

# IRVINE VALLEY COLLEGE CATALOG 2009/2010

Vol. XXI



5500 Irvine Center Drive, Irvine, CA 92618 • (949) 451-5100 • [www.ivc.edu](http://www.ivc.edu)

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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.

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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.

# ACADEMIC CALENDAR

## FALL SEMESTER 2009

August 24 (Monday)	Instruction begins for full-semester classes and first eight-week session.*
August 24–October 18 (Monday–Sunday)	Eight-week session
September 7 (Monday)	Labor Day—Classes not in session
October 19–December 13 (Monday–Sunday)	Eight-week session
November 13 (Friday)	Veterans Day—Classes not in session
November 20 (Friday)	Last date to apply for Fall 2009 degrees, certificates, and CSU and IGETC certifications.
November 26–29 (Thursday–Sunday)	Thanksgiving—Classes not in session
December 14–20 (Monday–Sunday)	Final Examination Week
December 23–31 (Wednesday–Wednesday)	College and District closed

## SPRING SEMESTER 2010

January 1 (Friday)	New Year's Holiday, College and District closed
January 11 (Monday)	Instruction begins for full-semester classes and first eight-week session.*
January 11–March 21 (Monday–Sunday)	Eight-week session
January 18 (Monday)	Martin Luther King, Jr. Day—Classes not in session
February 12–15 (Friday–Monday)	Lincoln Day, Washington Day—Classes not in session
March 14–20 (Sunday–Saturday)	Spring Break—Classes not in session
March 22–May 12 (Monday–Wednesday)	Eight-week session
March 29 (Monday)	Last date to apply for Spring 2010 degrees, certificates, and CSU and IGETC certifications. Students planning to participate in the commencement ceremony must file their applications for degrees or certificates by this date.
May 14–20 (Friday–Thursday)	Final Examination Week
May 21 (Friday)	Commencement

## SUMMER SESSION 2010

May 24–July 2 (Monday–Thursday)	First six-week summer session
May 24–July 16 (Monday–Friday)	First eight-week summer session
May 24–August 13 (Monday–Friday)	Twelve-week summer session
May 31 (Monday)	Memorial Day—Classes not in session
June 21–August 13 (Monday–Friday)	Second eight-week summer session
July 5 (Monday)	Fourth of July—Classes not in session
July 6–August 13 (Tuesday–Friday)	Second six-week summer session
July 16 (Friday)	Last date to apply for Summer 2010 degrees, certificates, and CSU and IGETC certifications.

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

# CONTENTS

## INTRODUCTION

Academic Calendar _____	2
South Orange County Community College District _____	4
President's Message _____	5
Irvine Valley College _____	6
College Administration _____	8
Schools and Instructional Offices _____	9
Academic Schools _____	11

## ADMISSION AND REGISTRATION

Admission _____	17
Application _____	17
Residency _____	18
International Students _____	19
Registration _____	20
Matriculation _____	23
Assessment and Placement _____	24
Prerequisites _____	26
Fees _____	27
Refunds _____	29

## CERTIFICATES, DEGREES, AND TRANSFER PLANNING

Earning a Certificate _____	31
Earning an Associate Degree _____	32
Associate Degrees (list) _____	33
Graduation Requirements _____	34
Associate Degree Information _____	35
Areas of Emphasis _____	36
<i>Business, Computer Information, and Applied Technology</i> _____	36
<i>Fine Arts: Applied Arts and Performance</i> _____	37
<i>Fine Arts: Appreciation, History, and Theory</i> _____	38
<i>Humanities and Languages</i> _____	39
<i>Liberal Studies:</i>	
<i>Teacher Education</i> _____	40
<i>Natural Sciences and Mathematics</i> _____	41
<i>Social and Behavioral Sciences</i> _____	42
General Education _____	43
IVC Associate Degree _____	45
CSU Certification _____	46
IGETC Certification _____	48
University of California (UC)	
Course List _____	51
Credit for AP Test Scores _____	52
Cross Enrollment _____	54
Transfer Planning _____	55
California State University _____	57
University of California _____	59

## STUDENT RESOURCES

Financial Aid _____	63
Counseling Services _____	64
Supportive Services _____	65
Online Services and Distance Education _____	66
Bookstore _____	67
Centers for Students _____	67
Library _____	69
Associated Student Government _____	71
Honors Program and Honor Societies _____	71
Intercollegiate Athletics _____	72
Additional Programs and Resources _____	74

## POLICIES AND STANDARDS

Academic Policies and Standards _____	76
Academic Freedom _____	76
Catalog Rights _____	76
Courseload Limits _____	76
Basic Skills Coursework Limit _____	76
Class Attendance _____	76
Academic Honesty and Dishonesty _____	77
Final Examinations _____	78
Grades _____	78
Pass/No Pass Option _____	79
Graduation Honors _____	80
Dean's List _____	80
Credit by Examination _____	81
Credit from Other Institutions _____	82
Contract Education _____	83
Academic Renewal, Probation and Dismissal _____	84
Grade Grievance _____	85
Student Rights _____	87
Student Code of Conduct _____	90

## COURSES, PROGRAMS, DEPARTMENTAL MAJORS

Course Information _____	94
Accounting _____	97
Administration of Justice _____	100
Anthropology _____	104
Art _____	106
Art History _____	108
Biological Sciences _____	111
Business, <i>see Management</i> _____	190
Chemistry _____	117
Child Development, <i>see Human Development</i> _____	173
College Studies _____	119
Computer Information Management _____	120

Computer Science _____	131
Dance _____	134
Design Model Making and Rapid Prototyping _____	139
Digital Media Art–Graphic Design _____	141
Drafting Technology/Engineering _____	144
Early Childhood Education, <i>see Human Development</i> _____	173
Economics _____	146
Electronic Technology _____	149
English _____	152
English as a Second Language _____	158
Fine Arts _____	164
French, <i>see Languages</i> _____	182
Geography _____	165
Geology _____	167
Graphic Design, <i>see Digital Media Art</i> _____	141
Health Sciences, <i>see Biological Sciences</i> _____	111
History _____	169
Human Development _____	173
Humanities _____	179
Japanese, <i>see Languages</i> _____	182
Languages _____	182
Library and Tutoring Services _____	189
Management _____	190
Mathematics _____	195
Music _____	200
Philosophy _____	207
Photography _____	209
Physical Education and Health _____	211
Physical Science _____	220
Political Science _____	222
Psychology _____	225
Real Estate _____	228
Sociology _____	231
Spanish, <i>see Languages</i> _____	182
Speech/Forensics _____	233
Theatre Arts _____	235
Women's Studies _____	240
Emeritus Institute _____	241

## WHO'S WHO

Administrators and Managers _____	247
Full-Time Faculty _____	248
Emeriti _____	251
Part-time Faculty _____	252
Classified Staff _____	260

INDEX _____	264
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CAMPUS MAP _____	271
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COLLEGE OFFICES _____	272
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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



Raghu P. Mathur, EdD  
Chancellor

Gary Poertner  
Deputy Chancellor

Robert Bramucci, PhD  
Vice Chancellor, Technology Learning Services

David P. Bugay, PhD  
Vice Chancellor, Human Resources

Tracy Daly  
Director, Public Affairs  
and Intergovernmental Relations

Brandye D'Lena  
Director, Facilities Planning and Purchasing

Denice Inciong  
Director, Research and Planning

Teddi Lorch  
Director, Human Resources

Beth Mueller  
Director, Fiscal Services

## VISION

To be an educational leader in a changing world.

## MISSION

To provide a dynamic learning environment and diverse opportunities fostering student success and contributing to the community.

## DISTRICT-WIDE GOALS 2009-2010

1. Develop a plan to meet all capital and scheduled maintenance needs.
2. Acquire, develop, and utilize technologies that support data-driven decisions and ongoing accountability.
3. Complete the production and implementation of the Student Information System, including effective training and backup procedures for the registration process.
4. Develop and implement comprehensive emergency preparedness plans and a disaster recovery plan for information technology services.
5. Assess all administrative units and develop and implement action plans to increase efficiency, effectiveness, electronic security, and cost savings.
6. Establish a legacy in environmental sustainability in all areas including instruction, operations, construction, facilities, energy conservation, and stewardship.
7. Enhance online certificate/degree programs and the accompanying online student support services.
8. Assess the degree to which the colleges are aligning educational programs with community needs in order to offer relevant academic and career technical education programs.

## BOARD OF TRUSTEES



Donald P. Wagner  
President



John S. Williams  
Vice President



Thomas A. Fuentes  
Clerk



William O. Jay



David B. Lang



Marcia Milchiker



Nancy M. Padberg



Bi'Anca Bailey  
Student Trustee

## IRVINE VALLEY COLLEGE PRESIDENT'S MESSAGE



These are times of transition. Global and local challenges can be catalysts for deeper analysis, reflection and positive action. In such times, the value of an education is immeasurable—not only for the practical purpose of developing the skills required for employment or a career, but for the enduring end of learning and practicing how to reason through any problem.

Some of you are making the transition from high school to college; some are coming to college after an interval away from school; and still others are retraining or regrouping after years in the workforce. Whether you are planning to pursue a two-year degree or certificate, transfer to a four-year university, or enhance your career potential, I am confident that you have made the right choice in coming to Irvine Valley College.

As you pursue your academic options, you will quickly find that IVC faculty are passionately committed to their students. They include authors, scientists, designers, musicians, Fulbright scholars, and entrepreneurs who are accessible and student-focused. Our beautiful campus offers a friendly, relaxed atmosphere and the most current technology. Today, the college serves more than 14,000 students from the surrounding communities and 50 foreign countries.

IVC offers students the choice of 61 associate degree majors and 36 career and technical certificates. We are proud of our students' successful transfers to the California State University (CSU) and University of California (UC) system, as well as a host of other prestigious campuses across the nation. Our transfer rate is #1 in Orange County and #3 among all California Community Colleges. Statistics demonstrate that IVC transfer students typically outperform students who began their undergraduate work at a university. Our career graduates likewise have a record for finding success in their chosen field.

The Latin motto on our college seal—"a posse ad esse"—translates to "from possibility to actuality." It affirms our commitment to help our students imagine, plan for, and achieve their educational goals—no matter what they may be. I wish you, our newest students, every success as you work toward your future.

Welcome to Irvine Valley College.

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

Irvine Valley College and its sister college, Saddleback College in Mission Viejo, comprise the South Orange County Community College District. 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; and since then, it has continued to be accredited.

The college offers a full complement of programs, from the most traditional liberal arts and sciences to the advanced technologies. It has established a reputation for excellence within the community and among the student population.

The success of the college's many programs has been reflected in its continued enrollment growth. At present, over 14,000 students participate in the college's day, evening and online programs. All instructional programs at the college are housed within 10 academic schools. Full-time instructional deans work with the vice president 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.

## COLLEGE-WIDE 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: 2009–2010

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

\* “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: Glenn R. Roquemore, PhD, President

**Room A 101 (949) 451-5210**

*Director, Foundation:* Al Tello

Room A 103 (949) 451-5290

*Director, Public Information and Marketing:* Diane Oaks

Room LIB 205 (949) 451-5277

*Research and Planning Analyst:* Christopher Tarman

Room A 107 (949) 451-5766

*Director, Facilities:* John Edwards

Room M 100 (949) 451-5255

*Manager, Facilities, Maintenance and Operations:* Anthony Rodgers

Room M 100 (949) 451-5379

*Director, College Fiscal Services:* Davit Khachatryan

Room SC 270 (949) 451-5326

*Bursar:* Diana Walker

Room SC 160 (949) 451-5245

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

Room CP 100 (949) 451-5200

*Police Operations Lieutenant:* Richard Groscoast

Room CP 100 (949) 451-5200

### Office of Student Services: Gwendolyn Plano, EdD, Vice President of Student Services

**Room SC 220D (949) 451-5214**

*Dean, Counseling Services:* Elizabeth L. Cipres, EdD

Room SC 210 I (949) 451-5410

*Director, Admissions, Records and Enrollment Services:* Arleen Elseroad

Room SC 110A (949) 451-5409

*Admissions and Records Registrar:* Ruben Guzman

Room SC 110B (949) 451-5461

*Director, Child Development Center:* Becky Thomas

Room CDC 114 (949) 451-5484

*Director, Financial Aid:* Darryl Cox

Room SC 120E (949) 451-5287

*Director, Health and Wellness Center:* Chris Hogstedt

Room SC 150 (949) 451-5221

*Director, Student Development:* Helen Locke

Room SC 260B (949) 451-5507

*Director, Supportive Services:* Bill Hewitt

Room SC 130 (949) 451-5243

*Director, Transfer Center:* Caryn Sussman

Room SC 230F (949) 451-5339

*Articulation Officer:* Tam Do, PhD

Room SC 210D (949) 451-5335



## Office of Instruction: Craig Justice, PhD, Vice President of Instruction

**Room A 119 (949) 451-5212**

*Dean, Fine Arts, Business Sciences and College Online Education:* Roger Owens, PhD

Room BST 203C (949) 451-5310

*Dean, Health Sciences, Physical Education and Athletics:* Keith Shackelford, JD

Room PE 226 (949) 451-5398

*Dean, Humanities and Languages, Social Sciences and Library Services:* Karima Feldhus, PhD

Room A 204A (949) 451-5232

*Dean, Mathematics, Sciences and Engineering:* Kathleen Schrader, DNSc

Room B 272 (949) 451-5450

*Dean, Career Technical Education and Workforce Development:* David D. Gatewood, PhD

Room A 120 (949) 451-5650

*Director, Extended Education:* David E. Anderson, Jr.

Room A 121 (949) 451-5226

*Director, Technology Services:* Tran Hong

Room BST 111A (949) 451-5254

*Interim Director, Production Management (Performing Arts Center):* Patric Taylor

Room PAC 110 (949) 451-5455

## ACADEMIC SCHOOLS AND INSTRUCTIONAL OFFICES

### Office of Career Technical Education and Workforce Development

**(949) 451-5650**

Career Program Support, Grants, Tech Prep, VTEA (Vocational and Technical Education Act) Program

**Office Location: A 120 • David D. Gatewood, PhD, Dean**

### Office of Extended Education

**(949) 451-5382**

Community Education, Corporate Training, Emeritus Institute, IVC Testing Center

**Office Location: A 121 • David E. Anderson, Jr., Director**

### School of Business Sciences

**(949) 451-5310**

Accounting, Business Management, Computer Center, Computer Information Management, Real Estate

**Office Location: BST 203C • Roger Owens, PhD, Dean**

*Academic Chair:* Bob Urell . . . . . 451-5280

### School of Fine Arts

**(949) 451-5453**

Art, Art History, Digital Media Art–Graphic Design, Fine Arts, Music, Photography, Speech and Forensics, Theatre Arts

**Office Location: BST 203C • Roger Owens, PhD, Dean**

*Academic Chair, Music:* Stephen Rochford, DMA . . . . . 451-5366

*Academic Chair, Speech:* Edwin Tiongson . . . . . 451-5346

*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 Transfer Center, College Studies, Counseling, Disabled Student Program and Services, EOPS/CARE, Learning Disabilities Program, Women's Studies

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

*Academic Chair:* Tiffany Tran . . . . . 451-5324

(Continues)



## School of Health Sciences, Physical Education and Athletics

**(949) 451-5398**

Dance, Health, Intercollegiate Athletics, Life Fitness Center, Nutrition, Physical Education, Strength Training Center

**Office Location: PE 225 • Keith Shackelford, JD, Dean**

*Academic Chair, Athletics:* Martin McGrogan . . . . . 451-5654  
*Academic Chair, Dance:* Ted Weatherford . . . . . 451-5291  
*Academic Chair, Health, Physical Education:* Tom Pestolesi . . . . . 451-5629

## School of Humanities and Languages

**(949) 451-5232**

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

**Office Location: A 204A • Karima Feldhus, PhD, Dean**

*Academic Co-Chairs, English:* Bill Etter, PhD, and Kurt Meyer . . . . . 451-5282  
*Academic Chair, Humanities:* Francisco Marmolejo . . . . . 451-5208  
*Academic Chair, Languages:* Susan Fesler . . . . . 451-5486

## School of Library Services

**(949) 451-5717**

Library Research, Tutoring

**Office Location: A 204A • Karima Feldhus, PhD, Dean**

*Academic Chair:* Jayne Sinegal . . . . . 451-5377

## School of Life Sciences and Technologies

**(949) 451-5238**

Biological Sciences, Environmental Studies, Health Sciences

**Office Location: B 262E • Kathleen Schrader, DNSc, Dean**

*Academic Chair:* Priscilla Ross . . . . . 451-5424

## School of Mathematics, Computer Science and Engineering

**(949) 451-5450**

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

**Office Location: B 273 • Kathleen Schrader, DNSc, Dean**

*Academic Chair:* Miriam Castroconde . . . . . 451-5396

## School of Physical Sciences and Technologies

**(949) 451-5561**

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

**Office Location: B 262E • Kathleen Schrader, DNSc, Dean**

*Academic Chair, Astronomy, Earth Science, Electronic Technology, Geology, Marine Science, Physics:*  
Amy Stinson . . . . . 451-5622  
*Academic Chair, Chemistry:* John Davison, PhD . . . . . 451-5492

## School of Social and Behavioral Sciences

**(949) 451-5679**

Administration of Justice, Anthropology, Early Childhood Education, Economics, Geography, Political Science, Psychology, Sociology

**Office Location: A 204A • Karima Feldhus, PhD, Dean**

*Academic Chair, Administration of Justice, Anthropology, Economics, Geography, Political Science:*  
Colin McCaughey . . . . . 451-5402  
*Academic Chair, Early Childhood Education, Psychology, Sociology:*  
Kari Tucker, PhD . . . . . 451-5447

# ACADEMIC SCHOOLS

## BUSINESS SCIENCES

Rm. BST 203C  
(949) 451-5310

*Dean:* Roger Owens, PhD  
*Senior Administrative Assistant:*  
Katie Felli  
*Academic Chair:* Bob Urell

### **Courses and/or majors in the following areas:**

Accounting  
Business Management  
*General Business, Marketing  
and Sales, Retail Management,  
Small Business Management,  
International Management*  
Computer Information Management  
*Keyboarding, Operating Systems,  
Hardware, PC Applications,  
Word Processing, Spreadsheets,  
Database, Graphics Applications,  
Digital Media, Digital Publishing,  
Web Applications, Networking*  
Real Estate

The School of Business Sciences seeks both to provide leadership in the local business community and to offer transfer, occupational, and lifelong learning courses to all area residents. Based on this general mission, the goals of the school are as follows:

1. To provide students with marketable skills and knowledge so they may qualify for positions in business occupations;
2. To provide a general background in the business sciences that will enable the student to function effectively as an individual within a business or occupational context;
3. To prepare lower division students who seek baccalaureate and higher degrees in the business sciences and other related academic areas;
4. To provide leadership in the business community and to the secondary institutions served by the college;
5. To provide educational opportunities for the general community with both free and fee-based business classes, seminars, and programs.
6. To serve currently employed students by providing the training necessary for job promotion.

The School of Business Sciences offers programs in accounting, business management, computer information management and real estate. In conjunction with faculty from the other academic schools, business instructors also participate in IVC's Corporate Training program, offering courses to employees in their workplace.

## FINE ARTS

Rm. BST 203C  
(949) 451-5453  
**Fine Arts Hotline: 451-5488**

*Dean:* Roger Owens, PhD  
*Senior Administrative Assistant:*  
Carol Danna  
*Academic Chairs*  
*Music:* Stephen Rochford, DMA  
*Speech:* Edwin Tiongson  
*Theatre:* Ron Ellison  
*Visual Arts:* Lisa Davis Allen, PhD  
*Accompanists:* Dean Shepherd,  
Amy Toscano, Randall Woltz  
*Lab Technicians:*  
*Music:* Mark Petersen  
*Photography:* Stuart Christensen  
*Theatre Arts:* Hugh Collins,  
Jim Rynning

### **Courses and/or majors in the following areas:**

Art  
*Design, Painting, Drawing*  
Art History  
*Introductions to Art Theory and Art  
Media, Gallery Design, Historical  
Surveys, Western Canon Pre-  
Modern and Modern, Non-Western*  
Digital Media Art-Graphic Design  
Fine Arts  
Music  
*Composition and Theory, Music  
Appreciation and History, Choral  
Performance Groups, Instrumental  
Performance Groups, Applied  
Music, Music Lessons, Commer-  
cial/Studio Music*  
Photography  
Speech and Forensics  
Theatre Arts  
*Theatre Appreciation and History,  
Acting, Directing, Rehearsal and  
Performance, Oral Interpretation,  
Design*



Curriculum in the school consists of courses and programs in the fine and performing arts, including art, digital graphic design, photography, music, speech, and theatre.

Curriculum in the music program treats music as an active art. The faculty attempts to provide every possible means of involvement for students at the college, including music basics, music appreciation, piano classes, guitar classes, performing ensembles, and voice classes. In each of these activities, the faculty stresses basic concepts of music history and musicianship. The main objective of the program is to assist students in their enjoyment of music and to give them the means of participating in the expressive outlet music provides. The program philosophy is that education and participation in the arts assist students in becoming more humane citizens of the world.

The Visual Arts Department adopts the philosophy that art is an essential part of the human experience. Whether creating works of art, or learning the perceptual and critical tools required in its understanding, every individual benefits from a heightened awareness of their world through art. The goals of the Visual Arts curriculum are to prepare students for transfer to a

college or university as well as to enhance the student's visual perception of their physical and social environment. The department offers courses ranging from art theory to all aspects of two- and three-dimensional design, imaging and fabrication. Although coursework is rooted in traditional media, classes in experimental media and digital imaging are offered each semester. Discipline areas within the department include design, drawing, painting, photography, digital media arts and theory. Art history curriculum examines the historical and contemporary artistic traditions of Europe, Asia, Africa and the Americas. The College Art Gallery is also operated by the department in order to exhibit both student and faculty work. In addition, the gallery exhibits the work of professional artists to complement the college's mission of serving the greater Irvine community as an important cultural center.

The speech program offers general education classes in public speaking, argumentation, and interpersonal and intercultural communication. These courses are designed to meet lower division requirements for the associate degree at IVC as well as the bachelor's degree at the California State University system. The faculty of the Speech Department are also responsible for the forensics program, which provides exceptional opportunities for student speakers through regional, state, and national competitions.

The theatre department offers an exciting, vigorous education in acting, acting for film, and technical theatre. Faculty in the program include working professionals dedicated to both the theatre and their students. The department offers a comprehensive course of study which will enable students to transfer into a four-year college theatre arts training program. The department stages its theatrical productions in the Irvine Valley College Performing Arts Center.

## **GUIDANCE AND COUNSELING**

**Rm. SC 210 • (949) 451-5410**

*Dean:* Elizabeth L. Cipres, EdD  
*Senior Administrative Assistant:*  
 Hedy Renfro  
*Senior Counseling Office Assistant:*  
 Mina Nawabi  
*Academic Chair:* Tiffany Tran

### **Supportive Services**

*Director:* Bill Hewitt  
*Administrative Assistant:*  
 Heather Whitecotton, (949) 451-5243

### **Courses and/or majors in the following areas:**

College Studies  
 Women's Studies

Services and programs offered by the school are designed to help students deal with a variety of educational, career and personal concerns. The academic counselors help students develop their educational plans and assist students in identifying their career objectives. The curriculum consists of courses in academic planning, college success, career exploration, and personal development. These offerings reflect the faculty's belief in the potential of each individual for personal growth and success.

Counseling faculty function as information specialists and facilitators of personal growth. They assist students in their efforts to define the relevant issues and tasks, to evaluate options and solutions, and to decide on an appropriate response or plan of action. For students facing particular difficulties by virtue of disabilities, handicaps or other disadvantages, there are a variety of special services available through the Supportive Services office.



## **HEALTH SCIENCES, PHYSICAL EDUCATION AND ATHLETICS**

**Rm. PE 225 • (949) 451-5398**

*Dean:* Keith Shackelford, JD  
*Senior Administrative Assistant:*  
 Corine Reymond  
*Academic Chairs*  
*Athletics:* Martin McGrogan  
*Dance:* Ted Weatherford  
*Health, PE:* Tom Pestolesi  
*Athletic Trainers:* Devin Adams,  
 Janet Olsen  
*Sports Information Director:*  
 Brent Shaver  
*Equipment Manager:*  
 Andrew Alhadeff

### **Courses and/or majors in the following areas:**

Dance  
 Health and Nutrition  
 Intercollegiate Athletics  
 Physical Education  
*Physical Fitness and Body  
 Movement, Combative Skills,  
 Sports, Training and Theory (Fitness  
 Specialist Certificate Program),  
 Adapted PE*

Programs in health sciences, physical education and athletics focus on the theoretical and practical aspects of human health and well-being. Courses in contemporary health issues, first aid, conditioning, and a variety of physical activities form the nucleus of a diverse assortment of courses united in a common emphasis on health.

The school is committed to providing health-related fitness and competitive and noncompetitive sports opportunities for all students.

The school offers two degree paths in physical education, as well as a degree in dance. In physical education, options are available for those seeking transfer or job-related training in the areas of kinesiology, leisure studies or recreation. The dance degree is applicable both to a transfer path and for use in the local entertainment and media marketplace. A certificate program for those seeking training as a fitness specialist and a certificate in dance technique are available for students seeking job and performance-related skills in their respective fields.

Classes are offered in cardiovascular fitness, individual/paired sports, intramurals, intercollegiate athletics, aikido, yoga, tai chi, dance, team sports, combative skills, 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.

Under the guidance of the dean, the school runs the intercollegiate athletics program. Consistent with the high standards of the college, the program is committed to providing instruction that will enable student athletes to realize and develop their academic and athletic potential. Under the direction of dedicated coaches, student athletes have the opportunity to improve and refine their talents in men's basketball, baseball, soccer, volleyball, tennis, and golf; as well as women's basketball, soccer, volleyball, tennis, golf, and badminton.

The school administers two health and fitness-related facilities: the Life Fitness Center and the Strength Training Center. Additionally, the school maintains outdoor lighted tennis courts; baseball, softball and soccer fields, basketball courts; and sand volleyball courts.

The Hart Gymnasium—which includes a dance studio, a classroom, the Strength Training Center, and faculty offices—serves as home court for the Lasers basketball, badminton and volleyball teams.

## **HUMANITIES AND LANGUAGES**

**Rm. A 204A • (949) 451-5232**

*Dean:* Karima Feldhus, PhD  
*Senior Administrative Assistant:*  
Claudia Horak  
*Academic Chairs*  
*English:* Bill Etter, PhD, and  
Kurt Meyer  
*Humanities:*  
Francisco Marmolejo  
*Languages:* Susan Fesler

### **Courses and/or majors in the following areas:**

English  
*Basic Writing, College Writing,  
Writing Conference, Creative  
Writing, Literature, Reading,  
Special Services*  
English as a Second Language  
History  
Humanities  
*Film Studies, Religious Studies,  
Journalism*  
Languages  
*Chinese, French, Japanese, Sign  
Language, Spanish*  
Philosophy

The School of Humanities and Languages offers instructional programs in English, ESL, foreign languages, history, literature, philosophy, and humanities.

The English curriculum includes courses in composition, literature, creative writing, and reading. Critical analysis and interpretation play a central role throughout all levels of the English curriculum: students are

expected to write in response to what they have read and to read perceptively, critically, and imaginatively. The English curriculum is designed for the transfer student; however, the program includes preparatory and developmental classes two semesters prior to college level.

In the foreign language and ESL programs, students are taught to learn by addressing ordinary and everyday experiences in a foreign language, rather than by memorizing grammatical rules. The faculty seeks to make students comfortable with the language they wish to acquire. At the present time, the school offers foreign language instruction in Chinese, French, Japanese, Sign Language, and Spanish.

A central endeavor of the faculty in the school is to offer courses that investigate the traditions, values, ideas, and texts by means of which cultures have come to be formulated. These humanities classes include courses in history, philosophy, and literature. Common to all of these courses is the effort to understand how and why a culture constructs its stories and symbols about itself and others. Students in humanities classes consider their own opinions and insights in light of those of others, and learn to formulate opinions on the basis of sound reasoning and careful reflection.

## **LIBRARY SERVICES**

**Rm. A 204A • (949) 451-5717**

*Dean:* Karima Feldhus, PhD  
*Senior Administrative Assistant:*  
Rosie Navarro  
*Academic Chair:* Jayne Sinegal

**Courses in the following area:**  
Library Research  
Tutoring

The faculty of the School of Library Services provides instruction in library research skills and using the services of an academic library.

## LIFE SCIENCES AND TECHNOLOGIES

Rm. B 262E • (949) 451-5238

*Dean:* Kathleen Schrader, DNSc  
*Senior Administrative Assistant:*

Lizabeth Nichols

*Academic Chair:* Priscilla Ross

*Lab Technicians:* Lewis Akers,  
Kimia Fahimi, Hung Tran

### **Courses and/or majors in the following areas:**

Biology

*Cell and Molecular Biology,*

*Botany, Ecology, Marine Biology,*

*Microbiology, Physiology, Zoology,*

*Anatomy, Human Sexuality,*

*Natural History*

Environmental Studies

The School of Life Sciences and Technologies offers programs and courses in biology, natural history, and environmental science. The courses within each program afford students the opportunity to master the information and develop the intellectual skills necessary for the analysis of scientific theories and concepts. In addition, each course attempts to integrate the essence of the IVC general education core (writing, critical thinking, mathematics and public speaking) into its content requirements. Instructional programs within these natural sciences include core courses for biology majors, introductory lecture and lecture/laboratory courses that fulfill general education requirements for transfer-bound students, a pre-nursing core sequence, and a field studies program which provides opportunities for practical application and personal experience in field biology.

The faculty of the school engages in a continual and comprehensive review of its curriculum. Programs and courses offered within the school are designed with the primary goal of maintaining currency, continuity and comprehensiveness. Ongoing articulation with transfer institutions is maintained in order to facilitate the timely transfer of students from Irvine Valley College to neighboring institutions. Appropriate remedial courses

are integrated throughout the disciplines in order to maximize student achievement and facilitate successful matriculation.

## MATHEMATICS, COMPUTER SCIENCE AND ENGINEERING

Rm. B 273 • (949) 451-5450

*Dean:* Kathleen Schrader, DNSc  
*Senior Administrative Assistant:*

Megan Newton

*Academic Chair:* Miriam Castroconde

### **Courses and/or majors in the following areas:**

Computer Science

*Computer Languages*

Design Model Making and Rapid

Prototyping

Drafting Technology

*Drafting, Engineering*

Mathematics

The School of Mathematics, Computer Science and Engineering offers courses and programs in mathematics, computer science, drafting technology, engineering, and various modern technologies such as model making and rapid prototyping. The school's curriculum emphasizes fundamental courses for students, giving them a sound appreciation for the increasingly complex and rapidly changing technical environment in which we live.



Technical curriculum is developed and articulated on a continuous basis with input from neighboring colleges, universities, local industries and area specialists. The curriculum is designed to meet the needs of students who are planning to transfer to four-year institutions, students who are seeking employment in technical fields, and employed students who want to keep current with changing technologies.

The Mathematics Department at Irvine Valley College seeks to contribute to the fulfillment of the college's mission by helping students enrolled in mathematics courses achieve the following goals:

1. Develop proficiency in the use of mathematics needed to function in society.
2. Develop proficiency in the use of mathematics necessary for a given graduation degree or certificate of completion program.
3. Acquire mathematics preparation for further career achievement.
4. Acquire mathematics preparation for further academic study.

The math curriculum is designed to assist students to creatively integrate learned mathematical concepts into disciplines inside and outside the field of mathematics.

The faculty of the school is committed to excellence in the instruction of relevant theories and applications in a variety of laboratory and real-world situations. Lectures, discussions and laboratory activities are designed to promote critical thinking and problem solving, especially as these abilities may be applied to scientific and technical matters.

## PHYSICAL SCIENCES AND TECHNOLOGIES

Rm. B 262E • (949) 451-5561

*Dean:* Kathleen Schrader, DNSc

*Senior Administrative Assistant:*

Lizabeth Nichols

*Academic Chairs*

*Astronomy, Earth Science,*

*Electronic Technology, Geology,*

*Marine Science, Physics:*

Amy Stinson

*Chemistry:* John Davison, PhD

*Lab Technicians:* Ryck Daniels,

Jamie Smith, Dajian-Luke Ty

### **Courses and/or majors in the following areas:**

Chemistry

Electronic Technology

Geology

*Earth Science, Field Geology,*

*Marine Science*

Physical Science

*Astronomy, Physics*

The School of Physical Sciences and Technologies offers courses and programs in various branches of the physical sciences, including astronomy, chemistry, geology, oceanography, physics, and the modern technologies—including electronics.

Instructional programs include lower division courses for transfer students, introductory lecture/laboratory courses, a geology field program, and technology training courses. Curriculum throughout the school emphasizes the study of the universe from the perspective of empirical science. The goal is to provide students with an essential foundation that will allow them to better appreciate and understand our world and the problems of its management. The faculty of the school works to maximize the opportunity for students to give practical application and personal relevance to abstract theories.



Faculty members in the physical sciences and technologies are involved in the ongoing process of developing and articulating their curriculum with input from local industries, area specialists, and colleagues from other colleges and universities. The curriculum is designed to meet the educational needs of those who are seeking immediate employment; those who are presently working and need to keep current with dynamic, rapidly evolving technologies and equipment; those who are planning to transfer to a four-year college or university; and students who seek learning for the sake of personal enrichment.

## SOCIAL AND BEHAVIORAL SCIENCES

Rm. A 204A • (949) 451-5679

*Dean:* Karima Feldhus, PhD

*Senior Administrative Assistant:*

Claudia Horak

*Academic Chairs*

*Administration of Justice, Anthropology,*

*Economics, Geography, Political*

*Science:* Colin McCaughey

*Early Childhood Education, Psychology,*

*Sociology:* Kari Tucker, PhD

### **Courses and/or majors in the following areas:**

Administration of Justice

Anthropology

Economics

Geography

Early Childhood Education

*Child Development, Infant/Toddler,*

*School-Age Children*

Political Science

Psychology

Sociology

The various departments of the School of Social and Behavioral Sciences offer programs in the administration of justice, anthropology, economics, geography, political science, psychology, sociology, and early childhood education. Curriculum within these programs focuses on the various social and psychological structures of human beings, human relations, and human institutions, especially within a contemporary context and from a theoretical and empirical standpoint. General education and transfer courses form the basis of the curriculum in the social sciences, which is designed to address the diversity of issues treated within the behavioral sciences.

The vocational program in administration of justice prepares students for careers in law or criminal justice. The child development program prepares students to be childcare providers and administrators.

Faculty members in the social and behavioral sciences are involved in the ongoing process of developing and articulating their curriculum with input from the community, discipline experts, and colleagues from surrounding colleges and universities.

# ADMISSION

## ELIGIBILITY

Irvine Valley College is one of two independent colleges in the South Orange County Community College District. Students enrolling at either Irvine Valley College or Saddleback College may take classes at both campuses, and at the Advanced Technology & Education Park (ATEP).

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 at the Irvine Valley College Office of Admissions and Records. 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 24 hours prior to the availability of online registration for high school students. Students in the K-12 category will be required to complete or clear assessment if their IVC courses have stated prerequisites. This requirement typically occurs with subjects like English and math.

### K-12 Students: Enrolling in Physical Education Classes

K-12 students are limited to participating in a maximum of 11 units per semester or summer session; and high school students are permitted only limited enrollment in physical education courses. High school students will be permitted to enroll in physical education courses only after the Office of Admissions and Records has finished reviewing all special admissions requests that have been turned in by the close of business, the Thursday before a semester or summer term starts. Late requests cannot be considered. Students will be notified if their request for physical education classes is approved.

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 e-mail to: [ivcadmissions@ivc.edu](mailto:ivcadmissions@ivc.edu)

## APPLICATION

Students who are enrolling in the South Orange County Community College District for the first time and those who are 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](http://www.ivc.edu). Select “Admissions,” then follow the links.
- **In Person:** Pick up an application in person at the Office of Admissions and Records, Irvine Valley College, 5500 Irvine Center Drive, Irvine. Applications must be returned in person to the Office of Admissions and Records.

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 the Vice President of Student Services, Irvine Valley College, 5500 Irvine Center Drive, Irvine CA, 92618, (949) 451-5214. The vice president 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.

**Note:** Students should bring any and all immigration documents—including visas, passports, and I-688 information—to the Office of Admissions and Records at the time they apply to assist in determining their residency status.

### 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 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. Registering to vote and voting in elections in California.
2. Filing resident California state income tax forms.
3. Owning and residing in a residential property or consistently occupying or renting an apartment on a lease basis.
4. Maintaining licensing from California for professional practice.
5. Maintaining California vehicle plates and driver’s license.
6. Maintaining active savings and checking accounts in California banks.
7. Maintaining 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 ten working days after submitting their documents for a decision.

Residency reclassification must be completed before the end of a semester or summer term. 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 fulltime while on an F-1 visa. Applications for enrollment in IVC's International Student Program are available in the International Student Center (SC 230). Prospective students may contact the International Student Center at (949) 451-5414, by e-mail at [ivciso@ivc.edu](mailto:ivciso@ivc.edu), or at the college web site: [www.ivc.edu/iso](http://www.ivc.edu/iso).

All international students must maintain full-time enrollment (12 or more units each semester) in order to maintain their F-1 visa status. Students with F-1 visas from other schools may enroll concurrently on a part-time basis. Students should consult the International Student Center for more information. Students with other types of visas (not F-1) may enroll through the Office of Admissions and Records.

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 take either the international TOEFL (Test of English as a Foreign Language) or the STEP EIKEN test. The TOEFL score must be a minimum of 470 on the paper-based format, a 150 on the computer-based format, or a 52 on the Internet-based format. The STEP EIKEN test must be passed at the grade 2 level.

