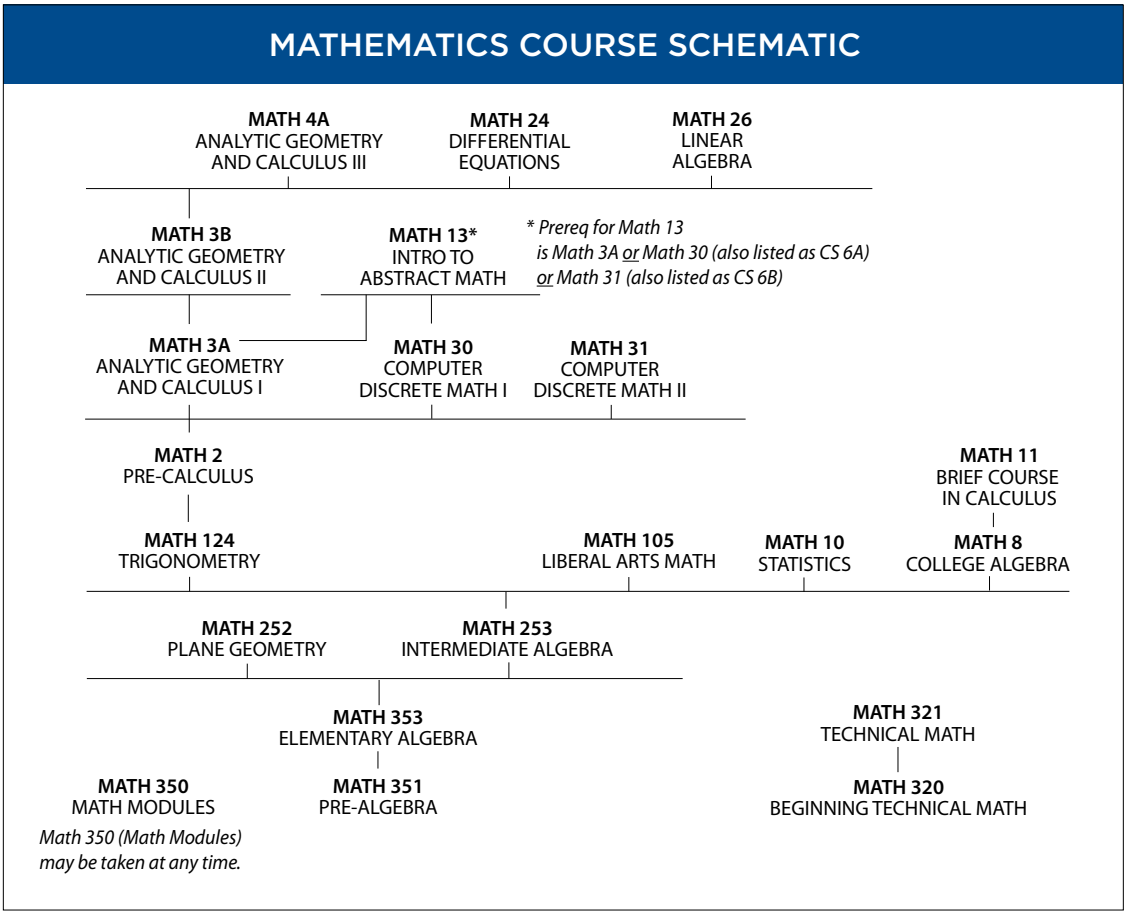
The completion of an Associate in Arts degree in mathematics or an Associate in Science degree in mathematics for transfer demonstrates commitment to the field and provides comprehensive preparation for upper-division courses in most professional careers related to mathematics.

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.

MATHEMATICS COURSE SCHEMATIC



POTENTIAL CAREERS

Occupations that require knowledge of mathematics or, in some cases, a degree in mathematics, include the following:

- Computer Programmer
- Computer Scientist
- Computer Software Engineer
- Computer Systems Analyst
- Database Administrator
- Operations Research Analyst
- Statistician

A strong background in mathematics also facilitates employment for the following:

- Astronomers
- Economists
- Engineers
- Financial Analysts
- Market and Survey Researchers
- Personal Financial Advisors
- Physicists
- Teachers—Postsecondary
- Teachers—Preschool, Kindergarten, Elementary, Middle and Secondary

Associate in Arts Degree
Mathematics

Complete the following courses:		Units
MATH 3A	Analytic Geometry and Calculus I	5
MATH 3B	Analytic Geometry and Calculus II	5
MATH 4A	Analytic Geometry and Calculus III	5
MATH 24	Elementary Differential Equations	4
MATH 26	Introduction to Linear Algebra	4

Complete one of the following courses:		
PHYS 4A	General Physics	4
CS 36	C Programming	3
CS 37	C++ Programming	3
	TOTAL UNITS REQUIRED:	**26-27**

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.

Associate in Science Degree in
Mathematics for Transfer

Complete the following courses:		Units
MATH 3A	Analytic Geometry and Calculus I	5
MATH 3B	Analytic Geometry and Calculus II	5
MATH 4A	Analytic Geometry and Calculus III	5

Complete one course from the following:		
MATH 24	Elementary Differential Equations	4
MATH 26	Introduction to Linear Algebra	4

Complete one course from the following (any course not used above):		
CS 6A/MATH 30*	Computer Discrete Mathematics I	3
OR		
CS 6B/MATH 31*	Computer Discrete Mathematics I	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
MATH 24	Elementary Differential Equations	4
OR		
MATH 26	Introduction to Linear Algebra	4
PHYS 4A	General Physics	4
	TOTAL UNITS REQUIRED:	**22-23**

* Cross-listed course: Area credit given in one area only.

To earn the Associate in Science degree in Mathematics for Transfer, you must complete the following requirements:

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 the major as detailed above. All courses in the major must be completed with a grade of "C" or better or a "P" if the course is taken on a Pass/No-Pass basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see page 34–35 for more information); OR the Intersegmental General Education Transfer Curriculum pattern (IGETC) (see page 36–37 for more information).

MUSIC

School of Fine Arts

Dean: David D. Gatewood, PhD
Academic Chair: Matthew Tresler, DMA
Faculty: Susan Boettger, DMA; Daniel Luzko, DMA; Stephen Rochford, DMA; Matthew Tresler, DMA
Lab Tech: Mark Petersen
Staff Accompanists: Dean Shepherd, Amy Toscano

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.

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:	Courses vary (consult the class schedule each semester).

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.

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 information please contact Ed Peffer at 949/451-5452 X8184 or epeffer@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 Dr. Stephen Rochford at 949/451-5366; 949/451-5775 (fax); or srochford @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 949/451-5366; 949/451-5775 (fax); or srochford@ivc.edu.

Guitar Program
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. It is the fastest-growing segment of the instrumental music area. For information, please contact Mr. Schneiderman at jschneiderm@ivc.edu.

KEYBOARD PERFORMANCE

The keyboard department offers a vibrant program with outstanding piano faculty, top-of-the-line Steinway pianos, and a busy calendar of concerts. The recently renovated stock of acoustic keyboard instruments makes Irvine Valley College one of the few institutions in the area to own two Steinway D instruments on the main stage of the Performing Arts Center and studio Steinways in the classrooms. In addition, the department owns a beautiful Allen Quantum digital concert organ and three harpsichords. Each year the department presents a piano series with IVC piano faculty and internationally renowned guest keyboard artists. The program offers a variety of piano classes for beginning to advanced-level students, as well as advanced individual instruction. Over the years, IVC piano students have transferred successfully to major four-year institutions including Chapman, CSU Fullerton, CSU Long Beach, and UC Berkeley. For more information, please contact Dr. Susan Boettger at 949/451-5542 or sboettger@ivc.edu.

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, voice, and jazz improvisation** 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 Jazz (Music 27) and History of Rock Music (Music 28), one of the most popular courses in the program, cover musical style and genre, as well as historical, biographical, and political aspects of these most important contemporary art forms. 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.

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. Music majors whose concentration is in keyboard must complete at least two semesters (4 units) of Piano 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	5
MUS 37, 38, 39, 40, 41, 42, 43, 46, 47 or 60	Performance Ensembles	2
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Concert Music	0.5

Second Semester

MUS 4	Harmony II	5
MUS 37, 38, 39, 40, 41, 42, 43, 46, 47 or 60	Performance Ensembles	2
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Concert Music	0.5

Third Semester

MUS 5	Harmony III	5
MUS 37, 38, 39, 40, 41, 42, 43, 46, 47 or 60	Performance Ensembles	2
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Concert Music	0.5

Fourth Semester

MUS 6	Harmony IV	5
MUS 37, 38, 39, 40, 41, 42, 43, 46, 47 or 60	Performance Ensembles	2
MUS 50, 51 or 52	Applied Music: Instrumental, Keyboard or Voice	0.5
MUS 53	Concert Music	0.5
	TOTAL UNITS REQUIRED:	**36**

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.

Catalog Correction, 9/14/12

PARALEGAL STUDIES

School of Business Sciences

Dean: David D. Gatewood, 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
CWE 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.

PHILOSOPHY

School of Humanities and Languages

Dean: Karima Feldhus, PhD
Academic Chair: Stephen Felder, 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	History of Philosophy to Descartes	3
PHIL 11	History of Philosophy from Descartes	3
WR 2	College Writing 2: Critical Thinking/Writing	4

Complete one of the following courses:		
PHIL 2	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.

PHOTOGRAPHY

School of Fine Arts

Dean: David D. Gatewood, PhD
Academic Chair, Visual Arts: Lisa Davis Allen, PhD
Faculty: Jerry McGrath
Lab Tech: Stuart Christiansen

COURSES

The photography program includes courses that meet general education requirements in fine arts and languages for the associate degrees and that may be applied toward a major in photography. The faculty encourage the development of each student's creative vision and technical skills. Students master the use of the camera, the control of light, darkroom technique, and the compositional skills that produce a successful photographic document. Digital photography and computer-based image production add a creative balance to more traditional media.

MAJOR

The photography program at Irvine Valley College has been designed for students whose interests in photography range from commercial applications to personal and artistic expression. The major is also designed for students who intend to transfer into an upper-division program in any of these areas.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the photography program, students will be able to

- Participate in class critiques of related projects and demonstrate a comprehension of the vocabulary and language of the photographic arts.
- Analyze and integrate the fundamentals of photographic art with accepted art theory and visual aesthetics.
- Demonstrate a technical proficiency in use and operation of standard photographic equipment.
- Apply a photographic workflow including research, project development, and presentation considerations.
- Produce a photographic portfolio of prints reflecting technical and artistic merit.

POTENTIAL CAREERS

Students pursuing careers in photography or in cinematography, illustration, graphic design, printmaking, or advertising will benefit from the photography major.

Associate in Arts Degree
Photography

Complete the following courses:		Units
DMA 52	Intermediate Digital Photography	3
PHOT 1	History of Photography	3
PHOT 51	Digital Photography	3
PHOT 54	Beginning Photography	3
PHOT 55	Intermediate Photography	3
PHOT 56	Advanced Photography	3
PHOT 191	Portfolio Development	3
	TOTAL UNITS REQUIRED:	**21**

Recommended electives: ART 40; courses in art and art history

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.

PHYSICAL SCIENCE

School of Physical Sciences and Technologies

Dean: Lianna Zhao, MD
Academic Chair: Kiana Tabibzadeh
Faculty: 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 manor.
- 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

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.

POLITICAL SCIENCE

School of Social and Behavioral Sciences

Dean: Karima Feldhus, PhD
Academic Chair: Joon Kil, PhD
Faculty: Traci Fahmi, 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 U.S. 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

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 (State Department, CIA, FBI)
- 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 7	The Politics of Communist and Post-Communist States	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: CWE 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.

PSYCHOLOGY

School of Social and Behavioral Sciences

Dean: Karima Feldhus, PhD
Academic Chair: Kari Tucker, PhD
Faculty: Michael Cassens; Donna King; Robert Hollenbaugh, 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

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 37	Abnormal Behavior	3
PSYC 133	Psychology of Adjustment	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:

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	
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 37	Abnormal Behavior	3
PSYC 133	Psychology of Adjustment	3
	TOTAL UNITS REQUIRED:	**18**

* Cross-listed course: Area credit given in one area only.

To earn the Associate in Arts degree in Psychology for Transfer, you must complete the following requirements:

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 the major as detailed above. All courses in the major must be completed with a grade of "C" or better or a "P" if the course is taken on a Pass/No-Pass basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see page 34–35 for more information); OR the Intersegmental General Education Transfer Curriculum pattern (IGETC) (see page 36–37 for more information).

REAL ESTATE

School of Business Sciences

Dean: David D. Gatewood, 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 primarily during evening and weekend hours 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.

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:		
ACCT 1A	Financial Accounting	4
ACCT 215	General Accounting	3
ECON 1	Principles of Economics—Micro	3

Complete three of the following courses:		
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; CWE 168; MGT 1, 104, 135

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
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:		
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

Dean: Karima Feldhus, PhD
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 recycling and resource management include the following:

- Green Procurement Specialist
- Marketing and Sales Associate
- Materials Handler
- Recycling Coordinator
- Waste Auditor
- Zero Waste Events Coordinator
- Zero Waste Specialist

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**
ENVT 180	Introduction to Recycling and Resource Management	3
ENVT 185	Culture and Zero Waste	3
ENVT 190	Resource Management and Zero Waste for Communities	3
ENVT 195	Resource Management and Zero Waste in Business	3

Complete at least one of the following courses:		
ENV 6	Environmental and Resource Economics	3
GEOG 20	Global Environmental Problems	3
ENGT 140	Materials and Processes	3

Complete the following:		
CWE 168	Cooperative Work Experience	1–3
	TOTAL UNITS REQUIRED:	**18**

To earn the certificate of achievement: See page 26 for certificate information and requirements.

Certificate of Proficiency
Recycling and Zero Waste

This certificate is intended to prepare students for entry-level positions in recycling 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
ENVT 180	Introduction to Recycling and Resource Management	3
ENVT 185	Culture and Zero Waste	3
ENVT 190	Resource Management and Zero Waste for Communities	3
ENVT 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

Dean: Karima Feldhus, PhD
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

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**

To earn the Associate in Arts degree in Sociology for Transfer, you must complete the following requirements:

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 the major as detailed above. All courses in the major must be completed with a grade of "C" or better or a "P" if the course is taken on a Pass/No-Pass basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see page 34–35 for more information); OR the Intersegmental General Education Transfer Curriculum pattern (IGETC) (see page 36–37 for more information).

THEATRE ARTS

School of Fine Arts

Dean: David D. Gatewood, PhD
Academic Chair: Ron Ellison
Faculty: Ron Ellison, M. Scott Grabau
Lab Techs: Hugh Collins, Jim Rynning
Staff Accompanist: Randy Woltz

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

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 40B	Introduction to Theatre Design	3
TA 40C	Scenic Design for Theatre	2
TA 41	Stage Lighting Design	3
TA 42	Costume Design	3
TA 43	Stage Makeup	1
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 40B	Introduction to Theatre Design	3
TA 40C	Scenic Design for Theatre	2
TA 41	Stage Lighting Design	3
TA 42	Costume Design	3
TA 43	Stage Makeup	1
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 40B	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 (9 units) as follows—

		Units
Introduction to Theatre or Theatre History I *(3 units)*		
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
Acting *(3 units)*		
Complete the following course:		
TA 1	Acting	3
Rehearsal and Performance *(3 units maximum)* or Technical Theatre Practicum *(3 units maximum)*		
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 142A/B/C	Theatre Production	1, 2 or 3
Select three (9 units) from the following courses:		
TA 2	Beginning Scene Study	3
OR		
TA 3	Advanced Scene Study	3
TA 8	Advanced Acting	3
TA 40B	Introduction to Theatre Design	3
TA 41	Stage Lighting Design	3
TA 42	Costume Design	3
TA 43	Stage Makeup	1
TA 44	Stagecraft	3
Rehearsal and Performance *(3 units maximum)* or Technical Theatre Practicum *(3 units maximum)* (if not used in core)		
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/B/C	Theatre Production	1, 2 or 3
	TOTAL REQUIRED UNITS:	**18**

Catalog Correction, 8/13/12

To earn the Associate in Arts degree in Theatre Arts for Transfer, you must complete the following requirements:

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 the major as detailed above. All courses in the major must be completed with a grade of "C" or better or a "P" if the course is taken on a Pass/No-Pass basis (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) (see page 34–35 for more information); OR the Intersegmental General Education Transfer Curriculum pattern (IGETC) (see page 36–37 for more information).

WOMEN'S STUDIES

School of Guidance and Counseling

Dean: Elizabeth L. Cipres, EdD
Academic Chair: Robert Melendez

COURSES

Courses offered in the women's studies curriculum meet general education requirements in lifelong health and personal development and social sciences. The curriculum includes courses designed to provide students with assistance and support as they examine career choices and goals. Students investigate feminist theory and consider alternatives for men and women in our culture.

PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the women's studies program, students will be able to

- Identify connections between specific people, groups, events and ideas and larger sociological, psychological, historical and gender studies specific themes, developments and topics.
- Investigate feminist theory and consider alternatives for men and women in our culture.
- Analyze how women's lives have been affected by society's values, traditions, and institutions.
- Explain how women's diverse experiences are affected by ethnicity, class, nationality, religion, and sexual orientation.

POTENTIAL CAREERS

With a bachelor's or master's degree in women's studies, students may pursue a variety of careers in such areas as education, business, law, politics, journalism, health care, social services, and public relations.

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 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. For detailed information about the C-ID system, students should refer to www.c-id.net/about.html.

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 2012-2013 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 are separate and distinct courses in a skill-building sequence. Any combination of courses within the sequence (beginning, intermediate, advanced) may be taken a maximum of four times combined.

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.**

Note: Students who have earned a substandard grade—that is "D," "F," or "NP"—in a course are allowed to repeat the course two times regardless of whether or not it is designated as repeatable by one of the repeatable course models. Otherwise, courses not identified in the catalog as repeatable by one of the repeatable course models may not be repeated.

Any student registering to repeat a course not identified as repeatable or repeating a course more often than permitted will be withdrawn from the course.

Please read page 16 for important information about repeating courses.

NOTE: Regulations on repeatability are currently under review. Changes are anticipated in the 2013–2014 academic year. See your counselor or the Office of Admissions and Records for more information.

READING COURSE DESCRIPTIONS

If no prerequisite is noted, none is required; and any student may enroll in the course.

Course ID

Course Title

AJ 102
CRIMINAL PROCEDURES

Weekly class hours, lecture, laboratory, and/or learning center. For coursework standards and expectations, see page 173.

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

Transfers: CSU

Prerequisite—mastery of subject at a certain level is necessary for success in this class. See page 20.

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 173.

BIO 12D
HUMAN PHYSIOLOGY – DISCUSSION

2 Units: 2 hours lecture

Transfers: CSU, UC credit proviso (see UC Course List)

Course carries transfer credit to UC, but some restrictions may apply. See page 39 for the UC Course List.

Corequisite—concurrent (simultaneous) enrollment in or prior successful completion of a companion course and/or lab is required. See page 20.

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 may not be taken for a letter grade.

Course may not be repeated.

TA 16
REHEARSAL AND PERFORMANCE: COMEDY

2 Units: 6 hours lab

Transfers: CSU, UC

Limitation on enrollment—special conditions apply for entry into a course. See page 20.

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*

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 and a working knowledge of spreadsheet software such as Microsoft Excel.