The TOEFL or STEP EIKEN test requirement may be waived for applicants who can demonstrate that they have successfully completed the equivalent to one of the following courses at Irvine Valley College: Writing 201, Writing 1, or Speech 1. Courses must be from an accredited institution. Students who graduate from a U.S. high school are not required to take the TOEFL or STEP EIKEN test.

Other requirements for admission include the following:

1. Graduation from a secondary school that is equivalent to an American high school for students under the age of 18.
2. 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 the International Student Center (Student Services Center, Room SC 230).
3. 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.
4. A transfer clearance form completed by the institution the student presently attends that verifies his or her eligibility to transfer to IVC (when applicable).
5. A nonrefundable processing fee of \$54 for the 2009-2010 academic year, required with the application form.
6. 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. Based on the results of English proficiency, students will be advised as to the recommended level of enrollment in English and other courses.

Students can schedule a counseling appointment to see the international student counselor by visiting the International Student Center (SC 230). Students must declare an educational goal and a specific major of study.

## 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.

## SPECIAL PART-TIME STUDENTS

Students attending primary or secondary schools are permitted to enroll at the college. Enrollment in college classes is based on permission from the school principal. All course prerequisites must be met, and a "Special Admission Request K-12 Students" form must be on file in the Office of Admissions and Records prior to actual course enrollment. By law, K-12 students are limited to enrollment in no more than 11 units per semester or summer session. College policy does not allow K-8 students to enroll in physical education classes, and high school students have a limited opportunity to participate in these classes (see Eligibility, page 17).

## AUDITING CLASSES

Irvine Valley College does not permit the auditing of classes. However, students who have taken a college course for the maximum number of allowable repeats may retake the course through the Community Education program for no credit.

## CLASS SCHEDULE

The class schedule is accessible online at [www.ivc.edu/schedule](http://www.ivc.edu/schedule) prior to registration each semester. Students should use the class schedule in conjunction with the college catalog in planning their semester program.

## REGISTRATION

### NEW AND FORMER STUDENTS

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

**Former students** are those who have previously filed an application or 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 former students are given a registration appointment as soon as their applications are processed. Appointments are issued on a first-come, first-served basis at Irvine Valley College to new and former students.

Most students new to Irvine Valley College—except those who have already earned an associate degree or higher—should 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, and they need to clear assessment and orientation before registering.

All students are encouraged to take advantage of an assessment session for assistance in selecting courses.

### CONTINUING STUDENTS

Continuing students are those who have been registered during the previous semester (including or excluding summer) 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 appointments, class schedules, class web sites, 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 and a Windows-based or Macintosh computer with a current web browser, such as Internet Explorer, Firefox, or Safari.

Student ID and PIN numbers are issued when students first apply to the college. Students should keep this information secure for reference as needed.

To ensure student privacy, a student ID and PIN number may only be released to the student in person with a valid photo ID.

To change a PIN number, students must visit the Office of Admissions and Records.

Students may access MySite from the IVC home page:  
**[www.ivc.edu](http://www.ivc.edu)**

### MAINTAINING STUDENT ADDRESS AND 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 APPOINTMENTS

Students will find their registration appointment times on MySite under “My Information.”

The appointment 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. Telephone registration is available only for Emeritus Institute students.

#### **Emeritus Institute Students:**

The appointment date and time found on MySite is also used as the telephone registration period for students enrolling in Emeritus Institute classes.

#### **New students and former students**

who apply online receive their initial registration appointment date and time by e-mail. Those who apply in person are issued their appointment date and time when they submit their applications.

Students are encouraged to apply early, since appointments are issued on a first-come, first-served basis and classes fill quickly. Applications must be submitted online or in person to the Office of Admissions and Records.

**Continuing students** will find their registration appointment date and time on MySite (see prior page) under “My Information.” 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 using the online registration system (Emeritus Institute students may also use the telephone registration system) for the best possible course selection.

## REGISTRATION RESTRICTIONS

A hold or “registration restriction” may prevent students from registering for classes. If there are any holds on the student’s record, 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. They may contact the indicated office for information regarding the type of hold and how to get it released. No activity will be allowed to occur when a student has an outstanding debt to the college.

Students may be required to participate in a math or English assessment prior to registering for classes in these disciplines. Students may also choose to participate in assessment and a college orientation before registering for classes.

Students who are assigned 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.

## 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.

Scheduled registration dates are listed in the schedule of classes, and the student’s specific appointment opportunity is available online through the MySite web portal. Telephone registration is an available option for adding or dropping classes only for Emeritus Institute students.

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 add permission code (APC) 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. Add permits must be acted on prior to the census day.

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.

### EIGHT-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 deadline for adding such classes is noted on the add permit code (APC) document that the instructor provides to the student. Students must enroll prior to the deadline noted on the APC.

### OPEN-ENTRY/OPEN-EXIT CLASSES

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.

### LATE ADDING

A “late add” is defined as enrollment that occurs between the census date (the 20% point) and the 30% point of an individual class. For short-term classes (any class less than six weeks in length), the census date is usually the first day of class. For this type of class, registration should occur before the class begins, or it must be handled using the late add process. The late adding of classes is considered only with the dean’s approval.

Submission of the late add card with the dean’s authorization is required for late registration. The late add process may be accomplished only in person at the Office of Admissions and Records. Late adding of classes is not available after the 30% point (commonly referred to as the “drop date”). Tutoring 301 is the only exception to this requirement; it can be added up to the final day of the week prior to final exams.

## 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 telephone (Emeritus Institute classes only)  
*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 page 29 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 30% of the course based on the individual class.
- **Drop with a "W" annotation:** All courses dropped at the 30% 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, work changes, 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 all courses, students should log on to the IVC web site—[www.ivc.edu/schedule](http://www.ivc.edu/schedule)—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.**

## REPEATING COURSES

**See page 79 for information about grades for repeated courses.**

**Courses may be repeated only under three circumstances.**

### 1. SUBSTANDARD GRADES

Most courses may be repeated only when the student has earned a substandard grade—that is, "D," "F," "NC," or "NP."

To suppress a substandard grade, the student can retake the same course at Irvine Valley College or take the equivalent course at Saddleback College. The Counseling Center maintains a list of Saddleback College courses that are recognized as equivalent to those offered at Irvine Valley College. The student must ensure that the course to be repeated is deemed equivalent prior to taking it. Neither Irvine Valley College nor Saddleback College can provide assurance that repeated courses will be treated in this way by other institutions.

A course may not be repeated more than two times based on an initial substandard grade. Additionally, students may not take a course more than four times if a "W" has been registered for each of the classes attempted.

### 2. SKILL DEVELOPMENT

Courses in which skill development may require instruction over more than one semester are identified in the catalog as being repeatable. These courses involve skills progression requiring intensive individual instruction in specific areas. The model under which a course may be repeated is presented by a code which includes "R" (repeatable) plus the mode for repeating (for example, R-A), and the number of times the course may be repeated (for example, R-A-3). A repeat code appears at the end of any repeatable course described in this catalog. Courses designated "NR" cannot be repeated except as noted under "Substandard Grades" above and "After Three Years," following.

### 3. AFTER THREE YEARS

Most courses completed with a satisfactory grade may be repeated one additional time after a period of three years has elapsed so that students may have the opportunity to review previously acquired knowledge. Under special, limited circumstances, students may be given the chance to retake a class prior to three years elapsing; however, this must be by petition. Students should contact the Office of Admissions and Records for more information.

Students who have passed a course with a satisfactory grade ("A," "B," "C," "CR," or "P") may not repeat the course to improve their recorded grade; only the first satisfactory grade earned will be included on their academic record. Students should contact the Office of Admissions and Records for assistance in these circumstances.

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.

Students who have repeated courses the maximum number of times allowed may enroll through Community Education for additional hours of instruction. Information about such courses is available in the Community Education Office and in the department and school offices. Courses taken through Community Education are not available for college credit and will not appear on the college transcript.

Any student registering to repeat a course in excess of repeatability guidelines should be blocked from enrollment. However, in the event that a student somehow enrolls in an excessive repeat situation, the student will be withdrawn from the course, when discovered. It is therefore suggested that students do not attempt to bypass the limits of repeatability described in this catalog.

## MATRICULATION

Irvine Valley College recognizes students as individuals who have the right to make educational choices based on a clear and sensitive appraisal of their skills, needs, and interests. To this end, the college provides new students with an online orientation to introduce the college's programs and services, an assessment to evaluate their basic skills and identify their interests and goals, and an online advisement to formulate an educational plan.

The primary goal of the matriculation process is to increase the extent to which students complete their educational objectives by providing information about their skills and abilities; by identifying support services; and by offering students the opportunity to plan their educational program in consultation with counselors. The orientation, assessment, and advisement components of this program have been designed to satisfy the requirements of the California State Board of Governors legislation governing student access to and successful completion of programs in the community college.

### MATRICULATION PROCESS

In order to enroll in classes at Irvine Valley College, new students must go through the matriculation process. There are five important steps to this process, and they must be completed in the following order:

1. Application
2. Orientation
3. Assessment
4. Advisement
5. Registration for Classes

### ORIENTATION

[www.ivc.edu/orientation](http://www.ivc.edu/orientation)

After completing their application to Irvine Valley College, students are directed to complete an online orientation. The orientation introduces the programs, services, policies, and expectations of the college. It is narrated by IVC students and 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 at [www.ivc.edu/orientation](http://www.ivc.edu/orientation), available 24/7/365 from any computer with Internet access. Successful completion of the online orientation satisfies the second step of the matriculation process. After students have completed their matriculation requirements, they may return to this resource by logging in as a guest.

### ASSESSMENT

English and math are basic skills that students use in nearly all of their college classes. Assessment, the third step in the matriculation process, helps to determine students' skill levels in these areas and which classes, if any, they should take in order to build their skills.

In most cases, students are notified after submitting their application to IVC if they should be assessed. Students who are unsure should contact the Assessment Center by calling (949) 451-5315.

English and math assessments are available on a first-come, first-served walk-in basis Monday through Thursday, 8 a.m.–3 p.m. ESL assessments are scheduled through the IVC Assessment Center by calling (949) 451-5315.

### ADVISEMENT

[www.ivc.edu/advisement](http://www.ivc.edu/advisement)

After taking the Assessment Placement Test and receiving their recommended classes (available for viewing on MySite), students are eligible to complete the online advisement. The online advisement session 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.

Online advisement is available to students 24/7/365 at [www.ivc.edu/advisement](http://www.ivc.edu/advisement) from any computer with Internet access. Students may review the advisement session multiple times, ask questions, and develop backup schedules from the convenience of their home or other location. There is ample opportunity to generate a first-semester plan that provides a strong foundation for academic success.

Successful completion of the online advisement, the fourth step in the matriculation process, allows students to register for their first-semester classes on their assigned registration date and time.

### CHALLENGES

Students who believe that they have cause to challenge their participation in online orientation, assessment, and/or online advisement should read the challenge procedure outlined on page 25.

### RETEST POLICY

Students may take the assessment exam no more than once every six months in any subject for which they wish to retest.

### 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, SC 250. Assessments take place in classroom SC 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.

### WRITING CLASSES

Students recommended for assessment in writing should take the college's writing exam. Students who receive a recommended placement as a result of the initial assessment process and who wish to improve their placement should complete the Writing Sample. Students who receive what they consider to be an inappropriate placement as the result of the Writing Sample should read "Request for Alternative Evidence Review" (item E under "To Clear a Prerequisite") on page 26 and also consult with the Assessment Center staff.

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 Office of Assessment can assist in determining which assessment they should take.

Students who have completed an assessment session at another Orange County community college and have the recommended writing course placements or have completed a college writing course at another college may not have to complete an entire assessment session at Irvine Valley College. Transcripts or placement recommendations from other colleges must be presented to the Assessment Center as soon as possible before registration so that eligibility can be verified and students can be cleared for registration. Otherwise, students will be blocked from enrolling.

*\* Students must present transcripts or placement recommendations 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.*

**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 280, the Writing Conference. In order to enroll in Writing 301, students must meet one of the following prerequisites. Students are eligible to enroll in Writing 301 only if they

1. Have passed ESL 388B or ESS 310 or Reading 370 with a grade of "A," "B," "C," "CR," or "P"; or
- 2.\* Have passed the equivalent of ESS 310 or Reading 370 at another college or university with a grade of "A," "B," "C," "CR," or "P"; or
3. Have received a recommended placement into Writing 301 based on Irvine Valley College's assessment process; or
- 4.\* Have received a recommended placement into Writing 301 based on an assessment at another Orange County community college.

#### 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. In order to register in Writing 201, students must meet one of the following prerequisites. Students are eligible to enroll in Writing 201 only if they

1. Have passed Writing 301 with a grade of "A," "B," "C," "CR," or "P"; or
- 2.\* Have passed the equivalent of Writing 301 at another college or university with a grade of "A," "B," "C," "CR," or "P"; or
3. Have received a recommended placement into Writing 201 based on Irvine Valley College's assessment process; or
- 4.\* Have received a recommended placement into Writing 201 based on an assessment at another Orange County community college.

#### WRITING 1, 10, 11, AND 13

Writing 1 is the first college-level course in composition. In order to register in this class, or any creative writing class (Writing 10, 11, or 13), students must meet one of the following prerequisites. 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," "CR," or "P"; or
- 2.\* Have passed the equivalent of Writing 201 at another college or university with a grade of "A," "B," "C," "CR," or "P"; or
3. Have received a recommended placement into Writing 1 based on Irvine Valley College's assessment process; or
- 4.\* Have received a recommended placement into Writing 1 based on an assessment at another Orange County community college.

## WRITING 2

Writing 2 is the second semester writing course at the college. In order to register in Writing 2, students must meet one of the following prerequisites. Students are eligible to enroll in Writing 2 only if they

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

## MATHEMATICS CLASSES

All students planning to enroll in mathematics classes are strongly encouraged to take the mathematics assessment exam. High school preparation may be accepted in lieu of mathematics assessment in certain situations. Students may contact the Assessment Center by calling (949) 451-5315.

Students recommended for assessment should take the college's mathematics exam. Students who have completed an assessment session at another Orange County community college and have the recommended mathematics course

placements or have completed a college mathematics course may not have to complete an entire assessment session at Irvine Valley College. Transcripts or placement recommendations from other colleges must be presented to the Assessment Center as soon as possible before registration so that eligibility can be verified and students can be cleared for registration. Otherwise, students will be blocked from enrolling in mathematics courses.

## ENGLISH AS A SECOND LANGUAGE (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 may contact the Assessment Center for further information: (949) 451-5315.

## 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 chances of academic success. Prerequisites, corequisites, limitations on enrollment, and recommended preparation are identified at the beginning of course descriptions. 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," "CR," or "P" in the prerequisite course. Grades that are not acceptable are "C-," "D," "F," "NC," 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).

## TO CLEAR 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

Complete the required prerequisite course(s) at Irvine Valley College or the equivalent Saddleback College course with a satisfactory grade—that is, a grade of "A," "B," "C," "CR," or "P." See the Counseling Center for the course equivalency list.

### B.\* SUBMIT TRANSCRIPTS

Provide grade transcripts from another college 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," "CR," or "P." Other conditions may apply.

#### \* Students using option B—

Students must present transcripts to the Office of Admissions and Records for evaluation as soon as possible after they apply to Irvine Valley College. This will allow the assessment office the opportunity to review the student's past academic work when the student is attempting to clear a prerequisite. At the Assessment Center, students will be asked to complete and submit a "Request for Pre-/Co-requisite Evaluation" form.

Students should begin the transcript verification process well before registration begins. Delays in processing transcript evaluations will affect the 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

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

### D. SUBMIT EVIDENCE OF PLACEMENT FROM ANOTHER COLLEGE

Provide evidence of completion of an assessment exam administered at another Orange County community college. (In some cases, students may clear prerequisites in writing and mathematics if they have received recommended course placements from another Orange County community college. Students must check with the Assessment Center regarding the acceptability of such assessments and placements.) ESL placement recommendations from other institutions are not accepted.

### E. 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 and turn in a "Request for an Alternative Evidence Review" in the Assessment Center to start the evaluation process.

**Note:** Accompanying the form, students must submit alternative evidence that documents their competency to succeed in the course. Such evidence varies by course. Students should consult the Assessment Center staff for clarification of the specific evidence required for the course in question.

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 removed from the class.

## FEES AND REFUNDS

**ALL** fees are subject to change. For further information, students may contact the Bursar's Office: [ivcbursars@ivc.edu](mailto:ivcbursars@ivc.edu).

Registration is not complete until all fees—including fees for enrollment, instructional materials, health services and, when appropriate, nonresident tuition—have been paid.

### FEES

#### ENROLLMENT FEE

**All students:**  
**\$26 per unit with no maximum.**

**High school students**— Concurrently enrolled high school students—9th through 12th grade—are not required to pay enrollment fees. This exemption does not apply to fees for nonresident tuition, parking, health services, or instructional materials.

**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

**All students who enroll in classes held at Irvine Valley College or Saddleback College:**  
**\$17 Fall and Spring semesters**  
**\$14 Summer**

The health fee entitles students to a variety of health services (see "Health and Wellness Center"). Students enrolled only in classes held off campus at community instructional centers need not pay the health fee, but they may elect to do so on a voluntary basis.

State law provides exemptions from the health fee for students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination, or organization. Students must submit proof for exemptions at the time they register.

**Note: Health fees are subject to change.** Students should call the Health and Wellness Center for the most current information: (949) 451-5221.

#### INSTRUCTIONAL MATERIAL FEE

Courses may carry a nominal fee for instructional materials provided to students throughout the semester. Instructional materials fees are noted by the abbreviation "IMF" bracketed at the end of course descriptions in the class schedule.

#### PARKING FEE

Students who intend to park on campus must purchase a parking permit. Permits purchased through online registration will be mailed to students. Permits are also available for purchase at the Bursar's Office or online through MySite. IVC parking permits are valid at Saddleback College and the Advanced Technology & Education Park (ATEP) in the same type of parking space. They are also valid in designated student parking for IVC classes at CSUF-Irvine. Permits should be displayed inside the lower corner of the driver's side windshield. They are static cling and do not require permit hangers.

**Annual permits are available for purchase only during the fall semester.** Students who purchase an annual permit will receive a permit that is valid for fall, spring and summer semesters (through August 31).

#### Daily Parking Permits: \$2/Day

Daily parking permit dispensers are located near the entrances to lots #1, #5, #8 and the Irvine Valley entrance near the Performing Arts Center. A daily permit dispenser is also available at ATEP. Daily permits are valid only at the campus where they were purchased and are non-transferable. When properly displayed, permits are valid in student parking only.

#### ASSOCIATED STUDENT BODY FEE

The optional \$10 fee funds a portion of the ASIVC budget. A complete list of student activities and services is available in the ASIVC Office in the Student Services Center.

#### PHOTO ID (FREE)

Once students have enrolled and paid their fees, they may obtain their permanent photo ID card. Students should ask for a printout of their receipt from the Bursar's office and take it to Campus Police in building CP-100 to get a photo ID during posted hours. Students must present a driver's license or other photo identification card, and a valid receipt from the Bursar's Office showing a zero balance.

PERMIT TYPE	Regular Price	BOG Waiver Price	Can Be Purchased
<b>Automobiles</b>			
Annual	\$60	\$52	Fall semester only
Fall Semester	\$30	\$20	Fall semester
Spring Semester	\$30	\$20	Spring semester
Summer Session	\$15	\$15	Summer session
<b>Motorcycles</b>			
Annual	\$20	\$20	Fall semester only
Fall Semester	\$10	\$10	Fall semester
Spring Semester	\$10	\$10	Spring semester
Summer Session	\$5	\$5	Summer session

### TRANSCRIPT OR ENROLLMENT VERIFICATION FEE

Students who complete academic work at the college will receive their first two transcripts and/or verifications without charge. All additional copies of transcripts or verifications will cost \$3 each. Normal processing of transcripts or verifications may take up to seven business days. Emergency processing is available for an additional fee of \$5 each. Emergency processing normally is completed within three hours.

To request an official transcript and/or verification, students must complete the appropriate forms, available either at the Office of Admissions and Records or online at [www.ivc.edu/admissions](http://www.ivc.edu/admissions). Forms must be submitted in person or by mail (see address below).

Students must make separate requests to Irvine Valley College and Saddleback College (if they attended both) since grade records are maintained by the college at which the student completes the course. Students who completed coursework at Irvine Valley College prior to fall 1987 must obtain their transcript for that period from Saddleback College. The college cannot accept transcript or verification requests by e-mail.

For verifications, students must specify the information they are requesting—i.e., grade point average, dates of attendance, or number of units completed.

Students must sign their full name at the bottom of their request form to authorize the release of transcripts and verifications. Forms for Irvine Valley College should be mailed to:

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

### RETURNED CHECK FEE

Each check dishonored for whatever reason by the student's bank is subject to a \$20 processing fee.

**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. Students must always officially drop classes through the Office of Admissions and Records to ensure that all records are cleared.

### OUT-OF-STATE/ NONRESIDENT FEES

#### TUITION FEE, NONRESIDENT STUDENTS:

**\$190 per semester unit.** Nonresidents must also pay the enrollment fee, health fee and instructional material fees (when applicable).

#### Nonresident Tuition Fee Exemptions:

The California Education Code and state legislation allow certain nonresidents (see eligibility criteria noted below) the opportunity to pay in-state tuition. Students who believe they are eligible for an exemption from paying the nonresident tuition fee should contact the Office of Admissions and Records for clarification of their status.

Students among the following groups may be exempted:

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 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 are exempted from paying the nonresident tuition fee are still required to pay the enrollment fee, material fee, and health fee.

#### APPLICATION PROCESSING FEE†, NONRESIDENT APPLICANTS

**Nonresident students who are citizens of a foreign country:**

**\$54** This is a nonrefundable fee payable when students submit their application.

#### CAPITAL OUTLAY FEE†

**Nonresident students who are both citizens and residents of a foreign country: \$25 per unit, payable at the time of registration.** This fee covers the cost of providing equipment and classrooms to nonresidents.

† Nonresident/non-citizen students who can validate asylum/refugee status or who are evaluated to have a financial hardship may be exempted from this fee.

## REFUNDS

**NOTICE:** To be eligible for a refund, students must officially drop classes through online registration (or telephone registration, for Emeritus Institute classes) or in person at the Office of Admissions and Records. Then, if they paid by cash or check, they must complete the “Request for Refund” form (available in the Bursar’s Office). Requests must be submitted to the Bursar’s Office. Refunds may take up to 45 days to process.

**Students who paid by credit card must call (949) 451-5699 to request a credit card refund.**

Students who drop a course and are eligible for a refund may choose to leave the credit balance on account to cover future enrollment fees for up to two years.

### REFUND POLICY

Students are eligible for a full refund of most fees during the first two weeks of instruction of full-semester classes (the first six days of eight-week classes and the first five days of six-week classes\*) provided they have officially dropped or withdrawn from classes prior to the refund deadline or their classes have been canceled by the college. 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.

\* These dates are based on the first 10 percent of the period during which short-term classes are held.



### 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 within the first two weeks of instruction.

Students must turn in their parking permits to the Bursar’s Office at Irvine Valley College.

# EARNING A CERTIFICATE AT IRVINE VALLEY COLLEGE

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.

## CERTIFICATE OF ACHIEVEMENT REQUIREMENTS

Certificates of achievement are granted for the completion of a specified program, or specified courses, whose total requirement is 18 units or more. These state-approved certificates acknowledge workplace competencies and job readiness.

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. Specific course requirements for each certificate are listed with the program descriptions in this catalog.

Students must complete all of the courses in the certificate program with grade of "A," "B," "C," "CR," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College.

**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 46-47).

**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 48-49).

## CERTIFICATE OF PROFICIENCY REQUIREMENTS

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.

Specific course requirements for each Certificate of Proficiency are listed with the program descriptions in this catalog. Students must complete all of the courses in the Certificate of Proficiency program with grade of "A," "B," "C," "CR," or "P."

Students must complete a minimum of 12 units in residence at Irvine Valley College. In cases where the total requirement is less than 12 units, students must complete all of the courses in the certificate program at Irvine Valley College.

## 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 apply for a certificate by March 29, 2010, will be evaluated for participation in May commencement ceremonies.

## CERTIFICATES OF ACHIEVEMENT

	<i>Page</i>
Accounting	97
Administration of Justice	
Law Enforcement	101
Supervision	101
Business (see Management)	
California State University	
General Education–Breadth (CSUGE–Breadth)	46
Child Development	
Child Development	174
Infant/Toddler	174
School-Age Child	174
Computer Information Management	
Administrative Assistant/	
Word Processing	120
Desktop Publishing	121
Digital Media Technologies	121
Local Area Networks: Cisco	122
Microcomputer Applications	122
Web Authoring	123
Computer Science	
Computer Languages	131
Design Model Making	
and Rapid Prototyping	139
Digital Media Art	142
Drafting Technology	144
Electronic Technology	150
Intersegmental General Education	
Transfer Curriculum (IGETC)	48
Management	
Business Management	191
Manufacturing Assistant	191
Retail Management	192
Supervision	192
Physical Education	
Fitness Specialist	213
Real Estate	228

## CERTIFICATES OF PROFICIENCY

	<i>Page</i>
Accounting	
Computerized Accounting	98
Financial Accounting	98
Financial/Managerial Accounting	98
Income Tax	98
Payroll	98
Dance Technique	136
Digital Graphic Applications	123
Digital Publishing	124
Electronics Aide	150
Spreadsheets	124
Web Page Authoring	125

# EARNING AN ASSOCIATE DEGREE AT IRVINE VALLEY COLLEGE

## ASSOCIATE IN ARTS DEGREES WITH AN AREA OF EMPHASIS

Associate in Arts degrees with an area of emphasis are designed for students who want to earn a college degree with a focus, whether to achieve a personal or career goal or in preparation for transfer to UC, CSU, or a private or out-of-state university. Those 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 may require specific general education patterns and lower-division courses to fulfill major requirements.

Students may choose an area of emphasis listed below. Details for each emphasis are listed starting on page 36.

- **Business, Computer Information, and Applied Technology**
- **Fine Arts: Applied Arts and Performance**
- **Fine Arts: Appreciation, History, and Theory**
- **Humanities and Languages**
- **Liberal Studies: Teacher Education**
- **Natural Sciences and Mathematics**
- **Social and Behavioral Sciences**

## DEPARTMENTAL ASSOCIATE IN ARTS AND ASSOCIATE IN SCIENCE DEGREES

Departmental associate degrees are well-suited to students with clearly defined academic pursuits and career goals. In some cases, these degrees benefit students intending to enter directly into professional programs, vocational training or specific employment. The college offers students the choice of 34 departmental Associate in Arts degrees and 20 departmental Associate in Science degrees.

The difference between the Associate in Arts (AA) and the Associate in Science (AS) degree at Irvine Valley College is not profound. Associate in Arts degrees are generally aligned with the liberal arts and sciences—the arts and humanities, social sciences, natural sciences and mathematics. Associate in Science degrees at IVC are typically career-oriented and preprofessional degrees aligned with the applied arts and sciences, which include but are not limited to the technological, applied, business, and computer sciences.

Associate in Arts and Associate in Science degrees are listed on page 33.

## GENERAL EDUCATION: 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.

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.

**Certification 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 (see “Filing Deadlines” on page 34). Responsibility for filing an application rests with the student, and transcripts for all college work attempted must be on file for the application to be accepted.**

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 related information on the pages that follow.

## ASSOCIATE DEGREES

### ASSOCIATE IN ARTS DEGREES WITH AN AREA OF EMPHASIS

	<i>Page</i>
Business, Computer Information, and Applied Technology	36
Fine Arts: Applied Arts and Performance	37
Fine Arts: Appreciation, History, and Theory	38
Humanities and Languages	39
Liberal Studies: Teacher Education	40
Natural Sciences and Mathematics	41
Social and Behavioral Sciences	42

### ASSOCIATE IN ARTS DEGREES (DEPARTMENTAL)

	<i>Page</i>
Anthropology	104
Art	106
Art History	109
Biological Sciences	
Biology	112
Health Sciences	112
Business (see Management)	
Chemistry	117
Dance	135
Digital Media Art	142
Economics	147
English	
Literature	153
Writing	153
Fine Arts	164
French	183
Geography	165
Geology	167
History	
American History	170
European History	170
Humanities	179
Japanese	183
Management	
Business Administration	191
Mathematics	195
Music	202
Philosophy	207
Photography	209
Physical Education	212
Physical Science	220
Political Science	223
Psychology	226
Sociology	231
Spanish	183
Speech/Forensics	233
Theatre Arts	
Acting	236
Technical Theatre	237
Theatre Arts	235

### ASSOCIATE IN SCIENCE DEGREES (DEPARTMENTAL)

	<i>Page</i>
Accounting	97
Administration of Justice	
Law Enforcement	101
Supervision	101
Business (see Management)	
Child Development	
Child Development	174
Infant/Toddler	174
School-Age Child	174
Computer Information Management	
Administrative Assistant/Word Processing	120
Desktop Publishing	121
Digital Media Technologies	121
Local Area Networks: Cisco	122
Microcomputer Applications	122
Web Authoring	123
Computer Science	
Computer Languages	131
Design Model Making and Rapid Prototyping	139
Drafting Technology	144
Early Childhood Education (see Child Development)	
Electronic Technology	150
Management	
Business Management	191
Manufacturing Assistant	191
Supervision	192
Real Estate	228

# 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/EMPHASIS REQUIREMENT

Complete the courses required for the departmental associate degree major or the associate degree area of emphasis. A grade of "A," "B," "C," "CR," or "P" is required for all courses to be counted toward the associate degree major or area of emphasis.

## 2. UNIT REQUIREMENT

Complete a minimum of 60 units of credit. 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.

## 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 that is to be included in the degree evaluation. A grade of "A," "B," "C," "CR," or "P" is required for all courses to be counted toward the associate degree major or area of emphasis.

## 4. RESIDENCY REQUIREMENT

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 45), or
- B. The California State University General Education Certification Pattern (CSU Certification, see pages 46–47, or
- C. The Intersegmental General Education Transfer Curriculum (IGETC, see pages 48–50)

## 6. COMPETENCY REQUIREMENT

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

## FILING DEADLINES: DEGREES, CERTIFICATES, AND CSU OR IGETC CERTIFICATION

Fall 2009: November 20, 2009 • Spring 2010: March 29, 2010 • Summer 2010: July 16, 2010

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

**Students must file their application for graduation with the Office of Admissions and Records by March 29, 2010, to participate in the May 2010 commencement ceremony.**



# ADDITIONAL ASSOCIATE DEGREE INFORMATION

## 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 29, 2010**, 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 and CSU or IGETC certification are as follows:

**Fall 2009: November 20, 2009**  
**Spring 2010: March 29, 2010**  
**Summer 2010: July 16, 2010**

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

## 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 29, 2010, to participate in the May commencement ceremony.** Students should consult the Office of Admissions and Records for further information and details.

## 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.

## DOUBLE COUNTING COURSES

Students may use courses to fulfill both major/emphasis requirements and general education requirements.

## SECOND DEGREE REQUIREMENTS

### STUDENTS WITH BACCALAUREATE 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 B.A. or a B.S. from a foreign educational institution will be evaluated on an individual basis.

### 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 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.

# ASSOCIATE IN ARTS DEGREES WITH AN AREA OF EMPHASIS

## ASSOCIATE IN ARTS DEGREE WITH AN EMPHASIS IN BUSINESS, COMPUTER INFORMATION, AND APPLIED TECHNOLOGY

The intent of this degree is to prepare students for careers and/or higher education in business, computer information, and applied technology, 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.

To obtain the Associate in Arts degree with an emphasis in Business, Computer Information, and Applied Technology, 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 below, with at least one course taken in each of the course clusters.
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," "CR," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 34.

Students are advised to consult with faculty in the following fields of interest 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 below represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

**Complete a minimum of 18 units from the following courses, with at least one course taken in each of the course clusters identified below. CWE 168 may be taken to fulfill only one of the course cluster requirements.**

### BUSINESS

ACCT 1A, 1B, 114, 204, 212.1, 212.2, 215  
CWE 168  
ECON 1, 2, 6, 13, 105  
MATH 3A, 3B, 4A, 9, 11, 13, 24, 26, 47, 124, 253  
MGT 1, 12A, 102, 103, 104, 115, 120, 125, 135, 268, 288  
PHIL 2  
RE 170, 172, 174A, 175, 176A, 178, 190, 195, 279  
SP 1  
STATISTICS: ECON 10 or MATH 10 or MGT 10  
WR 2

### COMPUTER INFORMATION

CIM 100A, 100B, 101A, 101B, 104.1, 107.1, 203.1, 206.1, 210.1, 210.2, 210.3, 212.1, 212.2, 214.1, 214.2, 221.1, 221.2, 222.1, 223.1, 224.1, 230.1, 230.2, 240.1, 241.1, 242.1, 242.2, 243.1, 243.2, 244.1, 245.1, 246.1, 260.1, 260.2, 263.1, 263.2, 263.3, 263.4  
CS 1, 36, 37, 38, 39, 40A, 40B, 41, 50A, 130, 131, 230

### APPLIED TECHNOLOGY

*Repeatable courses listed below may be used only once toward fulfillment of the 18-unit emphasis requirement.*

CWE 168  
DMA 51, 55, 65, 140, 150, 160, 170, 175, 180, 200L, 252  
DMP 200, 210, 220, 221, 222, 230, 240, 241, 260  
DR 50, 100, 101, 102  
ENGR 21, 23, 183  
ET 101, 102, 104, 105, 107, 109, 116, 120  
PHYS 2A or 2A+2B or 4A+4B, 4C, 20

## **ASSOCIATE IN ARTS DEGREE WITH AN EMPHASIS IN FINE ARTS: APPLIED ARTS AND PERFORMANCE**

The intent of this degree is to prepare students for higher education in the applied and performing arts or for careers as artists or performers.

This degree emphasizes the working methods, performance practice, and contributions of visual and performing artists in various historical and cultural contexts. Students develop the skills needed to contemplate, interpret, create, perform, respond aesthetically, and work collaboratively. As students receive training in a minimum of three applied and performance arts areas, they learn to relate and apply common and diverse ideas in an interdisciplinary arts environment, in addition to focusing on their specific area of emphasis.

To obtain the Associate in Arts degree with an emphasis in Fine Arts: Applied Arts and Performance, 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 below, 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," "CR," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 34.

Students are advised to consult with faculty in the following fields of interest 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 below represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

**Complete a minimum of 18 units from the following courses, with at least one course taken in three different disciplines:**

**DANCE:** DNCE 1, 6, 7, 12, 13, 17, 18, 22, 23, 30, 33

**DIGITAL MEDIA ARTS AND PHOTOGRAPHY:** DMA/PHOT 51, DMA 55, DMA 140, PHOT 50, PHOT 55, PHOT 56

**MUSIC:** MUS 39, 40, 42, 46, 54, 55, 56, 70, 80, 81, 82, 83, 84, 85

**SPEECH:** SP 1, SP/TA 30, SP 106

**STUDIO ART:** ART 40, 41, 50, 51, 52, 80, 81, 82, 85, 86, 144

**THEATRE ARTS:** TA 15, 16, 17, 18, 19, 40B, 43, 142

## **ASSOCIATE IN ARTS DEGREE WITH AN EMPHASIS IN FINE ARTS: APPRECIATION, HISTORY, AND THEORY**

The intent of this degree is to prepare students for higher education in the history, theory, and appreciation of the arts and/or for one of many careers in the arts—e.g., art educator, curator, critic, researcher, historian, preservationist, or other art-related profession.

This degree emphasizes cross-disciplinary, theoretical study and an appreciation of the arts from a critical and principally non-performing point of view. Students develop an appreciation for aesthetic meaning and significance, and for the contexts— cultural, economic, historical, political, and religious—in which art has been created and viewed over time.

To obtain the Associate in Arts degree with an emphasis in Fine Arts: Appreciation, History, and Theory, 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 below, 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," "CR," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 34.

Students are advised to consult with faculty in the following fields of interest 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 below represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

**Complete a minimum of 18 units from the following courses, with at least one course taken in three different disciplines:**

**ART:** ART 4, 20, 24, 25, 26, 27, 28, 30

**DANCE:** DNCE 77, 85

**PHOTOGRAPHY:** PHOT 1/ART 1

**FINE ARTS:** FA 27

**MUSIC:** MUS 1, 3, 20, 21, 27, 28

**THEATRE ARTS:** TA 20, 21, 25, 26

## 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 philosophy, literature, religion, history, and the arts play in the shaping of human cultures. Students also consider how the central traditions, values, ideas, and texts, and the aesthetic concepts of a culture reflect the human condition. Students explore the connection of language to daily life and cultural context, regardless of which language they use to conduct their study and to converse.

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 below, 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," "CR," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 34.

Students are advised to consult with faculty in the following fields of interest 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 below represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

**Complete a minimum of 18 units from the following courses, with at least one course taken in three different disciplines:**

**ART:** ART 1/PHOT 1, ART 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 133, 144

**CHINESE\*:** CH 2

**DIGITAL MEDIA ART:** DMA 150

**FRENCH\*:** FR 2 [or 2A+2B], 3, 4, 5, 10, 20, 121

**HISTORY:** HIST 1, 2, 3, 4, 10, 11, 20, 21, 22, 24, 31, 32, 33, 40, 41, 50, 51, 70, 71, 73

**HUMANITIES:** HUM 2, 20, 21, 22, 27, 50

**JAPANESE\*:** JA 2 [or 2A+2B], 3, 4, 5, 10, 21

**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, 6, 7, 10, 11

**POLITICAL SCIENCE:** PS 1, 4, 14

**READING:** RD 174

**SIGN LANGUAGE\*:** SIGN 21, 22, 23

**SPANISH\*:** SPAN 2 [or 2A+2B], 3, 4, 10

**WRITING:** WR 2, 10, 11, 13

\* *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.*

## 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.

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 below, 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," "CR," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 34.