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, and of financial activity: assets (including cash and receivables); debt and equity investments; inventories and accounting for assets; accounting for capital acquisition through debt or equity financing; and generally acceptable industry standards of ethics and principles in all aspects of financial accounting. *NR*

ACCT 1B
MANAGERIAL ACCOUNTING

4 Units: 4 hours lecture, 1 hour lab

Transfers: CSU, UC

Prerequisite: ACCT 1A

This course covers the decision-making process associated with managerial accounting, focusing on manufacturing and service-related businesses. Emphasizes key managerial principles and their application to the decision-making process including fixed vs. variable costs, cost-volume profit relationships, centralized vs. decentralized budgeting, differential analysis, and product pricing strategies. *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. ACCT 112.1 was formerly offered as ACCT 212.1. *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 pivot tables, 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. ACCT 112.2 was formerly offered as ACCT 212.2. *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

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

3.5 Units: 3 hours lecture, 1.5 hours lab

Prerequisite: ACCT 1A

Recommended Preparation: Prior computer and accounting knowledge or experience

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 background and 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

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 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. *NR*

AJ 4
CRIMINAL LAW I

3 Units: 3 hours lecture

Transfers: CSU, UC

This course presents the philosophical and historical development of U.S. 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. *NR*

AJ 5
COMMUNITY-ORIENTED POLICING/ COMMUNITY AND HUMAN RELATIONS

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: AJ 106

This course examines community-oriented policing and the relationship between the police and the community. Focus will be on the working relationship between the community and law enforcement in managing crime and conflict, with emphasis on the challenges and prospects of dealing with diverse multicultural and socioeconomic populations. The course examines the roles of the police and the community and strategies for building positive working relationships. Topics include problem solving and crime prevention. *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. *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 280
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 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. *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; and the components of cultural change. *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. 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 archeology. The course introduces students to archeological site location and analysis, data collection, excavation techniques, artifact identification and classification, and cultural interpretation. *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. *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. A combination of ART 50, 51, and 52 may be taken a maximum of four times. ART 50 is required of art majors but is open to all students. Field trips may be required. *R-A-3*

ART 51
INTERMEDIATE PAINTING
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC
Recommended Preparation: ART 40, 50, and 80.
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 more advanced classical techniques. A combination of ART 50, 51, and 52 may be taken a maximum of four times. *R-A-3*

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. A combination of ART 50, 51, and 52 may be taken a maximum of four times. *R-A-3*

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. A combination of ART 80, 81 and 82 may be taken a maximum of four times. *R-A-3*

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. A combination of ART 80, 81, and 82 may be taken a maximum of four times. *R-A-3*

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. A combination of ART 80, 81, and 82 may be taken a maximum of four times. *R-A-3*

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. A combination of ART 85 and 86 may be taken a maximum of four times. *R-A-3*

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. A combination of Art 85 and 86 may be taken a maximum of four times. *R-A-3*

ART 186
DRAWING THE HEAD AND HANDS
3 Units: 2 hours lecture, 4 hours lab
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*

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. *R-E-3*

ART 253
BEGINNING LIFE PAINTING
3 Units: 2 hours lecture, 4 hours lab
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. *R-E-3*

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
This course introduces the visual arts, addressing various artistic media, including architecture, drawing, painting, printmaking, sculpture and new media, and their cultural, historical and stylistic significance. Students examine traditional and contemporary art of the Western canon as well as art produced in Africa, Asia and the indigenous Americas. 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. *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. *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
MEDIEVAL 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 ~~credit pending~~
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—drawing, painting, printmaking, 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*

Catalog update, 9/14/12

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. ARTH 115 was formerly offered as ARTH 211. *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 American 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*

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, spectroscopes 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, 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. *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

This is a laboratory survey of the major principles of biology. It is the recommended course to accompany Biology 1. Topics include the application of laboratory equipment and procedures to the investigation of biological systems at the biochemical, cellular, organismal, population, and community levels. This course does not include animal dissections. Students may take BIO 1L independently or concurrently with the BIO 1 lecture, but not prior to it. 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. BIO 2 is also listed as ENV 2; credit will be given in either area, not both. *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 6
CELLULAR BIOLOGY
3 Units: 3 hours lecture
Transfers: CSU, UC
Prerequisite: BIO 1 and 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. *NR*

BIO 6L
CELLULAR BIOLOGY LABORATORY
1 Unit: 3 hours lab
Transfers: CSU, UC
Prerequisite: Prior completion of or concurrent enrollment in BIO 6

This course is the laboratory companion to the Biology 6 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 macromolecule isolation and purification; chromatography; electrophoresis; spectrophotometry; enzymology; histology; cytochemistry; gene transfer; polymerase chain reaction; DNA fingerprinting; immunology and cell culture and cloning. BIO 6L is also listed as BIO 99L; credit will be given in either area, not both. *NR*

BIO 10
BIOCHEMISTRY FOR HEALTH SCIENCES
4 Units: 3 hours lecture, 3 hours lab
Transfers: CSU, UC

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*

Catalog Correction, 9/14/12

BIO 11
HUMAN ANATOMY
4 Units: 2 hours lecture, 6 hours lab
Transfers: CSU, UC
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, CHEM 4, or CHEM 12A
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
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*

BIO 13
LAB RESEARCH
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU, UC
Prerequisite: BIO 1, 2, 5, 6, 11, 12, 15, 94, 97, or 99.
Recommended Preparation: CHEM 1A/1B or BIO 10; at least one other Biology course
This course provides laboratory and field experience for advanced students of biological sciences. It focuses on experimental design; equipment use and care; data collection, analysis, and interpretation; and both verbal and written presentation of results. *R-E-3*

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 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. BIO 19 is also listed as ENV 19; credit will be given in either area, not both. *NR*

BIO 30
CALIFORNIA WILDLIFE AND WILD PLACES
3 Units: 3 hours lecture
Transfers: CSU, UC
This non-major lecture course introduces students to the natural history of California plants and animals in the context of the many ecosystems found in the state. The course presents both ecological and evolutionary perspectives as it examines the role of the environment, species interactions, and adaptation in creating California's surprising biodiversity. The course includes prehistorical 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
4 Units: 3 hours lecture, 3 hours lab
Transfers: CSU, UC
Prerequisite: MATH 253
This course examines the interactions between organisms and their abiotic and biotic environments from an ecological, physiological, and evolutionary perspective. Topics include global and local climatology; physiological adaptations to the biotic and abiotic environment; the dynamics of energy and nutrients; food web analysis; niche theory; biology of populations, including population growth and regulation, and interactions between and within populations; reproductive strategies in the context of life history, population genetics, and mating systems; the problems of spatial and temporal scale; and human impacts to ecological systems. Field trips may be required to fulfill course objectives. *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: MATH 253
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) 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 ~~credit pending~~
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
Recommended Preparation: BIO 93
This course introduces students to the diversity of life on Earth and provides the framework to understand the role of organic evolution and the environment in creating it. Topics include natural selection, population genetics, systematics, speciation, history of life of Earth, 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 prokayotes 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*

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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 macromolecule isolation and purification; chromatography; electrophoresis; spectrophotometry; enzymology; histology; cytochemistry; gene transfer; polymerase chain reaction; DNA fingerprinting; immunology and cell culture and cloning. BIO 99L is also listed as BIO 6L; credit will be given in either area, not both. *NR*

BIO 101
FIELD BIOLOGY: COASTAL MARINE ECOSYSTEMS

1 Unit: 0.5 hour lecture, 1.5 hours lab

Transfers: CSU

Limitation: Students must be able to traverse rocky intertidal habitats and camp (sleeping bags, cooking, limited showers)

Recommended Preparation: An introductory college-level biology course and WR 1

This field course introduces students to inter-relationships among plant/animal communities and physical environments that characterize coastal marine habitats. Topics will include natural history, biology, 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. A required course fee must be paid at or prior to the orientation session. *R-E-3*

BIO 102
FIELD BIOLOGY: ISLAND ECOSYSTEMS

1 Unit: 0.5 hour lecture, 1.5 hours lab

Transfers: CSU

Limitation: Students must be willing to camp (limited restroom access, shower facilities, kitchen facilities, permanent shelters).

Recommended Preparation: Concurrent enrollment or prior completion of a college-level science course and WR 1.

This field course introduces students to island ecosystems. Direct observations and experiments in the field are complemented by lectures and discussions of the physical environment; natural history and ecology of the flora and fauna; and community structure. The course is taught entirely in the field. It is intended for both biology majors and non-majors. A required course fee must be paid at or prior to the orientation session. *R-E-3*

BIO 103
FIELD BIOLOGY: MOUNTAIN ECOSYSTEMS

1 Unit: 0.5 hour lecture, 1.5 hours lab

Transfers: CSU

Limitation: Students must be able to hike narrow mountain trails and camp (tents, sleeping bags, cooking, limited showers)

Recommended Preparation: An introductory college-level biology or geology course and WR 1

This field course introduces students to inter-relationships among plant/animal communities and physical environments that characterize mountain habitats. Topics will include natural history, biology and ecology of the flora and fauna, and community structure and analysis. Introductory lectures complement direct field observations and field experiments, as well as the collection, analysis and interpretation of data. The course is taught entirely in the field. It is intended for both science majors and non-majors. A required course fee must be paid at or prior to the orientation session. *R-E-3*

BIO 104
FIELD BIOLOGY: 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 inter-relationships among plant/animal communities and physical environments that characterize desert habitats. Topics will include natural history, biology and ecology of the flora and fauna and community structure and analysis. Introductory lectures complement direct field observations and field experiments, as well as the collection, analysis and interpretation of data. The course is taught entirely in the field. It is intended for both science majors and non-majors. A required course fee must be paid at or prior to the orientation session. *R-E-3*

BIO 109
FIELD BIOLOGY: A 21ST CENTURY LOOK AT THE AMERICAN WEST

2 Units: 1 hour lecture, 3 hours lab
4 Units: 2 hours lecture, 6 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. The course is taught entirely in the field. It is intended for both science majors and non-majors. A required course fee must be paid at or prior to the orientation session. *R-E-3*

BIO 110
FIELD BIOLOGY: ECOLOGY AND NATURAL HISTORY OF NATIONAL PARKS

2 Units: 1 hour lecture, 3 hours lab
4 Units: 2 hours lecture, 6 hours lab
Transfers: CSU
Limitation: Students must be able to hike cross-country on narrow trails and camp (tents, sleeping bags, cooking, limited showers)
Recommended Preparation: Introductory college-level biology and geology courses and WR 1

This field course introduces students to interrelations among plant/animal communities and the physical environment characteristic of selected national parks and monuments. Topics include natural history, biology and ecology of the flora and fauna, and community structure and analysis. Introductory lectures complement direct field observations and field experiments, data collection, and data analysis and interpretation. The course is taught entirely in the field. It is intended for both science majors and non-majors. A required course fee must be paid at or prior to the orientation session. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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 or high school chemistry; 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 Chemistry 1A and 1B be completed at a single institution before transfer. *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, acid-base equilibrium, thermodynamics, electrochemistry, and coordination chemistry. CHEM 1B is part of the General Chemistry course sequence. It is recommended that Chemistry 1A and 1B be completed at a single institution before transfer. *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. *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. *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 skills in communicating in Mandarin Chinese, the official dialect, 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 Pinyin 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. CHI 1 (or CHI 1A and CHI 1B) may be taken once for a maximum of 5 units. *NR*

CHI 1A
INTRODUCTION TO BEGINNING CHINESE I
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
This course is designed to begin the development of fundamental skills in communicating Mandarin Chinese, the official dialect. The emphasis is on the comprehension of native spoken and written Chinese. The course introduces Chinese characters and the Pinyin 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 1A is equivalent to the first half of CHI 1. CHI 1 (or CHI 1A and CHI 1B) may be taken once for a maximum of 5 units. *NR*

CHI 1B
CONTINUATION OF BEGINNING CHINESE I
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: CHI 1A or one year of high school Chinese
This course is designed to further develop fundamental skills in communicating in Mandarin Chinese. The emphasis is on the comprehension of native spoken and written Chinese. The course introduces additional Chinese characters and 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 1B is equivalent to the second half of CHI 1. CHI 1 (or CHI 1A and CHI 1B) may be taken once for a maximum of 5 units. *NR*

CHI 2
BEGINNING CHINESE II
5 Units: 5 hours lecture
Transfers: CSU, UC
Prerequisite: CHI 1 or CHI 1B or two years of high school Chinese
This course is designed to continue the development of essential communication skills in Mandarin Chinese, including further mastery of the Pinyin system and additional Chinese characters. The goal of the course is to have students carry out more sophisticated 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. CHI 2 (or CHI 2A and CHI 2B) may be taken once for a maximum of 5 units. *NR*

CHI 2A
INTRODUCTION TO BEGINNING CHINESE II
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: CHI 1 or CHI 1B or two years of high school Chinese
This course is designed to continue the development of essential communication skills in Mandarin Chinese, including further mastery of the Pinyin system and additional Chinese characters. The goal of the course is to have students carry out more sophisticated 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. CHI 2A and 2B, when taken together, are equivalent in units and content to CHI 2. CHI 2 (or CHI 2A and CHI 2B) may be taken once for a maximum of 5 units. *NR*

CHI 2B
CONTINUATION OF BEGINNING CHINESE II
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: CHI 2A or three years of high school Chinese
This course is designed to continue the development of essential communication skills in Mandarin Chinese, including further mastery of the Pinyin system and additional Chinese characters. The goal of the course is to have students carry out more sophisticated 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. CHI 2A and 2B,when taken together, are equivalent in units and content to CHI 2. CHI 2 (or CHI 2A and CHI 2B) may be taken once for a maximum of 5 units. *NR*

CHI 3
INTERMEDIATE CHINESE I
5 Units: 5 hours lecture
Transfers: CSU, UC
Prerequisite: CHI 2 or CHI 2B or three years of high school Chinese
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. CHI 3 (or CHI 3A and CHI 3B) may be taken once for a maximum of 5 units. *NR*

CHI 3A
INTRODUCTION TO INTERMEDIATE CHINESE I
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: CHI 2 or CHI 2B or three years of high school Chinese
Recommended Preparation: Knowledge of 800 Chinese characters
CHI 3A builds on language skills developed in CHI 1 and 2. The course is designed to further the student's ability to comprehend and converse in Mandarin Chinese, build vocabulary, and extend reading and writing skills. It also elaborates on Chinese customs and cultures. CHI 3A parallels the first half of CHI 3. CHI 3A and 3B, when taken together, are equivalent in units and content to CHI 3. CHI 3 (or CHI 3A and CHI 3B) may be taken once for a maximum of 5 units. *NR*

CHI 3B
CONTINUATION OF INTERMEDIATE CHINESE I
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: CHI 3A or four years of high school Chinese
Recommended Preparation: Knowledge of 800 Chinese characters and 1500 phrases
CHI 3B builds on language skills developed in CHI 1, 2, and 3A. The course is designed to further the student's ability to comprehend and converse in Mandarin Chinese, build vocabulary, and extend reading and writing skills. It also elaborates on Chinese customs and cultures. CHI 3B parallels the second half of CHI 3. CHI 3A and 3B, when taken together, are equivalent in units and content to CHI 3. CHI 3 (or CHI 3A and CHI 3B) may be taken once for a maximum of 5 units. *NR*

CHI 180
CHINESE LANGUAGE CONFERENCE
0.5 Unit: 1.5 hours learning center
Transfers: CSU
Corequisite: CHI 1, 1A, 1B, 2, 2A, 2B, 3, 3A or 3B
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
(formerly SPEECH)

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. COMM 1 was formerly offered as SP 1. *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. COMM 2 as formerly offered as SP 2. *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. COMM 3 was formerly offered as SP 3. *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. COMM 9 was formerly offered as SP 9. *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. COMM 30 was formerly offered as SP 30. *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. COMM 35 was formerly offered as SP 35. *R-E-3*

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. COMM 100 was formerly offered as SP 100. *NR*

COMM 105
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. COMM 105 was formerly offered as SP 105. *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. COMM 106A was formerly offered as SP 106A. *R-A-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. COMM 106B was formerly offered as SP 106B. *R-A-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. COMM 106C was formerly offered as SP 106C. *R-A-3*

COMPUTER INFORMATION MANAGEMENT

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. CIM 107 was formerly offered as CIM 107.1. *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. CIM 112.1 was formerly offered as CIM 212.1. *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. CIM 112.2, was formerly offered as CIM 212.2. *NR*

CIM 114
DATABASE I
1.5 Units: 1.5 hours lecture
Transfers: CSU
This course is designed for individuals seeking to develop introductory skills in a personal computer-based relational database management system. Topics include the design of relational databases; creating tables, queries, basic forms and reports; entering data; finding and editing records; and importing from and exporting to other programs. CIM 114 was formerly offered as CIM 214.1. *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 203.1
INTRODUCTION TO WINDOWS
2 Units: 1.5 hours lecture, 1.5 hours lab
This course provides an overview of the operating systems used with personal computers, including the fundamentals of the Windows user interface. Topics include: manipulating windows, using Help, launching applications, managing files and folders, maintaining disks, using accessories, and customizing the system. *NR*

CIM 206.1
A+ HARDWARE CONCEPTS
3.5 Units: 3 hours lecture, 1.5 hours lab
This course helps prepare students to take the industry- standard A+ hardware exam and will prepare students to install, configure and troubleshoot PC hardware components. Topics include system types, motherboards, expansion cards, hard drives, video and network cards, and other computer peripherals. Students will build a PC from component parts. *NR*

CIM 208.1
A+ OPERATING SYSTEMS PREPARATION
3.5 Units: 3 hours lecture, 1.5 hours lab

This course examines the Windows operating system in depth, including installing, configuring, troubleshooting and optimizing the system. It discusses the boot process, memory/disk management, networking, printing, and error messages. This is one of two courses designed to prepare students for the CompTIA A+ certification exam; the other course is CIM 206.1, Hardware Concepts. *NR*

CIM 209
INTRODUCTION TO OUTLOOK
1 Unit: 1 hour lecture

This course introduces the skills needed to manage, compose, send and respond to email in Microsoft Office Outlook; manage email and instant message; maintain the calendar; schedule appointments and meetings; manage contracts; organize information; collaborate with other users; and work with tasks and notes. The course is designed to prepare students to pursue the Microsoft Application Specialist Certification for Outlook. *NR*

CIM 210.1
WORD PROCESSING I
2 Units: 1.5 hours lecture, 1.5 hours lab

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, and manipulate documents of varying sophistication, including personal and business letters, reports, and tables. *NR*

CIM 210.2
WORD PROCESSING II
2 Units: 1.5 hours lecture, 1.5 hours lab

Recommended Preparation: CIM 210.1

This course is designed for those seeking to master advanced skills in using word processing software. Students will learn to work with shared documents; create specialized tables and indexes; use merge, sort, and select features; use macros and styles; and integrate clip art, graphics, and charts for school, work, or home. *NR*

CIM 210.3
WORD PROCESSING III – CERTIFICATION
3.5 Units: 3 hours lecture, 1.5 hours lab

Recommended Preparation: CIM 210.2

This course is designed for those wanting to review the commands and features of the word processing program and/or prepare for the MOUS (Microsoft Office User Specialist) Core and/or Expert Certification exams for word processing. The MOUS program is used to test and validate skills and supply objective proof to an employer that an individual knows how to use the word processing program efficiently and productively. *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 214.2
DATABASE II
1.5 Units: 1.5 hours lecture

Recommended Preparation: CIM 114 or equivalent skills

This course is designed for individuals seeking to develop intermediate skills in a personal computer-based relational database management system. Topics include the design of relational databases; the use of field properties; the creation of advanced queries; generating reports that use grouping and sorting techniques; working with joins; Structured Query Language; macros; and the planning and design of user interfaces. *NR*

CIM 217
SOCIAL MEDIA MARKETING
3 Units: 3 hours lecture

This course introduces social media tools used for marketing in business. Topics include use of social networking, online marketing channels, and creating an online presence. Students will create a social media marketing campaign through the use of Web applications, such as Facebook, LinkedIn, and Twitter. CIM 217 is also listed as MGT 217; credit will be given in either area, not both. *NR*

CIM 221.1
PHOTOSHOP I
2 Units: 1.5 hours lecture, 1.5 hours lab

Recommended Preparation: CIM 225.1

This course provides an introduction to Adobe Photoshop. Students will learn to use Photoshop tools for basic photo corrections, selections, layers, masks, and channels in order to correct and enhance digital photographs. *NR*

CIM 221.2
PHOTOSHOP II
2 Units: 1.5 hours lecture, 1.5 hours lab

Recommended Preparation: CIM 225.1 and 221.1

This course explores image-editing techniques in Photoshop for producing sophisticated graphics for print, multimedia, and the web. The main focus of the course is image production essentials and the proper application of curves, color correction, masking, and channel operations. *NR*

CIM 222.1
ILLUSTRATOR I
2 Units: 1.5 hours lecture, 1.5 hours lab

Recommended Preparation: CIM 225.1

This course is an introduction to Adobe Illustrator, a vector-based, object-oriented application. The primary purpose is to create line art and typography that can be scaled without losing quality or detail. The course explores vector graphics for printing and web applications. *NR*

CIM 224.1
AFTER EFFECTS I
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 225.1
This course is an introduction to Adobe After Effects. It is an extended study of compositing techniques used to create sophisticated motion graphics for video. It explores layering, masking, pre-compositions, and nested compositions and how they may be applied to the animation of text, illustrations and images in an integrated video with sound. *NR*

CIM 225.1
CREATIVE SUITE
3.5 Units: 3 hours lecture, 1.5 hours lab
This course provides an overview of the graphic, design, publishing and web applications in the Adobe Creative Suite: Photoshop, Illustrator, InDesign, Acrobat, Bridge, and Dreamweaver. Students investigate how these applications interrelate and how to apply them to manage the workflow of a business or personal project. *NR*

CIM 230.1
INDESIGN I
2 Units: 1.5 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 225.1
This course provides an introduction to Adobe InDesign. Students will create business documents using basic techniques such as working with pages, frames, text, typography, and styles. *NR*

CIM 230.2
INDESIGN II
2 Units: 1.5 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 225.1 and 230.1
This course extends the exploration of Adobe InDesign by working with advanced techniques, such as working with color, graphics, tables, transparencies, books, interactive documents, and exporting. Students will create business documents for distribution via print, PDF, and the web. *NR*

CIM 240.1
INTRODUCTION TO THE INTERNET
2 Units: 1.5 hours lecture, 1.5 hours lab
This course prepares students to use the Internet to access information. Emphasis is on introducing the features of the Internet. Students practice using various browser programs to access the Internet; configuring and using email client programs to send, receive, and maintain email messages and attachments; using FTP (File Transfer Protocol) software to exchange files over the Web; using search engines and keyword searches to find information and services; and working with Internet service providers. *NR*

CIM 241
CREATING A WEB PAGE USING XHTML
1.5 Units: 1.5 hours lecture
This course prepares the student to create and publish a Web page. Emphasis will be on constructing an effective, functional business web site. Students will create extensible hypertext markup language (XHTML) documents. CIM 241 was formerly offered as CIM 241.1. *NR*

CIM 242.1
FLASH I
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 251.1
This course introduces Adobe Flash used to create 2D graphics, animation, and interactivity for the web. The course explores drawing and painting tools; key-frame and tweened animation; and the power of reusable elements, libraries, scripting, and multiscene movies. Students will integrate, test, and publish animations. *NR*

CIM 242.2
FLASH II
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 225.1 and/or CIM 242.1
This course extends the exploration of animation and interactivity for the web using scripting. The course focuses on action scripting to create dynamic graphics and intermediate to advanced interactivity for web design. *NR*

CIM 242.3
FLASH III
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 225.1 and/or CIM 242.2
This course explores the intermediate-to-advanced ActionScript concepts for Flash applications. Focuses on how to control sound with ActionScript, work with an XML playlist, use ActionScript and components to control video, work with the IK animation classes and the Bitmap and BitmapData classes, add printing and email options, and create an AIR application with Flash and ActionScript. *NR*

CIM 243.1
DREAMWEAVER I
1.5 Units: 1.5 hours lecture
This course examines Dreamweaver for building basic web pages. It explores linking; typography; basic layout using Cascading Style Sheets (CSS); lists; tables; graphics; and interactivity using behaviors, XML data, and Spry Accordions. *NR*

CIM 243.2
DREAMWEAVER II
1.5 Units: 1.5 hours lecture
Recommended Preparation: CIM 243.1
This course extends the potential of Dreamweaver for building sophisticated web pages using advanced layout with Cascading Style Sheets (CSS), presenting data with forms, and dynamic media with movie/video files on the web. *NR*

CIM 245.1
DIGITAL SOUND AND VIDEO
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 104.1 and PHOT 60
This course introduces digital video equipment, computer technologies, software applications, and production techniques used to capture, edit, and export audio and video for multimedia productions. The course covers how to capture collected audio and video on the computer and manipulate them into media that can be exported from the computer to tape, DVD, CD or the web. There is a major hands-on component to this course, allowing students to practice video production techniques, sound production, and non-linear editing. *NR*

CIM 246.1
3D ANIMATION I
2 Units: 1.5 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 221.1
This course is an introduction to the fundamentals of 3D animation to include modeling and creating 3D elements, applying textures to them, lighting them, building a scene, and animating the 3D elements in that scene. It integrates the process to rendering a final output appropriate for video or for delivery to the web. *NR*

CIM 249.1
CASCADING STYLE SHEETS (CSS) WEB DESIGN
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 243.2
This course presents an introduction to Cascading Style Sheets (CSS) and their application to the design and creation of web sites. Topics include CSS syntax, selectors, positioning, and internal and external style sheets. *NR*

CIM 250.1
FIREWORKS WEB PROTOTYPING AND INTERACTIVE MOCKUPS
2 Units: 1.5 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 225.1
This course introduces Fireworks, a hybrid imaging/web rapid-prototyping application that allows users to create interactive mockups for client approval prior to finalizing a web design. The course offers training in the use of the Fireworks toolset to customize a design and production workspace; to combine a variety of graphics, including bitmap and vector art, layered Photoshop and Illustrator files, and enhanced PNG files; to integrate text, symbols, animation, and effects in interactive mockups; and to generate optimized web graphics and create interactive prototypes based on CSS, HTML, PDF, and AIR. *NR*

CIM 251.1
DYNAMIC WEB DATABASE MANAGEMENT
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 241.1 and CIM 243.2
This course provides an overview of how to create and manage database-driven web sites using ASP (Active Server Pages), ColdFusion, and PHP (PHP Hypertext Preprocessor) with web application development tools to interact with Access, MySQL and other databases. Students create interactive, dynamic web pages that can activate server-based databases. *NR*

CIM 260.1
NETWORKING I
2 Units: 1.5 hours lecture, 1.5 hours lab
This course provides an introduction to the fields of local area networking (LAN) and wide area networking (WAN). The course focuses on terminology, the various functions at work within a LAN/WAN, and the hardware and software associated with the various components of a LAN/WAN. *NR*

CIM 260.2
NETWORKING II
3.5 Units: 3 hours lecture, 1.5 hours lab
This course examines the concepts of data communication, networking and connectivity. It covers the Open Systems Interconnection (OSI) reference model; network protocols; data transmission; network structures; network hardware; and network security. This course is designed to prepare students for the CompTIA Network+ certification exam. *NR*

CIM 260.4
FUNDAMENTALS OF WIRELESS NETWORKING
3.5 Units: 3 hours lecture, 1.5 hours lab
This course discusses the major components and issues of wireless networking including its history and uses, required hardware and software, and advantages and disadvantages (vs. wired networking). The course covers radio frequency communications, wireless communication models and standards (IEEE 802.2), Bluetooth, infrared (IR) technology, WLAN's, security, and business applications. Students will have hands-on experience with wireless equipment in the classroom. *NR*

CIM 261.1
FUNDAMENTALS OF LINUX
3.5 Units: 3 hours lecture, 1.5 hours lab
This course is designed to prepare students to pass the CompTIA Linux+ exam. The course introduces the major components of Linux including installation, configuration, user accounts, file system management, printing, system monitoring and optimization, networking and troubleshooting. There is a strong hands-on component for improved learning. Course materials include the Linux operating system. *NR*

CIM 263.1
INTERNETWORKING TECHNOLOGIES I
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 260.1
This is the first of four semester-long courses which qualify the student to take the Cisco CCNA exam. After passing the certification exam, the student will be a Cisco Certified Network Associate. Topics in this course include the OSI Reference Model; layered communications; the TCP/IP network protocol; network design and documentation; and structured cabling. *NR*

CIM 263.2
INTERNETWORKING TECHNOLOGIES II
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 263.1
This is the second of four semester-lo ng courses which qualify the student to take the Cisco CCNA 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 images; and routing protocols. *NR*

CIM 263.3
INTERNETWORKING TECHNOLOGIES III
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 263.2
This is the third of four semester-long courses which qualify the student to take the Cisco CCNA exam. After passing the certification exam, the student will be a Cisco Certified Network Associate. Topics in this course include LAN switching; VLAN standards, architecture, and implementation; LAN design considerations and concerns; IP routing; and Access Control Lists (ACLs). *NR*

CIM 263.4
INTERNETWORKING TECHNOLOGIES IV
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 263.3
This is the last of four semester-long courses which qualify the student to take the Cisco CCNA exam. After passing the certification exam, the student will be a Cisco Certified Network Associate. Topics in this course include Wide Area Network (WAN) theory and design; ISDN and its relations to WAN technology and the OSI Reference Model; Frame Relay and LMI; and network troubleshooting. Not offered in 2011/2012. *NR*

CIM 272.1
INTRODUCTION TO COMPUTER FORENSICS
3.5 Units: 3 hours lecture, 1.5 hours lab
Recommended Preparation: CIM 206.1, CIM 208.1, AJ 103
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*

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. *R-E-1*

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. *NR*

CS 6A
COMPUTER DISCRETE MATHEMATICS I
3 Units: 3 hours lecture
Transfers: CSU, UC
Prerequisite: MATH 2
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, and inclusion-exclusion. This course is also listed as MATH 30; credit will be given in either area, not both. *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 ~~credit pending~~
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 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. *NR*

Catalog update, 9/14/12

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, 37, or 38
This course introduces computer organization focusing especially on assembly language programming. Topics include finite-precision whole number arithmetic, including integer 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 36, 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. *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 web sites 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 web sites while controlling the structure, function and appearance of web pages and web sites utilizing markup and JavaScript language features and syntax. Other topics include uploading and downloading web site files and resources to and from a website remote hosting server and local computer utilizing FTP methods and procedures. *NR*

CS 130
VISUAL BASIC PROGRAMMING
3 Units: 3 hours lecture, 1 hour lab
Transfers: CSU
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 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*

COOPERATIVE WORK EXPERIENCE

CWE 167
COOPERATIVE WORK EXPERIENCE: ECONOMICS
1 Unit: 1 hour lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture
4 Units: 4 hours lecture
Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a course in college-level economics.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. CWE 167 was formerly offered as CWE 168. *R-I-3*

CWE 167
COOPERATIVE WORK EXPERIENCE: LIFE SCIENCES

1 Unit: 1 hour lecture
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 CWE. 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. CWE 167 was formerly offered as CWE 168. *R-I-3*

CWE 167
COOPERATIVE WORK EXPERIENCE: NATURAL SCIENCES

1 Unit: 1 hour lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture
Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a college-level course in the natural sciences.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. This course was formerly offered as CWE 168. *R-I-3*

CWE 167
COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE

1 Unit: 1 hour lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture
4 Units: 4 hours lecture
Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a college-level course in the political sciences.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. This course was formerly offered as CWE 168. *R-I-3*

CWE 168
COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE

1 Unit: 1 hour lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture
4 Units: 4 hours lecture
Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a course in college-level administration of justice.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. *R-I-3*

CWE 168
COOPERATIVE WORK EXPERIENCE: APPLIED MUSEUM STUDIES

1 Unit: 1 hour lecture
Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a course in college-level applied museum studies.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. *R-E-3*

CWE 168
COOPERATIVE WORK EXPERIENCE: DESIGN MODEL MAKING

1 Unit: 1 hour lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture
4 Units: 4 hours lecture
Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a course in college-level design model making.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. *R-I-3*

CWE 168
COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY

1 Unit: 1 hour lecture
2 Units: 2 hour lecture
3 Units: 3 hour lecture
4 Units: 4 hour lecture

Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a course in college-level electronic technology.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. *R-I-3*

CWE 168
COOPERATIVE WORK EXPERIENCE: FITNESS PROFESSIONAL

1 Unit: 1 hour lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture
4 Units: 4 hours lecture

Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a course in college-level kinesiology.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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 or a certificate. *R-I-3*

CWE 168
COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT

1 Unit: 1 hour lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture
4 Units: 4 hours lecture

Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a course in college-level early childhood education.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. *R-I-3*

CWE 168
COOPERATIVE WORK EXPERIENCE: MANAGEMENT

1 Unit: 1 hour lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture
94 Units: 4 hours lecture

Transfers: CSU
Prerequisite: Students must have taken or must be currently taking a course in college-level business management.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. *R-I-3*

CWE 168
COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES

1 Unit: 1 hours lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture
4 Units: 4 hours lecture

Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a course in college-level paralegal studies.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. *R-I-3*

CWE 168
COOPERATIVE WORK EXPERIENCE: RESOURCE MANAGEMENT

1 Unit: 1 hour lecture
2 Units: 2 hours lecture
3 Units: 3 hours lecture

Transfers: CSU
Prerequisite: Student must have taken or must be currently taking a college-level course in a environmental science.
Limitation: Students must be concurrently enrolled in 7 units, including CWE. 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. *R-I-3*

COUNSELING

COUN 1
ACADEMIC PLANNING
1.5 Units: 1.5 hours lecture
Transfers: CSU, UC

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. *NR*

COUN 4
STRESS MANAGEMENT
3 Units: 3 hours lecture
Transfers: CSU, UC

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

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; 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 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. 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. *NR*

COUN 150
HELPING RELATIONSHIPS
1.5 Units: 1.5 hours lecture
Transfers: CSU

Students planning to enter a helping profession will have the opportunity to acquire basic listening, communication and intervention skills that will be central to their professional roles. Helping profession occupations include but are not limited to working as teachers, counselors, psychologists, nurses, doctors, medical personnel, caregivers, firefighters, and law enforcement personnel. Students spend significant time examining 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. A combination of DNCE 1, 1A, and 1B may be taken a maximum of four times. *R-E-3*

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. A combination of DNCE 1, 1A, and 1B may be taken a maximum of four times. *R-E-3*

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. A combination of DNCE 1, 1A, and 1B may be taken a maximum of four times. *R-E-3*

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 (6A/6B) and DNCE 7 (7A/7B) may be taken a maximum of four times. *R-A-3*

DNCE 6A
BALLET IA
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
This course is the first half of an introduction to basic ballet positions, movements, and combinations, as well as 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 (6A/6B) and DNCE 7 (7A/7B) may be taken a maximum of four times. *R-A-3*

DNCE 6B
BALLET IB
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 6A
This course is the second half of an introduction to basic ballet positions, movements, and combinations, as well as 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 (6A/6B) and DNCE 7 (7A/7B) 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 or 6B
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 (6A/6B) and DNCE 7 (7A/7B) may be taken a maximum of four times. *R-A-3*

DNCE 7A
BALLET IIA
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 6 or 6B
This course is the first half of a further exploration of the technical and expressive elements of ballet, as well as significant schools and styles in ballet history. 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 (6A/6B) and DNCE 7 (7A/7B) may be taken a maximum of four times. *R-A-3*

DNCE 7B
BALLET IIB
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 7A
This course is the second half of a further exploration of the technical and expressive elements of ballet, as well as significant schools and styles in ballet history. 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-point 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 (6A/6B) and DNCE 7 (7A/7B) 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 (12A/12B) and DNCE 13 (13A/13B) may be taken a maximum of four times. *R-A-3*

DNCE 12A
MODERN DANCE IA
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
This course is the first half of an introduction to 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 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 (12A/12B) and DNCE 13 (13A/13B) may be taken a maximum of four times. *R-A-3*

DNCE 12B
MODERN DANCE IB
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 12A
This course is the second half of an introduction to 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 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 (12A/12B) and DNCE 13 (13A/13B) 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 or 12B
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 (12A/12B) and DNCE 13 (13A/13B) may be taken a maximum of four times. *R-A-3*

DNCE 13A
MODERN DANCE IIA
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 12 or 12B
This course is the first half of a further exploration of technical and expressive elements of modern dance, and important eras, companies, dancers, and choreographers in its history. The course 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 (12A/12B) and DNCE 13 (13A/13B) may be taken a maximum of four times. *R-A-3*

DNCE 13B
MODERN DANCE IIB
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 13A
This course is the second half of a further exploration of the technical and expressive elements of modern dance, and important eras, companies, dancers, and choreographers in its history. The course 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 (12A/12B) and DNCE 13 (13A/13B) may be taken a maximum of four times. *R-A-3*

DNCE 17
JAZZ DANCE I
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU, UC
This 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. 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. A combination of DNCE 17 (17A/17B) and DNCE 18 (18A/18B) may be taken a maximum of four times. *R-A-3*

DNCE 17A
JAZZ DANCE IA
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
This course introduces the fundamentals of jazz dance, including its history and styles. It is designed both for students with no dance experience and for experienced dancers wishing to perfect basic jazz dance skills. 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. A combination of DNCE 17 (17A/17B) and DNCE 18 (18A/18B) may be taken a maximum of four times. *R-A-3*

DNCE 17B
JAZZ DANCE IB
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 17A
This course is the second half of an introduction to jazz dance, including its history and styles. It is designed both for students with no dance experience and for experienced dancers wishing to perfect basic jazz dance skills. 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. A combination of DNCE 17 (17A/17B) and DNCE 18 (18A/18B) may be taken a maximum of four times. *R-A-3*

DNCE 18
JAZZ DANCE II
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 17 or 17B
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. Students practice intermediate-level jazz skills, turns, jumps, and center and locomotor combinations. They also develop original routines set to jazz music. A combination of DNCE 17 (17A/17B) and DNCE 18 (18A/18B) may be taken a maximum of four times. *R-A-3*

DNCE 18A
JAZZ DANCE IIA
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 17 or 17A
This course is the first half of a further exploration of 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. Students practice intermediate-level jazz skills, turns, jumps, and center and locomotor combinations. They also develop original routines set to jazz music. A combination of DNCE 17 (17A/17B) and DNCE 18 (18A/18B) may be taken a maximum of four times. *R-A-3*

DNCE 18B
JAZZ DANCE IIB
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 18A
This course is the second half of a further exploration of 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. Students practice intermediate-level jazz skills, turns, jumps, and center and locomotor combinations. They also develop original routines set to jazz music. A combination of DNCE 17 (17A/17B) and DNCE 18 (18A/18B) may be taken a maximum of four times. *R-A-3*

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. A combination of DNCE 22 and DNCE 23 may be taken a maximum of four times. *R-A-3*

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 coursed 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. A combination of DNCE 22 and DNCE 23 may be taken a maximum of four times. *R-A-3*

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. *R-E-3*

DNCE 30
AFRICAN DANCE I
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
This course is an introduction to the history and performance of African dance. Students study, practice, and choreograph traditional African dance movements to percussive and nonpercussive instruments and vocalizations. The course explores the way that dance functions as a social and cultural expression, focusing on universal elements such as drumming, singing, storytelling, community, and environment. Attendance at field trips may be required. *R-E-3*

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. *R-A-3*

DNCE 34
MIDDLE EASTERN DANCE II
1 Unit: 0.5 hour lecture, 1.5 hours lab
Transfers: CSU, UC
Recommended Preparation: DNCE 22
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. A combination of DNCE 33 and DNCE 34 may be taken a maximum of four times. *R-A-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

DNCE 50
CONDITIONING: STRETCH/ STRENGTHEN, ALIGN AND CORRECT

2 Units: 1 hour lecture, 3 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

This course introduces various types of stretch, strengthen, and body alignment exercises for dances 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. A combination of DNCE 50, 50A, and 50B may be taken a maximum of four times. *R-E-3*

DNCE 50A
CONDITIONING: STRETCH/ STRENGTHEN, ALIGN AND CORRECT I

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 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. A combination of DNCE 50, 50A, and 50B may be taken a maximum of four times. *R-E-3*

DNCE 50B
CONDITIONING: STRETCH/ STRENGTHEN, ALIGN AND CORRECT II

1 Unit: 0.5 hour lecture, 1.5 hours lab

Transfers: CSU, UC credit proviso (see UC Course List)

Recommended Preparation: DNCE 50A

This course is the second half of an introduction to 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. A combination of DNCE 50, 50A, and 50B may be taken a maximum of four times. *R-E-3*

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. A combination of DNCE 51, 51A, and 51B may be taken a maximum of four times. *R-E-3*

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. A combination of DNCE 51, 51A, and 51B may be taken a maximum of four times. *R-E-3*

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 50A

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. A combination of DNCE 51, 51A, and 51B may be taken a maximum of four times. *R-E-3*

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. *R-E-3*

DNCE 65
DANCE REHEARSAL AND PERFORMANCE

0.5 Unit: 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. *R-E-3*

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 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 142
DANCE MOVEMENT TECHNIQUE AND ANALYSIS: FLOOR BARRE
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU
Recommended Preparation: Dance 6, 12 or 17 or one year of dance training in these techniques
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. *R-E-3*

DNCE 165
CHOREOGRAPHIC PROJECTS
4 Units: 1.5 hours lecture, 7.5 hours lab
Transfers: CSU
Prerequisite: DNCE 65
Recommended Preparation: Two semesters of dance technique courses
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. *R-E-3*

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, 30, 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. *R-E-3*

DNCE 253
GYROKINESIS (R) THE ART OF EXERCISING AND BEYOND
0.5 Unit: 2 hours lab
1 Unit: 4 hours lab
GYROKINESIS(R) methodology is a holistic system of exercise that embraces some of the key principles 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 the range of joint motion; and develop coordination and endurance. Students focus 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. *R-E-3*

DESIGN MODEL MAKING

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. *R-E-3*

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 software. *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. *R-E-3*