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.

**Complete a minimum of 18 units from the following courses, with at least one course taken in three different disciplines:**

**ARTS AND HUMANITIES:** ART 20; FA 27; MUS 1, 20; TA 20

**ENGLISH COMMUNICATION:** PHIL 3; RD 174; SP 1, 2, 3; WR 1, 2

**LITERATURE:** LIT 20, 21, 22, 23, 107

**MATHEMATICS:** MATH 105

**NATURAL SCIENCES:** BIO 1, EARTH 20, GEOL 1, PHYS 20

**SOCIAL SCIENCES:** GEOG 2, 3; HIST 1, 20; HD 7 or PSYC 7; HD 15 or SOC 15; PS 1

## 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.

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 below, 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," "CR," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 34.

Students are advised to consult with faculty in the following fields of interest 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 below represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

**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 + 94L, 97, 99, 99L, 121

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

**COMPUTER SCIENCE:** CS 36, 37

**EARTH SCIENCES:** EARTH 20

**FIELD STUDIES AND RESEARCH:** BIO 4, 13, 19, 30, 101, 103, 104, 110, 140; GEOG 102; GEOL 140, 170, 181, 186

**GEOLOGY:** GEOL 1, 2, 3, 140, 170, 181, 186

**MATHEMATICS:** MATH 3A, 3B, 4A, 13, 24, 26, 47

**MARINE SCIENCE:** MS 20

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

## 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.

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 below, 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," "CR," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on page 34.

Students are advised to consult with faculty in the following fields of interest 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 below represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

**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, 21

**ECONOMICS:** ECON 1, 2, 6, 13, 20, 105

**GEOGRAPHY:** GEOG 1, 2, 3, 38, 102

**HISTORY:** HIST 1, 2, 10, 11, 20, 21, 24, 31, 32, 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, 201

**PSYCHOLOGY:** PSYC 1, 2, 3, 5, 7, 21, 30, 37, 106, 110, 133, 160

**SOCIOLOGY:** SOC 1, 2, 10, 15, 19, 20, 30

**WOMEN'S STUDIES:** WS 10, 100

### 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



# GENERAL EDUCATION



## PHILOSOPHY

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.

## 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 2009-2010

Courses on this list fulfill the 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 the CSU and UC systems. Courses in Reading and Writing, Speaking, Critical Thinking, and Mathematics must be completed with a grade of "A," "B," "C," "CR," or "P."

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. See an IVC counselor for assistance.

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

## LANGUAGE AND RATIONALITY

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

- A. **READING AND WRITING**  
Writing 1
- B. **SPEAKING**  
Speech 1
- C. **CRITICAL THINKING**  
Math 13†  
Philosophy 3  
Psychology 2, 110  
Reading 174  
Speech 2, 3  
Writing 2

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

## MATHEMATICS

Complete one of the following:

- Computer Science 6A°, 6B°
- Economics 10°
- Management 10°
- Mathematics 2, 3A, 3B, 4A, 8, 9, 10, 11, 13†, 24, 26, 30°, 31°, 47, 105, 124, 133, 134, 253
- Psychology 10

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

## NATURAL SCIENCES

Complete one of the following:

- Astronomy 20/25\*
- Biology 1/1L\*, 2, 5, 6/6L\*, 11, 19, 94/94L\*, 109\*\*, 121
- Chemistry 1A, 3, 4
- Earth Science 20
- Geology 1, 2, 22, 23
- Marine Science 20
- Physics 2A, 4A, 20

\* Students must complete both the lecture and lab to receive general education credit

\*\* Only the 4-unit version of Bio. 109 may be applied for general education credit

## SOCIAL SCIENCES

Complete one of the following:

- Administration of Justice 2, 4, 5, 8
- Anthropology 2, 3, 4, 7, 9, 21
- Economics 1, 2, 6°, 13, 20
- Environmental Studies 1, 6°
- Geography 2, 3, 38
- Human Development 7°, 15°
- Management 1
- Political Science 1†, 4, 6, 14, 17
- Psychology 1, 2, 3, 5, 7°, 21, 30°, 32, 37, 106
- Sociology 1, 2, 10, 15°, 19, 20, 30°
- Women's Studies 10

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

## CULTURAL DIVERSITY

Complete one of the following courses:

- Anthropology 2‡, 3‡, 4‡, 7‡, 9‡, 21‡
- Art 22‡, 23‡, 27‡
- Dance 30‡, 34‡
- Geography 2‡
- History 1‡, 2‡, 33‡, 40‡, 41‡†
- Humanities 20‡, 21‡, 22‡
- Human Development 230
- Japanese 5‡, 21‡
- Literature 46‡
- Management 268, 269
- Music 21‡
- Political Science 6‡, 17‡, 41‡†
- Sign 23‡
- Sociology 20‡

‡ May be applied to both the cultural diversity category and the other category in which the course is listed

## HUMANITIES

Complete one of the following:

- French 21
- History 1, 2, 10, 11, 33, 40, 41°
- Humanities 1, 2, 3, 4, 20, 21, 22, 27°, 70, 71, 73
- Japanese 21
- Journalism 40, 41
- Literature 1, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 43, 45, 46, 47, 107
- Philosophy 1, 2, 5°, 7°, 10, 11
- Political Science 5°, 41°

## FINE ARTS AND LANGUAGES

Complete one of the following:

- Art 1°, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 40, 41, 50, 80, 81, 82, 85, 86
- Chinese 1, 1A/1B\*, 2, 2A/2B\*
- Dance 1, 6, 7, 12, 13, 17, 18, 22, 23, 30, 33, 34, 36, 55, 65, 77
- Digital Media Art 51°, 140, 150
- Fine Arts 27
- French 1, 1A/1B\*, 2, 3, 4, 5, 10, 121
- Japanese 1, 1A/1B\*, 2, 2A/2B\*, 3, 4, 5, 10
- Music 1, 3, 4, 5, 6, 20, 21, 27, 28, 39, 40, 41, 42, 43, 46, 47, 54, 55, 56, 57, 80, 81, 82, 83, 84, 85, 160
- Photography 1°, 50, 51°, 55, 56
- Sign Language 21, 22, 23
- Spanish 1, 1A/1B\*, 2, 2A/2B\*, 3, 4, 10
- Speech 30°, 35°, 100, 106
- Theatre Arts 1, 2, 3, 4, 7, 10, 17, 19, 20, 21, 25, 26, 30°, 35°, 40B
- Writing 10, 11, 13

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

## AMERICAN INSTITUTIONS

Complete one of the following:

- History 20, 21
  - Political Science 1†
- † 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

- Adaptive Physical Education 1, 6
- Biology 44, 71
- Dance 50, 51, 142
- Health 1, 2, 103
- Nutrition 1
- Physical Education 3, 4, 5, 6, 8, 10, 11, 12, 13, 20, 22, 23, 25, 26, 27, 32, 71, 73, 76, 77, 78, 79, 91, 94, 96, 97, 101, 107, 131, 202, 205, 209
- Psychology 133

### B. Information Access

- Computer Information Management 104.1, 107.1, 240.1
- Library 10
- Reading 171

### C. Personal and Practical Resources

- Accounting 206
- College Studies 1, 4, 10, 102, 103, 150
- Economics 105°
- Electronic Technology 101
- Human Development 270
- Management 105°, 125
- Physical Education 85, 90
- Women's Studies 100, 120

# CALIFORNIA STATE UNIVERSITY (CSU) GENERAL EDUCATION CERTIFICATION—IRVINE VALLEY COLLEGE 2009-2010

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 2009-2010 General Education Certification List (below) apply to all students, continuing and new, transferring to CSU beginning Fall 2009.

## 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.

**Students must file for CSU evaluation in the Office of Admissions and Records early in their final semester at IVC. CSU certification will be provided only for students who have completed a minimum of 12 units 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.

**COURSES IN AREAS A1, A2, A3, AND B4 MUST BE COMPLETED WITH A GRADE OF “A,” “B,” “C,” “CR,” OR “P.”** For “CR” or “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.

° 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

Speech 1

#### A2: WRITTEN COMMUNICATION

Writing 1

#### A3: CRITICAL THINKING

Philosophy 3

Psychology 110

Reading 174

Speech 2, 3

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 the physical sciences, one course in the biological sciences, and one course in mathematics. At least one course must be a lab science.*

#### B1: PHYSICAL SCIENCE

Astronomy 20, 20/25\*

Biology 10\*

Chemistry 1A\*, 3\*, 4\*

Earth Science 20\*

Geography 1

Geology 1\*, 2\*, 3, 22\*, 23\*

Marine Science 20\*

Physics 2A\*, 4A\*, 20\*

#### B2: LIFE SCIENCE

Anthropology 1

Biology 1, 1/1L\*, 2\*, 5\*, 6, 6/6L\*, 11\*, 12\*, 19\*, 30, 43, 94, 94/94L\*, 97, 99, 99/99L\*, 121\*

#### B3: LABORATORY ACTIVITY

Any laboratory science course indicated by an asterisk in categories B1 and B2 meets this requirement.

### B4: MATHEMATICS/QUANTITATIVE REASONING

Computer Science 6A°, 6B°

Economics 10°

Management 10°

Math 2, 3A, 3B, 4A, 8, 9, 10, 11, 13, 24, 26, 30°, 31°, 105, 124

Psychology 10

\* Any lab science course indicated by an asterisk 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 3 units must be from the Arts and 3 units from the Humanities.*

#### C1: ARTS (ART, DANCE, MUSIC, THEATRE)

Art 1°, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 40, 80

Dance 77

Digital Media Art 150

Fine Arts 27

Music 1, 20, 21‡, 27, 28, 34, 37, 39, 40, 41, 54, 55, 56, 80, 81

Photography 1°, 50, 55, 56

Speech 30°, 100, 106

Theatre Arts 1, 8, 10, 15, 16, 17, 19, 20, 21, 25, 26, 30°, 40B

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

*Continues, next page*

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

## C2: HUMANITIES (LITERATURE, PHILOSOPHY, FOREIGN LANGUAGE)

Any French, Japanese, or Spanish course numbered 1-10\*

Chinese 1, 1A/1B\*, 2, 2A/2B\*

French 20, 21

History 1‡, 2‡, 10, 11, 51‡

Humanities 1, 2, 3, 4, 20, 21, 22, 27°, 50, 70, 71

Japanese 21

Literature 1, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 42, 43, 45, 46, 47

Philosophy 1, 2, 5°, 7°, 10, 11

Political Science 5°

Sign Language 21, 22, 23

Writing 10, 11, 13

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

\* Credit for courses in an A/B sequence will be given only upon completion of both the A and the B course.

## 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.

Prior to graduation from CSU, students must fulfill the AMERICAN INSTITUTIONS REQUIREMENT. Political Science 1 and History 20 or 21 will fulfill this requirement.

The two courses used to meet this requirement may also be used to meet 6 of the 9 units in Area D.

### D1: ANTHROPOLOGY AND ARCHAEOLOGY

Anthropology 2, 3, 4, 7, 9

### D2: ECONOMICS

Economics 1, 2, 6°, 13, 20

Environmental Studies 6°

### D3: ETHNIC STUDIES

History 33

Music 21‡

Sociology 20

### D4: GENDER STUDIES

Anthropology 21

History 51‡

Psychology 21

Sociology 19

Women's Studies 10, 100‡

### D5: GEOGRAPHY

Geography 2, 3, 38

### D6: HISTORY

History 1‡, 2‡, 20, 21, 24, 40, 41°, 51‡

Political Science 41°

## D7: INTERDISCIPLINARY SOCIAL OR BEHAVIORAL SCIENCE

Environmental Studies 1

## D8: POLITICAL SCIENCE, GOVERNMENT AND LEGAL INSTITUTIONS

Administration of Justice 2, 4, 113

Political Science 1, 4, 6, 7, 12, 14, 17

## D9: PSYCHOLOGY

Human Development 7°‡

Psychology 1, 2, 3, 5, 7°‡, 30°, 37, 106‡

Sociology 30°

## D0: SOCIOLOGY AND CRIMINOLOGY

Administration of Justice 2, 8

Human Development 15°

Psychology 30°

Sociology 1, 2, 10, 15°, 30°

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

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

## AREA E: LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT

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

Adaptive Physical Education 1, 6

Biology 44

College Studies 1, 4, 10, 102, 103, 150

Dance 1, 6, 7, 12, 13, 17, 18, 22, 30, 36, 50, 51, 55, 65

Health 1

Human Development 7°‡

Nutrition 1

Physical Education 4, 5, 6, 8, 9, 10, 11, 12, 13, 20, 22, 23, 25, 26, 27, 71, 73, 76, 77, 78, 79, 90, 91, 92, 94, 96, 97, 107, 131

Psychology 7°‡, 106‡, 133

Reading 171

Women's Studies 100‡, 120

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

### IMPORTANT NOTE: Courses on this list are approved for the 2009-2010 catalog year.

Students wishing to use a course taken prior to Fall 2009 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](http://www.assist.org) or contact the Counseling Center or Transfer Center for assistance.

# INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)–IRVINE VALLEY COLLEGE 2009-2010

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. UC applicants also have the option of completing the specific lower-division breadth and general education requirements of the school (or college campus) to which they intend to transfer. CSU applicants may also complete the CSU General Education Certification pattern.

**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 read the provisions noted in the box below and discuss with their counselor restrictions that may apply to the IGETC.

## Certificate of Achievement in Intersegmental General Education Transfer Curriculum (IGETC):

Students who complete 36-46 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.

Students must file for IGETC evaluation in the Office of Admissions and Records early in their final semester at IVC. IGETC certification will be provided only for students whose last coursework toward IGETC 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.

**ALL IGETC COURSES MUST BE COMPLETED WITH A GRADE OF "A," "B," "C," "CR," OR "P." For "CR" or "P" grades, students are allowed a maximum of 14 units, but preferably not in IGETC Areas 1 and 2 and certainly not for major preparation courses. Please consult an IVC counselor.**

Students must complete the entire IGETC before transferring (consult a college counselor for clarification). Consult an IVC counselor or IVC Transfer Center about campuses that do not accept the IGETC.

° 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.

**UC:** *Two* courses required, one each from Group A and B.

### 1A: ENGLISH COMPOSITION

Writing 1

### 1B: CRITICAL THINKING—ENGLISH COMPOSITION

Writing 2

### 1C: ORAL COMMUNICATION

(CSU requirement only)

Speech 1

## AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

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

### 2A: MATH

Computer Science 6A°, 6B°

Economics 10°

Management 10°

Math 2\*, 3A\*, 3B, 4A, 8\*, 9, 10\*, 11\*, 13, 24, 26, 30°, 31°

Psychology 10\*

\* Transfer credit may be limited by UC or CSU or both; 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 1°, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31

Dance 77

Fine Arts 27

Music 1, 20, 21, 27, 28

Photography 1°

Theatre Arts 20, 21, 25, 26

### 3B: HUMANITIES

French 3, 4, 20, 21

History 1†, 2‡, 10, 11, 20, 21, 24, 33, 40, 41°, 51†

Humanities 1, 2, 3, 4, 20, 21, 22, 27°, 50, 70, 71

Japanese 10, 21

Literature 1, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41,

42, 43, 45, 46, 47

Philosophy 1, 2, 5°, 7°, 10, 11

Political Science 5°, 41°

Sign Language 22, 23

Spanish 3, 4

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

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

Continues, next page

° 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 ARCHAEOLOGY

Anthropology 2, 3, 4, 7, 9

##### 4B: ECONOMICS

Economics 1, 2, 6°, 13, 20\*

Environmental Studies 6°

##### 4D: GENDER STUDIES

Anthropology 21

History 51†

Women's Studies 10

##### 4E: GEOGRAPHY

Environmental Studies 1

Geography 2, 3, 38

##### 4F: HISTORY

History 1‡, 2‡

##### 4H: POLITICAL SCIENCE, GOVERNMENT AND LEGAL INSTITUTIONS

Political Science 1, 4, 6, 7, 12, 14, 17

##### 4I: PSYCHOLOGY

Human Development 7°

Psychology 1, 2, 3, 5, 7°, 21, 30°, 37

Sociology 30°

##### 4J: SOCIOLOGY AND CRIMINOLOGY

Administration of Justice 2, 8

Human Development 15°

Psychology 30°

Sociology 1, 2, 15°, 19, 20, 30°

† 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, [20 and 25]

Biology 10

Chemistry 1A, 1B, 3\*, 4\*

Earth Science 20\*

Geography 1

Geology 1, 2, 3, 22, 23

Marine Science 20

Physics 2A\*, 2B\*, 4A\*, 4B\*, 4C\*, 20\*

\* Transfer credit may be limited by UC or CSU or both; see the UC course list.

##### 5B: BIOLOGICAL SCIENCE

Anthropology 1

Biology 1\*, 1/1L\*, 2, 5, 6, 6/6L, 11, 12, 15, 19, 30, 43, 44, 94, 94/94L, 97, 99, 99/99L

\* Transfer credit may be limited by UC or CSU or both; see the UC course list.

#### AREA 6: LANGUAGES OTHER THAN ENGLISH

##### (UC Requirement only)

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 1A/1B, 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 and one course from History/Economics. 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 2009-2010 catalog year.

Students wishing to use a course taken prior to Fall 2009 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](http://www.assist.org) or contact the Counseling Center or Transfer Center for assistance.

# 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.

If students choose to follow the IGETC, they must complete it before they transfer; otherwise, they will be required to satisfy the specific lower-division general education requirements of the college or school at the campus they attend.

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," "CR," or "P." A maximum of 14 units of "Pass" grades (for courses taken on a pass/no-pass basis) will be accepted; however, students are advised to complete writing, math, and major preparation courses 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.

## CERTIFICATE OF ACHIEVEMENT IN IGETC

Students who complete 36-46 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 Colleges of Engineering, Environmental Design, Chemistry and Natural Resources, 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. 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 2009-2010

The UC Course List identifies Irvine Valley College courses that transfer to the UC and explains UC credit provisions, 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](http://www.assist.org), the official source for California articulation and student transfer information.

### Accounting 1A, 1B

### Adapted Physical Education 1\*, 6\*

\* Either or both of these courses combined with *Intercollegiate Athletics 1 through 20; Dance 1, 50, 51 and 65; and Physical Education courses listed with asterisks (\*)*: maximum credit, 4 units.

### Administration of Justice 2, 4, 5, 8

### Anthropology 1, 2, 3, 4, 7, 9, 21

### Art 1, 4, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 40, 41, 50, 51, 52, 80, 81, 82, 85, 86

### Astronomy 20, 25

### Biology 1°, 1L, 2, 4, 5, 6, 6L, 10, 11, 12, 12D†, 13, 15, 19, 30, 43, 44, 71▲, 93, 94, 94L, 97, 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

### College Studies 1, 4, 10

### Computer Science 1, 6A, 6B, 36, 37, 38, 39, 40A, 40B, 41, 50A

### Dance 1\*, 6, 7, 12, 13, 17, 18, 22, 23, 30, 33, 34▲, 36, 50\*, 51\*, 55, 65\*, 77, 85

\* Any or all of these courses combined with *Intercollegiate Athletics 1 through 20; Physical Education courses listed with asterisks (\*)*; and *Adapted Physical Education 1 and 6*: maximum credit, 4 units.

▲ UC credit pending.

### Digital Media Art 51, 55, 65

### 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*.

### Engineering 21, 23

### 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, 6

### Fine Arts 27

### French 1, 1A, 1B, 2, 2A, 2B, 3, 4, 5, 10, 20, 21

### Geography 1, 2, 3, 38

### Geology 1, 2, 3, 22\*, 23

\* No credit if taken after *Geology 2*.

### Health 1, 2

### History 1, 2, 10, 11, 20, 21, 24, 31, 32, 33, 40, 41, 51

### Human Development 7, 15

### Humanities 1, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 73

### Intercollegiate Athletics 1\*, 2\*, 3\*, 6\*, 7\*, 9\*, 10\*, 12\*, 13\*, 15\*, 18\*, 19\*, 20\*

\* Any or all of these courses combined with *Adapted Physical Education 1 and 6; Dance 1, 50, 51 and 65; and Physical Education courses listed with asterisks (\*)*: maximum credit, 4 units.

### Japanese 1, 1A, 1B, 2, 2A, 2B, 3, 4, 5▲, 10, 21

▲ UC credit pending.

### Journalism 40▲, 41▲

▲ UC credit pending.

### Library 10

### Literature 1, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 42, 43, 45, 46, 47

### Management 1, 10, 12A

### Marine Science 20

### Mathematics 2†, 3A\*, 3B, 4A, 8†, 9, 10°, 11\*, 13, 24, 26, 30, 31, 47

† *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, 34, 37, 39, 40, 41, 42, 43, 46, 47, 50, 51, 52, 53, 54, 55, 56, 57▲, 70, 80, 81, 82, 83, 84, 85

▲ UC credit pending.

### Nutrition 1

### Philosophy 1, 2, 3, 5, 7, 10, 11

### Photography 1, 50, 51, 55, 56

### Physical Education 3▲, 4\*, 5\*, 6\*, 8\*, 9\*, 10\*, 11\*, 12\*, 13\*, 20\*, 22\*, 23\*, 25\*, 26\*, 27\*, 32\*, 71\*, 73\*, 76\*, 77\*, 78\*, 79\*, 85†, 86†, 90\*, 91\*, 92\*, 94\*, 96\*, 97\*

\* Any or all of these courses combined with *Intercollegiate Athletics 1 through 20; Dance 1, 50, 51 and 65; and Adapted Physical Education 1 and 6*: maximum credit, 4 units.

† *PE 85* and *86* combined with any *PE, Adapted Physical Education* and/or *Intercollegiate Athletics* course, and/or with *Dance 1, 50, 51, and 65*: maximum credit, 8 units.

▲ UC credit pending.

### 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, 41

### Psychology 1, 2, 3, 5, 7, 10°, 21, 30, 32▲, 37

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

▲ UC credit pending.

### Sign Language 21, 22, 23

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

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

### Speech 1, 2\*, 3\*, 9, 30, 35

\* *Speech 2* and *3* combined: maximum credit, one course.

### Theatre Arts 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 15, 16, 17, 18, 19, 20, 21, 25, 26, 30, 35, 40B, 40C, 41, 42, 43

### Women's Studies 10

### Writing 1, 2, 10, 11\*, 13†

\* *Writing 11*: maximum credit, 6 units.

† *Writing 13*: maximum credit, 6 units.

# COLLEGE CREDIT FOR ADVANCED PLACEMENT (AP) TESTS 2009-2010

Students may earn credit for College Entrance Examination Board (CEEB) Advanced Placement (AP) Tests with scores of 3, 4, or 5. AP credits can be used to meet IGETC and CSU General Education requirements as well as IVC associate degree requirements.

Students must have the College Board send AP exam results to the IVC Admissions Office for use on the associate degrees or general education patterns.

Course credit and units granted at Irvine Valley College may differ from course credit and units granted by a transfer institution.

AP EXAM	IVC ASSOCIATE DEGREES (MAJOR AND GE)	CSU GE	IGETC
Art History	Score of 3: ART 20	Area C1 or C2 3 semester units	Area 3A or 3B 3 semester units
Art (Studio)	Score of 3 (plus portfolio approval): ART 80	N/A	N/A
Biology	Score of 3: BIO 1/1L	Area B2 <b>and</b> B3 4 semester units	Area 5B ( <i>with lab</i> ) 4 semester units
Calculus AB	Score of 3: MATH 2 Score of 4 or 5: MATH 2 and MATH 3A	Area B4 3 semester units	Area 2A 3 semester units
Calculus BC	Score of 3: MATH 3A Score of 4 or 5: MATH 3A and MATH 3B	Area B4 3 semester units	Area 2A 3 semester units
Chemistry	Score of 3: CHEM 3	Area B1 <b>and</b> B3 4 semester units	Area 5A ( <i>with lab</i> ) 4 semester units
Chinese Language and Culture	N/A	Area C2 3 semester units	Area 3B <b>and</b> 6A 3 semester units
Computer Science A	AP credit not accepted	N/A	N/A
Computer Science AB	Score of 3: CS 37 Score of 4 or 5: CS 37 and CS 41	N/A	N/A
Economics - Macroeconomics	Score of 3 or 4: ECON 20 Score of 5: ECON 2	Area D2 3 semester units	Area 4B 3 semester units
Economics - Microeconomics	Score of 3 or 4: ECON 20 Score of 5: ECON 1	Area D2 3 semester units	Area 4B 3 semester units
English - Language and Composition	Score of 4 or 5: WR 201 and WR 301	Area A2 3 semester units	Area 1A 3 semester units
English - Literature and Composition	Score of 4 or 5: LIT 1	Area A2 <b>and</b> C2 6 semester units	Area 1A <b>or</b> 3B 3 semester units
Environmental Science	Score of 3: ENV 1	Area B2 <b>and</b> B3 ( <i>if taken Fall 2009 or earlier</i> ) <b>or</b> Area B1 <b>and</b> B3 ( <i>regardless of when taken</i> ) 4 semester units	Area 5A ( <i>with lab</i> ) 3 semester units
French Language	Score of 3: FR 3 Score of 4: FR 4 Score of 5: FR 5	Area C2 3 semester units	Area 3B <b>and</b> 6A 3 semester units
French Literature	N/A	Area C2 3 semester units	Area 3B <b>and</b> 6A 3 semester units
German Language	N/A	Area C2 3 semester units	Area 3B <b>and</b> 6A 3 semester units
Government and Politics - Comparative	Score of 3: PS 12	Area D8 3 semester units	Area 4H 3 semester units
Government and Politics - U.S.	Score of 3: PS 1	Area D8 3 semester units <i>Does not fulfill the CSU American Institutions Requirement</i>	Area 4H 3 semester units

AP EXAM	IVC ASSOCIATE DEGREES (MAJOR AND GE)	CSU GE	IGETC
History - European	AP credit not accepted	Area C2 <i>or</i> D6 3 semester units	Area 3B <i>or</i> 4F 3 semester units
History - U.S.	AP credit not accepted	Area C2 <i>or</i> D6 3 semester units	Area 3B <i>or</i> 4F 3 semester units
History - World	AP credit not accepted	Area C2 <i>or</i> D6 3 semester units	Area 3B <i>or</i> 4F 3 semester units
Human Geography	Score of 3: GEOG 2	Area D5 3 semester units	Area 4E 3 semester units
Italian Language and Culture	N/A	Area C2 3 semester units	Area 3B <i>and</i> 6A 3 semester units
Japanese Language and Culture	N/A	Area C2 3 semester units	Area 3B <i>and</i> 6A 3 semester units
Latin - Literature	N/A	Area C2 3 semester units	Area 3B <i>and</i> 6A 3 semester units
Latin - Vergil	N/A	Area C2 3 semester units	Area 3B <i>and</i> 6A 3 semester units
Music Theory	Score of 3: MUS 1 and MUS 3	Area C1 <i>(if taken prior to Fall 2009)</i> 3 semester units	N/A
Physics B	Score of 3: PHYS 2A	B1 <i>and</i> B3 4 semester units	Area 5A <i>(with lab)</i> 4 semester units
Physics C - Mechanics	Score of 3: PHYS 4A	Area B1 <i>and</i> B3 4 semester units	Area 5A <i>(with lab)</i> 3 semester units
Physics C - Electricity/Magnetism	Score of 3: PHYS 4A	Area B1 <i>and</i> B3 4 semester units	Area 5A <i>(with lab)</i> 3 semester units
Psychology	Score of 3: PSYC 1	Area D9 3 semester units	Area 4I 3 semester units
Spanish Language	Score of 3: SPAN 3 Score of 4 or 5: SPAN 4	Area C2 3 semester units	Area 3B <i>and</i> 6A 3 semester units
Spanish Literature	N/A	Area C2 3 semester units	Area 3B <i>and</i> 6A 3 semester units
Statistics	Score of 3: MATH 10	Area B4 3 semester units	Area 2A 3 semester units

**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, with units assigned and no grade.

**CSU GE:** The Advanced Placement examinations may be incorporated into the certification of CSU General Education-Breath requirements by any certifying institution. All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated General Education-Breath 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-Breath requirements.

**IGETC:** AP exams must be used in the area indicated regardless of where the certifying California Community College's discipline is located.

Units earned toward transfer may be different than the amount of units applied toward IGETC or CSU GE. Please consult with a counselor.

# 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](http://www.ivc.edu/admissions)—or contact the Irvine Valley College Career/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 110 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. Students may satisfy the associate degree requirements in a number of different ways. These options are described on page 34 of this catalog. The Counseling Center also provides specific information about requirements for the Associate in Arts, Associate in Science, and associate degree with an area of emphasis.



## CAREER/TRANSFER CENTER

The Career/Transfer Center is located on the second floor of the Student Services Center in Room SC 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 during their first semester at IVC. Services include individual appointments with university representatives and university campus tours. In addition, students are advised to meet with an IVC counselor to plan their program of study.

## 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](http://www.assist.org). The site displays reports of how course credits earned at one California college or university can be applied when transferred to another. Students may also access ASSIST from computers in the Career/Transfer Center.

## TRANSFER MAJORS

Students are advised to access ASSIST—[www.assist.org](http://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 Career/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 Counseling Center and Career/Transfer 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. Therefore, in addition to completing general education courses (IGETC, CSU Certification), it is important to complete coursework toward major preparation. Major course information is found on [www.assist.org](http://www.assist.org). 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 the 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 and have no idea of 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 College Studies 102, Career Exploration, a course designed to assist students in deciding on a career, or College Studies 1, Academic Planning, a course designed to assist students in developing an individualized transfer 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. Consult with the Career/Transfer Center to learn about the appropriate filing period. 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.

**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 51) 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 in order 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 at work. 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, however, that requirements for the associate degree may not be the same as requirements for transfer. It is important to consult with a counselor to formulate an educational plan that will best suit your individual needs and goals.

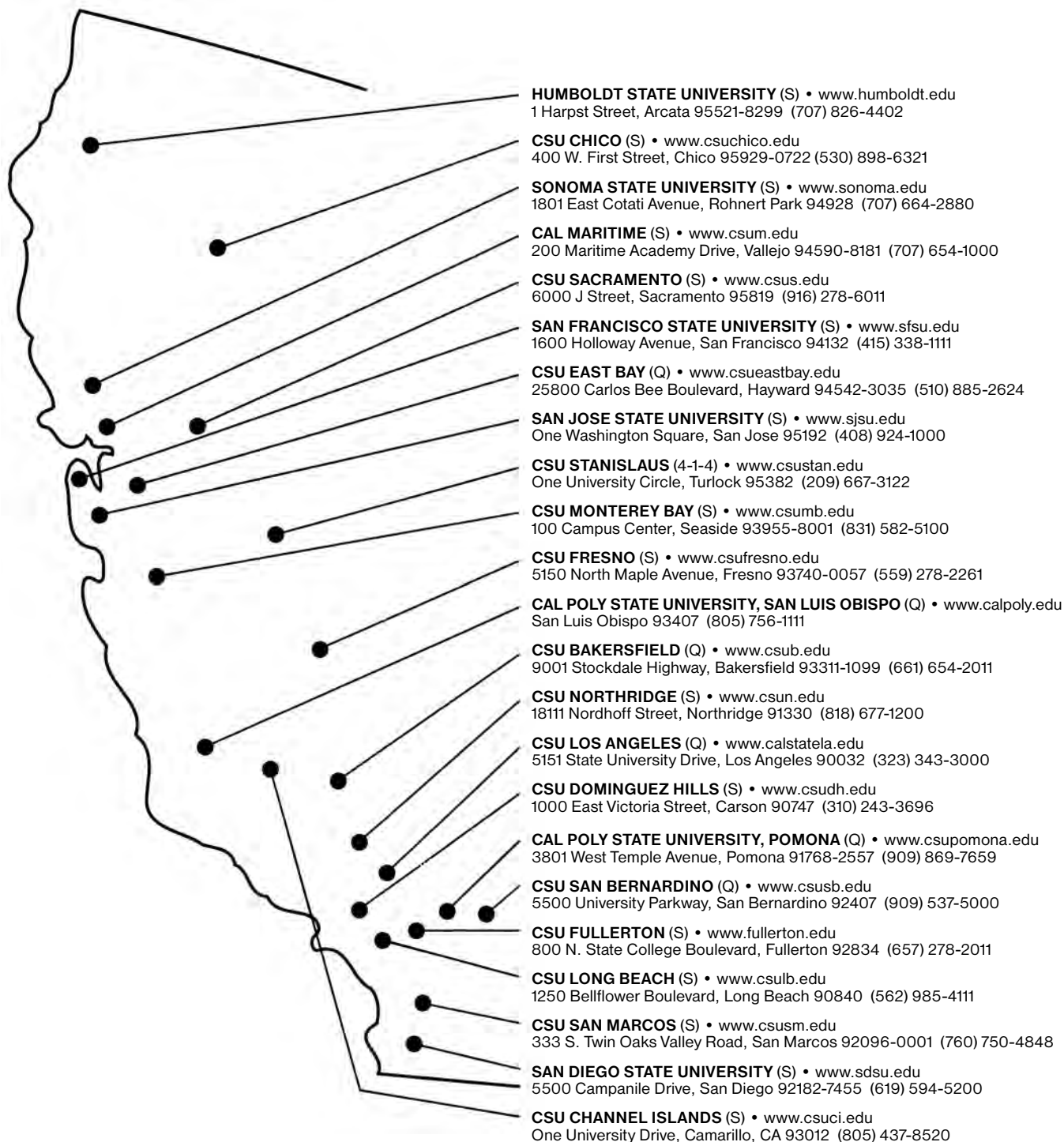
**7. What are "articulation agreements"?**

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

If you are planning to attend a college or university for which IVC has no current articulation agreement (check with the School of Guidance and Counseling), you should make an appointment with a counselor for assistance. Bring the catalog of the transfer institution with you to the appointment.

All students are encouraged to go to [www.assist.org](http://www.assist.org) to find the most up-to-date articulation information with all UC and CSU campuses.

# CALIFORNIA STATE UNIVERSITY CAMPUSES



S = SEMESTER SYSTEM Q = QUARTER SYSTEM

# CALIFORNIA STATE UNIVERSITY ADMISSION REQUIREMENTS

The most up-to-date information about admission to CSU is available at [www.csumentor.edu](http://www.csumentor.edu).

## LOWER-DIVISION TRANSFER ADMISSION REQUIREMENTS

Many campuses may restrict enrollment of lower-division students due to heavy enrollment pressure.

California residents are eligible for admission to the California State University (CSU) system with fewer than 60 semester units (90 quarter units) if they:

- Have a college grade point average of 2.00 or better in all transferable college units attempted.
- Are in good standing at the last college or university attended, i.e., they are eligible to re-enroll.
- Meet the admission requirements for a first-time freshman or have successfully completed necessary courses to make up the deficiencies they had in high school if they did not complete the 15-unit pattern of college preparatory subjects.
- Meet the eligibility index required of a freshman.

Some campuses require lower-division transfer students to have completed English composition and general education mathematics prior to transfer. Students should contact their campus of choice to determine whether there are limits on admission as a lower-division transfer student.

*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

Students are eligible for admission to the California State University (CSU) system with 60 or more transferable semester units (90 quarter units) if they:

- Have a college grade point average of 2.00 or better (2.40 for non-California residents) in all transferable college units attempted.
- Are in good standing at the last college or university attended, i.e., they are eligible to re-enroll.
- Have completed or will complete prior to transfer at least 30 semester units (45 quarter units) of courses equivalent to general education requirements with a grade of "A," "B," "C," "CR," or "P." The 30 units must include all of the general education requirements in communication in the English language (English composition, oral communication, and critical thinking) and at least one course of at least 3 semester units (4 quarter units) required in college-level mathematics.

**IMPORTANT!** Be sure to take the four minimally required courses listed above—**English composition, oral communication, critical thinking, and math, as well as 60 transferable units**—by the end of the spring semester for fall admission and by the end of summer for spring admission to be considered for admission at most CSU campuses.