DIGITAL MEDIA ART

DMA 51
BEGINNING DIGITAL PHOTOGRAPHY
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC
Recommended Preparation: CIM 221.1 and CIM 221.2
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. A combination of DMA/PHOT 51 and DMA 52 may be taken a maximum of four times. *R-A-3*

DMA 52
INTERMEDIATE DIGITAL PHOTOGRAPHY
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC credit pending
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 was formerly offered as DMA 252. A combination of DMA/PHOT 51 and DMA 52 may be taken a maximum of four times. *R-A-3*

DMA 55
GRAPHIC DESIGN I
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC
Recommended Preparation: DMA 140, CIM 222.1 and CIM 225.1
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. Students work with Adobe Creative Suite software to develop a portfolio of designs. A combination of DMA 55 and DMA 160 may be taken a maximum of four times. *R-A-3*

DMA 65
TYPOGRAPHY
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC
Recommended Preparation: CIM 230.1, 230.2, DMA 55 and DMA 140
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, magazine layouts, and poster designs. The course provides a historical basis for the development of letterforms, tracing the progression from Gutenberg to the digital revolution. *R-E-3*

DMA 70
DIGITAL VIDEO PRODUCTION
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC
Recommended Preparation: CIM 245.1
This course is an introduction to the theory, practice, and aesthetics of digital video production. The course explores storyboarding, composition, camera operation, lighting, audio and video recording, editing, titles, and graphics. Emphasis is on producing video projects that demonstrate conceptual and technical proficiency. *R-E-3*

DMA 120
MOTION GRAPHICS ANIMATION
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU
Recommended Preparation: DMA 55, DMA 140 or CIM 224.1
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. *R-E-3*

DMA 130
3D ANIMATION
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU
Recommended Preparation: DMA 120
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. *R-E-3*

DMA 140
DIGITAL 2D DESIGN AND COLOR THEORY
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU
Recommended Preparation: CIM 221.1 and CIM 222.1
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. *R-E-3*

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
Recommended Preparation: 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. A combination of DMA 55 and DMA 160 may be taken a maximum of four times. *R-A-3*

DMA 170
PUBLICATION DESIGN AND DIGITAL PREPRESS
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU
Recommended Preparation: DMA 55, DMA 65 and DMA 160
This intermediate course covers the process of publication design and digital prepress. The design component focuses on integrating the principles and elements of publication design, including the use of color, typography, and page layout, in the creation of design projects. Digital prepress topics include color modes and management, file output preparation, and proofing. *NR*

DMA 175
CORPORATE IDENTITY: TRADEMARKS AND LOGOS
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU
Recommended Preparation: DMA 55, DMA 65 and DMA 140
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
Recommended Preparation: DMA 55, CIM 242.1 and CIM 243.2
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. *R-E-3*

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. *R-E-3*

DR 100
FUNDAMENTALS OF DRAFTING AND DESIGN

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

This course is designed to develop basic drafting skills, including the proper use of multiview projection, sections and conventions, pictorial drawings, single auxiliary views, dimensioning and notation. Students construct industry-standard drawings using technical sketching and basic computer-aided design. *NR*

DR 101
ENGINEERING DRAWING AND DESIGN

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

Prerequisite: DR 50

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 102
INDUSTRIAL DRAFTING AND DESIGN

3 Units: 2 hours lecture, 4 hours lab

Transfers: CSU

This course focuses on more advanced and complex methods used in constructing industrial drawings and designs. The course includes design methods, packaging design and development, reverse engineering, tooling drawings, jig and fixture design, toggles and linkages, stress analysis, and control systems. *R-E-3*

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. *NR*

ECONOMICS

ECON 1
PRINCIPLES OF ECONOMICS – MICRO

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: MATH 253

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, antitrust policy, and international trade. *NR*

ECON 2
PRINCIPLES OF ECONOMICS – MACRO

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: ECON 1 or ECON 2 and MATH 8

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. *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 or ECON 2 strongly recommended

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. The course provides a foundation to prepare business economics and business administration majors for required upper division courses in quantitative methods and provides a foundation to prepare economics majors for the study of econometrics. Also listed as MGT 10; credit given in either area, not both. *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 178
REAL ESTATE ECONOMICS

3 Units: 3 hours lecture

Transfers: CSU

Recommended Preparation: RE 170

This course examines factors that affect the value of real estate. Topics include the nature of land economics and the classification of properties; fluctuations in economic value; money and financing; government regulations and taxes; residential and nonresidential markets; real property; and special purpose property. The course applies toward the state's educational requirements for the broker's examination and partially fulfills the 18-month requirement. *NR*

ECON 210
PERSONAL ECONOMICS – ASSET MARKETS
3 Units: 3 hours lecture

This course offers an introduction to the markets for stocks, bonds, mutual funds, credit, insurance, savings and retirement. It is designed for individuals who are interested in becoming familiar with the terms, tools, and basic concepts necessary to make informed investment decisions for household management. The course emphasizes the practical aspects of personal investing, savings and retirement; evaluating risk; investment options and the proper mix of assets; credit and household insurance. ECON 210 is also listed as MGT 210; credit will be given in either area, not both. *NR*

ELECTRICAL TECHNOLOGY

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 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 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. ELEC 201 was formerly offered as ET 201. *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/ET 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, overcurrent protection, motor and appliance circuits, and lighting, as well as heating, ventilation, and air conditioning (HVAC) equipment. Safety requirements and procedures are emphasized throughout. ELEC 203 was formerly offered as ET 203. *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*

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
3 Units: 2 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*

ENGINEERING

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 ~~credit pending~~
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 ~~credit pending~~
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 ~~credit pending~~
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 83
COMPUTER-AIDED DESIGN TECHNIQUES
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC
Recommended Preparation: DR 50 and ENGT 140
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. *R-E-3*

ENGINEERING TECHNOLOGY

ENGT 140
MATERIALS AND PROCESSES
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU
This is an introductory course in engineering design concepts, manufacturing, and the properties of common materials used in the construction of mechanical parts. The course presents manufacturing methods and materials including computer-aided design (CAD), manufacturing systems and plant layout, materials handling, process control cost and value, quality control, production control, as well as basic and advanced materials used in engineering design. *NR*

ENGLISH
see Literature, Reading, and/or Writing

ENGLISH AS A SECOND LANGUAGE

ESL 81A
ACADEMIC WRITING II A
5 Units: 5 hours lecture
Transfers: UC credit proviso (see UC Course List)
Prerequisite: ESL 380B or ESL assessment
This is the first semester of the final advanced academic writing sequence for the English as a Second Language student concurrently enrolled in or preparing for college-level courses. The course focuses on academic reading and writing at the advanced level, and is designed for the particular needs of non-native speakers of English. Emphasis is on further developing college-level writing skills, with a focus on the academic essay. Transferable to UC but not CSU. *NR*

ESL 81B
ACADEMIC WRITING II B
5 Units: 5 hours lecture
Transfers: UC credit proviso (see UC Course List)
Prerequisite: ESL 81A
This is the second semester of the final advanced academic writing sequence for the English as a Second Language student concurrently enrolled in or preparing for college-level courses. The course focuses on academic reading and writing at the advanced level, and is designed for the particular needs of non-native speakers of English. Emphasis is on refining college-level writing skills, with a focus on increasingly sophisticated essays, grammatical structures and rhetorical gestures. Transferable to UC but not CSU. *NR*

Catalog update, 9/14/12

ESL 330
INTRODUCTION TO BEGINNING SKILLS ESL – BASIC SKILLS
4 Units: 4 hours lecture

This is a literacy-level course for ESL students who have little or no foundational skills in their primary language and require additional preparation to succeed in the beginning ESL skills series. The course is intended to develop elementary skills in letter formation, number usage, phonics, grammar, listening, speaking, reading, and writing. ESL 330 may be taken prior to ESL 340 or ESL 341 or concurrently with either course. *NR*

ESL 330X
INTRODUCTION TO BEGINNING SKILLS ESL – BASIC SKILLS X
0 Units: 4 hours lecture

Prerequisite: ESL 330

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 330 to continue developing elementary skills in letter formation, number usage, phonics, grammar, listening, speaking, reading, and writing in preparation for enrolling in the regular ESL skills series. *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 342A
BEGINNING CONVERSATION A
3 Units: 3 hours lecture

Recommended Preparation: ESL assessment

This is the first semester of the beginning conversation sequence for non-native speakers of English. The course is designed to increase the student's basic ability to comprehend native spoken English and to develop fluency 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. *NR*

ESL 342B
BEGINNING CONVERSATION B
3 Units: 3 hours lecture

Prerequisite: ESL 342A

This is the second semester of the beginning conversation sequence for non-native speakers of English. The course is designed to expand the student's ability to comprehend native spoken English and to further develop fluency in conversation. Emphasis is on communicating orally in a variety of situations and on recognizing and integrating grammatical structures in dialogues and conversations. Students practice making introductions, describing people and events; and voicing opinions. *NR*

ESL 342X
BEGINNING CONVERSATION X
0 Units: 3 hours lecture

Prerequisite: ESL 342B

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 342B to further develop conversational fluency in a variety of situations, including making introductions, describing people and events, and voicing opinions. *R-E-99*

ESL 343A
BEGINNING PRONUNCIATION A
3 Units: 3 hours lecture

Recommended Preparation: ESL assessment

This is the first of two courses in a beginning pronunciation sequence for non-native speakers of English. The course is designed to help students recognize and produce the sounds, rhythms, stresses, and intonation patterns of American English. Students participate in intensive pronunciation drills, short readings, dramatizations, and role-playing, and in free conversation designed to elicit pronunciation objectives. *NR*

ESL 343B
BEGINNING PRONUNCIATION B
3 Units: 3 hours lecture
Prerequisite: ESL 343A
This is the second of two courses in a beginning pronunciation sequence for non-native speakers of English. The course is designed to continue to help 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. *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 362A
INTERMEDIATE CONVERSATION A
3 Units: 3 hours lecture
Recommended Preparation: ESL assessment
This is the first semester of the intermediate conversation sequence for non-native speakers of English. The course is designed to develop the student's ability to comprehend native spoken English and improve 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. *NR*

ESL 362B
INTERMEDIATE CONVERSATION B
3 Units: 3 hours lecture
Prerequisite: ESL 362A
This is the second semester of the intermediate conversation sequence for non-native speakers of English. 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. *NR*

ESL 362X
INTERMEDIATE CONVERSATION X
0 Units: 3 hours lecture
Prerequisite: ESL 362B
This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 362B to increase fluency in conversation using situational dialogues, role-playing, and skits. *R-E-99*

ESL 363A
INTERMEDIATE PRONUNCIATION A
3 Units: 3 hours lecture
Recommended Preparation: ESL assessment
This is the first of two courses in an intermediate-level pronunciation sequence for non-native speakers of English. The course is designed to further help 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. *NR*

ESL 363B
INTERMEDIATE PRONUNCIATION B
3 Units: 3 hours lecture
Prerequisite: ESL 363A
This is the second of two courses in an intermediate-level pronunciation sequence for non-native speakers of English. The course is designed to continue to help 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. *NR*

ESL 364A
IDIOMS IN AMERICAN ENGLISH
4 Units: 4 hours lecture
Recommended Preparation: ESL assessment
This is the first semester of an intermediate-level vocabulary course which focuses on the idioms of American English. 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. *NR*

ESL 364B
IDIOMS IN AMERICAN ENGLISH
4 Units: 4 hours lecture
Prerequisite: ESL 364A
This is the second semester of an intermediate-level vocabulary course which focuses on the idioms of American English. 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. *NR*

ESL 365
SPELLING FOR NON-NATIVE SPEAKERS
2 Units: 2 hours lecture
Recommended Preparation: ESL assessment
This intermediate-level course offers a comprehensive presentation of the sound and spelling patterns of American English. It will provide students with an understanding of American English consonant and vowel patterns and their relationship to the sound of the system of the language. *NR*

ESL 380A
ACADEMIC WRITING IA
5 Units: 5 hours lecture
Prerequisite: ESL 361B or ESL assessment
This is the first semester of the advanced academic writing sequence for the English as a Second Language student concurrently enrolled in or preparing for college-level courses. It is designed for the particular needs of non-native speakers of English at the advanced level. The course focuses on refining paragraphs and introducing the academic essay. Emphasis is on further developing college-level reading and writing skills. *NR*

ESL 380B
ACADEMIC WRITING IB
5 Units: 5 hours lecture
Prerequisite: ESL 380A or ESL assessment
This is the second semester of the advanced academic writing sequence for the English as a Second Language student concurrently enrolled in or preparing for college-level courses. The course focuses on developing academic essays in a variety of rhetorical modes and on increasing production and comprehension skills at the advanced level. It is designed to accommodate the particular needs of non-native speakers of English at the advanced level. *NR*

ESL 382A
ADVANCED CONVERSATION A
3 Units: 3 hours lecture
Recommended Preparation: ESL assessment
This is the first semester in a sequence of conversation classes for advanced English as a Second Language students. It is designed to develop their oral academic skills and improve their ability to communicate in expected and unexpected situations. Emphasis is on self-expression in problem-solving tasks; oral presentations; defense of decisions, attitudes and values; and succinct expression of oneself in varying environments. Upon successful completion of the course, students should demonstrate an increased accuracy in fluency, expression, and aural comprehension. *NR*

ESL 382B
ADVANCED CONVERSATION B
3 Units: 3 hours lecture
Prerequisite: ESL 382A
This is the second semester in a sequence of conversation classes for advanced English as a Second Language students. It is designed to further improve their oral academic skills and their ability to communicate in expected and unexpected situations. Emphasis is on self-expression in problem-solving tasks; oral presentations; 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. *NR*

ESL 382X
ADVANCED CONVERSATION X
0 Units: 3 hours lecture
Prerequisite: ESL 382B
This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 382B to further extend oral skills used in academic settings and expand the ability to communicate in expected and unexpected situations. *R-E-99*

ESL 383A
ADVANCED PRONUNCIATION A
3 Units: 3 hours lecture
Recommended Preparation: ESL assessment
This is the first of two courses in an advanced pronunciation sequence for non-native speakers of English. It is designed to help 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. Students work 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. *NR*

ESL 383B
ADVANCED PRONUNCIATION B
3 Units: 3 hours lecture
Prerequisite: ESL 383A
This is the second of two courses in an advanced pronunciation sequence for non-native speakers of English. It is designed to help students refine their listening and self-monitoring skills in daily speech as well as their pronunciation awareness. The course provides extensive practice with all aspects of pronunciation. 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. *NR*

ESL 384A
ADVANCED VOCABULARY SKILLS A
5 Units: 5 hours lecture
Recommended Preparation: ESL assessment
This is the first semester of an advanced vocabulary sequence for non-native speakers of English. 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. *NR*

ESL 384B
ADVANCED VOCABULARY SKILLS B
5 Units: 5 hours lecture
Prerequisite: ESL 384A
This is the second semester of an advanced vocabulary sequence for non-native speakers of English. The course is designed to enhance college-level vocabulary. Topics include etymology; academic terminology; idiomatic expressions; and language appropriate to social, cultural and current events. *NR*

ESL 384X
ADVANCED VOCABULARY SKILLS X
0 Units: 5 hours lecture
Prerequisite: ESL 384B
This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 384B to further enhance advanced vocabulary skills. *R-E-99*

ESL 385A
ACADEMIC READING A
3 Units: 3 hours lecture
Recommended Preparation: ESL assessment
This is the first semester of an advanced reading sequence for non-native speakers of English designed to prepare students for entrance into the college-level English program. The course introduces 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. *NR*

ESL 385B
ACADEMIC READING B
3 Units: 3 hours lecture
Prerequisite: ESL 385A
This is the second semester of an advanced reading sequence for non-native speakers of English designed to prepare students for entrance into the college-level English program. Students refine strategies for reading textbooks and other academic prose and continue building background information in content areas. *NR*

ESL 385X
ACADEMIC READING X
0 Units: 3 hours lecture
Prerequisite: ESL 385B
This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 385B to continue to prepare for entrance into college-level English courses by applying comprehension strategies to textbooks and other academic readings. *R-E-99*

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 387A
ADVANCED GRAMMAR REVIEW A
3 Units: 3 hours lecture
Recommended Preparation: ESL assessment
This is the first of two courses in a progressive advanced grammar review sequence for non-native speakers of English. It 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 use of pronouns and clauses. *NR*

ESL 387B
ADVANCED GRAMMAR REVIEW B
3 Units: 3 hours lecture
Prerequisite: ESL 387A
This is the second of two courses in a progressive advanced grammar review sequence for non-native speakers of English. It is designed for those 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 moods and the passive voice. *NR*

ESL 387X
ADVANCED GRAMMAR REVIEW X
0 Units: 3 hours lecture
Prerequisite: ESL 387B
This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 387B to continue to focus on grammatical structures, particularly the moods, tenses, and voices of verbs and the use of conjunctions and connectives. *R-E-99*

ESL 388A
ADVANCED GRAMMAR AND WRITING A
5 Units: 5 hours lecture
Prerequisite: ESL 361B
This is the first semester of the two-semester advanced grammar and writing sequence for non-native speakers of English who have completed at least four semesters of English as a Second Language or the equivalent, or who are entering college-level courses. The course focuses on grammatical structures particularly difficult for advanced non-native speakers of English, and on writing grammatically correct academic prose. *NR*

ESL 388B
ADVANCED GRAMMAR AND WRITING B
5 Units: 5 hours lecture
Prerequisite: ESL 388A
This is the second semester of the two-semester advanced grammar and writing sequence for non-native speakers of English who have completed at least four semesters of English as a Second Language or the equivalent, or who are entering college-level courses. The course focuses on grammatical structures particularly difficult for advanced non-native speakers of English, and on writing grammatically correct academic prose. *NR*

ESL 389
ESL LANGUAGE CONFERENCE
0.5 Unit: 1.5 hours learning center
Corequisite: ESL 340A, 340B, 341A, 341B, 360A, 360B, 361A, 361B, 362A, 362B, 363A, 363B, 380A, 380B, 382A, 382B, 383A, 383B, 388A, 388B, 81A or 81B
This open-entry/open-exit, pass/no-pass course offers conference instruction with ESL language instructors for students enrolled specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in native ESL. 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*

ESL 390A
LANGUAGE THROUGH LITERATURE A
4 Units: 4 hours lecture
Recommended Preparation: ESL assessment
This is the first semester of a sequence of literature courses for advanced-level ESL students, designed to introduce non-native speakers to literature in English. This course focuses on developing literary and cultural understanding of fiction, drama, and poetry, and on increasing mastery of the English language in all areas: reading, writing, vocabulary, and oral/aural skills. Emphasis is on active student participation in a wide variety of both oral and written activities. *NR*

ESL 390B
LANGUAGE THROUGH LITERATURE B
4 Units: 4 hours lecture
Prerequisite: ESL 390A
This is the second semester of a sequence of literature courses for advanced-level ESL students, designed to introduce non-native speakers to literature in English. This course focuses on developing literary and cultural understanding of fiction, drama, and poetry, and on increasing mastery of the English language in all areas: reading, writing, vocabulary, and oral/aural skills. Emphasis is on active student participation in a wide variety of both oral and written activities. *NR*

ESL 390X
LANGUAGE THROUGH LITERATURE X
0 Units: 4 hours lecture
Prerequisite: ESL 390B
This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 390B to continue developing a literary and cultural understanding of fiction, drama, and poetry, and increasing mastery of the English language in all areas. *R-E-99*

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 is 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*

ENVIRONMENTAL STUDIES

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 2
PLANT BIOLOGY

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC credit pending

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. ENV 2 is also listed as BIO 2; credit will be given in either area, not both. *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*

ENV 19
MARINE BIOLOGY

4 Units: 3 hours lecture, 3 hours lab

Transfers: CSU, UC credit pending

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. ENV 19 is also listed as BIO 19; credit will be given in either area, not both. *NR*

ENVIRONMENTAL TECHNOLOGY

ENVT 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. ENVT 180 was formerly offered as ENV 180. *NR*

ENVT 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. ENVT 185 was formerly offered as ENV 185. *NR*

ENVT 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. ENVT 190 was formerly offered as ENV 190. *NR*

ENVT 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. ENVT 195 was formerly offered as ENV 195. *NR*

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. FR 1 (or FR 1A and 1B) may be taken for a maximum of 5 units. *NR*

FR 1A
INTRODUCTION TO BEGINNING FRENCH I
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
This course is designed to begin the development of fundamental skills in 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 1A and 1B, when taken together, are equivalent in units and content to FR 1. FR 1 (or FR 1A and FR 1B) may be taken once for a maximum of 5 units. *NR*