## 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," "CR," 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

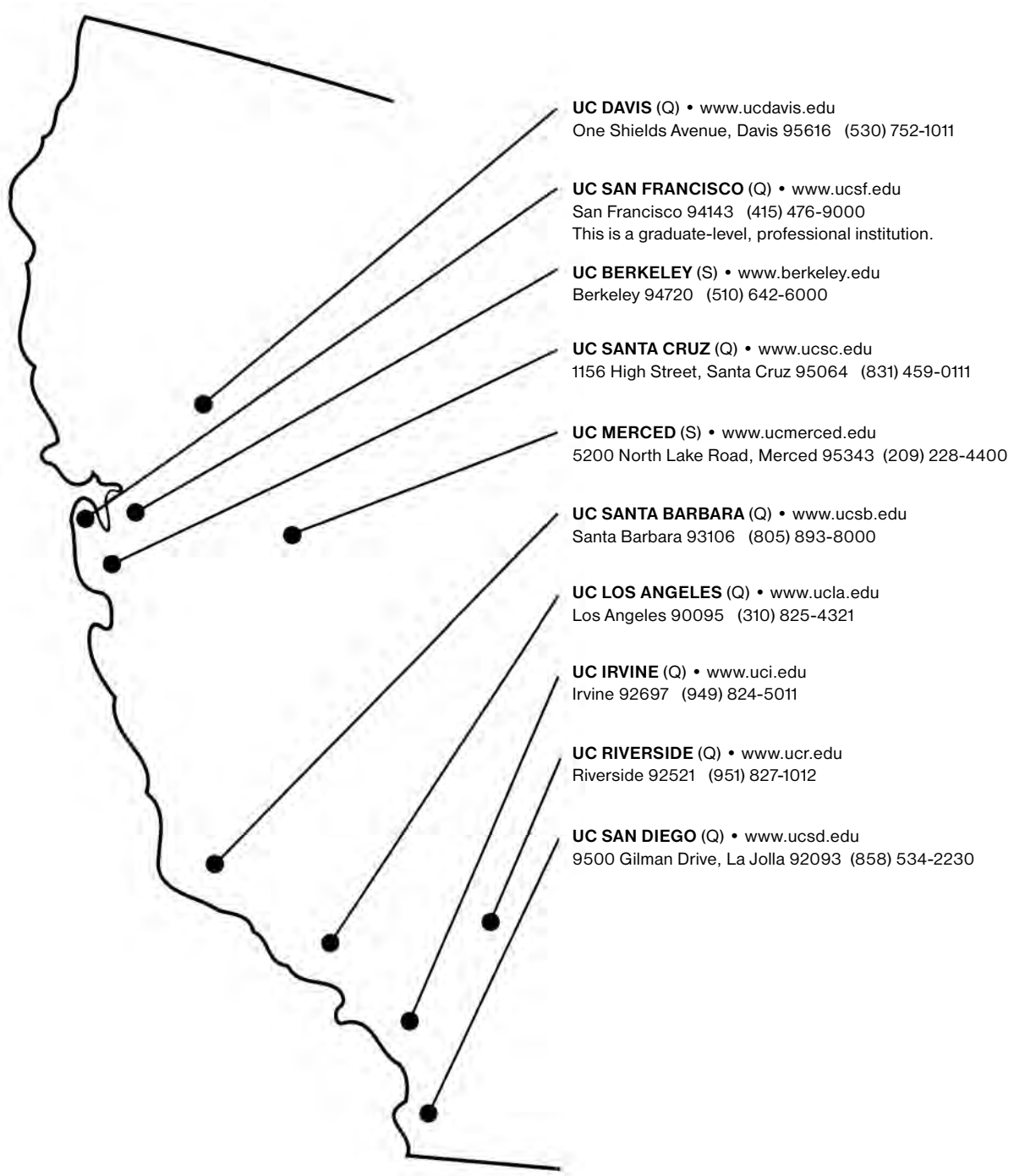
The CSU campus to which students are applying will inform them when to submit official transcripts. Students should request that official transcripts be sent from all colleges and universities that they attended previously, even if no coursework was completed. If students are transferring with fewer 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 30. 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.



# UNIVERSITY OF CALIFORNIA CAMPUSES



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

**UC SAN FRANCISCO (Q)** • [www.ucsf.edu](http://www.ucsf.edu)  
San Francisco 94143 (415) 476-9000  
This is a graduate-level, professional institution.

**UC BERKELEY (S)** • [www.berkeley.edu](http://www.berkeley.edu)  
Berkeley 94720 (510) 642-6000

**UC SANTA CRUZ (Q)** • [www.ucsc.edu](http://www.ucsc.edu)  
1156 High Street, Santa Cruz 95064 (831) 459-0111

**UC MERCED (S)** • [www.ucmerced.edu](http://www.ucmerced.edu)  
5200 North Lake Road, Merced 95343 (209) 228-4400

**UC SANTA BARBARA (Q)** • [www.ucsb.edu](http://www.ucsb.edu)  
Santa Barbara 93106 (805) 893-8000

**UC LOS ANGELES (Q)** • [www.ucla.edu](http://www.ucla.edu)  
Los Angeles 90095 (310) 825-4321

**UC IRVINE (Q)** • [www.uci.edu](http://www.uci.edu)  
Irvine 92697 (949) 824-5011

**UC RIVERSIDE (Q)** • [www.ucr.edu](http://www.ucr.edu)  
Riverside 92521 (951) 827-1012

**UC SAN DIEGO (Q)** • [www.ucsd.edu](http://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.

## CALIFORNIA RESIDENTS

There are several ways to meet the University's minimum admission requirements for transfer students, as described below. The path students use depends upon the degree to which they satisfied UC's minimum eligibility requirements for freshmen at the time they graduated from high school. In all cases, students must have at least a "C" (2.0) average in all transferable coursework.

1. If students were eligible for admission to the University when they graduated from high school—meaning they satisfied the Subject, Scholarship, and Examination Requirements, or were identified by the University during their senior year in high school as being eligible under the Eligibility in the Local Context (ECLC) program—they are eligible to transfer if they have a "C" (2.0) average in their transferable college coursework.
2. If students met the Scholarship Requirement but did not satisfy the Subject Requirement, they must take transferable college courses in the subjects they are missing, earn a grade of "A," "B," "C," "CR," or "P" in each of these required courses, and earn an overall "C" (2.0) average in all transferable college coursework to be eligible to transfer.

3. If students were not eligible for admission to the University when they graduated from high school because they did not meet the Scholarship Requirement, they must:
  - A. Complete 60 semester (90 quarter) units of transferable college credit with a grade point average of at least 2.4. No more than 14 semester units may be taken Pass/No Pass; and
  - B. Complete the following course pattern, earning a grade of "A," "B," "C," "CR," or "P" in each course:
    - Two transferable college courses (3 semester or 4–5 quarter units each) in English composition; *and*
    - One transferable college course (3 semester or 4–5 quarter units) in mathematical concepts and quantitative reasoning; *and*
    - Four transferable college courses (3 semester or 4–5 quarter units each) chosen from at least two of the following subject areas: the arts and humanities, the social and behavioral sciences, and the physical and biological sciences.

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

## 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.

## PLANNING TO TRANSFER TO UC

**Complete information about UC admissions and program planning is available at [www.ucop.edu/pathways](http://www.ucop.edu/pathways).**

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

Knowing what the requirements are and planning their community college program will maximize students' chances for admission to the UC campus and program of their choice. Meeting requirements in advance will give students more freedom when selecting courses once they enroll in the University. Students may also be able to complete their undergraduate education within four years, without having to attend additional terms to meet requirements or take prerequisites.

In rare instances, UC campuses will admit a limited number of lower-division transfer students. This means that, in most cases, students should plan on completing at least 60 semester (90 quarter) units of transferable credit before they transfer.

Most UC campuses will consider for advanced standing admission only those students who have completed 60 semester (90 quarter) units, and many campuses give highest priority in the selection process to California community college students who have completed 60 semester (90 quarter) units. Students should contact campus Admissions Offices for more information.

To learn more about the particular requirements that apply to them, students should read the appropriate UC campus General Catalog.

The IVC Career/Transfer Center can provide students with much of the information they need to start planning. UC representatives, as well as representatives from other four-year colleges and universities, visit the Career/Transfer Center to meet and advise prospective transfer applicants.

Representatives are available to give students precise, up-to-date information about the availability of majors, oversubscribed programs, coursework they need to take and requirements that relate specifically to their circumstances. These representatives also can refer students to other reliable sources of information and advising.

## GENERAL EDUCATION REQUIREMENTS

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

Each school and college at every UC campus has its own general education requirement. With careful planning, students can meet many of the lower-division requirements while attending community college. They 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 48–50 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.

## UNDERGRADUATE MAJOR PREPARATION

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

Transfer applicants are evaluated, in part, on the basis of their performance in major preparation coursework, so it is important that students investigate the requirements for their intended major as soon as possible. If their major requires mathematics and science, it is especially important that students complete those prerequisites before they transfer.

All University programs that lead to a bachelor's degree are listed by discipline and by campus. The Irvine Valley College Counseling faculty can advise students about the specific major preparation requirements for the program they select, or students may research these requirements in [www.assist.org](http://www.assist.org) or in the general catalog of the campus they plan to attend.

Students should begin coursework in their major as soon as they have selected one. If students are applying for fall admission, the campus may require them to complete certain major

preparation requirements by the end of the preceding spring semester. Lack of pre-major work may affect students' eligibility for admission, particularly if there are many applicants and a limited number of spaces.

## GUARANTEED ADMISSION PROGRAMS

Currently, Irvine Valley College offers guaranteed admission programs with UC Irvine, Santa Barbara, Davis, Riverside, Santa Cruz, and San Diego. Students should visit the Career/Transfer Center or Counseling Center to obtain information regarding specific criteria and deadlines.

## 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 the University 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.

Satisfactory completion in high school of 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, satisfies this requirement at all UC campuses except UCSB. (At UCLA, students must also have earned a "B" average in these courses.) UCSB requires students to complete a college-level course. It is highly recommended that students complete this requirement before they transfer.

# FINANCIAL AID

The Financial Aid Office is located in the Student Services Center, SC 120, (949) 451-5287.

Irvine Valley College believes that no student should be denied access to an education for lack of funds. The Financial Aid Office provides information and advisement to students who need help with financing the cost of their education. Eligible students may qualify for a grant, loan, college work-study and/or scholarship.

The awarding of funds for student financial aid is closely regulated by laws designed to direct educational support funds to those who need them most. The student who seeks financial assistance must complete the Free Application for Federal Student Aid (FAFSA). The form is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Information from the FAFSA is used to determine each student's "need level." "Need" is the difference between the total cost of attendance and the available resources from the student and/or the student's family. Once this figure has been established, the college can offer an award package.

To receive financial aid, the student must:

1. Have a high school diploma or pass the "ability-to-benefit" test.
2. Be a citizen or national of the United States, or be in the United States for other than a temporary purpose and intend to become a permanent resident thereof, or be a permanent resident of the Trust Territory of the Pacific Islands. Holders of student visas are not eligible for aid.
3. Be enrolled in a program leading to a degree or certificate.
4. Maintain satisfactory progress in the course of study according to the standards and practices of Irvine Valley College.
5. Not be in default on any loan made from a student loan fund and not owe a refund on grants previously received.
6. Be in need of financial assistance to pursue a course of study at Irvine Valley College.

## FINANCIAL ASSISTANCE PROGRAMS

Financial assistance programs currently offered through Irvine Valley College include the following:

- Board of Governors Fee Waivers
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Extended Opportunity Program and Services Grant (EOPSG)
- Academic Competitiveness Grant (ACG)
- Irvine Valley College Scholarship Program
- Stafford Student Loans
- Unsubsidized Loans
- Plus Loans

Scholarships, grant programs, and loans can change from year to year. For more information, students should visit the Financial Aid Office (Student Services Center, SC 120) or call (949) 451-5287.

For information about Extended Opportunity Program and Services (EOPS), call (949) 451-5243 or visit the EOPS Office (SC 130).

## ASSISTANCE WITH ENROLLMENT FEES

The state has set aside funds to help pay fees for special categories of persons who cannot afford these fees. Students should visit the Financial Aid Office in the Student Services Center at Irvine Valley College, Room SC 120, or phone (949) 451-5287 for information.

## DRUG CONVICTION

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.

## SCHOLARSHIPS

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. Scholarship assistance is provided by colleges, educational programs, national associations, businesses, and local organizations. Scholarships may be designed to meet the criteria specified by donors, established as a memorial, or designated on an annual renewal basis. Individuals, organizations, or companies wishing to establish a tax-deductible scholarship are encouraged to contact the IVC Foundation Office at (949) 451-5290.

## VETERANS PROGRAM

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

Veterans have ten 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 Affairs coordinator in the Financial Aid 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 California Department of Veterans Affairs College Fee Waiver program, call (714) 567-7450.

## COUNSELING SERVICES

The Counseling Center is located in Student Services Center, SC 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 at (949) 451-5319, or they may send an e-mail to [counseling@ivc.edu](mailto:counseling@ivc.edu).

### 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.

### PERSONAL COUNSELING

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

### 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.

### ONLINE EDUCATIONAL COUNSELING

Online counseling is an extension of drop-in counseling. It offers students an opportunity to ask counselors questions online. Students can access the link to online counseling from [www.ivc.edu/counseling](http://www.ivc.edu/counseling).

### COUNSELING FOR INTERNATIONAL STUDENTS

Specific counselors have been designated to work with international students. These counselors work closely with the International Student Center and can 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.

# SUPPORTIVE SERVICES

## DISABLED STUDENT SERVICES

Student Services Center, SC 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 science, English and mathematics, and adapted physical education courses.

Educational accommodations arranged through the Disabled Students office include testing accommodations; pre-registration for classes; notetakers, reading software and interpreters for the deaf; and equipment such as braille, print enlargers, tape recorders, and adapted computers to circumvent each student's specific limitation. The program also provides counseling in vocational education, transfer programs, and personal adjustment.

## LEARNING DISABILITIES PROGRAM

Student Services Center, SC 171  
(949) 451-5630 or 451-5357

The Learning Disabilities Program serves all Irvine Valley College students who are not achieving their educational and/or occupational goals because of difficulties with study and organizational skills or basic skills such as reading, writing, spelling, or math. Students with specific learning disabilities may find it difficult to perform well or to 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 be individually assessed. If a student is considered eligible for the program, an individualized educational plan is implemented through one-to-one tutoring, small group instruction, specialized classes, and individualized learning laboratories. Instruction in the program carries nontransferable community college credit. Students may call for further information and appointments.

## EOPS—EXTENDED OPPORTUNITY PROGRAM AND SERVICES

Student Services Center, SC 130  
(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; academic assessment and planning; academic, occupational, and personal counseling; transfer assistance; peer counseling; child care 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.

## CALWORKS

Student Services Center, SC 130  
(949) 451-5243

Irvine Valley College partners with Orange County Social Services Agency to provide a number of supportive 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.

## CARE PROGRAM

Student Services Center, SC 130  
(949) 451-5243

The Cooperative Agencies Resources for Education (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.

# ONLINE SERVICES AND DISTANCE EDUCATION



## STUDENT E-MAIL

Students are automatically provided a student e-mail 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 e-mail to another account (e.g., their home e-mail).

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 e-mail accounts deleted. Students who drop all of their classes will have both their e-mail accounts and any unread messages deleted.

For the most current information about how to use the student e-mail accounts, students should log on to [www.socccd.edu/email](http://www.socccd.edu/email) and read "Your E-mail Information."

**Important Notice:** Student e-mail 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 64). Students can access this service from [www.ivc.edu/counseling](http://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 at [www.ivc.edu/orientation](http://www.ivc.edu/orientation). 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 at [www.ivc.edu/advisement](http://www.ivc.edu/advisement) 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

**BST 203C**  
**(949) 451-5716**

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](http://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 or computer labs.

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 e-mail 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](http://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), and personal checks (with valid driver's license and student ID). Students can order their textbooks online at [www.ivic bkstr.com](http://www.ivic bkstr.com). Books ordered online can be picked up at the store or shipped via UPS. ATEP students may purchase their books at the IVC Bookstore. Saddleback College students should buy their texts in the Saddleback College Bookstore.

The bookstore is open Monday through Friday. During the rush period each fall and spring (the week before classes begin and the first week of classes) and the first two weeks of summer session, the bookstore extends its normal operating hours. Students should refer to the class schedule for exact hours each semester.

### CAREER/TRANSFER CENTER

Student Services Center, SC 230  
Career: (949) 451-5268  
Transfer: (949) 451-5339

#### CAREER ASSISTANCE:

The Career/Transfer Center is available to help students research careers, make informed career decisions and prepare for a job search. The center's resources include a collection of occupational guides, career-planning books, videos and publications; Internet access; and career software, including Bridges and EUREKA.

The Career/Transfer Center maintains full- and part-time job listings to help students find positions related to their academic and vocational goals. Workshops are offered throughout the year to help students with career planning and job-search strategies. The center also sponsors several job fairs per year. The center complies with all applicable laws regarding equal opportunity and nondiscrimination.

#### TRANSFER ASSISTANCE:

The Career/Transfer Center provides information, resources and special events to educate and assist Irvine Valley College 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 application process. Students can obtain information regarding Transfer Admission Guarantee (TAG) programs available with UC Irvine, UC Davis, UC Santa Barbara, UC Riverside, UC San Diego, and UC Santa Cruz. Students can also receive assistance in accessing information about universities and financial aid programs via Internet workstations in the center. College Source, a CD-ROM program, 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 the many independent colleges and universities. The center also offers transfer tours to help students visit the campuses which they are considering for transfer.

### 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 are 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.



## COMPUTER CENTER

Room BST 209  
(949) 451-5474

The Computer Center serves as a laboratory for classes offered through the School of Business Sciences and the School of Mathematics, Computer Science, and Engineering. Classes supported in the lab include graphics applications, web authoring, and digital publishing; office suite applications; networking technologies; computer security; VoIP (Voice over Internet Protocol); operating systems; accounting; keyboarding; programming; engineering; computer-aided design and drafting; and database design and implementation.

The center is fully equipped with the latest in technology, including Dell and Macintosh computers; network services; scanners; and digital video decks, VCRs and video cameras. With its considerable and diverse equipment and its highly trained staff, the center is an outstanding resource for students.

The BST 209 computers are intended for students working on assignments for courses in the School of Business Sciences and the School of Mathematics, Computer Science and Engineering. For general computer use—e.g., to access the Internet and e-mail, or to type papers required for college courses in which they are enrolled—students may use the BST 209 computer center as long as they are currently enrolled in an academic class at IVC and have an IVC photo ID card.

## HEALTH AND WELLNESS CENTER

Student Services Center, SC 150  
PH: (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 also treats students with acute injuries and diagnoses and treats short-term illnesses such as colds, sore throats, earaches, skin problems, and other health concerns. TB skin testing and some immunizations 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 services 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.

Services at the HWC are free to students who are enrolled and attending classes. There is a nominal charge for any required laboratory work such as blood tests, Pap smears, and pregnancy tests and also 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.

## INTERNATIONAL STUDENT CENTER

Student Services Center, SC 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. Prospective students are encouraged to visit or call the center. They may also contact the International Student Center by e-mail at [mlopez@ivc.edu](mailto:mlopez@ivc.edu).

The international student program is governed under district and U.S. regulations, and students are required to maintain specific standards. Full-time enrollment, the completion of a tuberculosis test when students arrive at the college, and maintaining district-approved health insurance are examples of the requirements within this program. The program staff is available to guide students through the process of admissions, issuing and maintaining proper immigration documents, and ensuring that their other college needs are met.

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

## LEARNING CENTER (TUTORING SERVICES)

Library 100A/B  
(949) 451-5471

The Learning Center in the college library is the central location for the Irvine Valley College peer tutoring program. The center's mission is to support academic learning by providing free tutoring and additional resources to reinforce and supplement classroom instruction. The goal of tutoring is to assist students in achieving success in their classes, to prevent students from dropping classes unnecessarily, to promote their self-confidence, and to help them become independent and active learners.

The center provides individual tutoring as well as group and drop-in sessions. The Learning Center offers a preparatory course for students seeking to become tutors, Tutoring 100, Fundamentals of Peer Tutoring, available each term.

## LIBRARY

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

The Irvine Valley College Library provides books, periodicals, electronic and media resources to students, faculty and staff. The library collection includes approximately 70,000 books, 230 periodicals, 4,300 music CDs, and 3,400 videos/DVDs. A web-based public access catalog allows searching all of these materials. Printers and copy machines are available for student use. 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

One hundred computer workstations in the library provide currently enrolled Irvine Valley College or Saddleback College students access to the Internet, student e-mail, 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.

## 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.

## MATERIAL/BOOK CHECKOUT

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

**Books, CD-ROMs and Diskettes:** 9 items for 3 weeks  
**DVDs, Videos:** 1 item for 1 week  
**Music CDs:** Library Use Only  
**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 may visit the Circulation Desk and request an item using the course name and number—for example, Bio. 1, Math 4A, or Psyc. 150. Because textbooks are in high demand, they are programmed with time-sensitive due dates requiring students to return them within a specified time period or overdue fines will be imposed. Fines are not waived for overdue textbooks, skeletons, musculatures, or other course artifacts.

## LATE FINES AND HOLDS ON STUDENT RECORDS

Seven days after a book or computer software has become overdue, the library places a hold on a student's records. This hold will prevent an individual from registering, adding or dropping classes, and receiving grades, transcripts or diplomas. In order to remove this hold, the student must pay a \$5.00 fee for each late item returned after the hold has been placed. There is a grace period before late items actually accrue a fine (the period varies depending on the type of item). The library staff can provide further information about this regulation.

## KAPLAN ASPECT STUDENTS

Students enrolled in the Kaplan Aspect English Programs have library privileges allowing them to check out four items at a time when they use ESL materials extensively. They also have access to the library's computers. Kaplan Aspect students must present a current Kaplan Aspect ID card with a photo ID.

## LIFE FITNESS CENTER AND STRENGTH TRAINING CENTER

Room 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. Additionally, the center has an assortment of aerobic equipment, including bicycle ergometers, stair climbers, rowers, and treadmills, as well as a wide variety of weight machines and free weights. Physical Education instructors work with students individually or in small groups.

Students interested in using the center must enroll in PE 3, Life Fitness Center Lab, and attend an orientation session. Orientation dates are published in the class schedule and are available on campus by calling the center. The orientation covers the general rules and regulations of using the center and introduces the available equipment.

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 SUCCESS CENTER

Room B 363  
(949) 451-7539

Drop-in tutoring in mathematics is available in the Math Success Center for students who are enrolled in Tutoring 301.

## MEDIA RESOURCE CENTER

Ground floor, BST  
(949) 451-5474

The Media Resource Center is an area for students to plug in a laptop, work on projects, meet with other students or instructors, chat, check out photo and video-editing gear, or take a break between classes. Designed to be an informal and comfortable student-centered resource, the center has meeting areas and study rooms for students, and 30 iMac stations running Windows/Mac OS for student use.

In order to use the center, students must have a valid IVC student photo ID card, available at the Campus Police building during posted hours. To obtain their ID students must present a driver's license or other photo identification card and a printout of fee payment from the Bursar's Office showing a zero balance.



## WRITING CENTER

Room B 353  
(949) 451-5249

The Writing Center offers instructional support in reading and writing to students enrolled in Writing 180 or Writing 280, the Writing Conference. Enrolled students may use the center to confer individually with English instructors, and to log on to computers for word processing or researching via the Internet.

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 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 180 must record 24 hours spent in the center in order to receive .5 unit of credit.

Students who are not enrolled in the Writing Conference but seek help writing their college transfer application essay may come to the center for assistance.

## ASSOCIATED STUDENTS (ASIVC)

Student Services Center, SC 260A  
(949) 451-5260

### 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 events for the semester; free scanners; discounted Regal Cinema, AMC Theatre, 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 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 class schedule. Additional information is available in the Associated Student Office, SC 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 class schedule by the letter "H" before the ticket number.

**NEW IVC STUDENTS** must submit an application packet to join the program. The packet contains:

- An application form
- Transcripts demonstrating a 3.5 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.

Eligible 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 sections are noted in the schedule of classes by the letter "H" before the ticket number.

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.

Application forms are available online at [www.ivc.edu/honors](http://www.ivc.edu/honors) or in the program office, Room A 201A, Irvine Valley College. Students may contact Professor Kay Ryals, program director, for further information by calling (949) 451-5300 or by sending an e-mail to [honorsprogram@ivc.edu](mailto:honorsprogram@ivc.edu).

The Irvine Valley College Honors Program is a member of the UCLA Transfer Alliance Program (TAP) and of the Honors Transfer Council of California.

### HONOR SOCIETIES

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 e-mail to ktucker@ivc.edu or jrudmann@ivc.edu.

## INTERCOLLEGIATE ATHLETICS PROGRAM

### 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 12 state championships and 21 conference titles from 1990 through the spring of 2009. IVC currently competes in 12 intercollegiate sports: baseball, women's badminton, and men's and women's basketball, golf, soccer, tennis, and volleyball.

In just eight 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 10 of coach Jerry Hernandez's 14 years at the helm. Ranked as high as #2 in the state rankings in 2007-08, IVC set a school record for wins in a season, finishing 27-5 as five players signed with Division-I teams. Hernandez, who garnered his 250th career win at IVC in 2008, has won a conference championship and sent more than 60 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 250-136. 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.

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. **WOMEN'S TENNIS**, always in the hunt for a title in the best women's conference in California, won a conference championship in 1999.

**MEN'S VOLLEYBALL** needed just two years to claim a conference and state title, winning the crowns in 1993 under coach Tom Pestolesi. Since 2005, IVC has reached the state final four in four consecutive seasons, and finished as back-to-back state and national champions in 2007 and 2008. IVC also won the conference title for the third straight year and the fourth time in program history in 2008. Peter Johnson was voted Conference Player of the Year in both 2007 and 2008 by conference coaches, and State MVP after guiding the Lasers to the 2008 championship.

The **WOMEN'S VOLLEYBALL TEAM** won its second consecutive OEC conference title in 2008, and advanced to the State Championship Final 8 for the fourth time in school history—this on the heels of the 2007 season in which IVC set school records for wins, conference wins and consecutive wins in posting a 22-1 record and a state #1 ranking. 2008 MVP Mar Guadagnini 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. The IVC program has become one of the nation's best and most consistent programs, having reached the state championship finals in 1999, 2003, and 2005, as well as 2008. Pavlik joined 2005 setter Tiffany Hess in receiving All-American honors for the Lasers.

The **WOMEN'S BADMINTON TEAM** has established itself as the top program in the state. The Lasers won the 2009 state crown, 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 (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, and its second in 2009. 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. 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 both 2004 and 2006. Coach Burnett also coaches the men's golf team in what has become the nation's best golf conference. 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.

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 men's and women's head coaches hold at least a master's degree.

## CONFERENCE PLAY

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

## ELIGIBILITY

As mandated by CCAA rules, IVC advises student-athletes to check with coaching staffs and the CCAA rule-book 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 CCAA 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 CCAA 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 CCAA bylaws in order to avoid loss of eligibility. All interested students are urged to review the bylaws at [www.coasports.org](http://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 AND RESOURCES

### OUTREACH AND COMMUNITY RELATIONS

Student Services Center, SC 220F  
(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 individual and large group campus tours; presentations to high school students, parents, and community groups on admissions procedures, academic programs and student services; application workshops; visits to local high schools; attending college fairs; participating in community events; and coordinating the Early Priority Registration Program for High School Seniors and the Achieve College Early (ACE) Program for current high school students who wish to get a head start on their college education.

### EMERITUS INSTITUTE Classes for Older Adults

Room A 121 (949) 451-5382

The Emeritus program is designed to provide courses of interest and value to older adults at convenient off-campus sites. Emeritus courses may be taken on a pass/no pass basis only. These courses do not meet degree or certificate requirements, nor are they transferable to colleges or universities. Courses are described in this catalog, and current offerings are listed in the class schedule.

### COMMUNITY EDUCATION AND CORPORATE TRAINING

Room A 125 (949) 451-5555

The department offers fee-based, non-credit classes for adults to promote career, professional, technical and personal enrichment. Community Education classes are short-term, and many are offered online. Traditional, in-person classes are held in the evening or on weekends.

The training needs of local business 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

Room B 355 (949) 451-5468

The Irvine Valley College Testing Center offers candidates from business, industry and information technologies an opportunity to become certified in Microsoft Office, Linux, A+, Cisco, MSCE, Novell, Security Certified Programs, and other professional areas. The center provides a quiet, state-of-the-art environment. On-site registration and paper testing are available.

### KAPLAN ASPECT ENGLISH PROGRAMS

(949) 451-5420 or 651-1165

Irvine Valley College is one of 24 centers in North America operated by Kaplan Aspect International Programs. Kaplan Aspect is a private educational institution that offers intensive English as a Second Language instruction. Kaplan Aspect programs are specially designed to prepare international students for successful study at American colleges, universities, and technical schools. Advanced students attend

classes that enhance skills needed for university studies, as well as classes that prepare them for the TOEFL. Students who successfully complete 10 weeks of advanced English at Kaplan Aspect qualify for waiver of the TOEFL requirement at IVC. The program also offers professionals an opportunity to acquire English language skills for their personal or professional needs. Kaplan Aspect is authorized under federal law to issue I-20s for applicants to obtain student visas.

Kaplan Aspect students have the opportunity to live with American host families, attend classes at a Kaplan Aspect site on the IVC campus, and access most facilities within the South Orange County Community College District. The year-round program has classes up to 25 hours per week, Monday through Friday. Special summer programs are also available.

### AIR FORCE RESERVE OFFICER TRAINING PROGRAM (AFROTC)

Air Force Reserve Officer Training Corps (AFROTC) educates and trains highly qualified undergraduate and graduate students for commissioning as officers in the United States Air Force. AFROTC offers a variety of two, three, and four-year scholarships, which also come with \$900 a year for books and a monthly stipend (ranging from \$300 to \$500).

Students attending Irvine Valley College can take AFROTC at any one of the host detachment locations. For information about eligibility and program benefits, students may contact the Loyola Marymount University Department of Aerospace Studies ([www.lmu.edu/afrotc](http://www.lmu.edu/afrotc)) at (310) 338-2770 or email [Det040@lmu.edu](mailto:Det040@lmu.edu). Additional information can also be found at [www.afrotc.com](http://www.afrotc.com).

# 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,” “CR,” “P,” “NC,” “NP,” “RD,” “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.

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.

## CLASS ATTENDANCE

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 six cumulative instructional hours.

**However, it is always the student's responsibility to withdraw officially from classes.** In no case should students presume they have been dropped by the instructor.



# 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 President's Office (949) 451-5210.

### 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 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 web site 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 course work.
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. The final examination schedule is published in the class schedule, and students are responsible for taking all assigned final examinations as they are listed in the schedule. 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 55758). 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 through 65% of a semester (the last day of the 11th week of classes for regular, full-semester classes). The academic record of a student who remains in a class beyond 65% of a semester must reflect one of the following symbols: "A," "B," "C," "D," "F," "CR," "P," "NC," "NP," "I," "IP."

No notation ("W" or otherwise) will be made on the academic record of a student who withdraws during the first four weeks of a full-semester course or during the first 30% of a course offered in a shorter than full-semester period. Withdrawal from class anytime between 30% and 65% of a semester 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 include complete written details of the student's extenuating circumstances, and only reasons of extreme emergency clearly beyond the student's control will be considered. Petitions for this exception will be allowed only through the grade appeal opportunity, which expires 45 days after final grades are posted for a given semester.

### **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” “NC,” “NP”). Additional retakes are permitted on a limited basis through a petition process filed at the Office of Admissions and Records. When a student is authorized to repeat a course due to earning a substandard grade, previous grades and credits for each repetition are disregarded in the computation of grade point averages. Only the most recent grade will be used to calculate the student’s grade point average. However, all previous work will remain on the transcript, ensuring a true and complete academic history.

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

### **GRADE NOTIFICATION**

Grades are available through MySite after they are submitted to the Office of Admissions and Records following final exams. Official transcripts including the semester’s grades are not available until approximately three weeks after the semester ends. Grades are not available by mail or by 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) 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 84 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.
- Pass/No Pass grades may not be converted to traditional letter grades except through a petition filed at the Office of Admissions and Records; such a grade change requires taking an appropriate examination and specific approval by the Board of Trustees.
- Standards for the Dean’s List or other academic honors require completion of a minimum of 12 units in letter-graded courses.

## 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. 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 eligibility requirements for inclusion on the Dean's List.

The Dean's List is published through the Office of Instruction at the beginning of each academic semester in recognition of full-time students who have achieved or maintained these high academic standards during the previous semester.

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

## GRADUATION HONORS

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

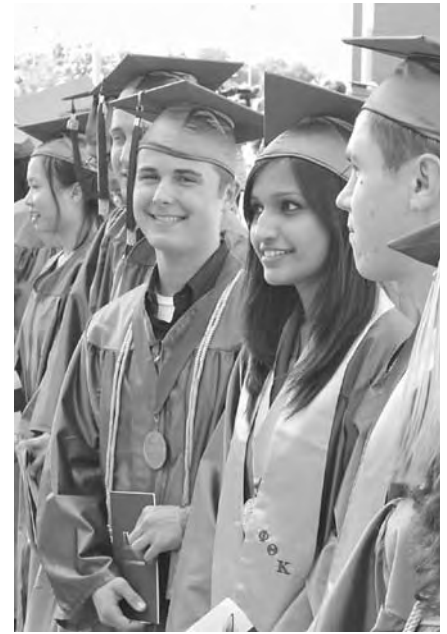
**Summa Cum Laude:** 4.0 GPA

**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 that is counted toward the degree. The academic transcript of work completed within the South Orange County Community College District and all work for which an official transcript has been received from other accredited institutions (used as transfer credit) will be included in the calculation to determine graduation honors. In addition, 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.



## 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.

### COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

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:

General Examination	Application toward Associate Degree	units
<b>English</b>	No credit	0
<b>Humanities</b>	Humanities and Fine Arts	3
<b>Mathematics</b>	Mathematics	3
<b>Social Science</b>	Social Science	3
<b>Natural Science</b>	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.

CLEP scores will not be used for general education certification for the California State University System. In addition, 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) EXAMINATIONS

Specific course credit may be earned by students who passed specific College Board Advanced Placement (AP) Examinations with scores of 3, 4, or 5 during high school. AP credits can also be used to meet IGETC and CSU General Education requirements as well as IVC associate degree requirements.

Advanced Placement Examinations are noted in the chart on pages 52-53 with the specific course credit and general education area 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 official AP exam transcripts to the IVC Admissions Office for use on the associate degree or other general education patterns.

**Course credit and units granted for AP exams at Irvine Valley College may differ from course credit and units granted by a transfer institution.**

## 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, 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/careered/techprep](http://www.ivc.edu/careered/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.

Students may petition the Irvine Valley College Office of Admissions and Records to receive college credit after completing at least 3 units of coursework offered by IVC with a minimum GPA of 2.0.

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.

## SADDLEBACK COLLEGE CREDIT

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.

### 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 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.

## CONTRACT EDUCATION

Contract education 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. 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.

## COOPERATIVE WORK EXPERIENCE (CWE)

Cooperative Work Experience (CWE) is a method of education which 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 which 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.

In this program, the institution assumes the responsibility for integrating work experience into the educational process. The title "Cooperative Work Experience" refers to the cooperation of outside agencies and educators in combining to improve the total educational program for the students. 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.

## INDEPENDENT STUDY

Petitions for regular (catalog-listed) and individual project (contract education) courses on an independent-study basis are available in the Office of Instruction or Office of Admissions and Records. Petitions should be filed with the Office of Instruction, which coordinates the enrollment process through the Office of Admissions and Records. Special Part-time Students (K-12) are not eligible for independent study courses. Enrollment in independent study courses is not permitted after the 30% point (the drop date) of the regular class term.

**REGULAR COURSE:** A student may, because of special circumstances, petition to take one of the courses listed in the catalog on an individual independent-study basis. A petition must be approved both by the instructor who will supervise the contract study and by an appropriate administrator.

**INDIVIDUAL PROJECT:** With the consent of the instructor and the appropriate administrator, a student may pursue advanced study after completing the introductory offering in a particular field. The student, in cooperation with the instructor, prepares and executes a petition for contract education which includes a written academic contract outlining the project or study; specific student objectives and responsibilities; and instructor responsibilities for conference and evaluation of the individual learning project.

## SPECIAL STUDIES WORKSHOPS

Special Studies Workshops can be used by groups of students after they have completed an introductory course for advanced study with an instructor; for nontraditional educational experiences not available through regular course offerings; and for nondepartmental interdisciplinary study. In addition, such workshops may be used to experiment with pilot courses or to meet particular community educational needs. The instructor and a group of students execute a learning contract which clearly delineates the contracted hours and areas of study, as well as the means by which students will master the subject matter and be evaluated.

Special Studies Workshops require the approval of the appropriate administrator and the Vice President of Instruction. Approval is dependent upon adherence to district policy on minimal class size and conformity to established standards of academic rigor. Students will use the same petition form as used for the independent study options. These forms are available only in the Office of Instruction or Office of Admissions and Records. They must be filed in the Office of Instruction within the first two weeks of any given semester to facilitate enrollment.

## 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, Sections 55764 and 55765. 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,” “NC,” 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

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,” “NC,” 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,” “NC,” 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

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.

### VETERANS DISMISSAL

Irvine Valley College enforces a policy relative to standards of conduct and progress expected by the Department of Veterans Affairs. The Veterans Office (located in the Financial Aid 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 Office for details.

### 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.



## 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 web site: [www.socccd.edu/board/boardpolicies.asp](http://www.socccd.edu/board/boardpolicies.asp)

Grievance forms are available online at [www.ivc.edu/policies/grade grievance.aspx](http://www.ivc.edu/policies/grade grievance.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 following individuals:

**Elizabeth L. Cipres, EdD**  
Dean of Counseling Services  
Room SC 2101 • (949) 451-5410

**Gwendolyn M. Plano, EdD**  
Vice President of Student Services  
Room SC 220D • (949) 451-5214

**Craig Justice, PhD**  
Vice President 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/grade grievance.aspx](http://www.ivc.edu/policies/grade grievance.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/grade grievance.aspx](http://www.ivc.edu/policies/grade grievance.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/policies/grade grievance.aspx](http://www.ivc.edu/policies/grade grievance.aspx).

#### 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.

# STUDENT RIGHTS

## 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 gender, race, age, color, religion, national origin, ethnicity, disability, sexual orientation 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.

### 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.

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. 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 web site:** [www.ivc.edu/policies/harassment.aspx](http://www.ivc.edu/policies/harassment.aspx)

**SOCCCD web site:**  
[www.socccd.edu/hr/HRforms.asp](http://www.socccd.edu/hr/HRforms.asp)

**State Chancellor of the California Community Colleges web site:**  
[www.cccco.edu](http://www.cccco.edu)

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 SC 220D, at Irvine Valley College. The brochure is also available for downloading from the SOCCCD web site: [www.socccd.edu/hr/HRforms.asp](http://www.socccd.edu/hr/HRforms.asp).

## 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, SC 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 SC 220D, (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 SC 220D, 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 will 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, 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.

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, 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	24.1%
Irvine Valley College	28.47%

### TRANSFER RATE

Statewide	17.91%
Irvine Valley College	20.35%

In compliance with the Student-Right-to-Know 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 2005, 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 2005 to Spring 2008. 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 2006 to Spring 2008, 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 web site: <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.

Students who completed at least 12 credit units at IVC and enrolled in either transfer-level Math or English had a 55.55% transfer rate to a four-year institution within six 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.

## 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:

- Ineligibility for all student government roles;
- Removal from any student government position;
- Revocation of the privilege of participating in college and/or student-sponsored activities;
- Ineligibility for membership on an athletic team;
- Limitation of courses and/or instructors the student may take;
- 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

- Removal from one or more classes for the remainder of the school term.
- 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 Center fees may result in a student's transcript 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, E-Mail, 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 conferences; 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 e-mail 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 e-mail 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. 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 will result in the vehicle being 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 \$35.00 to \$250.00, depending on the type of violation. An appeal process is available, 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 [www.ivc.edu/police/pages/parking\\_regs.aspx](http://www.ivc.edu/police/pages/parking_regs.aspx).

## BEGINNING OF SEMESTER

**WAIVER:** Beginning on the first class meeting day of each full semester, the requirement to display a valid student parking permit in student or other non-reserved parking areas is waived for two calendar weeks. The waiver also applies to the first week of the first summer session, beginning on that first class meeting day. This waiver does not apply at staff, disabled, 30-minute parking, or any other posted/reserved space. Citations will be issued for parking violations at these locations.

**PARKING PERMITS:** The South Orange County Community College District annually determines the cost of parking permits and the fees charged to purchase daily permits from dispensers.

Students may purchase parking permits when they register online or at a later time through MySite or at the Bursar's Office in the Student Services Center. Permits purchased online will be mailed directly to the student.

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 parking permits are valid for student/staff parking at Saddleback College and ATEP.

## DAILY PARKING PERMIT

**DISPENSERS:** Daily parking permit dispensers are located near the entrances to lots #1, #5, #8 and 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.

## LOST OR STOLEN PERMITS:

Students who lose their parking permit must go to the Bursar's 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.



# COURSE INFORMATION

## COURSE NUMBERS

**1–299** Intended for associate degree and occupational certificate programs.

**1–99** Generally transfer to both CSU and UC. UC credit provisos, if any, are explained on the UC Course List, page 51. Many general education courses are numbered in this range

**100–199** Generally transfer to CSU but not to UC. Many general education courses are numbered in this range.

**200–299** 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 continuing education (whether related to employment or personal development), for skill development, and for college preparatory purposes.

**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–** Do not apply toward degrees or certificates and do not carry transfer credit to four-year institutions.

**EXP 289–** Designate new 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 courses are below transfer level.

## UC TRANSFER STATEMENTS

A number of courses in the IVC catalog include statements to clarify their transfer status to the University of California (UC) during the current academic year.

**UC CREDIT PENDING:** New IVC courses numbered from 1 to 99 that are currently under review by the University of California.

**UC CREDIT PROVISO (SEE UC COURSE LIST):** Courses numbered from 1 to 99 for which the University of California has noted a transfer condition. Credit provisions 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 in such areas as physical education activity courses; limitations on credit granted for courses with overlapping content; and other similar conditions (see page 51).

**For the 2009-2010 UC Approved Course List, see page 51.** 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](http://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 three times. Repeatable models are as follows:

**MODEL A COURSES (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 COURSES (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 total of four times to afford development through supervised practice or group assignments.

**MODEL I COURSES (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.

An "**NR**" at the end of a course description indicates that the course **may not be repeated**.

**Note:** Students who have earned a substandard grade—that is "D," "F," "NC," 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 above models (see page 22).

**Otherwise, courses not identified in the catalog as repeatable by one of the above 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 22 for important information about repeating courses.**

# READING COURSE DESCRIPTIONS

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

Weekly class hours, lecture, laboratory, and/or learning center  
For coursework standards and expectations, see page 95.

Prerequisite—mastery of subject at a certain level is necessary for success in this class. See page 26.

Corequisite—concurrent (simultaneous) enrollment in or prior successful completion of a companion course and/or lab is required. See page 26.

Limitation on enrollment—special conditions apply for entry into a course. See page 26.

Recommended preparation—certain preparation is advised before students enter the course. See page 26.

Course ID      Course Title

## ANTH 1: INTRODUCTION TO PHYSICAL ANTHROPOLOGY

3 Units Units of Credit

3 hours lecture

Transfers: CSU, UC

Physical Anthropology 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

Course may not be repeated.

## BIO 6: CELLULAR BIOLOGY

3 Units

3 hours lecture

Transfers: CSU, UC

Prerequisite: Bio. 1, Chem. 1B and Math 253.

This course presents an analysis of living systems at the cellular level. It examines the structure and function of prokaryotic and eukaryotic cells and their organelles; the energetics and biochemistry of metabolism; the processes of intracellular transport; and the process of protein synthesis. NR

## WR 280: WRITING CONFERENCE

.5 Unit

1.5 hours learning center

Corequisite: WR 201 or WR 301

This pass/no-pass corequisite course offers one-on-one conference instruction with English instructors for students enrolled in Writing 201 and Writing 301. Students must spend at least 24 hours in the Humanities Center during the semester and participate in no less than four conferences in order to receive credit.

R-E-3 Limits on course repeatability and credit accumulation.

See page 95.

## IA 12: INTERCOLLEGIATE WOMEN'S BASKETBALL

1 or 2 Units

5 or 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 women's intercollegiate basketball. R-E-3

Course carries transfer credit to UC, but some restrictions may apply. See page 94 for UC transfer statements. See page 51 for the UC Course List.

## MUS 80: BEGINNING VOICE

2 Units

1.5 hours lecture, 1.5 hours lab

Transfers: CSU, UC

Recommended Preparation: Mus. 1

This course is designed to provide students with vocal training and introduce them to vocal literature from a variety of cultures and genres, including art songs, folk songs, and songs of the musical theatre. The goal is to train students to use the unamplified voice to its best advantage, to interpret and perform songs suited to their individual ability, and to read their vocal parts. Concert attendance may be required. R-E-3

# ACCOUNTING

School of Business Sciences

**Dean:** Roger Owens, PhD

**Academic Chair:** Bob Urell

**Faculty:** Donald Bradshaw, Claudia Egkan, Dixie Massaro, Daniel Scott, DBA, Terry Thorpe, Bob Urell

## Curriculum

Courses are offered in all phases of accounting. The curriculum emphasizes the use of the computer in a variety of accounting applications. Because the principles and practices of accounting are basic knowledge essential to any person entering the field of business, the faculty encourages students in related areas of business to enroll in accounting courses.

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 accounting positions in the public and private sector in such areas as banking, retail and wholesale trades, and government.

## Career Options

Examples of careers for the accounting major include the following:

### Private Accounting

- Certified Internal Auditor
- Certified Management Accountant
- Cost Accountant
- Management Accountant

### Public Accounting

- Certified Public Accountant (CPA)
- General Business Accountant
  - Accounts Receivable
  - Accounts Payable
  - Payroll
- Tax Accountant

## Associate Degree

### Associate in Science Degree in Accounting

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Programs

### Certificate of Achievement: Accounting Certificate of Proficiency

- Financial Accounting
- Financial/Managerial Accounting
- Payroll
- Computerized Accounting
- Income Tax

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. In cases where the total

unit requirement is less than 12 units, students must complete all of the courses in the program at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Science Degree or Certificate of Achievement Major Requirements: ACCOUNTING

#### Complete the following courses:

	Units
<b>ACCT 1A</b> Financial Accounting	4
<b>ACCT 1B</b> Managerial Accounting	4

#### Complete a minimum of four courses from the following:

<b>ACCT 204</b> Accounting Applications: QuickBooks	3.5
<b>ACCT 212.1</b> Spreadsheets I	2
<b>CS 1</b> Introduction to Computer Information Systems	4
<b>MGT 1</b> Introduction to Business	3
<b>MGT 12A</b> The Legal Environment of Business	3

**TOTAL UNITS: 19.5-21.5**

#### Recommended Electives:

ACCT 114, 212.2; ECON 1, 2; MGT 103, 104, 120, 125, 268.

### Certificate of Proficiency: **FINANCIAL ACCOUNTING**

This certificate 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
<b>ACCT 1A</b>	Financial Accounting	4
<b>ACCT 212.1</b>	Spreadsheets I	2
<b>ACCT 212.2</b>	Spreadsheets II	2
<b>TOTAL UNITS</b>		<b>8</b>

### Certificate of Proficiency: **FINANCIAL/MANAGERIAL ACCOUNTING**

This certificate 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
<b>ACCT 1A</b>	Financial Accounting	4
<b>ACCT 1B</b>	Managerial Accounting	4
<b>ACCT 212.1</b>	Spreadsheets I	2
<b>ACCT 212.2</b>	Spreadsheets II	2
<b>TOTAL UNITS</b>		<b>12</b>

### Certificate of Proficiency: **PAYROLL**

This certificate 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
<b>ACCT 1A</b>	Financial Accounting	4
<b>ACCT 205</b>	Payroll Accounting and Taxation	3
<b>ACCT 212.1</b>	Spreadsheets I	2
<b>ACCT 212.2</b>	Spreadsheets II	2
<b>TOTAL UNITS</b>		<b>11</b>

### Certificate of Proficiency: **COMPUTERIZED ACCOUNTING**

This certificate 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
<b>ACCT 204</b>	Accounting Applications: QuickBooks	4
<b>ACCT 212.1</b>	Spreadsheets I	2
<b>ACCT 212.2</b>	Spreadsheets II	2
<b>TOTAL UNITS</b>		<b>8</b>

### Certificate of Proficiency: **INCOME TAX**

This certificate 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
<b>ACCT 206</b>	Individual Income Taxation –Federal and State	3
<b>ACCT 207</b>	Business Income Taxation –Federal and State	3
<b>TOTAL UNITS</b>		<b>6</b>

## COURSES

### **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. The course covers all aspects of the accounting cycle, including financial statements, cash flow, and the adjusting and closing processes. The following areas of financial activity are examined: assets (including cash and receivables); debt and equity investments; inventories and accounting for plant assets; accounting for capital acquisition through debt or equity financing; and ethical considerations in all aspects of financial accounting. The corporate form of business ownership is the focus of this course. 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. Various managerial principles will be applied to the decision-making process: fixed vs. variable costs; cost-volume-profit relationships; centralized vs. decentralized budgeting; differential analysis; and product-pricing strategies. 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 discount, interest, depreciation, insurance, taxes, payrolls, and business problems. 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. R-E-3

**ACCT 212.1: SPREADSHEETS I****2 Units****1.5 hours lecture, 1.5 hours lab**

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 a professional-looking worksheet. Acct. 212.1 is also listed as CIM 212.1; credit will be given in either area, not both. NR

**ACCT 212.2: SPREADSHEETS II****2 Units****1.5 hours lecture, 1.5 hours lab***Recommended Preparation:**Acct./CIM 212.1*

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 World Wide Web, and creating macros. Acct. 212.2 is also listed as CIM 212.2; credit will be given in either area, not both. NR

**ACCT 212.3: SPREADSHEETS III—CERTIFICATION****3.5 Units****3 hours lecture, 1.5 hours lab***Recommended Preparation:**Acct./CIM 212.2*

This course provides students with the advanced study and training required to qualify for 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 MOUS (Microsoft Office User Specialist) Core and/or Expert Certification exams 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 single 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

**TAX STUDIES****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). First offered Summer '09. 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. First offered Summer '09. 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

# ADMINISTRATION OF JUSTICE

School of Social and Behavioral Sciences

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Colin McCaughey

**Faculty:** Monty Mauney, Colin McCaughey, Rex McMillan, Timothy Schmidt

## Curriculum

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 either the Associate in Science degree or Certificate of Achievement in administration of justice, with an emphasis in either law enforcement or supervision.

## Career Options

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 Degree

### Associate in Science Degree in Administration of Justice

#### Emphases:

- Law Enforcement
- Supervision

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Programs

### Certificate of Achievement: Administration of Justice

#### Emphases:

- Law Enforcement
- Supervision

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: ADMINISTRATION OF JUSTICE**

**LAW ENFORCEMENT EMPHASIS**

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:		Units
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	Cooperative Work Experience: Administration of Justice	1-4
<b>TOTAL UNITS:</b>		<b>27</b>

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: ADMINISTRATION OF JUSTICE**

**SUPERVISION EMPHASIS**

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:		Units
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
<b>TOTAL UNITS:</b>		<b>27</b>

**Recommended Electives:**  
AJ 2, ANTH 2, SOC 1

**COURSES**

**CWE 168: COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE**

**1-4 Units**

**1-4 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

**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 throughout the world. 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. 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. 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. 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. 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. 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. NR

**AJ 150: REPORT WRITING FOR ADMINISTRATION OF JUSTICE****3 Units****3 hours lecture****Transfers: CSU**

*Recommended Preparation: AJ 2, Wr. 301 and concurrent enrollment in Wr 180*

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 is designed to provide the student with an introduction to the study of organized crime and criminal enterprise. The course examines 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**

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

School of Social and Behavioral Sciences

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Colin McCaughey

**Faculty:** Wendy Gabriella, JD, Christina Hurst Loeffler, Keith Miller

## Curriculum

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.

## Career Options

Examples of careers for the anthropology major 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 Degree

### Associate in Arts Degree in Anthropology

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: ANTHROPOLOGY

Complete the following courses:		Units
<b>ANTH 1</b>	Introduction to Physical Anthropology	3
<b>ANTH 2</b>	Cultural Anthropology	3
<b>ANTH 3</b>	Culture and Language	3
<b>ANTH 9</b>	Introduction to Archaeology	3
Complete <u>three</u> courses from the following:		
<b>ANTH 4</b>	Native American Cultures	3
<b>ANTH 7</b>	Native Cultures of Southern California	3
<b>BIO 30</b>	California Wildlife and Wild Places	3
<b>HIST 10</b>	The West and the World Through the Renaissance	3
<b>PSYC 1</b>	Introduction to Psychology	3
<b>SOC 1</b>	Introduction to Sociology	3
<b>TOTAL UNITS:</b>		<b>21</b>

## COURSES

### ANTH 1: INTRODUCTION TO PHYSICAL ANTHROPOLOGY

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

Physical Anthropology 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 includes the study of subsistence strategies, economic systems, social organization, political systems, and religious customs and beliefs. NR

### ANTH 3: CULTURE AND LANGUAGE

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

This course examines the relationship between language and culture, and language and gender, as well as contemporary theories of language acquisition, and animal communication. It also introduces students to the techniques of descriptive and historical linguistics. 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 of archeology and the history of the development of archeological theory. The course also introduces the student to excavation techniques, artifact identification and classification, as well as site location and analysis. NR

### ANTH 21: WOMEN AND CULTURE

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

This course presents a cross-cultural, comparative study of women in Western and non-Western societies. The course includes the study of the economic, political, and religious factors that influence the relative power and status of women cross-culturally. NR

# ART

School of Fine Arts

**Dean:** Roger Owens, PhD

**Academic Chair, Visual Arts:** Lisa Davis Allen, PhD

**Faculty:** Amy Caterina, Rebecca Erbstoesser, Shannon Faseler, Matt Franz, Laurie Hassold-Gillette, Eric Jones, Rebecca Kimmel, Julie Kirk, Niklas Kruger, Rick G. Schank, Linda Southwell, Melanie Stimmel Van Latum

## Curriculum

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.

## Career Options

Examples of careers for the art major include the following:

- Art Educator
- Commercial Artist
- Gallery and Museum Careers
- Professional Art and Design
- Technical Illustrator

## Associate Degree

### Associate in Arts Degree in Art

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: ART

Complete the following courses:		Units
<b>ART 40</b>	2-D Design and Color	3
<b>ART 41</b>	Three-Dimensional Design	3
<b>ART 50</b>	Beginning Oil Painting	3
<b>ART 80</b>	Drawing Fundamentals	3
<b>ART 85</b>	Life Drawing I	3
<b>Complete a total of 6 units from the following courses:</b>		
<b>ART 4</b>	Introduction to Art Theory	3
<b>ART 25</b>	Art History Survey I: Western	3
<b>ART 26</b>	Art History Survey II: Western	3
<b>ART 27</b>	Art History Survey III: Non-Western	3
<b>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:</b>		
<b>ART 4</b>	Introduction to Art Theory	3
<b>ART 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31</b>	Art History courses	3
<b>ART 80, 81, 82, 85, 86</b>	Drawing courses	3
<b>ART 50, 51, 52</b>	Painting courses	3
<b>TOTAL UNITS:</b>		<b>27</b>

### Recommended electives:

FA 27; MUS 20; TA 20, 21, 26; and any course in photography.

## COURSES

### ART: DESIGN

#### ART 40: 2-D DESIGN AND COLOR

**3 Units**

**2 hours lecture, 4 hours lab**

**Transfers: CSU, UC**

Art 40 is a basic course in 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: THREE-DIMENSIONAL 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: DIGITAL MEDIA ART-GRAPHIC DESIGN

(See page 141)

### ART: DRAWING

#### ART 80: DRAWING FUNDAMENTALS

**3 Units**

**2 hours lecture, 4 hours lab**

**Transfers: CSU, UC**

Art 80 is a basic course which introduces students to the principles, elements and practices of representational drawing using black and white, wet and dry media. Students learn to perceive natural forms and render the illusion of three-dimensional reality on a two-dimensional surface. 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*

Art 81 builds upon skills acquired in Art 80, Drawing Fundamentals. This course emphasizes the study of contemporary and traditional realistic drawing concepts

with emphasis on their creative application. Dry and fluid media are used, and students are introduced to the use of color in drawing. The possibility of content and meaning in drawing is presented and explored. 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 80*

This is an advanced course that emphasizes the process of drawing as a form of creative expression. It surveys a variety of traditional and contemporary drawing styles introduced by artists whose mark-making itself communicates emotion, whether or not recognizable objects are depicted. The course leads to the development of a personal, contemporary drawing style. Media explored include gesso, colored chalks, ink, watercolor, and collage. 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*

Art 85 is a basic course in life drawing in which students apply the principles, elements and practices of representational drawing using black and white, wet and dry media in drawings of the human form. The course introduces methods of rendering the illusion of the human form on a two-dimensional surface. 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**

Art 86 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. Students learn to perceive natural forms and render 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 HISTORY

(See page 108)

### ART: PAINTING

#### 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.*

Art 50 is a foundation course in which students learn the basic craft and practice of oil painting. The course stresses the fundamentals of composition and color theory, instructing students to paint traditional subject matter from direct observation. Field trips may be required. 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. 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 color. 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 40, 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: PHOTOGRAPHY

(See page 209)

# ART HISTORY

School of Fine Arts

**Dean:** Roger Owens, PhD

**Academic Chair, Visual Arts:** Lisa Davis Allen, PhD

**Faculty:** Lisa Davis Allen, PhD, Patricia Drew, Shannon Faseler, Lauren Francis, Amy Grimm, Antoinette Geldun

## Curriculum

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/arhistory](http://www.ivc.edu/arhistory) or e-mail [ivcarhistory@ivc.edu](mailto:ivcarhistory@ivc.edu).



## Career Options

Majors in art history are afforded opportunities in a number of art-related fields ranging from education to business. Careers in art history include but are not limited to 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

## Associate Degree

### Associate in Arts Degree in Art History

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

The Irvine Valley College art history program is intended to provide lower-division preparation for students planning to transfer to a California State University or University of California campus.

Students should be aware that courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

## Recommended Art History Tracks

### TRACK ONE: WESTERN

#### Pre-Modern to Early Modern

**Year One** Fall: Art 4, Art 104

Spring: Art 24, Art 25

**Year Two** Fall: Art 26, Art 31

Spring: Art 27, Art 30

### TRACK TWO: WESTERN

#### Late Modern to Postmodern

**Year One** Fall: Art 4, Art 104

Spring: Art 25, Art 133

**Year Two** Fall: Art 26, Art 29

Spring: Art 27, Art 28

### TRACK THREE: NON-WESTERN

#### Prehistory to Postmodern

**Year One** Fall: Art 4, Art 104

Spring: Art 22, Art 25

**Year Two** Fall: Art 23, Art 26

Spring: Art 24, Art 27, Art 28

**Associate in Arts Degree**  
**Major Requirements: ART HISTORY**

<b>Complete all of the following core courses:</b>		<b>Units</b>
<b>ART 4</b>	Introduction to Art Theory	3
<b>ART 25</b>	Art History Survey I: Western	3
<b>ART 26</b>	Art History Survey II: Western	3
<b>ART 27</b>	Art History Survey III: Non-Western	3
<b>ART 104</b>	Introduction to Art Media	3
<b>Complete a total of 9 units from the following courses:</b>		
<b>ART 22</b>	Survey of Asian Art	3
<b>ART 23</b>	African and Oceanic Art	3
<b>ART 24</b>	Ancient Art	3
<b>ART 28</b>	Contemporary Art History	3
<b>ART 29</b>	19th and Early 20th Century Art	3
<b>ART 30</b>	Renaissance and Baroque Art	3
<b>ART 31</b>	Medieval Art	3
<b>ART 133</b>	American Art	3
<b>TOTAL UNITS:</b>		<b>24</b>

**Recommended electives:**

ART 1/PHOT 1, ART 144; DMA 150; FA 27; HUM 1, 50; PHIL 7/HUM 27; WR 2

## COURSES

### ART 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. Art 1 is also listed as Photography 1; credit will be given in either area, not both. NR

### ART 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 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

### ART 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

### ART 22: SURVEY OF ASIAN ART

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

*Recommended Preparation: Art 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

### ART 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 arts 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 states in the third world. NR

### ART 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

### ART 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



**ART 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

**ART 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

**ART 28: CONTEMPORARY ART  
HISTORY****3 Units****3 hours lecture****Transfers: CSU, UC***Recommended Preparation: Art 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

**ART 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

**ART 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

**ART 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

**ART 104: INTRODUCTION TO  
ART MEDIA****3 Units****3 hours lecture****Transfers: CSU**

This survey course is designed to give students a general introduction to the practices and processes of the major studio arts—drawing, painting, 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

**ART 133: AMERICAN ART****3 Units****3 hours lecture****Transfers: CSU**

This course surveys the major developments in American painting, sculpture, and architecture from the early settlement of North America to the conclusion of World War II. The course investigates the role visual culture has played in the United States as Americans have attempted to situate themselves culturally, economically, and politically within their own society and the world at large. Works of art and architecture are discussed in light of their unique cultural and historical context. NR

**ART 144: GALLERY DESIGN  
AND EXHIBITION****3 Units****2 hours lecture, 4 hours lab****Transfers: CSU**

This course is an introduction to the politics and methods of exhibition and display. It is designed to introduce students to the process of installing and evaluating exhibitions, writing text panels and catalogues, and designing and implementing exhibitions and press announcements. It will also introduce students to the politics of exhibiting art of non-Western cultures and minority ethnic groups. Finally, it will examine the history of museum, gallery and alternative spaces. Field trips to various exhibition spaces may be required. R-E-3

# BIOLOGICAL SCIENCES

School of Life Sciences and Technologies

**Dean:** Kathleen Schrader, DNSc

**Academic Chair:** Priscilla Ross

**Faculty:** Daniel Aldana, MD, Robert Allen, PhD, Jayendra Bajracharya, Vince Caiozzo, PhD, Ingrid Chlup, Tom Engelhardt, David Fretz, Donna Friedman, PhD, Vanessa Gutierrez, Diana Hurlbut, PhD, Jefferey Kaufmann, PhD, Emalee Mackenzie, Pam Moniz, Michelle Palmisano, PhD, Edward Paz, Michelle Priest, Christopher Riegle, PhD, Roland Rodriguez, Priscilla Ross, Stephen Runyan, PhD, Katherine Schmeidler, PhD, Erica Sharar, Sandra Watt, Julie Wells, Tonny Witje, PhD

## Curriculum

The School of Life Sciences at Irvine Valley College offers a wide range of courses in the biological sciences as well as a course 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 or graduate level, or 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 one of the two introductory sequences in biology (Biology 1/1L or Biology 94/94L) 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.

## Career Options

**An A.A. 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

**An A.A. degree in biology will also allow students to continue their education at a four-year institution, where earning a B.A. 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 Degree

**Associate in Arts Degree in Biology  
Associate in Arts Degree in  
Health Sciences**

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: **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	3
BIO 94L	From Organisms to Ecosystems Laboratory	1
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 4	Evolutionary Ecology	3
BIO 11	Human Anatomy	4
BIO 12	Human Physiology	4
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 13	Lab Research	2
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
<b>TOTAL UNITS:</b>		<b>18</b>

### Associate in Arts Degree Major Requirements: **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

Complete a minimum of 6 units from the following courses. Select one chemistry course:

BIO 10	Biochemistry for Health Sciences	4
CHEM 4	Introduction to General & Organic Chemistry & Biochemistry	5
† CHEM 108	Introduction to General, Organic and Biochemistry	4
PSYC 1	Introduction to Psychology	3
SOC 1	Introduction to Sociology	3

**TOTAL UNITS: 19**

† Course offered only at Saddleback College

## COURSES

### 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: PRINCIPLES OF BOTANY

4 Units

3 hours lecture, 3 hours lab

**Transfers: CSU, UC**

**Prerequisite: Bio. 1 or Bio. 94 and Math 253**

This course provides a survey of plants, algae, fungi, and prokaryotes. Lectures focus on the structure, function, genetics, classification, evolution, ecology and natural history of these major groups. Field trips may be required to fulfill course objectives. NR

**BIO 4: EVOLUTIONARY ECOLOGY****3 Units****3 hours lecture****Transfers: CSU, UC****Prerequisite: Bio. 94**

This course examines the interactions between organisms and their abiotic and biotic environments from an ecological and evolutionary perspective. The focus is on global and local climatology; adaptations to the physical environment; energy production and utilization; food chains and food web analysis; niche theory; biology of populations, including population growth and its regulation, and interactions between and within populations; analysis of community structure and functions; life history; natural and sexual selection, adaptation and genetics; mating systems; problems of spatial and temporal scale; and game theory. This course assumes some knowledge of organismal biology and evolutionary theory. 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, 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; Western blots; spectrophotometry; enzymology; histology; cytochemistry; gene transfer; polymerase chain reaction; DNA fingerprinting; immunology and cell culture and cloning. Biology 6L is also listed as Biology 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

**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, Chem. 12A, or Chem. 108***Recommended Preparation: Chem. 4, Wr. 1 and Math 253*

This course applies an integrated systems approach to the study of function in the human body. Emphasis is on major organ systems, their negative feedback controls, and their significance in maintaining homeostasis of the whole body. Each system is analyzed at the molecular, cellular, tissue and organ levels of function. The lab component of the course emphasizes experimental design, data collection and analysis, and evaluation and interpretation of experimental results. NR

**BIO 12D: HUMAN PHYSIOLOGY-DISCUSSION****1 Unit****1 hour lecture****Transfers: CSU, UC credit proviso (see UC course list)****Corequisite: Bio. 12**

This discussion course affords students enrolled in Biology 12, Human Physiology, the opportunity to discuss, analyze, and exchange ideas concerning human function. Discussions focus on negative feedback control systems and other key topics covered in Biology 12, as well as background information not generally covered in the lecture. Biology 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, 4, 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. 11 and Bio. 10*

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***Recommended Preparation: Bio. 1 or Bio. 94*

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. 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 43: WILD ANIMAL BEHAVIOR: THE SCIENCE OF ETHOLOGY****3 Units****3 hours lecture****Transfers: CSU, UC**

This course offers an integrated analysis of the biological, ecological and evolutionary (i.e., adaptive) bases of animal behavior (ethology) in the wild. The course considers in detail the psychobiological, ecological, ontological and sociobiological determinants of animal behavior, stressing historical and evolutionary contexts. 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. It is organized into three units: (1) biochemical function, (2) developmental and sexual differentiation from fertilization through the age of 18 months, and (3) psycho-sexual and physiological development from birth through adulthood. Field trips may be required to fulfill the objectives of this course. NR

**BIO 71: STEM CELLS AND SOCIETY****3 Units****3 hours lecture****Transfers: CSU, UC credit pending**

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 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 basic themes of structural/functional hierarchy, energetics, and information flow. NR

**BIO 94: FROM ORGANISMS TO ECOSYSTEMS****3 Units****3 hours lecture****Transfers: CSU, UC**

This course is a comprehensive survey of life's diversity. Students examine representatives of the kingdoms of organisms within the context of biological classification, biological nomenclature, and evolutionary history. The course integrates principles of genetics, organic evolution and ecology to provide a common rubric within which students may explore the unity and diversity of life. Field trips may be required to fulfill objectives of this course. NR

**BIO 94L: FROM ORGANISMS TO ECOSYSTEMS LABORATORY****1 Unit****3 hours lab****Transfers: CSU, UC****Prerequisite: Prior completion of or concurrent enrollment in Bio. 94**

This laboratory course is a comprehensive survey of life's diversity. The course examines representatives of the kingdoms of organisms within the context of biological classification, biological nomenclature, environmental adaptation and evolutionary history. Students survey living specimens, museum specimens, herbarium specimens and microscope slides representing each of the major taxa. Field trips may be required to fulfill the course objectives. NR

**BIO 97: GENETICS AND EVOLUTIONARY BIOLOGY****3 Units****3 hours lecture****Transfers: CSU, UC****Prerequisite: Chem. 1B and either Bio. 1 or Bio. 94**

This course is a comprehensive survey of the processes and products of genetics. Through a review of 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. The philosophy and methods of science well as the theory of evolutionary thought are integrated throughout. The course assumes prior knowledge of evolutionary theory, classification and taxonomy, and ecology. NR

**BIO 99: MOLECULAR BIOLOGY AND BIOCHEMISTRY****3 Units****3 hours lecture****Transfers: CSU, UC****Prerequisite: Bio. 97 and Chem. 12A**

This course focuses on the structure and functions of major classes of intracellular macromolecules; the metabolic pathways for the synthesis, degradation, and inter-conversion of carbohydrates, lipids, and proteins; and the molecular mechanisms which control and direct intracellular metabolic processes. Concepts and theories of molecular evolution are also considered. The course assumes prior knowledge of the structure and expression of genetic information. NR

**BIO 99L: MOLECULAR BIOLOGY LABORATORY****1 Unit****3 hours lab****Transfers: CSU, UC****Prerequisite: Prior completion of or concurrent enrollment in Bio. 99**

This course is the laboratory companion to the Biology 99 lecture course. It is designed to introduce students to the techniques of modern cell biology as they relate to the study of intracellular structure and function, genetic expression and transmission, and cell-environment interactions. Techniques may include organelle and macro-molecule isolation and purification; chromatography; electrophoresis; Western blots; spectrophotometry; enzymology; histology; cytochemistry; gene transfer; polymerase chain reaction; DNA fingerprinting; immunology and cell culture and cloning. Biology 99L is also listed as Biology 6L; credit will be given in either area, not both. NR

**BIO 121: HUMAN ANATOMY AND PHYSIOLOGY****4 Units****3 hours lecture, 3 hours lab****Transfers: CSU**

*Recommended Preparation: High school biology and eligibility for college-level writing*

This basic course shows the interrelationships between the anatomical and physiological systems of humans. The course presents an analysis that integrates cellular, tissue, organ, and organ system levels of structure and relates structure to function. Laboratory emphasis is on the histology, gross anatomy, and physiology of major systems. This course does not meet the requirements of either anatomy or physiology for nursing students or biology majors. NR

**BIO 140: LAB RESEARCH IN GEOLOGICAL AND BIOLOGICAL SCIENCES****1.5 Units****.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. Biology 140 is also listed as Geology 140; credit will be given in either area, not both. R-E-3

**BIO 200: HUMAN PROSECTON****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

**BIO 272: HUMAN GENETICS AND MEDICINE****3 Units****3 hours lecture**

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

**BIOLOGY FIELD STUDIES****BIO 101: FIELD BIOLOGY: COASTAL MARINE ECOSYSTEMS****1 Unit****.5 hours lecture, 1.5 hours lab****Transfers: CSU**

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

*Recommended Preparation: An introductory college-level biology course and Wr. 1*

This field course introduces students to interrelationships among plant/animal communities and physical environments that characterize coastal marine 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 103: FIELD BIOLOGY: MOUNTAIN ECOSYSTEMS****1 Unit****.5 hours 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 interrelationships 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****.5 hours lecture, 1.5 hours lab****Transfers: CSU****Limitation: Students must be able to hike narrow desert trails and camp (tents, sleeping bags, cooking, limited showers)***Recommended Preparation: An introductory college-level biology course and Wr. 1*

This field course introduces students to interrelationships among plant/animal communities and physical environments that characterize desert habitats. Topics will include natural history, biology and ecology of the flora and fauna and community structure and analysis. Introductory lectures complement direct 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 or 4 Units****1 hour lecture, 3 hours lab; or****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 or 4 Units****1 hour lecture, 3 hour lab; or****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 interrelationships 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

**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 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. Environmental Studies 6 is also listed as Economics 6; credit will be given in one area, not both. NR

# CHEMISTRY

School of Physical Sciences and Technologies

**Dean:** Kathleen Schrader, DNSc

**Academic Chair:** John Davison, PhD

**Faculty:** Anthony Albert, PhD, Dale Carranza, Andrea Chen, Brian Clamp, John Davison, PhD, Walter Floser, Nancy Gardner, Laura Garfinkle, Joshua Junker, Joshua Mandir, PhD, Jennifer McAdam, Upasna Sharma, Kiana Tabibzadeh, Jennifer Wilcox

## Curriculum

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.

## Career Options

Examples of careers for the chemistry major 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 Degree

### Associate in Arts Degree in Chemistry

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

### Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: 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
<b>TOTAL UNITS:</b>	<b>20</b>

\* 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).



## COURSES

### 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. Chemistry 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. Chemistry 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 353

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.

### 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 following topics are included: preparations and reactions of certain organic compound families, polynuclear and heterocyclic compounds, polymers, lipids, carbohydrates, amino acids, proteins, and biochemical processes. 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

# COLLEGE STUDIES

School of Guidance and Counseling

**Dean:** Elizabeth L. Cipres, EdD

**Academic Chair:** Tiffany Tran

**Faculty:** Tam Do, EdD, Yolanda Gomez-Gouldsmith, Bill Hewitt, Steven Lee, John Licitra, EdD, Diana McCullough, EdD, Robert Melendez, Michelle Scharf, Parisa Soltani, Fawn Tanriverdi, Tiffany Tran

## Curriculum

The curriculum in college studies 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.

## Major

College Studies is not a degree-granting program. Students should consult the faculty of the School of Guidance and Counseling for assistance in planning a major.

## Courses

### **CSTU 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 familiarizes students with the opportunities and requirements for vocational certificates, associate degrees, and baccalaureate and higher degrees, and prepares them for transferring to four-year colleges and universities. A major focus is helping students identify and overcome obstacles to academic success; thus, 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

### **CSTU 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

### **CSTU 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

### **CSTU 102: CAREER EXPLORATION**

**1.5 Units**

**1.5 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 decisions and selecting an academic major. The course includes assessments of values, interests, personality characteristics and skills. Students use a variety of resources to research and evaluate career options. NR

### **CSTU 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

### **CSTU 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

# COMPUTER INFORMATION MANAGEMENT

School of Business Sciences

**Dean:** Roger Owens, PhD

**Academic Chair:** Bob Urell

**Faculty:** Claudia Egkan, Dixie Massaro, Roopa Mathur, Anne McDermott, David Shinnick, Robert Stewart, PhD, Bob Urell

## Curriculum

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.

## Associate Degree

**Associate in Science Degree in  
Computer Information Management**

**Emphases:**

- **Administrative Assistant/  
Word Processing**
- **Desktop Publishing**
- **Digital Media Technologies**
- **Local Area Networks: Cisco**
- **Microcomputer Applications**
- **Web Authoring**

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Programs

**Certificate of Achievement:**

**Computer Information Management**

**Emphases:**

- **Administrative Assistant/  
Word Processing**
- **Desktop Publishing**
- **Digital Media Technologies**
- **Local Area Networks: Cisco**
- **Microcomputer Applications**
- **Web Authoring**

**Certificate of Proficiency:**

- **Digital Graphics Applications**
- **Digital Publishing**
- **Spreadsheets**
- **Web Page Authoring**

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Science Degree or Certificate of Achievement Major Requirements: COMPUTER INFORMATION MANAGEMENT

#### ADMINISTRATIVE ASSISTANT/WORD PROCESSING EMPHASIS

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:**

	<b>Units</b>
<b>CIM 101A</b> Document Processing I	2
<b>CIM 101B</b> Document Processing II	2
<b>CIM 107.1</b> Introduction to Personal Computer Applications	3.5
<b>CIM 210.1</b> Word Processing I	2
<b>CIM 210.2</b> Word Processing II	2
<b>CIM 210.3</b> Word Processing III—Certification	3.5
<b>MGT 103</b> Business English	3
<b>MGT 104</b> Business Communication	3

**TOTAL UNITS:** 21

**Recommended electives:**

CIM 203.1

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: COMPUTER INFORMATION MANAGEMENT**

**DESKTOP PUBLISHING EMPHASIS**

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

<b>Complete the following courses:</b>		<b>Units</b>
<b>CIM 104.1</b>	DOS for Technical Support Professionals	2.5
<b>CIM 107.1</b>	Introduction to Personal Computer Applications	3.5
<b>CIM 210.1</b>	Word Processing I	2
<b>CIM 210.2</b>	Word Processing II	2
<b>CIM 221.1</b>	Image Editing I	2
<b>CIM 223.1</b>	Integrating Vector and Bitmap Images	3.5
<b>CIM 230.1</b>	Digital Publishing I	2
<b>CIM 230.2</b>	Digital Publishing II	2
<b>MGT 103</b>	Business English	3
<b>TOTAL UNITS:</b>		<b>22.5</b>

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: COMPUTER INFORMATION MANAGEMENT**

**DIGITAL MEDIA TECHNOLOGIES EMPHASIS**

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.