FR 1B
CONTINUATION OF BEGINNING FRENCH I
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: FR 1A or one year of high school French
This course is designed to further develop fundamental skills in communicating in French, including basic conversation, listening comprehension and reading. The emphasis is on speaking and comprehending native spoken French. The course continues the development of basic writing skills and presents additional aspects of French and Francophone life and culture. FR 1A and 1B, when taken together, are equivalent in units and content to FR 1. FR 1 (or FR 1A and FR 1B) may be taken once for a maximum of 5 units. *NR*

FR 2
BEGINNING FRENCH II
5 Units: 5 hours lecture
Transfers: CSU, UC
Prerequisite: FR 1 or FR 1B 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. FR 2 (or FR 2A and FR 2B) may be taken once for a maximum of 5 units. *NR*

FR 2A
INTRODUCTION TO BEGINNING FRENCH II
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: FR 1 or FR 1B or two years of high school French
This course continues the development of fundamental skills acquired in French 1, with increased emphasis on speaking, listening, reading, and writing. This course also introduces students to elements of French and Francophone life and culture. FR 2A parallels the first half of FR 2. When taken together, FR 2A and 2B, when taken together, are equivalent in units and content to FR 2. FR 2 (or FR 2A and FR 2B) may be taken once for a maximum of 5 units. *NR*

FR 2B
CONTINUATION OF BEGINNING FRENCH II
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: FR 2A or three years of high school French
This course continues the development of the fundamental skills acquired in French 1 and French 2A, with increased emphasis on speaking, listening, reading, and writing. The course also introduces students to elements of French and Francophone life and culture. FR 2B parallels the second half of FR 2. FR 2A and 2B, when taken together, are equivalent in units and content to FR 2. FR 2 (or FR 2A and FR 2B) may be taken once for a maximum of 5 units. *NR*

FR 3
INTERMEDIATE FRENCH
5 Units: 5 hours lecture
Transfers: CSU, UC
Prerequisite: FR 2 or FR 2B or three years of high school French
This course is designed to build upon the fundamental language abilities acquired in French 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 5
ADVANCED FRENCH
5 Units: 5 hours lecture
Transfers: CSU, UC
Prerequisite: FR 4 or equivalent
This course provides students an opportunity to work on verbal and written accuracy and fluency. The course offers a brief survey of French literature or film, and these serve as the basis for student essays and oral reports. Discussions focus on the cultural features of French and Francophone life and how these compare with the student's native culture. *NR*

FR 10
INTERMEDIATE CONVERSATIONAL FRENCH
3 Units: 3 hours lecture
Transfers: CSU, UC
Prerequisite: FR 2 or FR 2B 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 15A
INTERMEDIATE FRENCH COMPOSITION AND GRAMMAR I
3 Units: 3 hours lecture
Transfers: CSU, UC ~~credit pending~~
Prerequisite: FR 3 or equivalent
This is the first semester of an intermediate course sequence designed to develop the student's ability to organize and compose paragraphs and short essays in French. The course focuses on refining paragraphs and introducing the essay. Students write on a variety of topics based on readings related to French and Francophone literature, history, and cultures. There is a review of grammar fundamentals as they apply to the writing process and the correct usage of grammatical and syntactical forms. *NR*

FR 15B
INTERMEDIATE FRENCH COMPOSITION AND GRAMMAR II
3 Units: 3 hours lecture
Transfers: CSU, UC ~~credit pending~~
Prerequisite: FR 15A
This is the second semester of an intermediate course sequence designed to develop the student's ability to organize and compose paragraphs and short essays in French. The course focuses on essay development, with particular emphasis on the writing process. Students write on a variety of topics based on readings related to French and Francophone literature, history, and cultures. There is a further review of grammar fundamentals as they apply to the writing process and the correct usage of grammatical and syntactical forms. *NR*

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FR 19
BASIC FRENCH PRONUNCIATION
2 Units: 2 hours lecture
Transfers: CSU, UC credit pending
Recommended Preparation: Concurrent enrollment in another French class is recommended.
This course, which concentrates on pronunciation and listening comprehension skills, helps students in French courses at all levels achieve correct pronunciation in French. Students study and apply basic phonetic principles in audio and written exercises performed both in class and as homework. Attention is given to the analyses of particular problems in pronunciation. FR 19 was formerly offered as FR 100C. *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, 1A, 1B, 2, 2A, 2B, 3, 4, 5, 10, 11, 15A, 15B, or 19
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*

FR 221
FRENCH CULTURE AND CUISINE
3 Units: 3 hours lecture
Prerequisite: FR 3 or four years of high school French
This course presents the cuisine of France in the context of the French cultural tradition. The course follows the evolution of French cuisine from the Middle Ages to modern times, exploring its role in defining social norms and classes. The course is conducted primarily in French. This is not a cooking class. *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, 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. *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. *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. *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. *NR*

GEOG 10
INTRODUCTION TO WEATHER AND CLIMATE
3 Units: 3 hours lecture
Transfers: CSU, UC ~~credit pending~~
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. *NR*

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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. *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. *R-E-3*

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; and basic GIS programming. The course discusses how GIS can be applied to various disciplines, including geography, geology, biology, marketing, business and regional planning. *NR*

GEOLOGY

GEOL 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. *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 a study of the physical and biological aspects of the evolution of the earth; the history and origin of the earth, continents, oceans and atmosphere; the origin and evolution of life; and the methods and concepts utilized in deciphering the geologic record. Field trips may be required. *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. *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 of continents, oceans and atmosphere; the origin and evolution of life; and the methods and concepts used to decipher Earth history. 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. *R-E-3*

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. A required course fee must be paid at or prior to the orientation session. *R-E-3*

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 and Baja California. 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. *R-E-3*

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. *R-E-3*

HEALTH

HLTH 1
HEALTH EDUCATION
3 Units: 3 hours lecture
Transfers: CSU, UC
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. Successful completion of the course qualifies students for two American Red Cross first aid certificates: "Responding to Emergencies" and "Community CPR." *NR*

HLTH 103
WOMEN'S HEALTH ISSUES
3 Units: 3 hours lecture
Transfers: CSU
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
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; the individual-communal dynamic; the emergence of major religious and philosophical traditions; the elaboration of value systems and worldviews; science and the diffusion of technologies; the interaction between human and natural environments; and the historically varied formulations of identity. *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. *NR*

HIST 10
THE WEST AND THE WORLD THROUGH THE RENAISSANCE
3 Units: 3 hours lecture
Transfers: CSU, UC
This 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 development of Western civilization in Egypt and Mesopotamia; its diffusion into the Mediterranean world; its growth in Europe through the 16th century; and throughout this entire period, its relations and exchanges with non-Western cultures, including China, India, Africa, and the Americas. *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. *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. *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. *NR*

HIST 24
AMERICA AFTER THE BOMB: 1945 TO THE PRESENT
3 Units: 3 hours lecture
Transfers: CSU, UC
Studies the history of the United States from the end of World War II 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 ~~credit pending~~
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 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 U.S. *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 cult 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*

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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 rule 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 colonial times 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, urbanization, technology, and war have affected the political, social, economic, intellectual, and sexual lives of American women. Feminism and the politics of gender are recurrent themes in this historical and cultural analysis. *NR*

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. *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. *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. *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. *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. *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. *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. *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 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 CWE 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 CWE is required. Meets course requirement for Title 22 licensing and California Child Development Permit. *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 FAMILY EARLY CARE AND EDUCATION (FECE) BUSINESS
0.5 Unit: 0.5 hour lecture

This course provides an overview of operating a licensed Family Early Care and Education (FECE) business. The course discusses planning and implementing a quality program; developing general policies and procedures; incorporating specific licensing and legal requirements; communicating effectively with parents; maintaining a strong client base; and ensuring a high-quality program. *NR*

HD 215
ACTIVITIES FOR FAMILY EARLY CARE AND EDUCATION PROVIDERS
0.5 Unit: 0.5 hour lecture

This course provides specific examples of age-appropriate activities for children within a Family Early Care and Education environment. It is designed for Family Early Care and Education (FECE) providers, educators and parents. 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, HD 15

This course presents specific topics for use in the orientation and training of school-age childcare providers. It includes an overview of the characteristics of school-age children, developing and implementing program rules and limits, strategies for planning activities, handling problems and conflicts among children, and connecting with parents and 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. It includes 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. *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 Frazier, 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. *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. *R-E-3*

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*

HUM 80
DIGITAL MEDIA AND CULTURE
3 Units: 3 hours lecture
Transfers: CSU, UC
This course focuses on the critical study of digital media and culture. Readings and lectures will introduce students to cyberculture studies, the digital humanities, and critical and cultural theories of new media. The concepts and approaches therein will be applied to literary texts, films, digital art, as well as a host of new forms of authorship and cultural expression. Students will acquire analytical tools for understanding the human experience in the digital age. *NR*

INTERCOLLEGIATE ATHLETICS

IA 1
INTERCOLLEGIATE SPORTS OFF SEASON TRAINING
2 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 2
INTERCOLLEGIATE MEN'S BASKETBALL
2 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
2 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 6
INTERCOLLEGIATE MEN'S GOLF
2 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
2 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
2 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 men's intercollegiate tennis. *R-E-3*

IA 10
INTERCOLLEGIATE WOMEN'S VOLLEYBALL
2 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
2 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
2 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
2 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
2 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
2 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
2 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*

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. JA 1 (or JA 1 and JA 2) may be taken once for a maximum of 5 units. *NR*

JA 1A
INTRODUCTION TO BEGINNING JAPANESE I
2.5 Units: 2.5 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. It parallels the first half of Japanese 1. JA 1A and 1B, when taken together, are equivalent in units and content to JA 1 and is taught in Japanese. JA 1A is equivalent to one year of high school. JA 1 (or JA 1A and JA 1B) may be taken once for a maximum of 5 units. *NR*

JA 1B
CONTINUATION OF BEGINNING JAPANESE I
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: JA 1A or one year of high school Japanese
This course is designed to develop the fundamentals of communicating in Japanese, including listening comprehension, reading, and basic conversation. The emphasis is on comprehension of native spoken and written Japanese. The course introduces reading and writing Japanese syllabic symbols and selected kanji characters and 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 1A and 1B, when taken together, are equivalent in units and content to JA 1 and is taught in Japanese. JA 1B is equivalent to two years of high school Japanese. JA 1 (or JA 1A and JA 1B) may be taken once for a maximum of 5 units. *NR*

JA 2
BEGINNING JAPANESE II
5 Units: 5 hours lecture
Transfers: CSU, UC
Prerequisite: JA 1 or JA 1B 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. JA 2 (or JA 2A and 2B) may be taken once for a maximum of 5 units. *NR*

JA 2A
INTRODUCTION TO BEGINNING JAPANESE II
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: JA 1 or JA 1B 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 2A is taught in Japanese. This course parallels the first half of JA 2. JA 2A and 2B, when taken together, are equivalent in units and content to JA 2. JA 2 (or JA 2A and 2B) may be taken once for a maximum of 5 units. *NR*

JA 2B
CONTINUATION OF BEGINNING JAPANESE II
2.5 Units: 2.5 hours lecture
Transfers: CSU, UC
Prerequisite: JA 2A or three years of high school Japanese
This course is designed to develop the fundamentals of 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 2B is taught in Japanese. This course parallels the second half of JA 2. JA 2A and 2B, when taken together, are equivalent in units and content to JA 2. JA 2 (or JA 2A and 2B) may be taken once for a maximum of 5 units. *NR*

JA 3
INTERMEDIATE JAPANESE I
5 Units: 5 hours lecture
Transfers: CSU, UC
Prerequisite: JA 2 or JA 2B 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 5
ADVANCED JAPANESE
5 Units: 5 hours lecture
Transfers: CSU, UC
Prerequisite: JA 4
This course provides students an opportunity to work on verbal and written accuracy and fluency at an advanced level. The course includes a brief survey of Japanese literature and film, and these serve as the basis for student essays and oral reports. Students discriminate between language levels appropriate to a variety of situations, polite and casual, in both writing and speech. *NR*

JA 10
INTERMEDIATE CONVERSATIONAL JAPANESE
3 Units: 3 hours lecture
Transfers: CSU, UC
Prerequisite: JA 2 or JA 2B 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, 1A, 1B, 2, 2A, 2B, 3, 4, 5, 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. *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. *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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

KNES 4
WEIGHT TRAINING
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. A combination of KNES 4 (4A/4B) and 5 (5A/5B) may be taken a maximum of four times. *R-A-3*

KNES 4A
WEIGHT TRAINING I
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
This course is the first half of an introduction to the basic principles related to acquiring 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. A combination of KNES 4 (4A/4B) and 5 (5A/5B) may be taken a maximum of four times. *R-A-3*

KNES 4B
WEIGHT TRAINING II
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 4A
This course is the second half of an introduction to the basic principles related to acquiring 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. A combination of KNES 4 (4A/4B) and 5 (5A/5B) may be taken a maximum of four times. *R-A-3*

KNES 5
ADVANCED STRENGTH TRAINING
1 Unit: 3 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 4 or 4B 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. A combination of KNES 4 (4A/4B) and 5 (5A/5B) may be taken a maximum of four times. *R-A-3*

KNES 5A
ADVANCED STRENGTH TRAINING I
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 4 or 4B strongly recommended
This is the first half of an advanced training course 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. A combination of KNES 4 (4A/4B) and 5 (5A/5B) may be taken a maximum of four times. *R-A-3*

KNES 5B
ADVANCED STRENGTH TRAINING II
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 5A
This is the second half of an advanced training course 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. A combination of KNES 4 (4A/4B) and 5 (5A/5B) may be taken a maximum of four times. *R-A-3*

KNES 6
ADVANCED STRENGTH TRAINING AND CONDITIONING FOR SPORT
1.5 Units: 1 hour lecture, 2 hours lab
2 Units: 1.5 hours lecture, 2.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 4 (4A/4B) or 5 (5A/5B) or previous strength training experience
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*

KNES 11
BADMINTON: BEGINNING TO INTERMEDIATE I
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 to intermediate level. Students practice basic strokes, footwork, strategies, rules, scoring, and court etiquette. A combination of KNES 11 (11A/B) and 12 (12A/B) may be taken a maximum of four times. *R-A-3*

KNES 11A
BADMINTON: BEGINNING
0.5 Unit: 1.5 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. A combination of KNES 11 (11A/B) and 12 (12A/B) may be taken a maximum of four times. *R-A-3*

KNES 11B
BADMINTON: INTERMEDIATE I
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 11A
This course introduces the official singles and doubles games. Students focus on improving forehand and backhand strokes, footwork, strategies, rules, scoring, and court etiquette. A combination of KNES 11 (11A/B) and 12 (12A/B) may be taken a maximum of four times. *R-A-3*

KNES 12
BADMINTON: INTERMEDIATE II TO ADVANCED
1 Unit: 3 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 11 or 11B
This course is designed to develop intermediate- to advanced-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. A combination of KNES 11 (11A/B) and 12 (12A/B) may be taken a maximum of four times. *R-A-3*

KNES 12A
BADMINTON: INTERMEDIATE II
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 11 or 11B
This course is designed to further develop intermediate-level skills in both singles and doubles games. Students analyze strengths and weaknesses; practice offensive and defensive strategies; and focus on game play and court coverage to encourage a more powerful game. A combination of KNES 11 (11A/B) and 12 (12A/B) may be taken a total of four times. *R-A-3*

KNES 12B
BADMINTON: ADVANCED
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 12A
This course is designed to refine students' skills in both singles and doubles games. Emphasis is on individual stroke analysis, playing strategies, and match play in order to encourage a more powerful game. A combination of KNES 11 (11A/B) and 12 (12A/B) may be taken a maximum of four times. *R-A-3*

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. A combination of KNES 20, 22 and 23 may be taken a maximum of four times. *R-A-3*

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. A combination of KNES 20, 22 and 23 may be taken a total of four times. *R-A-3*

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. A combination of KNES 20, 22 and 23 may be taken a maximum of four times. *R-A-3*

KNES 25
TENNIS: BEGINNING TO INTERMEDIATE I
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 to intermediate 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. A combination of KNES 25 (25A/B) and 26 (26A/B) may be taken a total of four times. *R-A-3*

KNES 25A
TENNIS: BEGINNING
0.5 Unit: 1.5 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. A combination of KNES 25 (25A/B) and 26 (26A/B) may be taken a total of four times. *R-A-3*

KNES 25B
TENNIS: INTERMEDIATE I
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 25A
This course continues the study of official singles and doubles games and provides an exercise program for those striving for a healthy lifetime activity. Students focus on improving forehand and backhand strokes, serves, basic strategies, footwork, scoring, and court etiquette. A combination of KNES 25 (25A/B) and 26 (26A/B) may be taken a total of four times. *R-A-3*

KNES 26
TENNIS: INTERMEDIATE II TO ADVANCED
1 Unit: 3 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 25 or 25B
This course is designed to help the intermediate to advanced 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. A combination of KNES 25 (25A/B) and 26 (26A/B) may be taken a total of four times. *R-A-3*

KNES 26A
TENNIS: INTERMEDIATE II
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 25 or 25B
This course is designed to help the intermediate tennis student improve fundamental skills in singles and doubles/mixed doubles games. Students analyze strengths and weaknesses; practice offensive and defensive strategies; and focus on game play and court coverage to encourage a more powerful game. A combination of KNES 25 (25A/B) and 26 (26A/B) may be taken a maximum of four times. *R-A-3*

KNES 26B
TENNIS: ADVANCED
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: KNES 26A
This course is designed to refine students' skills in singles and doubles/mixed doubles games. Emphasis is on game plan, development of tactics, and court coverage to encourage a more powerful game. A combination of KNES 25 (25A/B) and 26 (26A/B) may be taken a total of four times. *R-A-3*

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. *R-E-3*

KNES 71
ADVANCED BASKETBALL
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 advanced basketball skills and preparing students for competitive team play. The course is intended primarily to provide advanced training for students prior to participating on one of the intercollegiate basketball teams; however, it is open to all students possessing advanced basketball abilities. *R-E-3*

KNES 73
ADVANCED SOCCER
1 Unit: 3 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
Recommended Preparation: Two years organized competitive playing experience
This course is designed to develop advanced skills for individual and team play. Students practice dribbling, heading, shooting, trapping, passing, and defensive tactics, and work to improve their individual performance. *R-E-3*

KNES 76
BEGINNING VOLLEYBALL
0.5 Unit: 2 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. A combination of KNES 76, 77, and 78 may be taken a maximum of four times. *R-A-3*

KNES 77
INTERMEDIATE VOLLEYBALL
0.5 Unit: 2 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. A combination of KNES 76, 77, and 78 may be taken a total of four times. *R-A-3*

KNES 78
ADVANCED VOLLEYBALL
0.5 Unit: 2 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, rolls, dives, and team strategy, both offensive and defensive. A combination of KNES 76, 77, and 78 may be taken a total of four times. *R-A-3*

KNES 79
ADVANCED BASEBALL
0.5 Unit: 2 hours lab
1 Unit: 3 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
This course is designed for students interested in competing in baseball at the intercollegiate level. Students concentrate on refining their fundamental skills (throwing, catching, fielding, hitting, bunting, base running, pitching, sliding) and applying advanced offensive and defensive strategies. *R-E-3*

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. R-E-2

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
1.5 Units: 1 hour lecture, 1.5 hours lab
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, and sports medicine. The course presents strength training principles, range of motion techniques, cardiovascular measurements, assessment strategies, and exercise protocols that students apply to assess and assist individuals with specific disabilities. Students complete lab hours by assisting students enrolled in KNEA 1. *R-E-3*

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 PHYSICAL EDUCATION, FITNESS AND SPORT
3 Units: 3 hours lecture
Transfers: CSU
This course is the study of the history, foundation and philosophies of physical education, sport and fitness. It is designed to help the student develop a personal philosophy that may be used in future professional endeavors. The course provides physical education majors with an overview of key concepts, programs, professions, issues, and trends. *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 203
TECHNIQUES OF INSTRUCTING AEROBIC EXERCISE
2 Units: 2 hours lecture, 1 hour lab
This course studies the principles and techniques involved in teaching aerobics. Students will learn how to construct a physiologically safe and effective exercise class. *NR*

KNES 204
EXERCISE FOR SPECIAL POPULATIONS
2 Units: 2 hours lecture
This course will teach students the physiological as well as anatomical differences between various special populations and how these differences impact each population's exercise program. Special groups discussed include pregnant and postpartum women, seniors, children, and the physically impaired. *NR*

KNES 205
NUTRITION FOR FITNESS AND SPORT
2 Units: 2 hours lecture
Students study the basic principles of nutrition and the ramifications of nutrition on sports activities. *NR*