<b>Complete the following courses:</b>		<b>Units</b>
<b>CIM 221.1</b>	Image Editing I	2
<b>CIM 221.2</b>	Image Editing II	2
<b>CIM 222.1</b>	Digital Illustration I	2
<b>CIM 224.1</b>	Motion Graphics I	3.5
<b>CIM 242.1</b>	2D Animation I	3.5
<b>CIM 243.1</b>	Web Authoring I	2
<b>CIM 243.2</b>	Web Authoring II	2
<b>DMA 55</b>	Graphic Design I	3
<b>DMA 140</b>	2D Design and Color Theory	3
<b>Complete 4 units from the following courses:</b>		
<b>CIM 230.1</b>	Digital Publishing I	2
<b>CIM 230.2</b>	Digital Publishing II	2
<b>CIM 245.1</b>	Digital Sound and Video	3.5
<b>TOTAL UNITS:</b>		<b>27</b>

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: COMPUTER INFORMATION MANAGEMENT**

**LOCAL AREA NETWORKS: CISCO EMPHASIS**

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.

<b>Complete the following courses:</b>		<b>Units</b>
<b>CIM 104.1</b>	DOS for Technical Support Professionals	2.5
<b>CIM 206.1</b>	A+ Hardware Concepts	3.5
<b>CIM 260.1</b>	Networking I	2
<b>CIM 260.2</b>	Networking II	3.5
<b>CIM 263.1</b>	Internetworking Technologies I	3.5
<b>CIM 263.2</b>	Internetworking Technologies II	3.5
<b>CIM 263.3</b>	Internetworking Technologies III	3.5
<b>CIM 263.4</b>	Internetworking Technologies IV	3.5
<b>TOTAL UNITS:</b>		<b>25.5</b>

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: COMPUTER INFORMATION MANAGEMENT**

**MICROCOMPUTER APPLICATIONS EMPHASIS**

This program is designed for those wishing to develop expertise in a variety of applications that may be required in a number of business settings.

<b>Complete the following courses:</b>		<b>Units</b>
<b>CIM 107.1</b>	Introduction to Personal Computer Applications	3.5
<b>CIM 203.1</b>	Introduction to Windows	2
<b>CIM 210.1</b>	Word Processing I	2
<b>CIM 212.1</b>	Spreadsheets I	2
<b>CIM 214.1</b>	Database I	2
<b>CIM 221.1</b>	Image Editing I	2
<b>CIM 230.1</b>	Digital Publishing I	2
<b>Complete a minimum of 6 units from the following courses:</b>		
<b>CIM 210.2</b>	Word Processing II	2
<b>CIM 212.2</b>	Spreadsheets II	2
<b>CIM 214.2</b>	Database II	2
<b>CIM 223.1</b>	Integrating Vector and Bitmap Images	3.5
<b>CIM 230.2</b>	Digital Publishing II	2
<b>CIM 240.1</b>	Introduction to the Internet	2
<b>TOTAL UNITS:</b>		<b>21.5</b>

## Associate in Science Degree or Certificate of Achievement Major Requirements: **COMPUTER INFORMATION MANAGEMENT**

### WEB AUTHORING EMPHASIS

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.

<b>Complete the following courses:</b>		<b>Units</b>
<b>CIM 221.1</b>	Image Editing I	2
<b>CIM 221.2</b>	Image Editing II	2
<b>CIM 222.1</b>	Digital Illustration I	2
<b>CIM 224.1</b>	Motion Graphics I	3.5
<b>CIM 241.1</b>	Creating a Web Page I	2
<b>CIM 242.1</b>	2D Animation I	3.5
<b>CIM 242.2</b>	2D Animation II	3.5
<b>CIM 242.3</b>	2D Animation III	3.5
<b>CIM 243.1</b>	Web Authoring I	2
<b>CIM 243.2</b>	Web Authoring II	2
<b>DMA 180</b>	Graphic Design for the Internet	3
 <b>Complete 6 units from the following courses:</b>		
<b>CIM 245.1</b>	Digital Sound and Video	3.5
<b>CIM 246.1</b>	3D Animation I	2
<b>CS 38</b>	World Wide Web/Internet Using Java Programming	4
<b>CS 50A</b>	HTML Programming	4
<b>TOTAL UNITS:</b>		<b>35</b>

### Certificate of Proficiency: **DIGITAL GRAPHIC APPLICATIONS**

This certificate is intended for the student who wants a foundation in and exposure to a variety of digital graphic applications before specializing in a particular area. Students take introductory classes in digital scanning, image editing and illustration, followed by courses that integrate these applications or extend them into other areas of exploration such as 2D animation, motion graphics and authoring tools for multimedia.

<b>Complete the following courses:</b>		<b>Units</b>
<b>CIM 221.1</b>	Image Editing I	2
<b>CIM 221.2</b>	Image Editing II	2
<b>CIM 222.1</b>	Digital Illustration I	2
<b>CIM 224.1</b>	Motion Graphics I	3.5
<b>CIM 242.1</b>	2D Animation I	3.5
<b>CIM 246.1</b>	3D Animation I	2
<b>TOTAL UNITS:</b>		<b>15</b>

**Recommended Electives:**

CIM 203.1, 223.1, 245.1

### Certificate of Proficiency: **DIGITAL PUBLISHING**

This certificate introduces students to the business and graphic applications necessary to publish in a changing print world. It prepares the student in three areas: page layout for print publishing, creating and distributing portable documents (PDFs), and web publishing using visual layout tools. The student will take introductory classes in digital scanning, image editing and illustration, followed by digital publishing classes.

<b>Complete the following courses:</b>		<b>Units</b>
<b>CIM 210.1</b>	Word Processing I	2
<b>CIM 221.1</b>	Image Editing I	2
<b>CIM 222.1</b>	Digital Illustration I	2
<b>CIM 230.1</b>	Digital Publishing I	2
<b>CIM 230.2</b>	Digital Publishing II	2

<b>Complete two of the following courses:</b>		
<b>CIM 210.2</b>	Word Processing II	2
<b>CIM 243.1</b>	Web Authoring I	2
<b>CIM 243.2</b>	Web Authoring II	2
<b>TOTAL UNITS:</b>		<b>14</b>

**Recommended Electives:**  
CIM 203.1

### Certificate of Proficiency: **SPREADSHEETS**

This program is designed for those wishing to develop spreadsheet and accounting skills that may be applied in a variety of business settings.

<b>Complete the following courses:</b>		<b>Units</b>
<b>CIM 107.1</b>	Introduction to Personal Computer Applications	3.5
<b>CIM 212.1</b>	Spreadsheets I	2
<b>CIM 212.2</b>	Spreadsheets II	2
<b>CIM 212.3</b>	Spreadsheets III—Certification	3.5

<b>Complete a minimum of 6 units from the following courses:</b>		
<b>ACCT 1A</b>	Financial Accounting	4
<b>ACCT 114</b>	Business Mathematics	3
<b>ACCT 204</b>	Accounting Applications: QuickBooks	3
<b>ACCT 215</b>	General Accounting	3
<b>CIM 100A</b>	Computer Keyboarding and Document Processing I	2
<b>CIM 100B</b>	Computer Keyboarding and Document Processing II	2
<b>TOTAL UNITS:</b>		<b>17</b>

**Recommended Electives:**  
CIM 203.1

## Certificate of Proficiency: WEB PAGE AUTHORIZING

This certificate prepares the student in the techniques necessary to create animation, graphics, and interactivity for web page development. The student will take introductory classes in web page authoring, followed by courses that show how to create 2D animated graphics and interactivity for web pages; how to extend animation and interactivity through scripting; and how to analyze web page case studies for their techniques and implementation.

### Complete the following courses:

	<b>Units</b>
<b>CIM 241.1</b> Creating a Web Page I	2
<b>CIM 242.1</b> 2D Animation I	3.5
<b>CIM 242.2</b> 2D Animation II	3.5
<b>CIM 242.3</b> 2D Animation III	3.5
<b>CIM 243.1</b> Web Authoring I	2

### Complete one of the following courses:

<b>CIM 224.1</b> Motion Graphics I	2
<b>CIM 243.2</b> Web Authoring II	2
<b>CIM 244.1</b> Web Page Usability and Structure	2

**TOTAL UNITS: 16.5**

### Recommended Electives:

CIM 203.1, 240.1, 245.1



## COURSES

### CIM: KEYBOARDING

#### CIM 100: INTRO TO COMPUTERS, KEYBOARDING AND DOCUMENT PROCESSING

**3.5 Units**

**3 hours lecture, 1.5 hours lab**

**Transfers: CSU**

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; and touch keyboarding of letter, number and symbol keys on the computer. Topics include sending and retrieving email, creating and formatting personal and business correspondence, and formatting academic and business reports. Students concentrate on improving keyboarding speed and accuracy. No prior computer experience is required. NR

#### CIM 100A: COMPUTER KEYBOARDING AND DOCUMENT PROCESSING I

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

**Transfers: CSU**

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. CIM 100A parallels the first half of CIM 100. To earn transferable credit, students must take both CIM 100A and CIM 100B. NR

#### CIM 100B: COMPUTER KEYBOARDING AND DOCUMENT PROCESSING II

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

**Transfers: CSU**

*Recommended Preparation: CIM 100A*

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. CIM 100B parallels the second half of CIM 100. To earn transferable credit, students must take both CIM 100A and CIM 100B. NR



**CIM 101A: DOCUMENT PROCESSING I**  
**2 Units****1.5 hours lecture, 1.5 hours lab****Transfers: CSU***Recommended Preparation: CIM 100B*

This course is designed for individuals seeking to develop skills in formatting various kinds of business correspondence, reports, tables, and desktop publishing projects from unarranged and rough-draft sources. Students concentrate on improving keyboarding speed and accuracy on production assignments. NR

**CIM 101B: DOCUMENT PROCESSING II**  
**2 Units****1.5 hours lecture, 1.5 hours lab****Transfers: CSU***Recommended Preparation: CIM 101A*

This course is designed to refine the skills required to create increasingly complex document-processing jobs, including correspondence using mail merge, a variety of reports, and complex tables. The course covers preparing employment documents, office publications, office forms, and international correspondence. Students prepare documents patterned after those commonly used in legal, medical, insurance, retail, and government offices. NR

**CIM: PC APPLICATIONS****CIM 107.1: INTRODUCTION TO  
PERSONAL COMPUTER  
APPLICATIONS****3.5 Units****3 hours lecture, 1.5 hours lab****Transfers: CSU***Recommended Preparation: CIM 100A*

This course introduces Windows-based word processing, spreadsheet, database, presentation, and World Wide Web navigation software. Students will use computer hardware, peripherals, and software as problem-solving tools. The course includes a discussion of legal and ethical considerations involved in Internet use. 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 270.1 FUNDAMENTALS OF  
COMPUTER SECURITY FOR  
HOME USERS****2 Units****1.5 hours lecture, 1.5 hours lab**

This course provides a practical introduction to security risks and countermeasures for home computer users. The course examines various types of fraud and hijack attacks, including identify theft, spam, viruses, worms, spyware, adware, Trojan houses, spoofing, and phishing. It also covers practical defenses such as passwords, backups, firewalls, securing Windows, wireless security, and protecting children online. NR

**CIM: WORD PROCESSING****CIM 210.1: WORD PROCESSING I**  
**2 Units****1.5 hours lecture, 1.5 hours lab***Recommended Preparation: CIM 100 or CIM 100B*

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: SPREADSHEETS****CIM 212.1: SPREADSHEETS I**  
**2 Units****1.5 hours lecture, 1.5 hours lab**

This course is designed for individuals seeking to master 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 a professional-looking worksheet. CIM 212.1 is also listed as Acct. 212.1; credit will be given in either area, not both. NR

**CIM 212.2: SPREADSHEETS II**  
**2 Units****1.5 hours lecture, 1.5 hours lab***Recommended Preparation:**Acct./CIM 212.1*

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, consolidated multiple worksheets and workbooks, integrating the spreadsheet software with other software programs and the World Wide Web, and creating macros. CIM 212.2 is also listed as Acct. 212.2; credit will be given in either area, not both. NR

**CIM 212.3: SPREADSHEETS III—  
CERTIFICATION****3.5 Units****3 hours lecture, 1.5 hours lab***Recommended Preparation:**Acct./CIM 212.2*

This course provides students with the advanced study and training required to qualify for 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 MOUS (Microsoft Office User Specialist) Core and/or Expert Certification exams for spreadsheets. CIM 212.3 is also listed as Acct. 212.3; credit will be given in either area, not both. NR

## CIM: DATABASE

### CIM 214.1: DATABASE I

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

*Recommended Preparation: CIM 203.1*

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. NR

### CIM 214.2: DATABASE II

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

*Recommended Preparation: CIM 214.1*

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 sophisticated queries; generating reports that use grouping and sorting techniques; working with joins; Server Query Language; macros; and the planning and design of user interfaces. NR

## CIM: OPERATING SYSTEMS

### CIM 104.1: DOS FOR TECHNICAL SUPPORT PROFESSIONALS

**2.5 Units**

**2 hours lecture, 1.5 hours lab**

**Transfers: CSU**

This course provides an overview of personal computer hardware and operating systems. The course covers the fundamentals of computer command syntax, focusing on the Disk Operating System (DOS) commands in the Windows environment. Topics include hardware; operating systems; command syntax; management and organization of disks, files and directories with DOS commands; and simple batch files. 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 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 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 272.1: INTRODUCTION TO COMPUTER FORENSICS

**3.5 Units**

**3 hours lecture, 1.5 hours lab**

*Recommended Preparation: CIM 206.1, CIM 208.1 and 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

## CIM: GRAPHICS

### CIM 221.1: IMAGE EDITING I

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

*Recommended Preparation: CIM 104.1*

This course provides an introduction to a variety of graphics software packages that may be used to display business information in a visual format. Students will learn to use the software tools necessary to access and manipulate basic graphic elements and text and incorporate them into business presentations and products, such as brochures, business cards, newsletters, reports, and multimedia productions. The course includes a discussion of basic hardware requirements. NR

### CIM 221.2: IMAGE EDITING II

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

*Recommended Preparation: CIM 221.1*

This course explores image-editing techniques 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: DIGITAL ILLUSTRATION I

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

This course is an introduction to digital illustration using vector-based, object-oriented applications. 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 223.1: INTEGRATING VECTOR AND BITMAP IMAGES

**3.5 Units**

**3 hours lecture, 1.5 hours lab**

*Recommended Preparation: CIM 221.1 and CIM 222.1*

This course explores image editing tools and vector tools. Students refine their ability to produce sophisticated graphics for print, multimedia, and the web. The main focus of the course is the integration of bitmap images with vector images. NR

**CIM 224.1: MOTION GRAPHICS I****3.5 Units****3 hours lecture, 1.5 hours lab**

This course 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: DIGITAL PUBLISHING****CIM 230.1: DIGITAL PUBLISHING I****2 Units****1.5 hours lecture, 1.5 hours lab**

*Recommended Preparation: CIM 104.1*  
Computer Information Management 230.1 provides instruction and hands-on training in the use of state-of-the-art microcomputers, laser printers, and various desktop publishing packages. Students will learn to produce camera-ready, near typeset-quality reports, newsletters, business forms, and presentations. NR

**CIM 230.2: DIGITAL PUBLISHING II****2 Units****1.5 hours lecture, 1.5 hours lab**

*Recommended Preparation: CIM 230.1*  
Computer Information Management 230.2 provides advanced training in the use of advanced microcomputer software to produce business forms, newsletters, and presentations. Emphasis will be placed on the integration of sophisticated text and graphic elements, and on the use of batch processing layout software. NR

**CIM 231: PDF PUBLISHING****2 Units****1.5 hours lecture, 1.5 hours lab**

This course provides a thorough introduction to Adobe's Portable Document Format (PDF). The course covers how to create, secure, and distribute PDF files for print and online viewing. Students work with text, graphic and web sources. NR

**CIM: ANIMATION****CIM 242.1: 2D ANIMATION I****3.5 Units****3 hours lecture, 1.5 hours lab***Recommended Preparation: CIM 241.1*

This course introduces software 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 for the web. NR

**CIM 242.2: 2D ANIMATION II****3.5 Units****3 hours lecture, 1.5 hours lab***Recommended Preparation: 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: 2D ANIMATION III****3.5 Units****3 hours lecture, 1.5 hours lab***Recommended Preparation: CIM 242.1 and CIM 242.2*

This course extends the exploration of animation and interactivity for the web by applying animation and scripting techniques to case studies. Students will focus on deconstructing animations, programming techniques to create utilities, and high-end techniques for the web. 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: MULTIMEDIA****CIM 245.1: DIGITAL SOUND AND VIDEO****3.5 Units****3 hours lecture, 1.5 hours lab***Recommended Preparation: CIM 104.1 and Phot. 50*

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. CIM 245.1 is also listed as Phot. 245.1; credit will be given in either area, not both. NR

**CIM: WEBSITE DESIGN****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 241.1: CREATING A WEB PAGE I****2 Units****1.5 hours lecture, 1.5 hours lab***Recommended Preparation: CIM 203.1*

This course prepares the student to create and publish a Web page. Emphasis will be on constructing an effective and appealing page, exploring authoring utilities, and understanding hypertext markup languages (HTML). NR

**CIM 243.1: WEB AUTHORING I****2 Units****1.5 hours lecture, 1.5 hours lab***Recommended Preparation: CIM 241.1 and CIM 221.1*

This course introduces web authoring tools for building sophisticated web pages and supporting a dynamic workflow between visual and text-based editors. It explores the appropriate use of linking; typography; layout; and various approaches to presenting data, graphics, and dynamic media on the web. NR

**CIM 243.2: WEB AUTHORING II****2 Units****1.5 hours lecture, 1.5 hours lab***Recommended Preparation: CIM 243.1*

This course extends the potential of web authoring tools for building sophisticated web pages and explores various approaches to presenting data, graphics, and dynamic media on the web. NR

**CIM 244.1: WEB PAGE USABILITY AND STRUCTURE****2 Units****1.5 hours lecture, 1.5 hours lab***Recommended Preparation: CIM 243.1*

This course explores what can be done to enhance the usability of a web page and make the web experience user-friendly. It focuses on the critical issues of content, page structure, site architecture, and intranets. It also addresses international user issues and accessibility for users with disabilities. 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**

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: HARDWARE****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: NETWORKING****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 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-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 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. NR

**CIM 263.5: FUNDAMENTALS OF THE CISCO PIX FIREWALL****3.5 Units****3 hours lecture, 1.5 hours lab**

This course examines the features and technology of the Cisco PIX firewall device. It is recommended preparation for the Cisco Secure PIX Firewall exam. Topics include NAT (network address translation), PAT (port address translation), ACLs (access control lists), URL filtering, attack guards, intrusion detection, VPNs (virtual private networks) and failover. Students will use a PIX firewall device in the class. NR

**CIM 264.1: FUNDAMENTALS OF NETWORK SECURITY****3.5 Units****3 hours lecture, 1.5 hours lab**

This course will discuss the many threats to network security and techniques to prevent them, including authentication, email and web security, firewalls, intrusion detection, cryptography and disaster recovery. Class includes both lecture and hands-on exercises. NR

**CIM 266.1: FUNDAMENTALS OF INTERNET PROTOCOL TELEPHONY I****3.5 Units****3 hours lecture, 1.5 hours lab***Recommended Preparation: Cisco CCNA or equivalent knowledge strongly recommended.*

This course investigates Internet Protocol (IP) Telephony, also known as Voice Over IP or VoIP. Topics include IP Telephone functions, components and architectures; IP Telephone gateways, dial plans and security; voice ports, interfaces, dial peers and connections. The course is designed to prepare students for Cisco's CVOICE certification exam. NR

# COMPUTER SCIENCE

School of Mathematics, Computer Science and Engineering

**Dean:** Kathleen Schrader, DNSc

**Academic Chair:** Miriam Castroconde

**Faculty:** Nancy Bishopp, EdD, Glenn Cuevas, Howard Dachslager, PhD, Seth Hochwald, Steve Houseman, Chan-Hong Loke, Albert Murtz, Minh Tran

## Curriculum

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 science with an emphasis in computer languages. The major introduces a variety of programming languages and each language's many applications.

## Career Options

Examples of careers for the computer science major include the following:

- Database Administrator
- Programmer
- Software Engineer
- Systems Analyst
- Web Development

## Associate Degree

### Associate in Science Degree in Computer Science

#### Emphasis: Computer Languages

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Program

### Certificate of Achievement: Computer Science

#### Emphasis: Computer Languages

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Science Degree or Certificate of Achievement Major Requirements: COMPUTER SCIENCE

#### COMPUTER LANGUAGES EMPHASIS

<b>Complete the following course:</b>		<b>Units</b>
<b>CS 1</b>	Introduction to Computer Systems	4
<b>Complete any <u>four</u> of the following courses:</b>		
<b>CS 6A</b>	Computer Discrete Mathematics I	3
<b>CS 6B</b>	Computer Discrete Mathematics II	3
<b>CS 36</b>	C Programming	4
<b>CS 37</b>	C++ Programming	4
<b>CS 38</b>	World Wide Web/Intranet Using Java Programming	4
<b>CS 50A</b>	HTML Programming	4
<b>CS 130</b>	Visual Basic Programming	4
<b>CS 131</b>	Database Management Programming	4
<b>Complete any <u>two</u> of the following courses:</b>		
<b>CS 39</b>	C# Programming Using Microsoft .Net	4
<b>CS 40A</b>	Computer Organization and Assembly Language I	4
<b>CS 40B</b>	Computer Organization and Assembly Language II	4
<b>CS 41</b>	Data Structures	4
<b>CS 230</b>	Advanced Visual Basic Programming	3.5
<b>TOTAL UNITS:</b>		<b>25.5-28</b>

## COURSES

### CS 1: INTRODUCTION TO COMPUTER SYSTEMS

4 Units

3 hours lecture, 3 hours lab

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 programming languages and engages students in writing and executing elementary programs in Visual Basic. NR

### CS 6A: COMPUTER DISCRETE MATHEMATICS I

3 Units

3 hours lecture

Transfers: CSU, UC

Prerequisite: Math 2

*Recommended Preparation: Concurrent enrollment in Tu. 301 is strongly recommended*

This course is designed primarily for computer science majors. Areas of study include Boolean algebra, propositional calculus, and predicate calculus. Topics include truth tables, minimization, sets, relations, switching networks, digital circuits, and duality. 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

*Recommended Preparation: Concurrent enrollment in Tu. 301 is strongly recommended*

This course is designed primarily for computer science majors. Areas of study include permutations, combinations, binomial coefficients, recurrence relations, graph theory, generating functions, and probability theory. This course is also listed as Math 31; credit will be given in either area, not both. NR

### CS 36: C PROGRAMMING

4 Units

3 hours lecture, 3 hours lab

Transfers: CSU, UC

*Recommended Preparation: Some programming experience would be helpful.*

This course introduces the C programming language. Topics include data types, control structures, functions and parameter passing, loops, arrays, structures, text and binary files, recursion, and pointers. Students will exercise problem-solving skills in a wide range of applications as they analyze problems, develop algorithms, design and implement programs, and resolve program errors. NR

### CS 37: C++ PROGRAMMING

4 Units

3 hours lecture, 3 hours lab

Transfers: CSU, UC

Prerequisite: CS 36

This course introduces the C++ programming language. Topics include input and output statements, file handling, functions and parameter passing, function pointers, overloading functions, templates, pointers including the "this" pointer, object-oriented programming principles, classes, constructors and destructors, friends, operator overloading, inheritance, polymorphism, and exception handling. NR

### CS 38: WORLD WIDE WEB/INTERNET USING JAVA PROGRAMMING

4 Units

3 hours lecture, 3 hours lab

Transfers: CSU, UC

*Recommended Preparation: CS 36 or 37*

This course focuses on application development using Java. The course covers Java syntax and operating procedures, as well as design and programming techniques for object-oriented programs. Additional topics include Applet programming in Java, fonts, colors, multithreading, streams, and native methods and libraries. NR

### CS 39: C# PROGRAMMING USING MICROSOFT.NET

4 Units

3 hours lecture, 3 hours lab

Transfers: CSU, UC

*Recommended Preparation: CS 37 and CS 38*

In this course, students will use the C# programming language to create Windows, web, and database applications. Topics include C# fundamentals, object-oriented programming, strings, graphics, graphical-user-interface (GUI) components, exception handling, multithreading, multimedia, file processing, prepackaged data structures, and database processing. NR

### CS 40A: COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE I

4 Units

3 hours lecture, 3 hours 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 arithmetic, floating-point architecture, and Boolean algebra. The course also discusses conventional machine language and its corresponding assembly language notation. NR

### CS 40B: COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE II

4 Units

3 hours lecture, 3 hours lab

Transfers: CSU, UC

Prerequisite: CS 40A

This course is a continuation of Computer Science 40A. Students will further study computer organization and assembly language and the differences among assembly languages from one family of computers to another. The course will also examine microprogramming, operating systems, and multilevel machines. NR

**CS 41: DATA STRUCTURES****4 Units****3 hours lecture, 3 hours 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, and timing and space analyses for algorithms will also be discussed. NR

**CS 50A: HTML PROGRAMMING****4 Units****3 hours lecture, 3 hours lab****Transfers: CSU, UC**

This course focuses on developing World Wide Web pages for the Internet using hypertext markup language (HTML). The course investigates the structure of the web, the fundamentals of writing HTML code, and the creation of a web site. Topics include creating hypertext links, working with design elements, creating and controlling text and graphic tables, using frames, building web page forms, and working with Common Gateway Interface (CGI) scripts. NR

**CS 130: VISUAL BASIC PROGRAMMING****4 Units****3 hours lecture, 3 hours lab****Transfers: CSU**

This course focuses on the development of applications using Visual Basic. The course covers Visual Basic 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****4 Units****3 hours lecture, 3 hours lab****Transfers: CSU**

This course focuses on the principles of relational database design, programming and implementation. Topics covered include Database Concepts, Modeling, Design, and Standard Query Language (SQL); transaction management; concurrency control; client/server systems; data warehousing; and databases and the Internet. NR

**CS 230: ADVANCED VISUAL BASIC PROGRAMMING****3.5 Units****3 hours lecture, 1.5 hours lab***Recommended Preparation: CS 130*

This course focuses on application development using the advanced features of Visual Basic. Topics include database manipulation, the data control, the JET engine, Structured Query Language (SQL), Crystal Reports, objects and classes, ActiveX components. NR

**COMPUTER SCIENCE (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



# DANCE

School of Health Sciences, Physical Education and Athletics

**Dean:** Keith Shackelford, JD

**Academic Chair:** Ted Weatherford

**Faculty:** Victoria Barrett, Kana Benz, Marie De La Palme, Monik Jones, Fabienne Levenson, Kathryn Milostan-Egus, Angelika Nemeth, Ted Weatherford

## Curriculum

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, social 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 resumé's, 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 intend to transfer to a four-year institution or for those wanting to pursue dance seriously 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, with elective courses in tap, African and/or social dance. Students are also required to complete courses in music for dance, choreography, dance history, conditioning for dance, and dance rehearsal and performance.

**The certificate 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.

## Career Options

Careers for the dance major 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 Degree

### Associate in Arts Degree in Dance

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Program

### Certificate of Proficiency: Dance Technique

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.



**Associate in Arts Degree  
Major Requirements: DANCE**

		Units
<b>Complete the following courses:</b>		
<b>DNCE 50</b>	Conditioning for Dance	1
<b>DNCE 55</b>	Choreography I	3
<b>DNCE 65</b>	Dance Rehearsal and Performance	2.5
<b>DNCE 77</b>	Dance History: Twentieth Century	3
<b>DNCE 85</b>	Music for Dance	3
<b>Complete a minimum of 4 units total with at least 1 unit in Dance 7:</b>		
<b>DNCE 6</b>	Ballet I	0.5 or 1
<b>DNCE 7</b>	Ballet II	0.5 or 1
<b>Complete a minimum of 4 units total with at least 1 unit in Dance 13:</b>		
<b>DNCE 12</b>	Modern Dance I	0.5 or 1
<b>DNCE 13</b>	Modern Dance II	0.5 or 1
<b>Complete a minimum of 1 unit total from the following:</b>		
<b>DNCE 17</b>	Jazz Dance I	0.5 or 1
<b>DNCE 18</b>	Jazz Dance II	0.5 or 1
<b>Complete a minimum of 1 unit from the following dance technique courses:</b>		
<b>DNCE 22</b>	Tap Dance I	0.5 or 1
<b>DNCE 23</b>	Tap Dance II	0.5 or 1
<b>DNCE 30</b>	African Dance I	0.5 or 1
<b>DNCE 36</b>	Social Dance	0.5 or 1
	<b>TOTAL UNITS:</b>	<b>22.5</b>

### Certificate of Proficiency: **DANCE TECHNIQUE**

Complete at least ONE of the following courses:	Units
DNCE 77                      Dance History	3
DNCE 85                      Music for Dance	3
<b>Complete the following courses:</b>	
DNCE 50                      Conditioning for Dance	1
DNCE 55                      Choreography I	3
<b>Complete 2 units in the following course:</b>	
DNCE 65                      Rehearsal and Performance	2
<b>Complete 3 units from one area of concentration (for instance, ballet) among the following dance techniques/types, including at least 1 unit at a level II course.</b>	3
DNCE 6/7                      Ballet I and II	
DNCE 12/13                    Modern Dance I and II	
DNCE 17/18                    Jazz Dance I and II	
DNCE 22/23                    Tap Dance I and II	
DNCE 33                      Middle Eastern Dance I	
DNCE 36                      Social Dance	
<b>Complete 3 units from a second area of concentration (for instance, modern) among the following dance techniques/types, including at least 1 unit at a level II course. The second area of concentration must be different from the first area of concentration used above.</b>	3
DNCE 6/7                      Ballet I and II	
DNCE 12/13                    Modern Dance I and II	
DNCE 17/18                    Jazz Dance I and II	
DNCE 22/23                    Tap Dance I and II	
DNCE 33                      Middle Eastern Dance I	
DNCE 36                      Social Dance	
<b>Complete 2 units from a third area of concentration (for instance, tap) among the following dance techniques/types, including at least 1 unit at a level II course. The third area of concentration must be different from the first and second areas of concentration used above.</b>	2
DNCE 6/7                      Ballet I and II	
DNCE 12/13                    Modern Dance I and II	
DNCE 17/18                    Jazz Dance I and II	
DNCE 22/23                    Tap Dance I and II	
DNCE 33                      Middle Eastern Dance I	
DNCE 36                      Social Dance	
<b>TOTAL UNITS:</b>	<b>17</b>

## COURSES

### DNCE 1: INTRODUCTION TO DANCE 1 Unit

**.5 hour lecture, 1.5 hours lab**  
**Transfers: CSU, UC credit proviso (see UC course list)**

This course gives students the opportunity to learn various dance forms such as hip-hop, jazz, modern, ballet, improvisation, African, and social dance. The course is designed for dancers of any experience level. The course compares dances' styles and techniques; and develops students' coordination, flexibility, strength, and postural alignment; it also encourages student individuality through movement studies and improvisations. R-E-3

### DNCE 6: BALLET I .5 or 1 Unit

**.5 hour lecture, 1 hour lab; or  
.5 hour lecture, 2.5 hours lab**  
**Transfers: CSU, UC**

This course introduces the basic ballet positions, movements, and combinations, as well as ballet history. Students are required to attend at least one dance concert, on or off campus. R-E-3

### DNCE 7: BALLET II .5 or 1 Unit

**.5 hour lecture, 1 hour lab; or  
.5 hour lecture, 2.5 hours lab**  
**Transfers: CSU, UC**

**Recommended Preparation:** Dnce. 6  
This course is designed to advance the level of understanding and technical performance of the student who has mastered the basic skills of ballet. Students will learn advanced barre exercises, practice demi-pointe work, and learn increasingly difficult connecting movements. Students are required to attend at least one dance concert, on or off campus. R-E-3

### DNCE 12: MODERN DANCE I .5 or 1 Unit

**.5 hour lecture, 1 hour lab; or  
.5 hour lecture, 2.5 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. R-E-3

**DNCE 13: MODERN DANCE II****.5 or 1 Unit****.5 hour lecture, 1 hour lab; or****.5 hour lecture, 2.5 hours lab****Transfers: CSU, UC**

This course further analyzes and explores the technical and expressive elements of modern dance. 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. R-E-3

**DNCE 17: JAZZ DANCE I****.5 or 1 Unit****.5 hour lecture, 1 hour lab; or****.5 hour lecture, 2.5 hours lab****Transfers: CSU, UC**

This course is designed both for students with no dance experience and for experienced dancers wishing to perfect basic jazz dance skills. Fundamental jazz dance techniques are presented and practiced in class, informed by historical and stylistic perspectives of this dance form. Emphasis is placed on class participation so that students may develop their knowledge and understanding of the physical demands of jazz dancing. R-E-3

**DNCE 18: JAZZ DANCE II****.5 or 1 Unit****.5 hour lecture, 1 hour lab; or****.5 hour lecture, 2.5 hours lab****Transfers: CSU, UC**

This course gives students an opportunity to practice and perfect basic jazz techniques and center and locomotor combinations. Students will develop original routines set to jazz music. R-E-3

**DNCE 22: TAP DANCE I****.5 or 1 Unit****.5 hour lecture, 1 hour lab; or****.5 hour lecture, 2.5 hours lab****Transfers: CSU, UC**

This course is designed to teach tap dance technique at the beginning level. Instruction will focus primarily on the rhythm tap style; however, other tap styles may also be included. Students will learn fundamental skills; rhythms, including swing and Latin; syncopation; time steps; short combinations; and stylings. The course will also introduce students to the history and performance of tap dance. R-E-3

**DNCE 23: TAP DANCE II****.5 or 1 Unit****.5 hour lecture, 1 hour lab; or****.5 hour lecture, 2.5 hours lab****Transfers: CSU, UC***Recommended Preparation: Dnce. 22*

This course is designed to teach tap technique at the intermediate level. Students will learn new and more complicated rhythms, movement coordinations, and skills. The course will focus on developing the speed at which students master tap routines. In addition, the course will examine history and musical forms related to tap dance. R-E-3

**DNCE 30: AFRICAN DANCE I****.5 or 1 Unit****.5 hour lecture, 1 hour lab; or****.5 hour lecture, 2.5 hours lab****Transfers: CSU, UC**

This course introduces students to the history and performance of African dance. Students will learn, practice, and choreograph traditional movements and explore the way that traditional African dance forms express life passages and seasonal changes. The course will also examine how various percussive and non-percussive instruments contribute to these expressions. Field trips may be required. R-E-3

**DNCE 33: MIDDLE EASTERN DANCE I  
1 Unit****.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-E-3

**DNCE 34: Middle Eastern Dance II  
1 Unit****.5 hours lecture, 1.5 hours lab****Transfers: CSU, UC credit pending***Recommended Preparation: Dnce 33*

This intermediate/advanced-level course further explores social, stage and regional dances from the Near and Middle East. The course focuses primarily on classical dance forms but also presents folkloric and popular dance styles. Students concentrate on refining movements and gestures; developing solo and group performing skills; and using finger cymbals, veils, and props while dancing. The course expands upon Middle Eastern music, rhythms, and culture as they relate to dance. R-E-3

**DNCE 36: SOCIAL DANCE****.5 or 1 Unit****.5 hour lecture, 1 hour lab; or****.5 hour lecture, 2.5 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, etc.), 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. Historical studies and individual choreography will enhance the student's knowledge of each dance form as well as encourage creativity. R-E-3

**DNCE 50: CONDITIONING  
FOR DANCE****.5 or 1 Unit****.5 hour lecture, 1 hour lab; or****.5 hour lecture, 2.5 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This course will provide the dancer and non-dancer with various types of stretch, strength, and body alignment exercises. It combines techniques and skills from dance, exercise, and various body therapy programs (e.g. yoga, pilates) to enhance flexibility, strength, postural alignment, balance, coordination, endurance, and movement memory. Enhancement in these areas in turn provides for greater technical ability in any movement-based program such as dance, sports, or exercise programs. Introductory information on anatomy, nutrition, and the care and prevention of injuries will also be included. R-E-3

**DNCE 51: PILATES CONDITIONING****.5 or 1 Unit****.5 hour lecture, 1 hour lab; or****.5 hour lecture, 2.5 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This course introduces the fundamentals of non-impact exercise emphasizing the principles of Joseph Pilates. Classes provide the dancer and nondancer with exercises to improve abdominal and back strength, flexibility, and postural alignment. Pilates involves integrating the physical and mental aspects of movement in order to counterbalance weakness and correct imbalances in the body. Enhancement in these areas in turn provides for greater technical ability in any movement-based program, such as other dance studies, sports, or exercise programs, challenging to all fitness levels. Proper breathing techniques are emphasized, the focus being on exercising the mind as well as the body. R-E-3

**DNCE 55: CHOREOGRAPHY I****3 Units****2.5 hours lecture, 1.5 hours lab****Transfers: CSU, UC**

*Recommended Preparation: Two one-unit courses from Dnce. 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 as well as the craft and creation of dances. Students will explore and develop movement studies dealing with shapes, time, space, and energy for both individuals and groups. Students will also have the opportunity to practice creating full-length compositions that incorporate the above and, in addition, phrasing, abstraction, stylization, and various choreographic devices and structures. The final focus of this course is on creating compositions with thematic and artistic clarity. R-E-3

**DNCE 65: DANCE REHEARSAL AND PERFORMANCE****.5, 1, 1.5 or 2 Units****.5 hour lecture; .5 hour lab; or****.5 hour lecture, 1.5 hours lab; or****.5 hour lecture, 3 hours lab; or****.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 one and one-half 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**

*Recommended Preparation: Dnce 6, 12, or 17 or one year of dance technique 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 170: IVC PERFORMING DANCE ENSEMBLE****1.5 Units****4.5 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****.5 Unit or 1 Unit****2 or 4 hours lab**

GYROKINESIS® 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. Dance 253 is also listed as PE 253. R-E-3

# DESIGN MODEL MAKING AND RAPID PROTOTYPING

School of Mathematics, Computer Science and Engineering

**Dean:** Kathleen Schrader, DNSc

**Academic Chair:** Miriam Castroconde

**Faculty:** Glenn Anguline, Dennis Campbell, Ivette Chornomud, Erik Fairbanks, John Loftus, Craig Monroe, Brett McKim, Sunny Yang

## Curriculum

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.

## Career Options

Examples of careers for the major include industrial design and model making in the following areas:

- Architecture
- Automotive
- Media and Entertainment
- Product and Packaging

## Associate Degree

### Associate in Science Degree in Design Model Making and Rapid Prototyping

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Program

### Certificate of Achievement: Design Model Making and Rapid Prototyping

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Science Degree or Certificate of Achievement Major Requirements: 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
<b>DMP 200</b>	Introduction to Model Making and Design	1.5
<b>DMP 210</b>	Rapid Visualization	3
<b>DMP 220</b>	Basic Model Making	3
<b>DMP 221</b>	Advanced Model Making I	3
<b>DMP 222</b>	Advanced Model Making II	3
<b>DMP 230</b>	3D Computer Design	3
<b>DMP 240</b>	3D Rapid Model Making and Prototype Development I	3
<b>DMP 241</b>	3D Rapid Model Making and Prototype Development II	3
<b>DMP 260</b>	Modeling and Prototyping Methods and Materials	2
<b>TOTAL UNITS:</b>		<b>24.5</b>

## COURSES

### CWE 168: COOPERATIVE WORK EXPERIENCE: DESIGN MODEL MAKING

1-4 Units

1-4 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

### DMP 200: INTRODUCTION TO MODEL MAKING AND DESIGN

1.5 Units

1.5 hours lecture

This course introduces students to career options within the model-making industry. Onsite studio visits, guest speakers and career guides will give students an overview of the job skills and technologies required in the various disciplines of model making. Areas of interest will include entertainment, product design, packaging, transportation, aerospace, medical design and architecture. The goal of the course is to facilitate each student's career path selection. Field trips may be required. NR

### DMP 210: RAPID VISUALIZATION

3 Units

2 hours lecture, 3 hours lab

This course introduces the principles of three-dimensional design as they relate to model making. Students work with a variety of materials and techniques, exploring three-dimensional description elements: value, texture, lighting, shade, shadow, composition, and perspective. Emphasis is placed on manual skill and dexterity. The course also introduces the fundamentals and techniques of ideational sketching. NR

### DMP 220: BASIC MODEL MAKING

3 Units

2 hours lecture, 3 hours lab

This course focuses on developing forms and shapes using a variety of basic model-making materials and hand fabrication techniques, with an emphasis on wood, plastic and metal processes. In addition to modeling with basic materials, students begin to develop skills using quick, visual model-development materials, including foam core, cardboard and clay. NR

### DMP 221: ADVANCED MODEL MAKING I

3 Units

2 hours lecture, 3 hours lab

**Prerequisite:** DMP 220

This course focuses on more advanced and complex methods used throughout the model-making industry. The course covers thermoforming, reinforced plastics, two-dimensional routing and engraving, and a variety of flexible tooling techniques used to make complex molds and parts. Students learn techniques for working with advanced casting materials, and surface preparation with textures, plating and painting. NR

### DMP 222: ADVANCED MODEL MAKING II

3 Units

2 hours lecture, 3 hours lab

**Prerequisite:** DMP 221

This course develops skills in using computer-aided design and manufacturing equipment and software to fabricate models. Designs will be created on three-dimensional solid modeling software and transferred to a three-dimensional computer aided manufacturing software for coding and post processing. Students will fabricate parts on a variety of equipment including CNC mills and lathes, laser cutters, and two and three-dimensional rapid modeling equipment. NR

### DMP 230: 3D COMPUTER DESIGN

3 Units

2 hours lecture, 3 hours lab

A beginning level Computer-Aided Design course that provides basic techniques and applications utilized in the model making industry. Students will learn to create basic 2D drawings and 3D solid models incorporating state of the art PC based software. Graphic creation and control will be learned using a variety of common 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. NR

# DIGITAL MEDIA ART–GRAPHIC DESIGN

School of Fine Arts

**Dean:** Roger Owens, PhD

**Academic Chair:** Lisa Davis Allen, PhD

**Faculty:** William Atkins, Amy Caterina, Terry Chatkupt, Michael Dowdell, Antoinette Geldun, Michael Sasso, Rick Schank, Lori Sineri

## Curriculum

The curriculum includes courses in digital media arts, typography, publication design, web design, and graphic design history, as well as a cooperative work experience course which allows students to intern in the field. 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.

## Career Options

Examples of career opportunities in digital media art–graphic design 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 Degree

### Associate in Arts Degree in Digital Media Art

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Program

### Certificate of Achievement: Digital Media Art

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.





**Associate in Arts Degree or Certificate of Achievement  
Major Requirements: 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.

<b>Complete the following courses:</b>		<b>Units</b>
<b>DMA 51</b>	Digital Photography	3
<b>DMA 55</b>	Graphic Design I	3
<b>DMA 65</b>	Typography	3
<b>DMA 140</b>	2-D Design and Color Theory	3
<b>DMA 160</b>	Graphic Design II	3
<b>DMA 175</b>	Corporate Identity: Trademarks and Logos	3
<b>Complete a total of 6 units from the following courses:</b>		
<b>DMA 150</b>	History of Graphic Design	3
<b>DMA 170</b>	Publication Design and Prepress	3
<b>DMA 180</b>	Graphic Design for the Internet	3
<b>DMA 252</b>	Intermediate Digital Imaging	3
<b>TOTAL UNITS:</b>		<b>24</b>
<b>Recommended electives:</b>		
DMA 200L		

**COURSES**

**DMA 51: DIGITAL PHOTOGRAPHY  
3 Units**

**2 hours lecture, 4 hours lab  
Transfers: CSU, UC**

*Recommended Preparation: Phot 50*

This is an introductory course in the use of the computer as a tool to create and manipulate photographic imagery. Students explore photographic theory and technique using digital programs to enhance and alter images. They learn to use flatbed scanners, slide scanners, and digital cameras to produce an artistic portfolio. Digital Media Art 51 is also listed as Photography 51; credit will be given in either area, not both. R-E-2

**DMA 55: GRAPHIC DESIGN I  
3 Units**

**2 hours lecture, 4 hours lab  
Transfers: CSU, UC**

*Recommended Preparation: CIM 104.1, Art 4 and Art 40*

This course focuses on the use of the computer as a tool for creating graphic designs. Students explore and integrate basic graphic elements (line, shape, texture, and color) and principles (unity, balance, and gestalt) with typography and scanned images to produce completed designs. Course discussions address the history and the role of computer-generated imagery in fine arts and graphic design. 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 104.1, Art 4, Art 40 and DMA 55*

This course is designed to create a greater understanding of typography as a visual form of communication and its function within graphic design. Each student will explore typographic form through a series of fundamental design exercises. The course provides a historical basis for the development of letterforms, tracing the progression from Gutenberg to the computer. R-E-3

**DMA 140: 2-D DESIGN  
AND COLOR THEORY****3 Units****2 hours lecture, 4 hours lab****Transfers: CSU**

This is a basic course in two-dimensional design and color theory using the computer as a tool for artistic expression. Students learn to organize visual elements of line, shape, color, value, and texture according to established principles of art. The course discusses the formal elements of color theory as well as specific issues in the use of additive and subtractive color systems in computer-generated images. Practical instruction is combined with theoretical perspective to stress the impact of visual computing on the design process. NR

**DMA 150: HISTORY OF  
GRAPHIC DESIGN****3 Units****3 hours lecture****Transfers: CSU**

*Recommended Preparation: Art 4, Art 25 and Art 26*

This concise history traces the development of graphic design from the invention of writing to the computer graphics 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. NR

**DMA 160: GRAPHIC DESIGN II****3 Units****2 hours lecture, 4 hours lab****Transfers: CSU**

*Recommended Preparation: CIM 104.1 and Art 4*

This advanced course takes students through the design-planning process, from identifying a client's priorities and alternatives to completing sketches, models, and reports. Projects emphasize techniques for developing visual and verbal skills. Design skills focus on complex sequencing such as multipage assignments or sets of materials meant to be used together. Studio work includes the layout and production of designed formats and the application of conceptualization techniques used in the field. A combination of DMA 55 and DMA 160 may be taken a maximum of four times. R-A-3

**DMA 170: PUBLICATION DESIGN  
AND PREPRESS****3 Units****2 hours lecture, 4 hours lab****Transfers: CSU**

*Recommended Preparation: DMA 55 and DMA 65*

This course will focus on the creation of publications such as magazines and annual reports with an emphasis on the preparation of camera-ready art. Students will learn the processes involved in the translation from digital files to print media and file transfer protocol. 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 160*

This digital media arts course focuses on creating an integrated series of designs to establish a corporate identity. Analyzing case studies, students learn the process a designer follows to ensure the success of trademarks and logos. Students gain a deeper knowledge of how to incorporate computer and digital processes into the creation of an identity. NR

**DMA 180: GRAPHIC DESIGN  
FOR THE INTERNET****3 Units****2 hours lecture, 4 hours lab****Transfers: CSU**

*Recommended Preparation: DMA 55 and CIM 104.1*

This course provides comprehensive instruction and training in designing a web site. Students learn how to prepare graphics for maximum efficiency and consistency across platforms. The course presents a basic history of the Internet and covers the entire site development process: identifying goals; designing the interface, including page architecture, typography, photography, writing and illustration; using programming and scripting tools, including navigation graphics and image maps; and testing, registering and publishing the site. Students create flow charts and storyboards, produce and refine a preliminary design, and complete a final graphical interface that may be used for an actual web site. NR

**DMA 200L: DIGITAL MEDIA ART LAB****0.5 Units****1.5 hours learning center****Corequisite: Student must be enrolled in any digital media art course.**

This course is for students enrolled in digital media art courses who need access to the computer lab to develop specific skills and to complete course assignments. Students may use the lab on a first-come, first-served basis. Students are required to complete 24 hours during a semester. This course is open-entry/open-exit and is graded on a pass/no-pass basis only. R-E-3

**DMA 201: INTRODUCTION TO  
DIGITAL CAMERAS****1.5 Units****1.5 hours lecture**

This is an introductory-level course in the use of digital cameras. The course covers basic camera controls—f-stops, shutter speeds, focus, and depth of field—and terms and concepts specific to digital imaging, including resolution, file formats, storage media, white balance, and organization of digital files. Students must provide their own digital camera. No printing is involved in this course. DMA 201 is also listed as Phot. 201; credit will be given in either area, not both. R-A-3

**DMA 252: INTERMEDIATE  
DIGITAL IMAGING****3 Units****2 hours lecture, 4 hours lab**

*Recommended Preparation: DMA/Phot. 51*

This intermediate-level course in digital imaging provides further training in the use of application tools. Students learn more sophisticated techniques in scanning, color correcting, layering, blending, and composite imaging. Specific focus will be on principles of design, visual hierarchy, and the integration of text and image. Relevant technical and aesthetic developments and issues will be discussed in depth. Students will develop a portfolio of creative digital images using a variety of electronic resources. R-E-3

# DRAFTING TECHNOLOGY AND ENGINEERING

School of Mathematics, Computer Science and Engineering

**Dean:** Kathleen Schrader, DNSc

**Academic Chair:** Miriam Castroconde

**Faculty:** Pete Moraga, Majid Saghafi, Matthew Wolken, Kenny Yang

## Curriculum

Students majoring in drafting technology prepare to enter several areas of the technology, including mechanical, electrical and aeronautical/aerospace technology, and their various research and development fields. The curriculum emphasizes the universal language used in industrial, technical, and engineering applications. Students develop the skills needed to produce and interpret technical drawings, using traditional as well as multi-axis computer-based graphics generation. Laboratory experiences include working on many different types of drafting problems designed to refine the students' abilities to interpret, analyze and transmit facts graphically. Courses in the major stress the development of basic skills in mathematics, communication, and the sciences.

## Major

The program is designed to prepare students for employment within the broad spectrum of the drafting and design field. Various options are available to meet both short- and long-range educational goals. Students may select the technically specific certificate program or the broad-based Associate in Science degree in drafting technology. By completing the associate degree, the student ensures a high level of competency within the technology as well as developing a strong, broad-based foundation in preparation for future upgrade. Individual and sequenced courses are designed for those who are currently employed and wish to upgrade or specialize in a specific subject area.

## Career Options

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 Degree

### Associate in Science Degree in Drafting Technology

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Program

### Certificate of Achievement: Drafting Technology

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Science Degree or Certificate of Achievement Major Requirements: DRAFTING TECHNOLOGY

Complete the following courses:

	Units
<b>DR 50</b> Introduction to Computer-Aided Drafting	3
<b>DR 100</b> Fundamentals of Drafting and Design	3
<b>DR 101</b> Engineering Drawing and Design	3
<b>ENGR 21</b> Introduction to Engineering and Technology	1
<b>ENGR 23</b> Engineering Graphics and Descriptive Geometry	3
<b>ENGR 183</b> Computer-Aided Design Techniques	3
<b>MATH 124</b> Trigonometry	3
<b>MATH 253</b> Intermediate Algebra	5

**TOTAL UNITS: 24**

## COURSES

### DRAFTING

#### DR 50: INTRODUCTION TO COMPUTER-AIDED DRAFTING

**3 Units**

**2 hours lecture, 4 hours lab**

**Transfers: CSU, UC**

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, architectural, and electronic drawings. Students create and analyze two-dimensional and pictorial drawings conforming 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**

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

### 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 expression through sketching and computer-aided design. Students practice orthographic projection, auxiliary and section views, dimensions, and working drawings. Emphasis is on the use of points, lines, planes, warped surfaces, intersections and developments in solving problems in two- and three-dimensional space. NR

#### ENGR 183: COMPUTER-AIDED DESIGN TECHNIQUES

**3 Units**

**2 hours lecture, 4 hours lab**

**Transfers: CSU**

This advanced course presents the latest techniques available in three-dimensional computer-aided design. The course focuses on the use of the computer as a tool in all phases of the design process. Students work with computer-aided design systems, using 3D computer graphics to solve a variety of design problems. R-E-3

# ECONOMICS

School of Social and Behavioral Sciences

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Colin McCaughey

**Faculty:** Jennifer Bailly, Robert Baker, Laura Flynn, Jill Hardy, Mark McNeil, Sezer Pehlivan, Martha Stuffer

## Curriculum

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.

## Career Options

Examples of careers for the economics major 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 Degree

### Associate in Arts Degree in Economics

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

**Associate in Arts Degree  
Major Requirements: ECONOMICS**

<b>Complete the following courses:</b>		<b>Units</b>
<b>ECON 1</b>	Principles of Economics—Micro	3
<b>ECON 2</b>	Principles of Economics—Macro	3
<b>ECON 6</b>	Environmental and Resource Economics	3
<b>ECON 10</b>	Statistics for Business and Economics	3
<b>ECON 13</b>	Global Economics	3

<b>Complete <u>one</u> of the following courses:</b>		
<b>MATH 3A</b>	Analytical Geometry and Calculus I	5
<b>MATH 11</b>	A Brief Course in Calculus	4

<b>Complete <u>one</u> of the following courses:</b>		
<b>ACCT 1A</b>	Financial Accounting	4
<b>CS 1</b>	Introduction to Computer Systems	4
<b>ECON 105</b>	Personal Financial Planning	3
<b>MATH 3B</b>	Analytical Geometry and Calculus II	5
<b>TOTAL UNITS:</b>		<b>22–26</b>

**Recommended Electives:**  
ACCT 1B, MGT 104, MATH 26, WR 2.

**COURSES**

**CWE 168: COOPERATIVE WORK EXPERIENCE: ECONOMICS**  
1–4 Units  
1–4 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. R-I-3

**ECON 1: PRINCIPLES OF ECONOMICS—MICRO**

3 Units  
3 hours lecture  
**Transfers: CSU, UC**  
**Prerequisite: 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, anti-trust policy, and international trade. NR

**ECON 2: PRINCIPLES OF ECONOMICS—MACRO**

3 Units  
3 hours lecture  
**Transfers: CSU, UC**  
**Prerequisite: Math 253**  
*Recommended Preparation: Econ. 1 or Econ. 20*  
This course examines and analyzes the economic problems of scarcity, recession, unemployment, and inflation. Investigation centers on business cycles, economic growth, determination and the measurement of output and income in the economy, money creation and the banking system, monetary and fiscal policy options, effects of the public debt, and international trade and finance. 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. Economics 6 is also listed as Environmental Studies 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 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. Economics 10 is also listed as Management 10; credit will be given in either area, not both. NR

**ECON 13: GLOBAL ECONOMICS****3 Units****3 hours lecture****Transfers: CSU, UC***Recommended Preparation: Wr. 1 and Math 253*

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, technology, monetary and fiscal policy, international finance and global banking, international trade, currency markets and exchange rate systems, international capital flows, industrial structure, and the role of the government within 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 applied course provides an opportunity for students to evaluate their own financial and economic choices and formulate a lifelong financial plan that may be applied to personal, career and business situations. The course presents the criteria, methodology and resources essential for effective short- and long-run planning. Topics include money management, tax strategies, insurance needs, current economic conditions, credit management, investment decisions, and retirement planning. Economics 105 is also listed as Management 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 trends and factors that affect the value of real estate. Topics include the nature of land economics and the classification of properties; property development, construction, and subdivision; fluctuations in economic value; residential market trends; real property; and special purpose property trends. The course applies toward the state's educational requirements for the broker's examination. Economics 178 is also listed as Real Estate 178; credit will be given in either area, not both. 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. This course is also listed as Management 210; credit will be given in either area, but not both. NR

# ELECTRONIC TECHNOLOGY

School of Physical Sciences and Technologies

**Dean:** Kathleen Schrader, DNSc

**Academic Chair:** Amy Stinson

**Faculty:** Ray Chandos, Terry Schmidt, Jimmy Yu

## Curriculum

The curriculum in electronic technology equips students with the skills necessary for coping with a rapidly expanding and changing technological field. A core curriculum seeks to identify and emphasize those principles which are basic to the understanding of current and emerging technologies. In advanced courses, students learn to apply available technology to the solution of specific problems, with an emphasis on creative design and troubleshooting. The curriculum emphasizes a practical rather than an abstract mathematical understanding of electronics, focusing heavily on laboratory study, while still maintaining a level of mathematical rigor appropriate to four-year programs in engineering technology.

## Major

A student majoring in electronic technology may choose from a number of career paths.

The electronics aide certificate program equips the student for entry into the electronics industry in areas such as testing, quality assurance, customer support, production support, equipment maintenance and technical sales.

The electronic technology certificate program provides a solid foundation for immediate employment or further study in the field. After obtaining a certificate in electronic technology, a student may seek employment as an electronic technician, designing, testing and servicing telecommunication, medical, video, automotive, aerospace, and entertainment equipment.

Completion of the Associate in Science degree provides even broader opportunity for personal, academic, and career growth. A student may also transfer into the California State University system and complete a bachelor's degree in engineering technology.

## Career Options

Examples of careers for the Electronic Technology major 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

## Associate Degree

### Associate in Science Degree in Electronic Technology

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Programs

**Certificate of Achievement:**  
**Electronic Technology**

**Certificate of Proficiency:**  
**Electronics Aide**

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## 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

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.





**Associate in Science Degree or Certificate of Achievement  
Major Requirements: ELECTRONIC TECHNOLOGY**

Complete the following courses:		Units
ET 102	Basic Electric Circuits I	4
ET 104	Basic Electric Circuits II	4
ET 105	Electronic Devices and Circuits I	4
ET 107	Electronic Devices and Circuits II	4
ET 109	Digital Electronic Circuits	4

Complete <u>one</u> of the following courses:		Units
ET 116	Industrial Electronics	4
ET 120	Introduction to Microprocessors	4

Complete <u>one</u> of the following courses:		Units
CS 36	C Programming	4
CS 40A	Computer Organization and Assembly Language I	4
CS 40 B	Computer Organization and Assembly Language II	4

**TOTAL UNITS: 28**

**Recommended electives:**  
ET 101, PHYS 20

**Certificate of Proficiency: ELECTRONICS AIDE**

Complete the following courses:		Units
ET 102	Basic Electric Circuits I	4
ET 104	Basic Electric Circuits II	4
ET 105	Electronic Devices and Circuits I	4
ET 109	Digital Electronic Circuits	4

**TOTAL UNITS: 16**

**Recommended Electives:**  
ET 101

**COURSES**

**CWE 168: COOPERATIVE WORK  
EXPERIENCE: ELECTRONIC  
TECHNOLOGY**

**1-4 Units**

**1-4 hours 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 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

**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, computer, household and automotive electronics. NR

**ET 102: BASIC ELECTRIC CIRCUITS I**

**4 Units**

**3 hours lecture, 3 hours lab**

**Transfers: CSU**

This introductory course, the first course in the Electronic Technology sequence, 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 second course in the Electronic Technology sequence covers the principles and applications of AC circuits, including reactance, impedance, resonance, residential wiring and lighting, filters, spectrum analysis, audio, telephone, and radio. Students analyze, test, design and troubleshoot the devices and circuits studied. NR

**ET 105: ELECTRONIC DEVICES AND CIRCUITS I****4 Units****3 hours lecture, 3 hours lab****Transfers: CSU****Prerequisite: ET 102**

This course studies basic solid-state devices and their application circuits. Students test devices such as diodes, LEDs, transistors and thyristors and measure their characteristics. The course covers the analysis, troubleshooting, and design of solid-state application circuits, including rectifiers, switching circuits, and amplifiers. NR

**ET 107: ELECTRONIC DEVICES AND CIRCUITS II****4 Units****3 hours lecture, 3 hours lab****Transfers: CSU****Prerequisite: ET 105**

This course continues the study of solid-state devices and their application circuits begun in Electronic Technology 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 109: DIGITAL ELECTRONIC CIRCUITS****4 Units****3 hours lecture, 3 hours lab****Transfers: CSU****Prerequisite: ET 102****Corequisite: Concurrent enrollment in or prior completion of 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, phase-locked loops, tri-state logic, and data communication circuits. NR

**ET 116: INDUSTRIAL ELECTRONICS****4 Units****3 hours lecture, 3 hours lab****Transfers: CSU****Prerequisite: ET 109**

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****Prerequisite: ET 109**

This course introduces the microprocessor and microcontroller. Topics include tri-state busses, memory, input/output (I/O) ports, address decoding, assembly and machine language programming, addressing modes, logical and mathematical operations, branching, loops, subroutines, interfacing, interrupts, and troubleshooting techniques. Students design the hardware, software, and interfacing circuitry to provide a microprocessor- or microcontroller-based function, or a complete system. NR

**ET 201: RESIDENTIAL WIRING****4 Units****3 hours lecture, 3 hours lab****Recommended Preparation: ET 102, ET 104**

This course provides practical instruction for wiring homes according to National Electrical Code (NEC) rules, covering all code requirements and construction practices for installing electrical systems in one- and two-family dwellings. Through classroom and laboratory instruction, the course covers planning, service equipment, wiring methods, lighting, and the special requirements for kitchens, bathrooms, and other residential living spaces. Outdoor installations are also covered, as well as swimming pools, spas, heating, ventilation, and air conditioning (HVAC) equipment, and remodeling (old work). Safety requirements and procedures are emphasized throughout. NR

# ENGLISH

School of Humanities and Languages

**Dean:** Karima Feldhus, PhD

**Academic Co-Chairs:** William Etter, PhD, and Kurt Meyer

**Faculty:** Jawad Ali, Lisa Alvarez, Brenda Borron, Emily Brauer Rogers, Kristine Bromberger, Joe Burt, Katherine Clark, F. Marie Connors, James Culhane, Daniel DeRoulet, PhD, Wendy Esteras, William Etter, PhD, Julie Evans, Stephen Felder, PhD, Mark Fullmer, Bruce Gilman, Kirk Gorrie, Carrie Goulding, Barbara Goward, Melanie Haeri, Katrina Harack, PhD, Joan Hill, Michael Lathrop, Lewis Long, Marjorie Luesebrink, Sunita Lutz, PhD, Claudia Martinez-Plambeck, Lowell McKay, Kurt Meyer, Robbi Nester, PhD, Amy Parkin, Kay Ryals, PhD, Sharon Saxton, Summer Serpas, Gretchen Short, Harold Smith, Diedre Spicer, Jeff Staley, Linda Thomas, Shaina Trapedo, Robert John Williams, Jason Witt

## Curriculum

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.

## 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 elect an emphasis either in literature or in 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.

## Career Options

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. Career options include but are not limited to:

- 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 Degree

### Associate in Arts Degree in English

#### Emphases:

- Literature
- Writing

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

**Associate in Arts Degree  
Major Requirements: ENGLISH  
LITERATURE EMPHASIS**

<b>Complete the following courses:</b>		<b>Units</b>
<b>WR 2</b>	College Writing 2: Critical Thinking/Writing	4
<b>LIT 1</b>	Introduction to Literature	3
<b>LIT 46</b>	Intercultural Literature	3
<b>Complete 6 units from the following courses:</b>		
<b>LIT 20</b>	Survey of British Literature to 1776	3
<b>LIT 21</b>	British Literature: Blake to the Present	3
<b>LIT 22</b>	American Literature to Twain	3
<b>LIT 23</b>	American Literature: Twain to the Present	3
<b>Complete 3 units from the following courses:</b>		
<b>LIT 30</b>	Introduction to the Novel	3
<b>LIT 31</b>	Introduction to Short Fiction	3
<b>LIT 32</b>	Introduction to Poetry	3
<b>LIT 33</b>	Introduction to Drama	3
<b>Complete 3 units from the following courses:</b>		
<b>LIT 40</b>	Introduction to the Hebrew Bible (Old Testament)	3
<b>LIT 41</b>	Introduction to the New Testament	3
<b>LIT 42</b>	The Myths of the Ancient World	3
<b>LIT 43</b>	Introduction to Shakespeare	3
<b>TOTAL UNITS:</b>		<b>22</b>

**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

**Associate in Arts Degree  
Major Requirements: ENGLISH  
WRITING EMPHASIS**

<b>Complete the following courses:</b>		<b>Units</b>
<b>WR 2</b>	College Writing 2: Critical Thinking/Writing	4
<b>WR 10</b>	Introduction to Creative Writing	3
<b>LIT 1</b>	Introduction to Literature	3
<b>LIT 24</b>	Contemporary Literature	3
<b>Complete 3 units from the following courses:</b>		
<b>WR 11</b>	Writing Short Fiction	3
<b>WR 13</b>	Writing Poetry	3
<b>Complete 3 units from the following courses:</b>		
<b>LIT 30</b>	Introduction to the Novel	3
<b>LIT 31</b>	Introduction to Short Fiction	3
<b>LIT 32</b>	Introduction to Poetry	3
<b>LIT 33</b>	Introduction to Drama	3
<b>Complete 3 units from the following courses:</b>		
<b>LIT 40</b>	Introduction to the Hebrew Bible (Old Testament)	3
<b>LIT 41</b>	Introduction to the New Testament	3
<b>LIT 42</b>	The Myths of the Ancient World	3
<b>LIT 43</b>	Introduction to Shakespeare	3
<b>Complete one of the following courses:</b>		
<b>LIT 47</b>	Fable and Folktale	3
<b>LIT 110</b>	Popular Literature	3
<b>TOTAL UNITS:</b>		<b>25</b>

**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

**COURSES**

**ENGLISH:  
BASIC WRITING**

**WR 301: INTRODUCTION TO BASIC WRITING**

**3 Units**

**3 hours lecture**

**Prerequisite:** ESL 388B, ESS 310 or RD 370.

**Corequisite:** Wr. 280

This is an introductory course designed to develop skills in the basic conventions of writing. Students write to observe, to integrate, and to communicate, often in response to assigned readings. The course covers how to explore, evaluate, organize, and state ideas taking into consideration the writer's audience and purpose. NR

**WR 380: 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. Writing 380 is also listed as English Special Services 340; credit will be given in either area, not both. R-E-3

**ENGLISH:  
COLLEGE 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

**WR 201: INTRODUCTION TO COLLEGE  
WRITING****3 Units****3 hours lecture****Prerequisite: Wr. 301****Corequisite: Wr. 280**

This is an introductory course in the basic conventions and expectations of college essay writing. Students write essays in response to assigned readings from a range of college-level texts. The course covers how to state and support a thesis, develop unified and coherent supporting paragraphs, organize the various parts of an essay, and write clear and effective sentences. The course also introduces students to critical reading, reasoning, and writing. NR

**ENGLISH:  
WRITING CONFERENCE****WR 180: WRITING CONFERENCE****.5 Units****1.5 hours learning center****Transfers: CSU****Corequisite: Art 4, 20, 25, 26; Hist. 1, 2, 20, 21; Hum. 1, 2, 20; Lit. 1, 20, 21, 22, 23; PS 1, 4, 14; RD 174; WR 1, 2**

This open-entry/open-exit, pass/no-pass course offers one-on-one conference instruction with English instructors for students in specified corequisite courses. Students must complete 24 hours in the Humanities Center during the semester in order to receive credit. R-E-3

**WR 280: WRITING CONFERENCE****.5 Units****1.5 hours learning center****Corequisite: Wr. 201 or Wr. 301**

This pass/no-pass corequisite course offers one-on-one conference instruction with English instructors for students enrolled in Writing 201 and Writing 301. Students must spend at least 24 hours in the Humanities Center during the semester and participate in no less than four conferences in order to receive credit. R-E-3

**ENGLISH:  
CREATIVE WRITING****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 credit proviso (see UC course list)****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 credit proviso (see UC course list)****Prerequisite: Wr. 201**

Writing 13 provides instruction in the craft of writing poetry for both the beginning and the experienced writer. The course is organized and taught in the form of a traditional writer's workshop, a directed forum in which students read, discuss, and critique the poems they have written in response to weekly assignments. Students study modern and contemporary poems for evidence of poetic techniques put into practice. Students are thus directed to read closely, to write consciously, and to recognize a well-written poem. R-E-3

**ENGLISH: 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 20: SURVEY OF BRITISH  
LITERATURE TO 1776****3 Units****3 hours lecture****Transfers: CSU, UC**

Literature 20 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, with an emphasis on major (influential or otherwise significant) texts and authors; intellectual and historical contexts; 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 traces the development of various forms of short fiction and introduces students to ancient and modern authors and their works. 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**

Literature 32 provides an introduction to the study of lyric poetry in the form of a historical survey of world poetry from antiquity to the present. Students consider poetic conventions and traditions in historical and cultural context and become familiar with the terms and concepts fundamental to the study of poetry, as drawn from prosody, rhetoric, aesthetics, and criticism. In addition, the class introduces students to 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 introduces students to the themes and concerns central to the study and appreciation of drama. The course focuses on close reading and textual analysis of major plays selected from the ancient, medieval, early modern, and modern periods within a historical and social context. NR

**LIT 40: INTRODUCTION TO THE HEBREW BIBLE (OLD TESTAMENT)****3 Units****3 hours lecture****Transfers: CSU, UC**

This course offers a general introduction to the Hebrew Bible (Old Testament), with particular focus on historical, textual, cultural, and literary issues. Students will consider the historical development of narrative, lyric, dramatic, and legal texts that eventually came to constitute the Hebrew Bible; explore questions of authorship and textual evolution; and study the processes and themes by which these writings exerted a formative influence on the development of Western literature. NR

**LIT 41: INTRODUCTION TO THE NEW TESTAMENT****3 Units****3 hours lecture****Transfers: CSU, UC**

Literature 41 offers a non-doctrinal, literary and historical introduction to the New Testament and related texts. Of central interest in the course will be consideration of the various cultural, philosophical, and literary contexts out of which the Christian Bible emerged. Students will engage in such topics as the representation of Jesus; the influence of Paul; the nature and role of the early Christian churches; the variety of interpretive approaches to the text; the composition and formation of a canon; the relationship of Jewish eschatological and gnostic literature; and the influence of central New Testament themes, characters, and motifs on subsequent 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**

Literature 43 provides an introduction to the work of William Shakespeare. The course emphasizes Shakespeare's variety and development as a dramatic artist by means of close study of early and late plays selected from the histories, comedies, tragedies, satires, and romances. 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 107: CHILDREN'S LITERATURE****3 Units****3 hours lecture****Transfers: CSU**

This course introduces students to literature for children and to the role literature plays in child development, especially reading and language acquisition. The course topics include literary genres, the history of children's literature, evaluating and selecting books for children, and using books in classrooms and other settings. 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

**ENGLISH:  
BASIC READING****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  
.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 and English Special Services 340. Students are evaluated by lab staff and assigned to specific modules of instruction based on their needs, abilities, and the objectives of Reading 370 and ESS 340. 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  
.5 Unit****1.5 hours learning center****Corequisite: ESL 380A, B; 81A, B; 384A, B, X; 390A, B, X; ESS 310, 315, 340, 345; HUM 1; PSYC 1; RD 171, 174; WR 201, 301 or 380**

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

## ENGLISH: COLLEGE READING

### RD 171: EFFICIENT AND FLEXIBLE READING

3 Units

3 hours lecture

Transfers: CSU

Reading 171 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

Reading 174 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

## 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 and multi-paragraph essays. Students focus on creating topic sentences and supporting details; developing grammatical skills; practicing writing and editing strategies; and acquiring word-processing skills for writing papers. R-E-1

### ESS 315: LEARNING DEVELOPMENT PRACTICUM

.5 Unit

2 hours lab

Corequisite: ESS 310, ESS 340,  
ESS 345, Wr. 380 or MSS 325

**Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan.**

This course is intended for students with learning disabilities who need specialized prescriptive instruction. The course focuses on remediating deficiencies in basic skills based on a diagnosis of individual need. Students concentrate on developing compensatory study skills. This course is offered on a pass/no-pass basis only. R-E-3

### 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. English Special Services 340 is also listed as Writing 380; credit will be given in either area, not both. R-E-3

### ESS 345: BASIC READING AND VOCABULARY DEVELOPMENT

3 Units

3 hours lecture

**Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan.**

Although this course is open to anyone, it is intended for students with learning disabilities. The course presents strategies for improving reading comprehension, vocabulary and study skills. Students use software applications designed to strengthen reading ability and vocabulary development. R-E-1



# ENGLISH AS A SECOND LANGUAGE

School of Humanities and Languages

**Dean:** Karima Feldhus, PhD

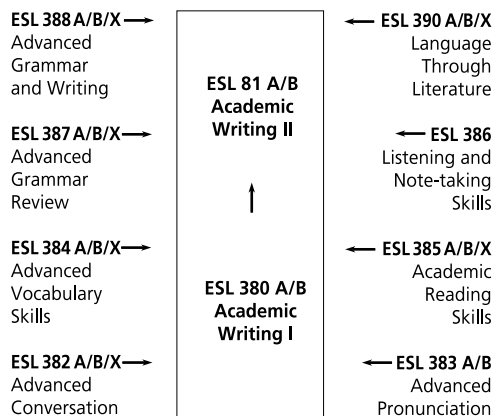
**Academic Chair:** Susan Fesler

**Faculty:** Dawn Atkinson, James Beasley, Coral Bodnar, Marilyn Evans, Susan Fesler, Pam Henderson, Colleen Hildebrand, Noreen Kukkonen, Kathleen Ledbeter, Barbara Luther, Gina Man, Julie McGirr, Daniel Rivas, PhD, James Santucci, Lawrence Sims, Susan Stern, PhD, Milo Van Beek, Jeff Wilson, Sandra Woodruff

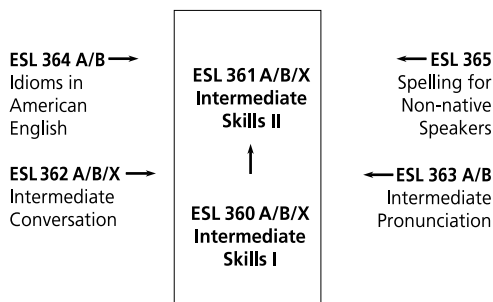
## ESL COURSE ORGANIZATION

**SPECIFIC SKILLS COURSES**      **CORE COURSES**      **SPECIFIC SKILLS COURSES**

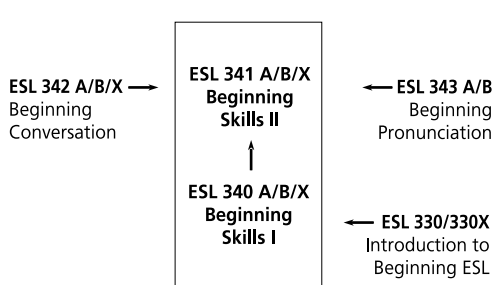
### Advanced Level



### Intermediate Level



### Beginning Level



## Curriculum

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.

## Major

The English as a Second Language program is not a degree-granting program. Students should consult the faculty of the School of Guidance and Counseling for assistance in planning a major.