KNES 206
FIRST AID AND INJURY PREVENTION
1.5 Units: 1.5 hours lecture, 1 hour lab
This course focuses on the principles and practices of first aid in athletic and sports settings. The course discusses cardiac and breathing emergencies; sudden illnesses; CPR; and the prevention, treatment, and rehabilitation of specific athletic/exercise injuries. Students participate in practicums involving the basic assessment, care, and prevention of medical emergencies and common injuries. *NR*

KNES 209
EXERCISE PSYCHOLOGY
1 Unit: 1 hour lecture
In this course, students will explore theoretical information and practical techniques that individuals may apply to change a specific behavior related to exercise and maintain that change. The course is designed primarily for fitness instructors, but others may also benefit from it, including coaches, nurses, teachers, and recreational and competitive athletes. *NR*

KNES 210
MARKETING TECHNIQUES FOR THE FITNESS PROFESSIONAL
1 Unit: 1 hour lecture
This course is designed to develop basic marketing and business skills specific to the fitness industry. Students will learn how to identify a target market and create a marketing plan to support and promote their career goal. *NR*

KNES 212
SPORTS MEDICINE INTERNSHIP
1.5 Units: 4.5 hours lab
This course provides both theoretical and practical instruction in the prevention, recognition, and rehabilitation of common athletic injuries. It presents an opportunity for students to study and apply athletic training techniques by working with the intercollegiate athletic teams. *R-E-3*

KNES 215
FITNESS SPECIALIST INTERNSHIP
1.5 Units: 1 hour lecture, 1.5 hours lab
2 Units: 1 hour lecture, 3 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. *R-E-3*

KNES 225
CORE TRAINING
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. *R-E-3*

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. *R-E-3*

KNEA 6
ADAPTED SPORTS
0.5 Unit: 2 hours lab
1 Unit: 3 hours lab
Transfers: CSU, UC credit proviso (see UC Course List)
This course is designed for individuals who need assistance and equipment adaptations to participate in activities and sports. The course discusses equipment modifications, rule variations, skill-building techniques, and strategies for competition. *R-E-3*

LEGAL

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

Prerequisite: LGL 202

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 212
APPLIED LEGAL TECHNOLOGY
3 Units: 3 hours lecture

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*

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

Literature 1 introduces 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. 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. *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

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. *NR*

LIT 21
BRITISH LITERATURE FROM BLAKE TO THE PRESENT

3 Units: 3 hours lecture

Transfers: CSU, UC

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. *NR*

LIT 22
AMERICAN LITERATURE TO TWAIN

3 Units: 3 hours lecture

Transfers: CSU, UC

Recommended Preparation: Eligibility for WR 1

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 exploration narratives and ancient oral traditions 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 expressions of writers including Whitman. *NR*

LIT 23
AMERICAN LITERATURE: TWAIN TO THE PRESENT
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: Eligibility for WR 1
Surveys the rich cultural diversity of American literature from Twain through the present. Literary selections present the distinctively American treatment of such genres as slave narratives, domestic fiction, westerns, folk tales, autobiography, drama, poetry, short stories, and novels. The course examines the textual features and thematic concerns of the literature of realism, naturalism, regionalism, modernism, the Harlem Renaissance, 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 reconstruction of the American canon. *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 42
THE MYTHS OF THE ANCIENT WORLD
3 Units: 3 hours lecture
Transfers: CSU, UC
This course will examine and analyze texts central to the Mediterranean and medieval European myth traditions. The focus of the course will be on texts that have shaped the structures, themes, and imagery of later European 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 47
FABLE AND FOLKTALE
3 Units: 3 hours lecture
Transfers: CSU, UC
Literature 47 examines traditional and contemporary fable and folktale across the world using various strategies of critical and literary analysis. Emphasis is on classic themes, motifs, and story types that persist in a wide variety of tales. Students will apply historical and current theoretical models to determine major themes and concerns of folk-based legendstock. *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 110
POPULAR LITERATURE
3 Units: 3 hours lecture
Transfers: CSU
This course examines a specific genre or theme within the field of popular literature. Students explore the historical, social, political, cultural, and literary dynamics that foster the development of the genre or theme. Emphasis is given to the traditional roots of the genre and its impact on the development of mainstream literature and reading audiences. *R-E-3*

MANAGEMENT

MGT 1
INTRODUCTION TO BUSINESS
3 Units: 3 hours lecture
Transfers: CSU, UC
A survey in business providing a multidisciplinary 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 U.S. 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. *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 or 2 strongly recommended
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. The course provides a foundation to prepare business economics and business administration majors for required upper division courses in quantitative methods and provides a foundation to prepare economics majors for the study of econometrics. Also listed as ECON 10; credit given in either area, not both. *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. *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
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. *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
This course surveys business management principles and practices. It includes a study of organizational structures; the management functions of planning, organizing, coordinating and controlling; and 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
INTRODUCTION TO 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 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*

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 210
PERSONAL ECONOMICS – ASSET MARKETS
3 Units: 3 hours lecture

This course offers an introduction to the markets for stocks, bonds, mutual funds, credit, insurance, savings and retirement. It is designed for individuals who are interested in becoming familiar with the terms, tools, and basic concepts necessary to make informed investment decisions for household management. The course emphasizes the practical aspects of personal investing, savings and retirement; evaluating risk; investment options and the proper mix of assets; credit and household insurance. MGT 210 is also listed as ECON 210; credit will be given in either area, not both. *NR*

MGT 217
SOCIAL MEDIA MARKETING
3 Units: 3 hours lecture

This course introduces social media tools used for marketing in business. Topics include use of social networking, online marketing channels, and creating an online presence. Students will create a social media marketing campaign through the use of Web applications, such as Facebook, LinkedIn, and Twitter. MGT 217 is also listed as CIM 217; credit will be given in either area, not both. *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 261
ENTREPRENEURSHIP: PRODUCT AND TEAM OPERATIONS
1.5 Units: 1.5 hours lecture

Recommended Preparation: MGT 160

This course examines entrepreneurial operations that contribute to successful team management and product sales. The course reviews the theories of competitive advantage in relation to current practices in entrepreneurial team and product management. Topics include the total product offer, strategies of entrepreneurial team design, balancing flexibility and control, and the tension between internal business processes and external business demands. *NR*

MGT 262
LEGAL ASPECTS OF ENTREPRENEURSHIP
1.5 Units: 1.5 hours lecture

Recommended Preparation: MGT 160

This course examines the legal challenges faced by entrepreneurs to develop frameworks needed to comply with regulations and guidelines of various governmental agencies. The course is intended to 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*

MGT 263
ENTREPRENEURSHIP: FINANCIAL TOOLS
1.5 Units: 1.5 hours lecture

Recommended Preparation: MGT 160

This course examines tools and practices necessary for entrepreneurs to develop financial analysis frameworks and the means for measuring financial performance. The course will help entrepreneurs to meet financial record-keeping requirements, identify deficiencies and determine actions needed to improve performance. Topics include assessing venture value, financial scorecard, financial dashboard, record-keeping, and cash management. *NR*

MGT 264
ENTREPRENEURSHIP: THE BUSINESS PLAN
3 Units: 3 hours lecture

Recommended Preparation: MGT 125, 160, 261, 262 and 263

This course focuses on entrepreneurial business planning for the successful start-up or the continued operation of a small business through the preparation of a written comprehensive business plan. Students will develop and present a comprehensive business plan based upon sound entrepreneurship principles. *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 human resource management as a staff function in the administration of an organization. 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. *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. *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. *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. *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-science 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. *NR*

MATH 10
INTRODUCTION TO STATISTICS
3 Units: 3 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 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. *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 13
INTRODUCTION TO ABSTRACT MATHEMATICS
4 Units: 4 hours lecture
Transfers: CSU, UC
Prerequisite: MATH 3A or MATH 30
Recommended Preparation: Concurrent enrollment in TU 301 is strongly recommended
This course provides students experience in analyzing and creating mathematics at the introductory level and prepares students for upper division mathematics. Students construct and analyze proofs in a variety of abstract topics using different methods, including direct proof, indirect proof, case analysis, and mathematical induction. Topics include introductory mathematical logic and set theory, equivalence relations, functions and relations, and cardinality. The course is designed for students who will be taking additional courses in mathematics, and it is strongly recommended for mathematics majors. *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. *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. *NR*

MATH 30
COMPUTER DISCRETE MATHEMATICS I
3 Units: 3 hours lecture
Transfers: CSU, UC
Prerequisite: MATH 2
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, and inclusion-exclusion. This course is also listed as CS 6A; credit will be given in either area, not both. *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 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 252
PLANE GEOMETRY
5 Units: 5 hours lecture
Prerequisite: MATH 353
Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended
This course studies the terminology and theorems of plane geometry, including congruence, parallelism, similarity, areas, volumes, and coordinate geometry. Students will use algebra to solve problems involving geometric figures. *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 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 351
ARITHMETIC REVIEW AND PRE-ALGEBRA MATHEMATICS
3 Units: 3 hours lecture
Recommended Preparation: Concurrent enrollment in MATH 351L strongly recommended

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 U.S. 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 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*

MATH: 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, counting, scales, key signatures, intervals, triads, and major/minor seventh chords. It is designed to develop the student's basic skills in music reading, sightsinging, and aural identification. The course is recommended for music majors but is open to all students. *NR*

MUS 3
HARMONY I
5 Units: 5 hours lecture
Transfers: CSU, UC
Recommended Preparation: MUS 1

This course involves an intensive study of diatonic harmony in major and minor modes, roman numeral analysis of chords and their voice leading; part-writing using root position triads and dominant seventh chord; harmonization of the given melody, triads, seventh chords, inversions of triads and seventh chords, three types of six-four chord, tonal harmonic progressions, and cadences. The student will study the writing of diatonic melodies and harmonies. Sight-singing, rhythmic recognition, and dictation as well as keyboard harmony are included. *NR*

MUS 4
HARMONY II
5 Units: 5 hours lecture
Transfers: CSU, UC
Recommended Preparation: MUS 1 and MUS 3

Intensive study of diatonic harmony in major and minor modes including non-chord tones, treatment of seventh chords, secondary functions and modulation to relative as well as closely related keys. The student will study the writing, singing, and recognition of diatonic melodies and four-part harmony. Sight-singing, rhythmic recognition, and dictation as well as keyboard harmony are included. *NR*

MUS 5
HARMONY III
5 Units: 5 hours lecture
Transfers: CSU, UC
Recommended Preparation: MUS 4

This course studies chromatic harmony elements (modulatory techniques, mode mixture, Neapolitan chords, augmented sixth chords, and enharmonic spellings). Students will study the application of these chromatic harmony 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 counterpoint writing. The course will include sight-singing and dictation of chromatic melodies, harmonic dictation in two, three, and four-part counterpoint, rhythmic dictation, and keyboard harmony. This course is required for all music majors. *NR*

MUS 6
HARMONY IV
5 Units: 5 hours lecture
Transfers: CSU, UC
Recommended Preparation: MUS 5

This course studies harmony of the twentieth and twenty-first centuries focusing on the different techniques including ninth, eleventh, and thirteen 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 twentieth century composers and their music and/or compose pieces of music involving one or more of these techniques. *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. *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 U.S. 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 37
IRVINE VALLEY WOMEN'S CHORALE
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU, UC
Limitation: By audition only
Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

The Women's Chorale focuses on the rehearsal and performance of choral literature for women's voices from a variety of genres, traditions, and style periods, and in a variety of languages. Students practice vocal technique and ensemble singing. Public performance is required for credit. *R-E-3*

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. *R-E-3*

MUS 39
IRVINE VALLEY MASTER CHORALE
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU, UC
Limitation: By audition only
Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

The Master Chorale focuses on the rehearsal and performance of repertoire for mixed voices from the canon of Western choral literature, from a variety of style periods, and in a variety of languages, often with orchestral accompaniment. The chorale is open to all students by audition. Public performance is required for credit. *R-E-3*

MUS 40
WIND ENSEMBLE
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU, UC
Limitation: Students must have previous orchestral wind or percussion instrument training. Not a beginning instruments course.

The Wind Ensemble performs wind and percussion literature from the Renaissance, Baroque, Classical, and Romantic periods, as well as twentieth century and contemporary works. Instrumentation will vary according to the demands of the literature. 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. *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. *R-E-3*

MUS 42
SYMPHONY ORCHESTRA
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU, UC
Limitation: Students must have previous orchestral instrument training. Not a beginning instruments course.

The Symphony 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. *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. *R-E-3*

MUS 44
GUITAR PERFORMANCE ENSEMBLE
2 Units: 1.5 hours lecture, 1.5 hours lab
Transfers: CSU, UC ~~credit pending~~
Limitation: Students must have previous classical guitar training. Not a beginning instruments course.

The Guitar Performance Ensemble performs repertoire for multiple guitars, from Renaissance music to contemporary literature, including newly commissioned works. 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
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU, UC
Limitation: Students must have previous jazz ensemble wind, keyboard or rhythm section training. Not a beginning instruments course.

The Jazz Ensemble focuses on the rehearsal and performance of standard jazz literature for big band ensembles, ranging from swing to contemporary genres. The focus of the repertoire varies each time the course is offered. Participation in formal concerts, both on and off campus, is required. *R-E-3*

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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. *R-E-3*

MUS 50
APPLIED MUSIC: INSTRUMENTAL
0.5 Unit: 1 hour 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. *R-E-3*

MUS 51
APPLIED MUSIC: KEYBOARD
0.5 Unit: 1 hour 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. *R-E-3*

MUS 52
APPLIED MUSIC: VOICE
0.5 Unit: 1 hour 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. *R-E-3*

MUS 53
CONCERT MUSIC
0.5 Unit: 1.5 hours lab
Transfers: CSU, UC

Music 53 is required of all music majors; however, it is open to all students. Students participate in and attend concerts, recitals, and master classes; organize and prepare programs; and assist in all aspects of pre- and post- performance production. *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. A combination of MUS 54, 55, 56, and 57 may be taken a maximum of four times. *R-A-3*

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. A combination of MUS 54, 55, 56, and 57 may be taken a maximum of four times. *R-A-3*

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. A combination of MUS 54, 55, 56, and 57 may be taken a maximum of four times. *R-A-3*

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. A combination of MUS 54, 55, 56, and 57 may be taken a maximum of four times. *R-A-3*

MUS 60
INSTRUMENTAL CHAMBER MUSIC
2 Units: 1 hour lecture, 3 hours lab
Transfers: CSU, UC
Limitation: Requires previous brass, keyboard, percussion, string or woodwind instrument training and ability to read music
The Instrumental Chamber Music class performs literature from the Renaissance, Baroque, Classical, and Romantic periods, as well as twentieth century and contemporary works, in small ensembles. Instrumentation will vary according to the demands of the repertoire. 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. *R-E-3*

MUS 70
JAZZ IMPROVISATION I
2 Units: 1.5 hours lecture, 1.5 hours lab
Transfers: CSU, UC
This course introduces basic techniques of jazz improvisation, including scales and chord constructions, with applications toward performance. This course is open to instrumentalists and vocalists. This is not a beginning instruments or beginning music reading course. *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. A combination of MUS 80, 81, and 82 may be taken a maximum of four times. *R-A-3*

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. A combination of MUS 80, 81, and 82 may be taken a maximum of four times. *R-A-3*

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. A combination of MUS 80, 81, and 82 may be taken a maximum of four times. *R-A-3*

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. A combination of MUS 83, 84, and 85 may be taken a maximum of four times. *R-A-3*

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. A combination of MUS 83, 84, and 85 may be taken a maximum of four times. *R-A-3*

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. A combination of MUS 83, 84, and 85 may be taken a maximum of four times. *R-A-3*

MUS 112
COMPUTER APPLICATIONS IN MUSIC
3 Units: 2 hours lecture, 3 hours lab
Transfers: CSU
Recommended Preparation: MUS 1 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. *R-E-3*

NUTRITION

NUT 1
PRINCIPLES OF NUTRITION
3 Units: 3 hours lecture
Transfers: CSU, UC
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*

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. *NR*

PHIL 2
ETHICS
3 Units: 3 hours lecture
Transfers: CSU, UC
Ethics introduces the classic works and chief issues of philosophical ethics. Classic works include Aristotle's "Nichomachean Ethics," Kant's "Fundamental Principles of Metaphysics of Morals," and Mill's "Utilitarianism." Issues include the definition of "right," the definition of "good," and relativity vs. absolutism. *NR*

PHIL 3
INTRODUCTION TO LOGIC
3 Units: 3 hours lecture
Transfers: CSU, UC
Philosophy 3 is a study of good and bad reasoning, grounded in traditional logic. The chief goal of the course is to equip students with concepts and skills that will enable them to assess arguments. *NR*

PHIL 5
POLITICAL PHILOSOPHY
3 Units: 3 hours lecture
Transfers: CSU, UC
Political Philosophy introduces traditional philosophical issues concerning politics. Among these issues are the nature and grounds of political obligation, the nature and possibility of legitimate political authority, and the tension between legitimate coercion and freedom. The course emphasizes classic works in political philosophy, including Plato's "Republic," Hobbes' "Leviathan," and Locke's "Second Treatise." Philosophy 5 is also listed as Political Science 5; credit will be given in either area, not both. *NR*

PHIL 10
HISTORY OF PHILOSOPHY TO DESCARTES
3 Units: 3 hours lecture
Transfers: CSU, UC
This course is the first half of an examination of the ideas and central works of the major philosophers of the Western tradition. Essentially, the course examines the great philosophers of classical Greece and Rome and of the medieval period, including Plato, Aristotle, St. Augustine, St. Anselm, and St. Thomas. *NR*

PHIL 11
HISTORY OF PHILOSOPHY FROM DESCARTES
3 Units: 3 hours lecture
Transfers: CSU, UC
This course is the second half of an examination of the ideas and central works of the major philosophers of the Western tradition. Essentially, the course examines the great modern and contemporary philosophers, including Descartes, Locke, Hume, Kant, Hegel, Mill, Russell, and Wittgenstein. *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
Recommended Preparation: CIM 221.1 and CIM 221.2
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. A combination of DMA/PHOT 51 and DMA 52 may be taken a maximum of four time. *R-A-3*

PHOT 54
BEGINNING PHOTOGRAPHY
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC
This course presents the basic techniques of producing black and white still photographs with artistic and technical value. Emphasis is placed on developing aesthetic sensibility and on mastering the mechanical principles of the camera, elementary lighting and basic darkroom technique. In-class discussions and critiques of creative projects are designed to foster the student's visual awareness. The course explores the role of the photographic image in the visual arts and in our perception of events and culture. A combination of PHOT 54 and 55 may be taken a maximum of four times. *R-A-3*

PHOT 55
INTERMEDIATE PHOTOGRAPHY
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC
Recommended Preparation: PHOT 54
Intermediate Photography addresses the theory, aesthetic and practical application of photography as a visual art. Students will explore the medium as a means of personal expression and as a potential creative commercial venue. Participants will explore image making in the studio, on location, and in the darkroom/creative environment. In-class presentations and appropriate field trips to local related museums, galleries and Internet sites will acquaint students with past and current trends in the medium, from pre-camera obscura to digital applications. A combination of PHOT 54 and PHOT 55 may be taken a maximum of four times. *R-A-3*

PHOT 56
ADVANCED PHOTOGRAPHY
3 Units: 2 hours lecture, 4 hours lab
Transfers: CSU, UC
Recommended Preparation: PHOT 55
This course addresses the theory, aesthetic and practical application of photography at an advanced level. Students explore image making in the photographic studio, on location, and in the darkroom/creative environment, and produce a portfolio of professional quality images. The course is designed to develop students' understanding of photography in a fine arts context; expand their awareness of historical and contemporary processes, influences and trends; and develop their technical, practical and visual skills. Lectures are supplemented with opportunities to participate in field trips to photograph and/or to visit museums and galleries. A combination of PHOT 54, 55, and 56 may be taken a maximum of four times. *R-A-3*

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*

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. *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, electric potential, circuits, magnetic forces and fields, induction, electromagnetic waves, AC circuits, ray optics, interference and diffraction of light, and selections from modern physics. *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
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. *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
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. *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
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. *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*

POLITICAL SCIENCE

PS 1
AMERICAN GOVERNMENT
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: WR 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 U.S. 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. *NR*

PS 3
CALIFORNIA GOVERNMENT AND POLITICS
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: WR 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. *NR*

PS 5
POLITICAL PHILOSOPHY
3 Units: 3 hours lecture
Transfers: CSU, UC
Political Philosophy introduces traditional philosophical issues concerning politics. Among these issues are the nature and grounds of political obligation, the nature and possibility of legitimate political authority, and the tension between legitimate coercion and freedom. The course emphasizes classic works in political philosophy, including Plato's "Republic," Hobbes' "Leviathan," and Locke's "Second Treatise." PS 5 is also listed as PHIL 5; credit will be given in either area, 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. *NR*

PS 14
INTERNATIONAL RELATIONS
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: WR 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. *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 rule 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*

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. 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: Prior completion of or concurrent enrollment in PSYC 10 or MATH 10
Recommended Preparation: PSYC 1 or SOC 1
This course introduces students to psychological research methods and critical analysis techniques that may be applied to diverse research studies and issues. The course is recommended as the third course in the psychology major sequence following completion of the introductory course (Psychology 1) and the statistical methods in the behavioral sciences course (Psychology 10). *NR*

PSYC 3
PHYSIOLOGICAL PSYCHOLOGY
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: 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. *NR*

PSYC 5
PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: PSYC 1
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. *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. *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). *NR*

PSYC 13
PSYCHOLOGY OF REASONING AND PROBLEM SOLVING
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: 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. *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. *NR*

PSYC 25
ACADEMIC SUCCESS STRATEGIES IN PSYCHOLOGY
1.5 Units: 1.5 hours lecture
Transfers: CSU, UC credit pending
Recommended Preparation: WR 1 and concurrent enrollment in or prior completion of PSYC 1.
This course is designed primarily for new and re-entry college students who have an interest in majoring or minoring in psychology. It introduces communication, research, and other academic skills expected of all Irvine Valley College students upon graduation, as well as approaches for achieving the college's institutional learning goals. Topics include research-based strategies for excelling as a psychology major or minor and helpful background information for students considering psychology as an academic major or career. The course includes appropriate and useful information for all undergraduates. *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. *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 37
ABNORMAL BEHAVIOR
3 Units: 3 hours lecture
Transfers: CSU, UC
Recommended Preparation: PSYC 1
This course provides an introduction to the major maladaptive patterns of human behavior. The course explores historical and current perspectives in the diagnosis, treatment, and prevention of mental disorders including those related to anxiety, mood, personality, and schizophrenia. *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. *NR*

PSYC 133
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. *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*

READING

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 174
CRITICAL READING
3 Units: 3 hours lecture
Transfers: CSU
Prerequisite: WR 1
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. *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. Not degree applicable. *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 Students are evaluated by lab staff and assigned to specific modules of instruction based on their needs, abilities, and the objectives of Reading 370. In assigned modular work, students practice comprehension, vocabulary, spelling, study skills, and rate building. Students receive credit for successful completion of assignments and at least 24 hours completed in the Reading Lab. *R-E-3*

RD 372
READING LABORATORY
0.5 Unit: 1.5 hours learning center
Corequisite: ESL 380A, B; 81A, B; 384A, B, Z; 390A, B, X; ESS 310, 315, 340, 345; HUM 1, RD 171, 174; PSYC 1, WR 201 or 301
This open-entry/open-exit reading laboratory is a self-directed lab for students enrolled in the specified corequisite courses. Students are evaluated by lab staff and assigned to specific modules of instruction based on their needs and abilities, and the objectives of their corequisite course. 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. 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 roles and brokerages, and provides practical experience for new agents. Topics include listing, prospecting, advertising, financing, sales techniques, escrow and ethics. The Department of Real Estate requires completion of this course before obtaining a real estate salespersons 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 studies California real estate law, including rights incident to property ownership and management, agency, and contracts. It also covers real estate transfers, acquisitions and conveyances; probate proceedings and trust deeds, as well as recent legislation governing real estate transactions. Real Estate 174A may be applied as one of the two courses required of new licensees by the Department of Real Estate to meet the 18-month requirement; it may also be applied toward the state's educational requirements for the broker's examination. *NR*

RE 175
REAL ESTATE FINANCE
3 Units: 3 hours lecture
Transfers: CSU
Recommended Preparation: RE 170
This course provides a thorough review of the practice and methods of real estate financing, including lending policies and problems in financing transactions in residential, apartment, commercial and special purpose properties. The course applies toward the state's educational requirements for the broker's examination. *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 determine the value of various types of property. Course focus will be on residential and single-unit property. The course applies toward the state's educational requirement for an appraisal license as well as a broker's license. It partially fulfills the 18-month requirement for full licensing as a real estate salesperson. *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 how to open, execute, and close a simple escrow. As a college course, Escrow I is limited to providing the student with the primary information about escrow. Upon its completion, the student will not be qualified as an escrow officer but will have been exposed to the terminology, documentation, related service fields, and fiduciary and ethical responsibilities involved in escrow. This course applies toward the state's elective educational requirements for the broker's examination and partially fulfills the 18-month requirement. *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. Course accent is on the current marketing, 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. It applies toward the state's elective educational requirements for the broker's examination. *NR*

RE 250
REAL ESTATE SALESPERSON'S LICENSE PREPARATION
1 Unit: 1 hour lecture
This course covers fundamental information concerning the practice of real estate and assists those preparing specifically for the real estate salesperson license examination. Particular emphasis is placed on real estate law and its influence on the state examination. *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 sills 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. C-ID: SOCI 110. *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. *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 U.S. 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
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. *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
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. *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. 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 competency in Spanish. SPAN 1A is taught in Spanish. SPAN 1A is equivalent to the first half of SPAN 1. SPAN 1 (or SPAN 1A and 1B) 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, writing, 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. SPAN 1B is taught in Spanish. SPAN 1A and 1B, when taken together, are equivalent in units and content to SPAN 1. SPAN 1 (or SPAN 1A and 1B) may be taken once for a maximum of 5 units. *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 develop further 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. SPAN 2 (or SPAN 2A and 2B) may be taken once for a maximum of 5 units. *NR*

SPAN 2A
INTRODUCTION TO BEGINNING SPANISH II

2.5 Units: 2.5 hours lecture

Transfers: CSU, UC

Prerequisite: SPAN 1 or SPAN 1B or two years of high school Spanish

This course is designed to further develop 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 2A is taught in Spanish. SPAN 2A is equivalent to the first half of SPAN 2. SPAN 2 (or SPAN 2A and 2B) may be taken once for a maximum of 5 units. *NR*

SPAN 2B
CONTINUATION OF BEGINNING SPANISH II

2.5 Units: 2.5 hours lecture

Transfers: CSU, UC

Prerequisite: SPAN 2A or three years of high school Spanish

This course is designed to further develop 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 continues to expand beginning writing skills and to present 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 2B is taught in Spanish. SPAN 2B is equivalent to the second half of SPAN 2. SPAN 2 (or SPAN 2A and 2B) may be taken once for a maximum of 5 units. *NR*

SPAN 3
INTERMEDIATE SPANISH I

5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: SPAN 2 or SPAN 2B or four 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 the student's skills in reading and writing. Students actively participate in classroom oral activities and read essays and short stories in Spanish. Spanish 3 presents additional aspects of Hispanic daily life and culture. The course reviews first year Spanish grammar and introduces advanced grammatical concepts. Spanish 3 is taught in Spanish. *NR*

SPAN 4
INTERMEDIATE SPANISH II

5 Units: 5 hours lecture

Transfers: CSU, UC

Prerequisite: SPAN 3 or five years of high school Spanish

This course is designed to increase the student's ability to comprehend and converse in Spanish and refines his/her reading and writing skills. Students read essays, short stories and a novel in Spanish and also actively participate in classroom activities. Classroom discussion centers around aspects of Hispanic daily life and culture. Spanish 4 continues to build upon acquired grammar and introduces more complex grammatical structures. This course is taught in Spanish. *NR*

SPAN 10
INTERMEDIATE CONVERSATIONAL SPANISH

3 Units: 3 hours lecture

Transfers: CSU, UC

Prerequisite: SPAN 2 or SPAN 2B 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, 2, 2A, 2B, 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

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. *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. *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. *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. *R-E-3*

TA 8
ADVANCED ACTING
3 Units: 3 hours lecture
Transfers: CSU, UC
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. *R-E-3*

TA 9
MUSICAL REVUE
1 Unit: 3 hours lab
2 Units: 6 hours lab
Transfers: CSU, UC
This course introduces students to the background and performance practice of the 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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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. *R-E-3*

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 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. *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. *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 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. *R-E-3*

TA 40B
INTRODUCTION TO THEATRE DESIGN
3 Units: 3 hours lecture
Transfers: CSU, UC
This course explores the elements of scenic, costume, makeup, and lighting design as they relate to a broad spectrum of plays representing a diversity of cultures. Emphasis is placed on the process of design development, including script analysis and research. Students may be required to attend scheduled field trips to community and professional theatres. *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. *R-E-3*

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. *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. *NR*

TA 43
STAGE MAKEUP
1 Unit: 3 hours lab
Transfers: CSU, UC
This course provides an opportunity for students to study and practice the theory of makeup for the stage. Emphasis is on the development of skill in the techniques of character analysis, the application of pigment, hair design, and the selection and use of equipment. Crew assignment for college productions is required. *R-E-3*

TA 44
STAGECRAFT
3 Units: 2 hours lecture, 3 hours lab
Transfers: CSU, UC ~~credit pending~~
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. *R-E-3*

TA 142A
THEATRE 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. *R-E-3*

TA 142B
THEATRE 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 explores the tools, materials, and techniques used in creating sets and costumes. *R-E-3*

TA 142C
THEATRE PRODUCTION C
3 Units: 9 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 scenic design, costume production, sound production, and stage lighting. *R-E-3*

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. *R-E-3*

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. *R-E-3*

Catalog update, 9/14/12

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. *R-E-3*

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*

WOMEN'S STUDIES

WS 10
INTRODUCTION TO WOMEN'S STUDIES
3 Units: 3 hours lecture
Transfers: CSU, UC
This course introduces women's 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. The course examines the role of gender in a range of societal contexts and issues, including sexuality, relationships, work, health, religion, and violence against women. *NR*

WS 20
WOMEN IN CONTEMPORARY SOCIETY
3 Units: 3 hours lecture
Transfers: CSU, UC ~~credit pending~~
This course explores the experiences of women and the perspectives women have on their lives. It focuses on how gender is constructed, how people learn to become women and men and how major social institutions (i.e., work, school, and the family) can reinforce gender roles. It then examines how women and social movement groups have sought to change gender relationships in the United States. The course emphasizes the importance of personal reflection and encourages students to link personal experiences to broader trends in gender experiences. WS 20 was formerly offered as WS 100. *NR*

WS 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. *NR*

WRITING

WR 1
COLLEGE WRITING 1
4 Units: 4 hours lecture
Transfers: CSU, UC
Prerequisite: WR 201
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. *NR*

WR 2
COLLEGE WRITING 2: CRITICAL THINKING/WRITING
4 Units: 4 hours lecture
Transfers: CSU, UC
Prerequisite: WR 1
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. *NR*

Catalog update, 9/14/12

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. *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. *R-E-3*

WR 13
WRITING POETRY
3 Units: 3 hours lecture
Transfers: CSU, UC
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. *R-E-3*

WR 181
WRITING CONFERENCE
0.5 Unit: 1.5 hours learning center
Transfers: CSU
Corequisite: WR 1
This open-entry/open-exit, pass/no-pass course offers one-on-one conference instruction with English instructors for students in Writing 1. 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
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 or ESL 81A
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*

EMERITUS INSTITUTE COURSES

ACCT 432
STRUCTURING AND MANAGING INVESTMENTS
0 Units: 1.5 hours lecture
This course is designed to assist older adults in structuring and managing investment portfolios. The course will identify and analyze factors and trends that influence stock and bond markets. *R-A-99*

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*

BIO 410
NATURAL HISTORY OF SOUTHERN CALIFORNIA
0 Units: 1.5 hours lab
This course introduces older adults to the basic physical and biological features of the coastal, valley, mountain, and desert environments of Southern California and environmental issues facing the region. Students may meet with the instructor at field locations. This is an open-entry/open-exit course. *R-E-99*

BIO 420
BIRDS OF SOUTHERN CALIFORNIA
0 Units: 1.5 hours lab
This is an introductory course for older adults on the birds of Southern California. Topics include bird ancestry, physical structure, adaptations for survival, habitat, migration patterns, ecology, behavior, and field identification. Students may meet with the instructor at field locations. This is an open-entry/open-exit course. *R-E-99*

CIS 400
COMPUTER FUNDAMENTALS AND APPLICATIONS
1 Units: 3 hours lab
This introductory course is designed to familiarize older adults with using a computer to create a variety of documents. The course covers basic computer operations; using and organizing files in the Windows operating system environment; and creating, editing, saving, and printing documents using word processing software. This course is not graded. *NR*

CIS 405
SPREADSHEETS AND DATABASES
1 Units: 3 hours lab
This course is an introduction to database and spreadsheet software for older adults. The course covers how to use software programs to organize and manage data for address books, mailing lists, online banking, and financial reports This course is not graded. *NR*

CIS 410
INTRODUCTION TO THE INTERNET
1 Units: 3 hours lab
This course introduces older adults to the features and uses of the Internet. The course focuses on strategies for conducting an Internet search, using search engines and browser programs, and sending and managing email messages. This course is not graded. *NR*

CT 400
BEGINNING NEEDLEPOINT/ NEEDLE ART
0 Units: 0.5 hour lecture, 1 hour lab
This beginning course in needlepoint focuses on individual projects for older adults. The course presents various stitches, techniques, and bargello patterns, as well as needlepoint design and color theory. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

CT 401
INTERMEDIATE NEEDLEPOINT/ NEEDLE ART
0 Units: 1.5 hours lab
Recommended Preparation: CT 400
This course is designed for older adults with prior needlepoint experience. Students integrate intermediate-level stitches, bargello patterns and techniques in a needlepoint project. Class projects focus on increasing the student's proficiency in the application of design, color and technique. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

CT 425
QUILTING AND PATCHWORK
0 Units: 0.5 hour lecture, 1 hour lab
This course for older adults introduces the fundamental techniques of quilting and patchwork. The course covers designing and planning a quilt; selecting fabric; grafting a pattern; and using sewing techniques such as applique, reverse applique, cathedral windows, crazy quilting, piecing, and trapunto. 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 400
INTRODUCTION TO CREATIVE WRITING
0 Units: 1.5 hours lab
This course introduces creative writing forms such as fiction, poetry, and nonfiction for the older adult. Students may focus their work on the creative nonfiction techniques used in memoir, on the techniques and elements of fiction, or on the craft of poetry. 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 hours 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*

LGL 400
LAW FOR THE LAYPERSON
0 Units: 1.5 hours lecture
This introduction to the U.S. legal system addresses legal topics of special interest to older adults. These include procedures involved in making, changing, and enforcing laws; categories of laws and their relevance to the needs of older adults; and courses of action for addressing a legal problem. 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*

PHIL 420
COMPARATIVE RELIGIONS: A SURVEY
0 Units: 1.5 hours lab
This course for older adults is a comparative study of one or more of the primitive and major world religions. Each religion is considered in terms of its origins, literature, rituals, and basic beliefs. The content of this course differs thematically each time it is offered. This is an open-entry/open-exit course. *R-E-99*

PHOT 400
BEGINNING PHOTOGRAPHY
0 Units: 0.5 hour lecture, 1 hour lab
This course provides a general overview of slide photography, including equipment and techniques, and cameras and their care. The course studies the elements of composition; creative aspects of photography; and aperture, speed, and depth of field. *R-E-99*

PHOT 401
INTERMEDIATE PHOTOGRAPHY
0 Units: 0.5 hour lecture, 1 hour lab
Students will learn to enhance slides, using innovative techniques. Included will be selective focus, zooming, composition and increased visual perception, set-ups, lighting, lenses, cropping, mounting, and adding color. *R-E-99*

PS 400
CURRENT ISSUES
0 Units: 1.5 hours lab
This course for older adults explores current issues and events on the local, national and international level. The course discusses the influence of the media and special interest groups, and the civic and social roles and responsibilities of older adults. 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*

WHO'S WHO

District Administrators

Bramucci, Robert S. – Vice Chancellor, Technology and Learning Services
BS, MAP, University of Arkansas
PhD, Washington State University

Bugay, David P. – Vice Chancellor, Human Resources & Employer/ Employee Relations
AA, Macomb Community College
BS, Wayne State University
MBA, Oakland University
PhD, Union Institute & University, Cincinnati

D'Lena, Brandye – Executive Director, Facilities Planning/Purchasing/ Materials Management
BS, California Polytechnical State University, San Luis Obispo

Fitzsimons, Debra L. – Vice Chancellor, Business Services
BA, Pennsylvania State University
MPA, Slippery Rock University
EdD, University of Pittsburgh

Fluegeman, Tere – District Director, Public Affairs & Government Relations
BA, University of Utah
MA, University of Oklahoma

Inciong, Denice – Director of Research and Planning
BA, MEd, University of Hawaii at Manoa

Lorch, Teddi – Executive Director, Human Resources & Employer/ Employee Relations
BA, San Diego State University
MA, California School of Professional Psychology
MS, Chapman University

McCord, Kim – Executive Director, Fiscal Services/Comptroller
BS, University of Utah

Peebles, Randy – Associate Vice Chancellor, Economic Development
BA, MA, California State University, Long Beach
EdD, Pepperdine University

Poertner, Gary L. – Chancellor
BS, St. Louis University
MBA, California State University, Long Beach

College Administrators

Cipres, Elizabeth L. – Dean, Counseling Services
BS, MS, California State University, Fullerton
EdD, University of La Verne

Elseroad, Arleen – Dean, Enrollment Services
BS, MS, University of La Verne

Feldhus, Karima – Dean, Liberal Arts
BA, University of Algiers
MA, PhD, University of Kansas

Fontanilla, Linda M. – Vice President, Student Services
AA, Sacramento City College
BA, Loyola Marymount University
MS, California School of Professional Psychology
EdD, University of La Verne

Gatewood, David – Dean, Fine Arts and Business Sciences
BA, Oregon State University
MA, MBA, Southern Methodist University
PhD, University of Michigan, Ann Arbor

Hayward, Craig – Director, Research, Grants and Accreditation
BS, Boston University
MA, PhD, University of California, Irvine

Justice, Craig – Vice President, Instruction
AA, MiraCosta College
BA, University of California, San Diego
MA, San Diego State University
PhD, University of California, Riverside

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BA, University of California, Berkeley
MBA, Pepperdine University
PhD, University of California, San Diego

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AA, Porterville College
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PhD, University of Nevada, Reno

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AA, Golden West College
BA, California State University, Long Beach
JD, University of Arizona, Tucson

Werle, Kathleen – Dean, Academic Programs
AS, San Bernardino Valley College
BSN, California State University, San Bernardino
MSN, California State University, Los Angeles
PhD, University of Southern California

Zhao, Lianna – Dean, Mathematics, Sciences and Engineering
MS, Northeast Louisiana University
MD, Capital Institute of Medicine, Beijing

Classified Managers

Bettencourt, James – Night Custodial Supervisor

Cox, Darryl – Director, Financial Aid
AA, Orange Coast College
BA, California State University, Fullerton

Edwards, John – Director, Facilities
BA, Washburn University
MS, University of Arkansas
MA, Alliant International University

Glen, Will– Director, Safety and Security/ Chief of Police
AA, El Camino College
BS, University of Redlands

Guzman, Ruben– Admission and Records Registrar
BA, Ripon College
MA, MFA, Chapman University

Hagan, Bruce – Director, Technology Services

Hurlbut, Jeffrey – Assistant Director, Facilities

Jeffries, Sandy – Manager, Office of the President
AA, Phoenix College

Khachatryan, Davit – Director, College Fiscal Services
BA, Yerevan State University, Armenia
MA, State University of New York

Locke, Helen – Director, Student Life
AA, Saddleback College
BA, National University
MA, University of La Verne

Morley, Richard H. – Executive Director, Foundation
BS, Indiana University

Oaks, Diane– Director, Marketing, Communications and Broadcast Services
BA, Pennsylvania State University
MA, Arcadia University

Sobczak, Bruce – Director, Economic Workforce Development
BA, MA, Chapman University

Suarez, Matt– Instructional Site Supervisor
AS, Saddleback College

Thomas, Becky – Director, Child Development Center
AA, Orange Coast College

Full-time Faculty

Adams, Brittany – Assistant Professor
Humanities and Languages
BA, University of California, Berkeley
MA, University of California, Los Angeles

Alvarez, Lisa – Professor
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BA, California State University, Long Beach
MFA, University of California, Irvine

Ambrose, Arthur –Assistant Professor
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MM, The Julliard School
DMA, University of Southern California

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Licenciatura, Universidad del Valle, Guatemala
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MSC, University of Windsor, Canada
MA, PhD, Louisiana State University and A & M College

Davis Allen, Lisa –Professor
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Geldun, Antoinette – Professor Emeritus
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Grossman, Craig H. – Professor Emeritus
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Hayashi, Masato – Professor Emeritus
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Horn, Jeffrey C. – Professor Emeritus
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Jacobson, Ruth – Dean Emeritus, Mathematics, Sciences and Engineering

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Lowe, John – Professor Emeritus
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Shinnick, David – Professor Emeritus
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Spar, Constance Caputo – Professor Emeritus
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Stanley, Phil – Professor Emeritus
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Stewart, Robert D. – Professor Emeritus
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Telson, Lise – Professor Emeritus
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Thorpe, Terry – Professor Emeritus
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BS, University of Utah
BS, University of Technology, Baghdad

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Office of Public Information

Barboza, Mario – Groundskeeper
Office of Physical Plant

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Flournoy, Robert – Custodian
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Office of Public Information

Gilman, Sandra – Child Development Specialist
Office of Student Services

Glenn, Cindy – Groundskeeper
Office of Physical Plant

Goodman, Marcia – Child Development Specialist
Office of Student Services

Gordon, Dennis – Senior Accounting Specialist
Office of College Fiscal Services

Hall, Ezekiel – Senior Veterans Specialist
Office of Financial Aid

Hamid, Mastoora – Child Development Specialist
Office of Student Services

Hammel, Suzanne – Senior Administrative Assistant
Office of Student Development

Hildabidle, Lois – Senior Administrative Assistant
Mathematics, Sciences and Engineering

Horak, Claudia – Senior Administrative Assistant
School of Humanities and Languages
School of Social and Behavioral Sciences

Jackson, Corinne – Admissions and Records Specialist III
Office of Admissions and Records

Jones, Evelyn – Child Development Specialist
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Kennedy, Sharon – Senior Administrative Assistant
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Kim, Brian – Accounting Specialist
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Kite, David – Graphic Designer
Office of Public Information

Kobzeff, Karen – Administrative Assistant
Office of Supportive Services

Korotenko, Nick – Network Systems Technician II
Technology Services

Kudell, Eric – Network Systems Technician II
Technology Services

Le, Tuan – Police Officer
ATEP

Leahy, Michael – Painter
Office of Physical Plant

LeBeau, Dean – Locksmith
Office of Physical Plant

Lee, Florence – Senior Lab Technician, Computers
Computer Learning Center

Leon, Pedro – Custodian
Office of Physical Plant

Leonard, Sally – Administrative Assistant
Office of Student Services

Leowidjaja, Silverius – Admissions and Records Specialist III
Office of Admissions and Records

Levinson, Marc – Computer/Audiovisual Technician
Technology Services

Li, Bing – Automotive Diagnostic Technician
Office of Physical Plant

Ling, Jyueguang – Library Technician
School of Library Services

Lipton, Sandra – Articulation Specialist
School of Guidance and Counseling

Liu, Joe – Senior Admissions and Records Specialist
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Logan, Carol – Health Office Assistant
Office of Student Services

Looney, Cameron – Custodian
Office of Physical Plant

Lopez, Maria – International Student Program Specialist
Office of Student Services

Lothian, Rosa – Custodian
Office of Physical Plant

Louie, Sharon – Senior Administrative Assistant
Office of Community Education and Contract Services

Mahaney, Angela Orozco – Executive Assistant
Office of Student Services

Mancini, Antonio – Police Officer
Office of Safety and Security

Manders, Rachel – Grants Analyst
Office of Career Technical Education

Marotta, Rina – Clerical Assistant
Office of Community Education and Contract Services

Martin, Karen – Performing Arts Center Operations Manager
School of Fine Arts

McKee, Robert – Lead Custodian
Office of Physical Plant

Mehrabian, Shakeh – Administrative Assistant
Office of Instruction

Mendoza, Luis – Custodian
Office of Physical Plant

Miller, Barry – Senior Multimedia Technician
Technology Services

Miller, Ted – Lead Warehouse Worker
District Administration and Business Systems

Minniece, Anna – Student Services Specialist
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Miranda, Adelheid – Accounting Assistant
Office of College Fiscal Services

Montiel, Ramon – Building Maintenance Worker
ATEP

Moorhouse, Shanna – Admissions and Records Evaluator
Office of Admissions and Records

Mosqueda, Richard – Custodian
Office of Physical Plant

Mosqueda, Yulia – International Student Program Technician
Office of Student Services

Munder, Earlene – Senior Administrative Assistant
Office of the President

Murakami, Kristine – Library Assistant III
School of Library Services

Murillo, Jeanette – Library Technician
School of Library Services

Murphy, Mark – Lead Custodian
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Myers, Jacqueline – Custodian
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Nassar, Jan – Senior Health Office Assistant
Office of Student Services

Navarro, Rosie – Senior Administrative Assistant
School of Library Services

Nawabi, Mina – Senior Counseling Office Assistant
School of Guidance and Counseling

Newton, Megan – Executive Assistant
Office of Instruction

Nguyen, Vince – Admissions and Records Specialist II
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Núñez, Maria-Ester – Extended Opportunity Program Specialist
Office of Supportive Services

Ojeda, Sergio – Groundskeeper
Office of Physical Plant

Olsen, Janet – Athletic Trainer
School of Kinesiology, Health and Athletics

Ortiz, Desiree – Administrative Assistant
Office of Financial Aid

Osuna, Freddy – HVAC Technician
Office of Physical Plant

Parks, Monica – Disabled Student Program Specialist
Office of Supportive Services

Peak, Michael – Groundskeeper
ATEP

Petersen, Mark – Senior Lab Technician, Performing Arts
School of Fine Arts

Pham, Dan – Network Systems Technician III
Technology Services

Pourshafai, Simin – Child Development Specialist
Office of Student Services

Prince, Pamela – Program Specialist
Office of Instruction

Puliyanda, Nikki – Administrative Assistant
Office of Physical Plant

Quach, Nathan – Webmaster
Office of Public Information

Quinones, Alex – Financial Aid Specialist
Office of Financial Aid

Quintanilla, Efrain – Custodian
Office of Physical Plant

Radeva, Nikolina – Library Assistant II
School of Library Services

Ramirez, Esteban – Building Maintenance Worker
Office of Physical Plant

Ramirez Valdez, Judith – Custodian
Office of Physical Plant

Realini, Yvonne – Admissions and Records Specialist II
Office of Admissions and Records

Renfro, Hedy – Senior Administrative Assistant
School of Guidance and Counseling

Renné, Linda – Senior Administrative Assistant
Office of Student Services

Reymond, Corine – Senior Administrative Assistant
School of Kinesiology, Health and Athletics

Riedel, Angelia – Disabled Student Program Specialist
Office of Supportive Services

Rominger, Mary – Senior Administrative Assistant
Office of Supportive Services

Rubenstein, Elaine – Senior Graphic Designer/Publications Editor
Office of Public Information

Rynning, Jim – Senior Lab Technician, Performing Arts
School of Fine Arts

San Juan, Joseph – Instructional Designer
Technology Services

Sanchez, Becky – Administrative Assistant
School of Kinesiology, Health and Athletics

Sanchez, Beth – Lab Technician, Reading
School of Humanities and Languages

Schneider, Lee – Senior Child Development Specialist
Office of Student Services

Shaver, Brent – Sports Public Information Officer
School of Kinesiology, Health and Athletics

Shepherd, David Dean – Accompanist
School of Fine Arts

Sidoti, Tony – Lead Building Maintenance Worker
Office of Physical Plant, ATEP

Silgailis, Steve – Office Assistant
Office of Supportive Services

Singh, Rajbir – Campus Security Officer
ATEP

Sirchia, Elizabeth – Athletic Equipment Specialist/Driver
School of Kinesiology, Health and Athletics

Smith, Benjamin – Building Maintenance Worker
Office of Physical Plant

Smith, Jamie – Senior Lab Technician
School of Physical Sciences and Technologies

Stanley, Robert – Webmaster
Technology Services

Stephens, Jan – Senior Matriculation Specialist
Office of Student Services

Stevens, Vickie – Police Officer
Office of Safety and Security

Strauss, Barb – Financial Aid Specialist
Office of Financial Aid

Sundeen, Polly – Senior Administrative Assistant
Office of Admissions and Records

Sutcliffe, Erica – Financial Aid Specialist
Office of Financial Aid

Sweet, Susan – Senior Administrative Assistant
Office of Physical Plant

Tang, Paul – Alternate Media Specialist
Office of Supportive Services

Tarman, Christopher – Research and Planning Analyst
Office of the President

Tarulli, Jennifer – Senior Matriculation Specialist
Office of Student Services

Taylor, Patric – Theatre Production Manager
School of Fine Arts

Taylor, Rolland – Plumber
Office of Physical Plant

Theriault, Sandy – Police Dispatcher
Office of Safety and Security

Toscano, Amy – Accompanist
School of Fine Arts

Tran, Hung – Lab Technician
School of Life Sciences and Technologies

Ty, Djian-Luke – Senior Lab Technician
School of Physical Sciences and Technologies

U'Ren, Laura – Career Placement Officer
School of Guidance and Counseling

Vieyra, Cristina – Financial Aid Specialist
Office of Financial Aid

Vitale, Angel – Child Development Specialist
Office of Student Services

Walker, Diana – Budget Control/ Fiscal Officer
Office of College Fiscal Services

Whitecotton, Heather – Senior Administrative Assistant
Office of Career Technical Education

Winston, Jennifer – Senior Administrative Assistant
Office of the President

Woltz, Randall – Accompanist
School of Fine Arts

Wood, Kris – Child Development Specialist
Office of Student Services

Woodard, Stephen – Groundskeeper
Office of Physical Plant

Xu, Jia – Child Development Specialist
Office of Student Services

Young, David – Police Sergeant
Office of Safety and Security

Yu, Pamela – Financial Aid Specialist
Office of Financial Aid

Zakaryan, Karine – Admissions and Records Specialist II
Office of Admissions and Records

Zambrano, Nicolas – Irrigation Systems Specialist
Office of Physical Plant

Zandonella, Mark – Parking Coordinator
Office of Safety and Security

Zara, Dereck – Transfer Center Specialist
School of Guidance and Counseling

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AA: Associate in Arts AS: Associate in Science COA: Certificate of Achievement COP: Certificate of Proficiency

IVC
Irvine Valley College

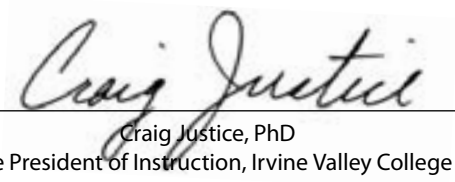
SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
28000 Marguerite Parkway, Mission Viejo, California 92692
949/582-4500

In accordance with requirements of the United States Code (38 U.S.C. 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

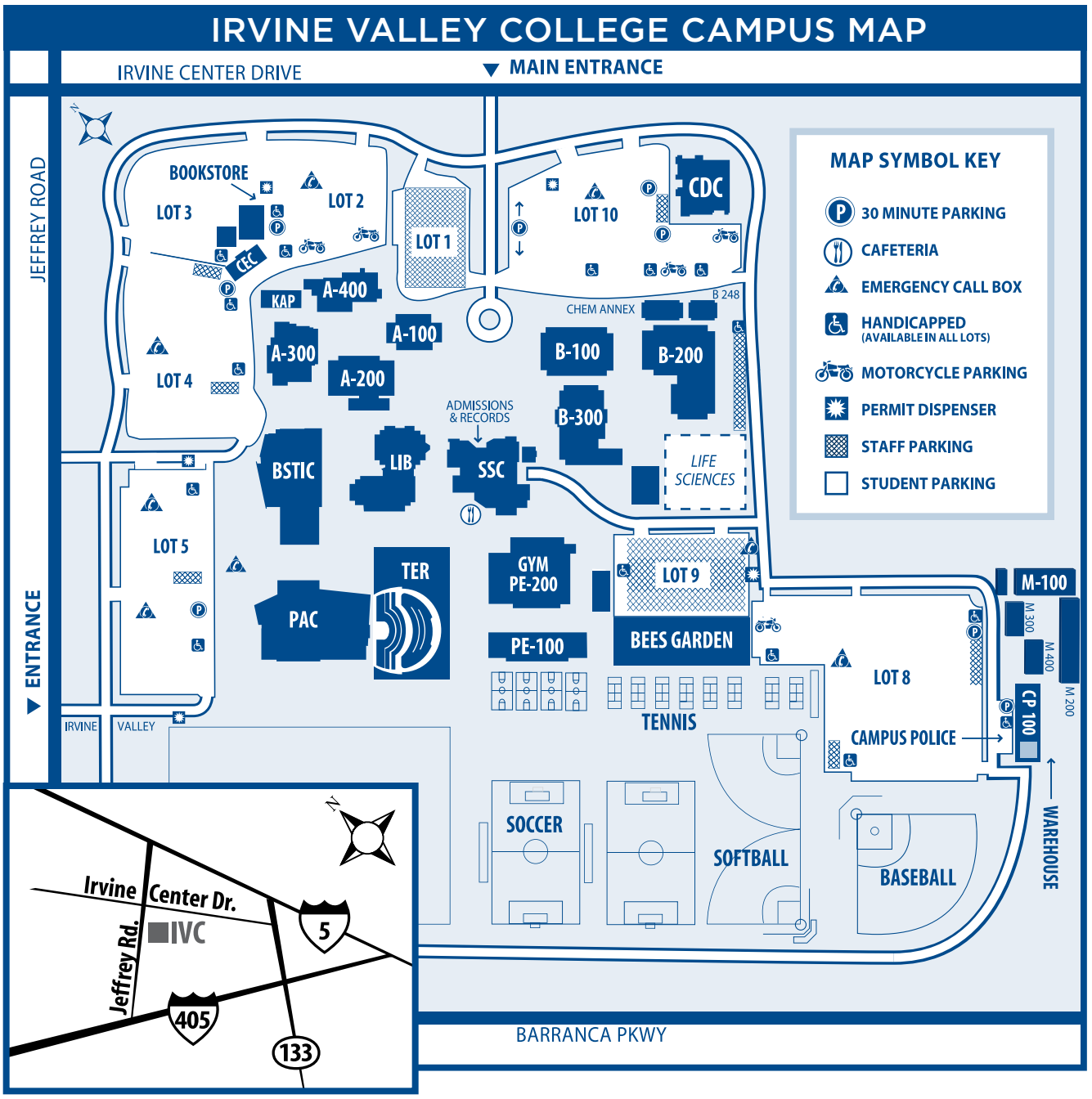
5500 Irvine Center Drive, Irvine, CA 92618
Address

July 24, 2012
Date



Craig Justice, PhD
Vice President of Instruction, Irvine Valley College

IRVINE VALLEY COLLEGE CAMPUS MAP



MAP ABBREVIATION KEY

A-100	ADMINISTRATION
A-200	SOCIAL SCIENCES
A-300	HUMANITIES AND FINE ARTS
A-400	LIFE SCIENCES
B-100	CLASSROOMS AND OFFICES
B-200	MATHEMATICS AND PHYSICAL SCIENCES
B-300	CLASSROOMS AND LABS
BSTIC	BUSINESS SCIENCES AND TECHNOLOGY INNOVATION CENTER
CDC	CHILD DEVELOPMENT CENTER
CEC 5, 6	COMMUNITY EDUCATION COMPLEX
CP-100	IVC POLICE AND PARKING INFORMATION
KAP	KAPLAN INTERNATIONAL
LIB	LIBRARY
LIFE SCIENCES BUILDING	(*Scheduled to open Spring 2013*)
M-100	FACILITIES MANAGEMENT OFFICE
PAC	PERFORMING ARTS CENTER
PE-100	HEALTH FITNESS COMPLEX
PE-200	HART GYMNASIUM
SSC	STUDENT SERVICES CENTER
TER	LIVE OAK TERRACES

CAMPUS LOCATIONS

A-100: ADMINISTRATION

- Foundation Office ..... A 120A
- Outreach and Community Relations ... A 112
- President's Conference Room ..... A 123
- President's Office ..... A 101
- Research, Planning and Accreditation .. A 114
- Vice President, Instruction ..... A 118
- Vice President, Student Services ..... A 110

A-200: SOCIAL SCIENCES

Classrooms A 200A–213

- Faculty Offices ..... A 227–242
- Model United Nations ..... A 200A
- Honors Office ..... A 201A

A-300: HUMANITIES AND FINE ARTS

Classrooms A 305–307

- Applied Music Studio ..... A 301
- Community Education ..... A 304
- Dean, Academic Programs ..... A 304
- Emeritus Institute ..... A 304
- Extended Education ..... A 304
- Orchestra Rehearsal Studio ..... A 311
- Piano/Keyboard Lab ..... A 309
- Practice Studio ..... A 310
- Testing Center ..... A 3TC

A-400: LIFE SCIENCES

Classrooms A 401–408

- Biology Labs ..... A 401–404, 406, 407/408

B-100: CLASSROOMS AND OFFICES

Classrooms B 101–118

- Art Gallery ..... B 112
- Math Computer Lab ..... B 118

B-200: MATHEMATICS AND PHYSICAL SCIENCES

Classrooms B 204–259, B 248 (Annex)

- Annex
  - Chemistry Lab ..... B 245/247
  - Classroom ..... B 248
- Chemistry Labs ..... B 221/222, B 239
- Dean, Mathematics, Sciences and Engineering ..... B 251
- Earth Science/Geology Lab ..... B 204
- Faculty Offices ..... B 262–282
- Photo Lab ..... B 230

B-300: CLASSROOMS AND LABS

Classrooms B 304–363

- Art Rooms ..... B 320 and B 327
- Electrical Tech Labs ..... B 309/B 311
- Electronics Lab ..... B 316
- Language Acquisition Center ..... B 354
- Math Center ..... B 363
- Physics Lab ..... B 318
- Reading/ESS Lab ..... B 382
- Writing Center ..... B 353

BSTIC: BUSINESS SCIENCES AND TECHNOLOGY INNOVATION CENTER

Classrooms and Labs BSTIC 105–219

- Auditorium ..... BSTIC 101
- CIM Graphics Lab ..... BSTIC 216
- Dean, Fine Arts and Business Sciences ..... BSTIC 203C
- Drafting Lab ..... BSTIC 112
- Faculty Offices ..... BSTIC 201–202
- Lecture Halls ..... BSTIC 103, 104
- Student Success Center ..... BSTIC 110
- Technology Services ..... BSTIC 111

CDC: CHILD DEVELOPMENT CENTER

CEC: COMMUNITY EDUCATION COMPLEX

Classrooms CEC 5–6

CP-100: IVC POLICE AND PARKING

- IVC Police ..... CP 100
- Lost and Found ..... CP 100
- Parking Services Office ..... CP 100

KAP: KAPLAN INTERNATIONAL

Classrooms Kaplan 1–4

LIB: LIBRARY

Classroom LIB 107 and Rooms LIB 100–213

- Academic Senate ..... LIB 100A/B
- Computer Commons ..... LIB 108
- Dean, Liberal Arts ..... LIB 106B
- Dean, Online Education and Learning Resources ..... LIB 106D
- Duplicating Center (faculty/staff) .... LIB 110
- Faculty Offices ..... LIB 107
- Library Computer Classroom ..... LIB 101
- Library Services ..... LIB 106A
- Media Services ..... LIB 111
- Multimedia Studio ..... LIB 213
- Public Information and Marketing ... LIB 205
- Publications Office ..... LIB 207
- TV/Production ..... LIB 206
- Veterans Services Office ..... LIB 100C

M-100–M-500: FACILITIES MANAGEMENT

PAC: PERFORMING ARTS CENTER

Classrooms and Labs PAC 105–144

- 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
- 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 220–227
- Hart Gymnasium ..... PE 250
- Strength Training Lab ..... PE 260

SSC: STUDENT SERVICES CENTER

- Admissions and Records ..... SSC 110
- ASIVC Offices ..... SSC 260
- Assessment Center ..... SSC 250
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- CalWORKs ..... SSC 220
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- Counseling Offices ..... SSC 210
- Dean, Counseling Services ..... SSC 210
- Dean, Enrollment Services ..... SSC 110C
- Disabled Students Program and Services ..... SSC 171
- EOPS ..... SSC 220
- Financial Aid Office ..... SSC 130
- Fiscal Services ..... SSC 270
- Health and Wellness Center ..... SSC 150
- International Student Office ..... SSC 230
- Registration ..... SSC 110
- Student Lounge/Game Room ... SSC 260H-K
- Transfer Center ..... SSC 230

WAREHOUSE

- Shipping and Receiving

NOTES