## COURSES

### ESL: BEGINNING

#### ESL 330: INTRODUCTION TO BEGINNING SKILLS ESL—BASIC SKILLS

**3 Units**

**3 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**

**3 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

**4 Units**

**6 hours lecture**

**Prerequisite:** ESL assessment required

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****4 Units****6 hours lecture****Prerequisite:** ESL 340A

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****6 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****4 Units****6 hours lecture****Prerequisite:** ESL 340B

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****4 Units****6 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****6 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****2 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****2 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 further increase the student's basic ability to comprehend native spoken English and to improve fluency in conversation. Emphasis is on communicating orally in a variety of situations and on recognizing and practicing grammatical structures in dialogues and conversations. 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****2 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****2 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: INTERMEDIATE****ESL 360A: INTERMEDIATE SKILLS I A****4 Units****6 hours lecture****Prerequisite:** ESL 341B or**ESL assessment**

This is the first semester in a 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****4 Units****6 hours lecture****Prerequisite:** ESL 360A

This is the second semester in a sequence of courses at the low intermediate level for non-native speakers of English. The course is designed to further develop 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 360X: INTERMEDIATE SKILLS I X****0 Units****6 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****4 Units****6 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****4 Units****6 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****6 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****2 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****2 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****2 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****2 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****2.5 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****2.5 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****1 Unit****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: ADVANCED****ESL 380A: ACADEMIC WRITING IA****3 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****3 Units****5 hours lecture****Prerequisite: ESL 380A**

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****2 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 at least 70% accuracy in fluency, expression, and aural comprehension. NR

**ESL 382B: ADVANCED CONVERSATION B****2 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 at least 75% 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****2 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****2 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****3 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****3 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****2 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****2 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****2 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****2 Units****3 hours lecture***Recommended Preparation:**ESL assessment*

This is the first of three 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****2 Units****3 hours lecture****Prerequisite: ESL 387A**

This is the second of three 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****3 Units****5 hours lecture***Recommended Preparation:**ESL assessment*

This is the first semester of the 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. Particular emphasis is on the use of punctuation and verb tenses. NR

**ESL 388B: ADVANCED GRAMMAR AND WRITING B****3 Units****5 hours lecture****Prerequisite: ESL 388A**

This is the second semester of the 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. Particular emphasis is on the use of clauses, sentence types, and verb moods. NR

**ESL 388X: ADVANCED GRAMMAR AND WRITING X****0 Units****5 hours lecture****Prerequisite: ESL 388B**

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 388B to continue developing skills in writing and proofreading academic prose, particularly the use of infinitives and gerunds, noun clauses, and conditional statements. R-E-99

**ESL 390A: LANGUAGE THROUGH LITERATURE A****2.5 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****2.5 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

**ESL: COLLEGE LEVEL****ESL 81A: ACADEMIC WRITING II A****3 Units****5 hours lecture****Transfers: UC (but not CSU)****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. NR

**ESL 81B: ACADEMIC WRITING II B****3 Units****5 hours lecture****Transfers: UC (but not CSU)****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. NR

# FINE ARTS

School of Fine Arts

**Dean:** Roger Owens, PhD

**Academic Chairs:** **Visual Arts:** Lisa Davis Allen, PhD • **Theatre:** Ron Ellison • **Music:** Stephen Rochford, DMA • **Speech:** Edwin Tionson

**Faculty:** Susan Boettger, DMA, Stan Breckenridge, PhD, Amy Caterina, Lisa Davis Allen, PhD, Patricia Drew, Ron Ellison, Shannon Faseler, Lauren Francis, Antoinette Geldun, Amy Grimm, Eric Jones, John-Frederick Jones, Julie Kirk, Nick Kruger, Daniel Luzko, DMA, Serge Martinchuk, Jerry McGrath, Michael Quinn, Gary Rybold, Stephen Rochford, DMA, David Dean Shepherd, Linda Southwell, Edwin Tionson, Janice Wyma, DMA

## Curriculum

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.

## Career Options

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 Degree

### Associate in Arts Degree in Fine Arts

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

### Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to

a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

## COURSES

### FA 27: INTRODUCTION TO FINE ARTS

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

This course offers an introduction to the discipline of fine arts, including art, theatre, and music. The course will explore various topics that unite all fine arts, including terminology, aesthetics, themes, objective and subjective analysis, and techniques of the critique. Participation in field trips may be required. NR

### Associate in Arts Degree Major Requirements: FINE ARTS

Complete the following courses:		Units
<b>ART 4</b>	Introduction to Art Theory	3
<b>FA 27</b>	Introduction to Fine Arts	3
<b>MUS 180</b>	Music Laboratory	0.5
<b>Complete at least <u>one</u> of the following:</b>		
<b>MUS 1</b>	The Basics of Music	3
<b>MUS 3</b>	Harmony I	5
<b>MUS 20</b>	Music Appreciation	3
<b>Complete at least <u>one</u> of the following:</b>		
<b>TA 20</b>	Theatre Appreciation: Classical Overview	3
<b>TA 21</b>	Theatre Appreciation: Contemporary	3
<b>Complete at least <u>one</u> of the following:</b>		
<b>PHOT 1/ART 1</b>	History of Photography	3
<b>PHOT 50</b>	Introduction to Photography	3
<b>Complete at least <u>one</u> of the following:</b>		
<b>SP 30</b>	Introduction to Oral Interpretation	3
<b>SP 100</b>	Group Dynamics and Leadership	3
<b>TOTAL UNITS:</b>		<b>18.5-20.5</b>

**Recommended electives may be selected from among the transfer-level courses in the following programs: Art, Art History, Music, Speech, Photography, and Theatre Arts.**

# GEOGRAPHY

School of Social and Behavioral Sciences

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Colin McCaughey

**Faculty:** Robert Stevens, Jodi Titus

## Curriculum

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.

## Career Options

Examples of careers for the geography major include the following:

### Cartography/GIS (Geographic Information Systems)

- Cartographer/Computer Mapper
- Geographic Information Specialist
- Remote-Sensing Analyst
- Surveyor

### Cultural and Human Geography

- Community Developer
- Map Librarian
- Peace Corps Volunteer

### Economic Geography

- Location Expert
- Market Researcher
- Real Estate Agent/Broker/Appraiser
- Traffic Manager (Shipper)/Route Delivery Manager

### Environmental Studies

- Environmental Manager
- Forestry Technician
- Hazardous Waste Planner
- Park Ranger

### Geographic Education

- College Professor
- Elementary/Secondary School Teacher
- Overseas Teacher

### Physical Geography and Earth Science

- Coastal Zone Manager
- Hydrologist
- Outdoor Guide
- Soil Conservationist/Agricultural Extension Agent
- Weather Forecaster

### Regional Geography

- Area Specialist
- International Business Representative
- Travel Agent

### Urban and Regional Planning

- Health Services Planner
- Transportation Planner
- Urban and Community Planner

## Associate Degree

### Associate in Arts Degree in Geography

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: GEOGRAPHY

Complete the following courses:		Units
<b>ANTH 2</b>	Cultural Anthropology	3
<b>GEOG 1</b>	Physical Geography	3
<b>GEOG 2</b>	Cultural Geography	3
<b>GEOG 3</b>	World Regional Geography	3
<b>GEOG 38</b>	California Geography	3
<b>GEOL 1</b>	Physical Geology	4
<b>TOTAL UNITS:</b>		<b>19</b>

#### Recommended electives:

ANTH 1; HIST 10, 11; MATH 10; PS 14



## COURSES

### 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 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 future prospects. 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

**1.5 or 2 Units**

**1 hour lecture, 2 hours lab; or**

**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

# GEOLOGY

School of Physical Sciences and Technologies

**Dean:** Kathleen Schrader, DNSc

**Academic Chair:** Amy Stinson

**Faculty:** Mark Bordelon, George Brogan, Robert Ellis, Merton Hill, Douglas Neves, PhD, Amy Stinson

## Curriculum

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.

## Career Options

Examples of careers for the geology major 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 Degree

### Associate in Arts Degree in Geology

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0

or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: GEOLOGY

Complete the following courses:		Units
<b>CHEM 1A</b>	General Chemistry I	5
<b>CHEM 1B</b>	General Chemistry II	5
<b>GEOL 1</b>	Physical Geology	4
<b>OR</b>		
<b>ERTH 20</b>	Introduction to Earth Science	4
<b>OR</b>		
<b>MS 20</b>	Introduction to Oceanography	4
<b>GEOL 2</b>	Historical Geology	4
<b>MATH 3A</b>	Analytic Geometry and Calculus I	5
<b>MATH 3B</b>	Analytic Geometry and Calculus II	5
Complete <u>two</u> of the following courses :		
<b>PHYS 2A</b>	Introduction to Physics	4
<b>PHYS 2B</b>	Introduction to Physics	4
<b>OR</b>		
<b>PHYS 4A</b>	General Physics	4
<b>PHYS 4B</b>	General Physics	4
Complete <u>one</u> of the following courses :		
<b>GEOL 140</b>	Lab Research in Geological and Biological Sciences	1.5
<b>GEOL 170</b>	Geology Field Studies: National Parks and Monuments	1 or 1.5
<b>GEOL 181</b>	Geology Field Studies: Coastal and Offshore Geology	1
<b>GEOL 186</b>	Geology Field Studies: Geology of California	1
<b>TOTAL UNITS:</b>		<b>37-37.5</b>

#### Recommended electives:

GEOL 3, 23; MGT 103 strongly recommended; a course in mechanical drafting (if not taken in high school); ENGR 23.

## COURSES

### 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

### 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 or Geol. 1

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 landscape. 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

.5 hours 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. Geology 140 is also listed as Biology 140; credit will be given in either area, not both. NR

### GEOLOGY: FIELD STUDIES

#### GEOL 170: GEOLOGY FIELD STUDIES: NATIONAL PARKS AND MONUMENTS

1 or 1.5 Units

.5 hour lecture, 1.5 hours lab; or

1 hour lecture, 2 hours lab

Transfers: CSU

This is a lecture and laboratory field course offered to study the origin, evolution, 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 geology, earth science, and geography are encouraged to enroll. R-E-3

#### GEOL 181: GEOLOGY FIELD STUDIES: COASTAL AND OFFSHORE GEOLOGY

1 Unit

.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 offered to study the origin, evolution, and geology of the coastal and offshore islands of the western United States and Baja California. Thematic emphasis and course content will vary. Students in geology, earth science, marine science and geography are encouraged to enroll. R-E-3

#### GEOL 186: GEOLOGY FIELD STUDIES: GEOLOGY OF CALIFORNIA

1 Unit

.5 hours 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

### MARINE SCIENCE

#### MS 20: INTRODUCTION TO OCEANOGRAPHY

4 Units

3 hours lecture, 3 hours lab

Transfers: CSU, UC

This course is an introduction to oceanography including a study of the physical and chemical properties of the sea, with a brief study of the geological and biological operations of the oceanographer. The current thinking of the oceans as economic and natural resources will be stressed, including the current techniques for measurement of the physical and chemical properties of the salt water environment. The laboratory will focus on the basic instruments used by oceanographers. Field trips may be required. NR

# HISTORY

School of Humanities and Languages

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Francisco Marmolejo

**Faculty:** Sean Hill, Francisco Marmolejo, Ryan McIlhenny, Toshio Whelchel

## Curriculum

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.

History majors at Irvine Valley College may elect an emphasis 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.

## Career Options

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 Degree

### Associate in Arts Degree in History

#### Emphases:

- American History
- European History

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

**Associate in Arts Degree  
Major Requirements: HISTORY  
AMERICAN HISTORY EMPHASIS**

Complete the following courses:		Units
<b>WR 2</b>	College Writing 2: Critical Thinking/Writing	4
<b>HIST 20</b>	American History Through the Civil War	3
<b>HIST 21</b>	American History Since the Civil War	3
<b>HIST 24</b>	America After the Bomb: 1945 to the Present	3
<b>HIST 33</b>	The History of the Mexican American People	3

Complete <u>one</u> of the following courses:		Units
<b>HIST 1</b>	World Civilizations to 1500	3
<b>HIST 2</b>	World Civilizations Since 1500	3
<b>HIST 10</b>	The West and the World Through the Renaissance	3
<b>HIST 11</b>	The West and the World Since the Renaissance	3

Complete <u>one</u> of the following courses:		Units
<b>HIST 31</b>	Mexico from the Pre-Columbian Era to Independence	3
<b>HIST 32</b>	The History of Modern Mexico: Independence to the Present	3
<b>HIST 51</b>	Women in American History	3

**TOTAL UNITS: 22**

**Recommended Electives:**  
LIT 22, 23, 24, 46; PHIL 1, 5, 10, 11; PS 1, 14, 45; RD 174; any humanities course

**Associate in Arts Degree  
Major Requirements: HISTORY  
EUROPEAN HISTORY EMPHASIS**

Complete the following courses:		Units
<b>WR 2</b>	College Writing 2: Critical Thinking/Writing	4
<b>HIST 1</b>	World Civilizations to 1500	3
<b>HIST 2</b>	World Civilizations Since 1500	3
<b>HIST 10</b>	The West and the World Through the Renaissance	3
<b>HIST 11</b>	The West and the World Since the Renaissance	3

Complete <u>one</u> of the following courses:		Units
<b>HIST 20</b>	American History Through the Civil War	3
<b>HIST 21</b>	American History Since the Civil War	3
<b>HIST 24</b>	America After the Bomb: 1945 to the Present	3

Complete <u>one</u> of the following courses:		Units
<b>HIST 40</b>	The History of East Asia Before 1800	3
<b>HIST 41</b>	The History of East Asia Since 1800	3

**TOTAL UNITS: 22**

**Recommended Electives:**  
LIT 20, 21, 40, 41, 42, 43, 44, 46; PHIL 1, 5, 10, 11; PS 4; RD 174; any humanities course

## COURSES

### 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 rise and development of civilization in the ancient Near East, the 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 and character of the major religious and philosophical traditions; the development and 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 principal 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**

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 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 31: MEXICO FROM PRE-COLUMBIAN ERA TO INDEPENDENCE****3 Units****3 hours lecture****Transfers: CSU, UC**

This course provides an overview of the history of colonial Mexico from prehistoric time to the period of its independence in the early 19th century. Topics covered include the Mesoamerican cultural foundations; the elaboration of court ritual and the warrior ethic under the Mexican; Spanish conquest and colonization; and the movement for independence. Emphasis will be placed on the theme of rupture and continuity in the political, social, and economic evolution of the new Mexican society that resulted from the interaction of the Mesoamerican and Spanish cultures. NR

**HIST 32: THE HISTORY OF MODERN MEXICO: INDEPENDENCE TO THE PRESENT****3 Units****3 hours lecture****Transfers: CSU, UC**

This course provides an overview of the major developments in the emergence of modern Mexico. Topics include the problems of nation building in the 19th century, the evolution of Mexican culture and society, and Mexico's relationship with the United States. Special emphasis will be placed on the social, political, and economic impact of the Mexican Revolution; the formation of a one-party democracy; the economic transformation of the nation in the early 20th century; and the political and social difficulties of the late 20th century. NR

**HIST 33: THE HISTORY OF THE MEXICAN AMERICAN PEOPLE****3 Units****3 hours lecture****Transfers: CSU, UC**

History 33 considers 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. Emphasis is given to the migration to and the settlement of the American Southwest by mestizo pioneers; their interaction with the Anglo newcomers; the transformation of their society after the Texas Revolution and the U.S.- Mexican War; the role of urbanization and immigration within that transformation; regional variation within the Mexican American community; and Mexican and Chicano contributions. 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, Korea, and Vietnam, and of their institutional and cultural interaction. Topics include the origins of civil statecraft in China and its impact on Korean and Vietnamese society; 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, Korea, and Vietnam. NR

**HIST 41: THE HISTORY OF EAST ASIA SINCE 1800****3 Units****3 hours lecture****Transfers: CSU, UC**

This course examines the major themes in the development of Chinese, Korean, Vietnamese, and Japanese societies from the late 18th century to the present. Topics include the growth of the Confucian state in China and the transformation of the state's goals and capacities as a result of both 19th century crises and the Communist revolution; the fragmentation and reorientation of the Chinese elite with the disappearance of the Chinese state; peasant rebellion and the revolution of 1949; protest and resistance to traditional and modern regimes; the political, social, and economic restructuring of Japan resulting from expanded contact with the West; industrialization; political modernization and imperialism in Japan; the recovery of post war Japan; and economic dominance in the late 20th century. History 41 is also listed as Political Science 41; credit will be 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

School of Social and Behavioral Sciences

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Kari Tucker, PhD

**Faculty:** Julie Bookwalter, Marilee Cosgrove, Donna Gray, Wenli Gau Lin, Susan McClintic, Mary McDonough, John Prange, PhD, Diana Robles, Donna Schwartze

## Curriculum

Courses in the Early Childhood Education 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 early childhood education develop 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.

## Career Options

**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
- Site Supervisor/Director in Early Childhood Education
- Teen Parent Educator
- Workshop Facilitator

## Associate Degree

**Associate in Science Degree in Child Development**

**Emphases:**

- **Infant/Toddler**
- **School-Age Child**

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Programs

**Certificate of Achievement in Child Development**

**Emphases:**

- **Infant/Toddler**
- **School-Age Child**

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.



**Associate in Science Degree or Certificate of Achievement  
Major Requirements: 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
<b>TOTAL UNITS:</b>		<b>30</b>

**Recommended electives:**  
HLTH 1, PSYC 1, SOC 1

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: CHILD DEVELOPMENT  
INFANT/TODDLER EMPHASIS**

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
<b>TOTAL UNITS:</b>		<b>27</b>

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: CHILD DEVELOPMENT  
SCHOOL-AGE CHILD EMPHASIS**

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
<b>TOTAL UNITS:</b>		<b>27</b>

**COURSES**

**HUMAN DEVELOPMENT:  
GENERAL**

**CWE 168: COOPERATIVE WORK  
EXPERIENCE:  
HUMAN DEVELOPMENT**

**1-4 Units**

**1-4 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

**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 human development from conception through adolescence within cultural and family contexts. It examines physical, cognitive and psychosocial development, both typical and atypical. It introduces students to the theories, research, and applications that constitute the field of child development by examining both traditional approaches and recent innovations. Students have the opportunity for observational study and direct classroom experience with children. The course is of particular interest to students preparing for a career working with children. Human Development 7 is also listed as Psychology 7; credit will be given in either area, not both. The course meets Title 22 licensing requirements for child-care providers. NR

**HD 15: SOCIALIZATION OF THE CHILD****3 Units****3 hours lecture****Transfers: CSU, UC***Recommended Preparation: Psyc. 1*

This course presents a study of contemporary family systems with an emphasis on the child. It explores the influence of five major socializing agents—the family, school, peers, media, and community—on the child. The course is of particular interest to students preparing for a career working with children. Human Development 15 is also listed as Sociology 15; credit will be given in either area, not both. It meets Title 22 licensing requirements for childcare providers. NR

**HD 101: OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN****3 Units****3 hours lecture****Transfers: CSU***Recommended Preparation: HD/SOC 15 and PSYC/HD 7*

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 childcare facility. NR

**HD 105: INFANT/TODDLER PROGRAMS****3 Units****3 hours lecture****Transfers: CSU**

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***Recommended Preparation: HD/SOC 15 and PSYC/HD 7*

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 based on child development theory and research. Students learn theoretical concepts of guidance and specific techniques to apply with children in changing their behavior. Completion of the course partially qualifies students to work in a licensed childcare facility. NR

**HD 130: TEACHING IN A DIVERSE SOCIETY****3 Units****3 hours lecture***Recommended Preparation: HD/SOC 15 and PSYC/HD 7*

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**

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 learned 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, HD 15, and HD 110*

This course studies the development of language and literacy skills in children. It includes the comprehension and production of language, theories of language development, reading and writing acquisition, and practical application through classroom activities. The course presents options for incorporating language into the curriculum and explores the use of books, storytelling, finger plays, poetry, language games, flannel board stories, and dramatic play in planning a developmentally appropriate curriculum. It includes an overview of local, state, and national educational guidelines for language acquisition. Completion of the 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, 131, 145, and 150**

This course studies how to design, plan and implement a developmentally appropriate curriculum for young children. It addresses effective planning strategies; guidance techniques; language and literacy development; health, safety, and nutrition issues; and science and math activities. The course stresses the importance of creativity and the role of play across the curriculum. It also addresses state and federal curriculum guidelines, including respect for diversity and planning for children with special needs. Completion of the course partially qualifies students to work in a licensed childcare facility. 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 adult 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.****Corequisite: One unit of CWE 168****Limitation: Student must have current clear TB test or chest x-ray.**

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/MGMT.****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****.5 Unit****.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****.5 Unit****.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 230: CULTURAL DIVERSITY/ ANTI-BIAS CURRICULUM****3 Units****3 hours lecture**

This course trains educators to affirm cultural roots, physical abilities, and gender equality in the classroom. Students consider their own assumptions and attitudes toward diversity and explore how to implement developmentally appropriate multicultural activities that are culturally sensitive. The course is designed to develop in students a greater tolerance and appreciation for the diversity of their community, and to develop their skills in responding to and intervening in prejudice. NR

**HD 231: RECOGNIZING AND REPORTING CHILD MALTREATMENT****.5 Unit****.5 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****.5 Units****.5 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 child-care 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

## HUMAN DEVELOPMENT: SCHOOL-AGE CHILDREN

### HD 253: DEALING WITH CHALLENGING CHILDREN

**1 Unit**

**1 hour lecture**

*Recommended Preparation: HD/SOC 15 and PSYC/HD 7*

This course presents an overview of effective discipline and guidance techniques for young children, with a focus on particularly difficult behaviors. 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**

*Recommended Preparation: HD 7, HD 15*

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, 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 (physical), psychosocial (social-emotional), and cognitive (intellectual) needs of the child. The 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**

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**

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 CHILDCARE

**1 Unit**

**1 hour lecture**

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**

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: SPORTS AND FITNESS FOR SCHOOL-AGE CHILDREN

**1 Unit**

**1 hour lecture**

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

School of Humanities and Languages

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Francisco Marmolejo

**Faculty:** Roy Bauer, Beth Clary, Stephen Felder, PhD, Francisco Marmolejo, Jamie Poster, PhD

## Curriculum

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.

## Career Options

Humanities majors are well prepared for careers that require the application of strong interpretive skills, including 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 Degree

### Associate in Arts Degree in Humanities

Students must complete a minimum of 60 units of credit, including the courses in the major (“Major Requirements”) and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of “A,” “B,” “C,” or “P” in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor’s degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: HUMANITIES

Complete the following courses:		Units
<b>WR 2</b>	College Writing 2: Critical Thinking/Writing	4
<b>HUM 1</b>	Introduction to Humanities	3
<b>HUM 2</b>	The Culture of Ancient Greece and Rome	3
<b>HUM 3</b>	The Culture of Medieval and Renaissance Europe	3
<b>HUM 4</b>	The Culture of the Modern World: 1700 to the Present	3
<b>HUM 50</b>	Mythology	3
<b>TOTAL UNITS:</b>		<b>19</b>

#### Recommended Electives:

Any course in literature, philosophy, history, or history and criticism of the arts

## COURSES

### FILM STUDIES

#### HUM 70: HISTORY OF FILM

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

History of Film examines the development of film as one of the dominant art forms of the 21st century. Important technical achievements and practices will be discussed chronologically, as well as film as an industry, social ideologies, and historical epochs. Emphasis will be placed on the analysis of films which are important examples of the history of this art form. 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. A wide variety of films will be examined, with an emphasis on styles of directors, and aspects of characterization and themes. 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 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



## 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 50: MYTHOLOGY****3 Units****3 hours lecture****Transfers: CSU, UC**

This course examines from a variety of critical perspectives 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. Critical approaches typically considered include those of Walter Burkert, Joseph Campbell, Sir James Frazer, Robert Graves, Jane Harrison, C.G. Jung, Lord Raglan, Bronislaw Malinowski, Jessie Weston and selected feminist and postmodern theorists. NR

**RELIGIOUS STUDIES****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**

This course is a comparative study of some of the 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. Humanities 27 is also listed as Philosophy 7; credit will be given in either area, not both. NR

**JOURNALISM****JRNL 40: MASS MEDIA AND SOCIETY****3 Units****3 hours lecture****Transfers: CSU, UC credit pending**

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 credit pending**

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



# LANGUAGES

School of Humanities and Languages

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Susan Fesler

## Faculty

**American Sign Language:** Steven Longacre, Gregory Koppel

**Chinese:** Joanne Chen, Jingfang Satow

**French:** Daniel Brondi, Odile Dewar, EdD, Bénédicte Ernotte, Elvira Fitzgibbons, Nayla Manneh, Stacey McCarver, Dan Rivas, PhD, Allison Walter, Fabienne Witte, Zineb Khssassi

**Japanese:** Natsuyo Higuchi, Fumiko Ishii, Takako Izumi, Sachi Johnston, Taiko Matsuda, Yukino Miyagi, Meiko Shimura

**Spanish:** Magdalena Andrade, PhD, Jeanne Egasse, Susan Fesler, Richard Garrett, Ana Luisa Horton, Mercedes Julian, Dan Rivas, PhD, Beatrice Tseng, Daniel Whitesell

## Curriculum

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.

## Career Options

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 Degree

**Associate in Arts Degree in French**  
**Associate in Arts Degree in Japanese**  
**Associate in Arts Degree in Spanish**

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

**Associate in Arts Degree  
Major Requirements: FRENCH**

Complete the following courses:	Units
* FR 1            Beginning French I [or FR 1A and 1B]	5
FR 2            Beginning French II [or FR 2A and 2B]	5
FR 3            Intermediate French	5
FR 4            Intermediate French	5
FR 5            Advanced French	5
FR 10           Intermediate Conversational French	3
FR 121          French Culture and Cuisine	3
<b>TOTAL UNITS:</b>	<b>31</b>

\* 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.

**Associate in Arts Degree  
Major Requirements: JAPANESE**

Complete the following courses:	Units
* JA 1            Beginning Japanese I [or JA 1A and 1B]	5
JA 2            Beginning Japanese II [or JA 2A and 2B]	5
JA 3            Intermediate Japanese	5
JA 4            Intermediate Japanese	5
JA 10           Intermediate Conversational Japanese	3
JA 21           Introduction to Japanese Culture	3
<b>TOTAL UNITS:</b>	<b>26</b>

\* Students who have completed equivalent courses or who have acquired fluency may substitute a second foreign language.

**Associate in Arts Degree  
Major Requirements: SPANISH**

Complete the following courses:	Units
* SPAN 1          Beginning Spanish I [or SPAN 1A and 1B]	5
SPAN 2          Beginning Spanish II [or SPAN 2A and 2B]	5
SPAN 3          Intermediate Spanish	5
SPAN 4          Intermediate Spanish	5
SPAN 10          Intermediate Conversational Spanish	3
<b>TOTAL UNITS:</b>	<b>23</b>

\* Students who have completed equivalent courses or who have acquired fluency may substitute a second foreign language.

**COURSES**

**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. Chinese 1 is equivalent to two years of high school Chinese. 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 in 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. Chinese 1A is equivalent to the first half of Chinese 1. 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. Chinese 1B is equivalent to the second half of Chinese 1. 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. 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. 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. NR

**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. French 1 is equivalent to two years of high school French. 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. French 1A is equivalent to the first half of French 1. 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. French 1B is equivalent to the second half of French 1. 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. 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. The course also introduces students to elements of French and Francophone life and culture. French 2A parallels the first half of French 2. When taken together, French 2A and 2B are equivalent in units and content to French 2. 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. French 2B parallels the second half of French 2. When taken together, French 2A and 2B are equivalent in units and content to French 2. 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. The course presents 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. Students work on integrating practical idioms and advanced compositions. 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 20: INTRODUCTION TO FRENCH AND FRANCOPHONE CIVILIZATIONS****3 Units****3 hours lecture****Transfers: CSU, UC****Prerequisite: Fr. 3 or four years of high school French**

This course is a study of French and Francophone culture as seen through its literature, civilization, history, arts, politics, and social institutions. The course addresses significant philosophical, literary, and artistic movements in French history, from the Gallo-Roman period to the present, and examines their influence on European and American cultures. This course is taught in French. 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. It presents insights into cultural forces that have shaped France as a nation with a unique identity. Areas of study include geography and history, literature, art, philosophy, religion, business practices, customs, contemporary society, and other cultural phenomena. The class is conducted in English. No prior knowledge of French is required. NR

**FR 100C: BASIC FRENCH PRONUNCIATION****2 Units****2 hours lecture****Transfers: CSU**

*Recommended Preparation: Concurrent enrollment in another French class is recommended*

This course, which concentrates on pronunciation and listening comprehension skills, helps students in introductory and intermediate French courses 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. R-E-3

**FR 121: FRENCH CULTURE AND CUISINE****3 Units****3 hours lecture****Prerequisite: Fr. 3 or four years of high school French****Transfers: CSU**

This course presents the cuisine of France in the context of the French cultural tradition as reflected in history, literature, and the visual arts. 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. Though this is not a cooking class, students may be involved in some food preparation. R-E-1

**FR 250: FRENCH CIVILIZATION****1 Unit****3 hours lab**

On-site lectures on selected periods of French Civilization through its art, architecture, historical, and political events. Taught in English. Offered as part of the Summer Study Abroad Program in Paris. 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. Japanese 1 is taught in Japanese. Japanese 1 is equivalent to two years of high school Japanese. 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. This course parallels the first half of Japanese 1. Japanese 1A and 1B, when taken together, are equivalent in units and content to Japanese 1. Japanese 1A is taught in Japanese. Japanese 1A is equivalent to one year of high school Japanese. 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 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 second half of Japanese 1. Japanese 1A and 1B, when taken together, are equivalent in units and content to Japanese 1 and is taught in Japanese. Japanese 1B is equivalent to two years of high school Japanese. NR

**JA 2: BEGINNING JAPANESE II****5 Units****5 hours lecture****Prerequisite: Ja. 1 or Ja. 1B or two years of high school Japanese****Transfers: CSU, UC**

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. Japanese 2 is taught in Japanese. 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. Japanese 2A is taught in Japanese. This course parallels the first half of Japanese 2. Japanese 2A and 2B, when taken together, are equivalent in units and content to Japanese 2. 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 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. Japanese 2B is taught in Japanese. This course parallels the second half of Japanese 2. Japanese 2A and 2B, when taken together, are equivalent in units and content to Japanese 2. NR

**JA 3: INTERMEDIATE JAPANESE I****5 Units****5 hours lecture****Transfers: CSU, UC****Prerequisite: Ja. 2 or Ja. 2B or 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****Prerequisite: Ja. 3 or four years of high school Japanese****Transfers: CSU, UC**

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****Prerequisite: JA 4****Transfers: CSU, UC credit pending**

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 and increase the student's ability to comprehend native speakers. Emphasis is on various levels of expression and conversation in the language. 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, and discuss and analyze unique cultural phenomena. The class is conducted in English, and no knowledge of Japanese is required. NR

**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 Language 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 Language 22 is equivalent to three years of high school ASL. NR

**SIGN 23: INTERMEDIATE AMERICAN SIGN LANGUAGE****4 Units****4 hours lecture****Transfers: CSU, UC****Prerequisite: Sign 22**

This course is designed to further expand the student's skills in comprehending and communicating in American Sign Language (ASL). The emphasis is on the continued acquisition of ASL vocabulary and syntactical accuracy; increased proficiency in finger spelling; and advanced expressive skills. The course also introduces professional interpreting, the history of sign language, regional and international variations in the language, Deaf customs, and culturally appropriate behavior in the Deaf community. Sign Language 23 is equivalent to four years of high school ASL. 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. Spanish 1 is taught in Spanish. 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. Spanish 1A is taught in Spanish. 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. Spanish 1B is taught in Spanish. 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. Spanish 2 is taught in Spanish. 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. Spanish 2A is taught in Spanish. Spanish 2A and 2B together are equivalent in units and content to Spanish 2. 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. Spanish 2B is taught in Spanish. Spanish 2A and 2B together are equivalent in units and content to Spanish 2. Spanish 2B is taught in Spanish. 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

# LIBRARY AND TUTORING SERVICES

School of Library Services

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Jayne Sinegal

**Faculty:** Diane Brownlee, Fred Forbes, Cora Forcell, Wen Gao, Sue Holbrook, Robert Kopecky, PhD, Roseann Kosulandich, Mona Kratzert, Larisa Sergeyeva, Jayne Sinegal, Carol Wassmann

## Curriculum

- **Library Services** 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 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 Learning Center (Tutoring 301).

## Career Options

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

## LIBRARY COURSES

### LIB 10: INTRODUCTION TO LIBRARY RESEARCH

**3 Units**

**3 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 bibliographic formats, reference tools, online catalogs and databases, print and electronic periodical/journal indexes, and digital libraries. Students practice techniques for locating all types of library materials, evaluating the credibility of their search results, organizing information, preparing a bibliography in accordance with the standards of a style manual, and writing annotations. This course is recommended for all students. NR

## TUTORING COURSES

### 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**

**6 hours learning center**

This course is designed to facilitate students' learning by offering one-to-one peer tutoring in the college's Learning Center. Peer tutors are advanced students certified by the college and trained in tutoring techniques. The course is recommended for all students experiencing difficulty mastering the concepts in their academic courses. It is an open-entry/open-exit course. Students are entitled to two hours of tutoring per week for each subject, not to exceed six total hours of tutoring per week. R-E-99



# MANAGEMENT

School of Business Sciences

**Dean:** Roger Owens, PhD

**Academic Chair:** Bob Urell

**Faculty:** Claudia Egkan, Anne McDermott, Frank Pangborn, Daniel Scott, DBA, Terry Thorpe, Bob Urell

## Curriculum

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.

## Career Options

Business managers formulate the policies and direct the operations of corporations, nonprofit institutions, and government agencies. They are found in nearly all work settings in a variety of industries, such as the following:

- Accounting
- Advertising and Marketing
- Construction
- Distribution
- Financial Services
- Health Care
- Insurance
- Logistics
- Real Estate
- Retail
- Travel and Hospitality

Upon completion of the baccalaureate degree, students will be prepared for careers in specialized areas such as:

- Marketing
- Advertising
- Sales
- General Management
- Accounting
- Financial Services
- Entrepreneurship
- Human Resources Management
- Purchasing
- Customer Relations Management

Upon completion of the associate degree, students will be prepared for various entry-level positions within these same organizations, for promotion from technical and specialty job functions into management positions, and/or for transfer to a baccalaureate program.

## Associate Degree

**Associate in Arts Degree in Business Administration**

**Associate in Science Degree in Business Management**

**Emphases:**

- Manufacturing Assistant
- Supervision

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Programs

**Certificate of Achievement in Business Management**

**Emphases:**

- Manufacturing Assistant
- Supervision

**Certificate of Achievement in Retail Management**

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

**Associate in Arts Degree  
Major Requirements: BUSINESS ADMINISTRATION**

Complete the following courses:		Units
<b>ACCT 1A</b>	Financial Accounting	4
<b>ACCT 1B</b>	Managerial Accounting	4
<b>ECON 1</b>	Principles of Economics—Micro	3
<b>ECON 2</b>	Principles of Economics—Macro	3
Complete at least two courses from the following:		
<b>CS 1</b>	Introduction to Computer Systems	4
<b>MGT 12A</b>	The Legal Environment of Business	3
<b>MATH 11</b>	A Brief Course in Calculus	4
<b>TOTAL UNITS:</b>		<b>21-22</b>

**Recommended electives:**

CIM 212.1, 212.2; CS 1, 30; CWE 168; MGT 1, 102, 125, 135; MATH 9, 10; PHIL 2

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: BUSINESS MANAGEMENT**

Complete the following courses:		Units
<b>ACCT 1A</b>	Financial Accounting	4
<b>CIM 107.1</b>	Introduction to Personal Computer Applications	3.5
<b>MGT 1</b>	Introduction to Business	3
<b>MGT 12A</b>	The Legal Environment of Business	3
<b>MGT 103</b>	Business English	3
<b>MGT 125</b>	Human Relations in Business	3
<b>MGT 135</b>	Introduction to Marketing	3
<b>TOTAL UNITS:</b>		<b>22.5</b>

**Recommended electives:**

ACCT 114; CIM 100A, 212.1; CWE 168; ECON 1, 2; MGT 102, 104, 115, 268, 288; WR 1

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: BUSINESS MANAGEMENT**

**MANUFACTURING ASSISTANT EMPHASIS**

Complete the following courses:		Units
<b>CWE 168</b>	Cooperative Work Experience: Management	2-4
<b>MGT 102</b>	Public Speaking for Business	3
<b>MGT 103</b>	Business English	3
<b>MGT 125</b>	Human Relations in Business	3
<b>MATH 10</b>	Introduction to Statistics	3
Complete <u>two</u> of the following courses:		
<b>CIM 107.1</b>	Introduction to Personal Computer Applications	3.5
<b>CIM 212.1</b>	Spreadsheets I	2
<b>CIM 212.2</b>	Spreadsheets II	2
<b>SP 1</b>	Communication Fundamentals	3
<b>TOTAL UNITS:</b>		<b>18-22.5</b>

**Associate in Science Degree or Certificate of Achievement  
Major Requirements: BUSINESS MANAGEMENT**

**SUPERVISION EMPHASIS**

<b>Complete a minimum of 18 units from the following courses:</b>		<b>Units</b>
<b>CIM 210.1</b>	Word Processing I	2
<b>CIM 212.1</b>	Spreadsheets I	2
<b>MGT 1</b>	Introduction to Business	3
<b>MGT 103</b>	Business English	3
<b>MGT 104</b>	Business Communication	3
<b>MGT 115</b>	Managing a Culturally Diverse Work Force	3
<b>MGT 125</b>	Human Relations in Business	3
<b>MGT 288</b>	Human Resource Management	3
<b>SP 1</b>	Communication Fundamentals	3
<b>OR</b>		
<b>MGT 102</b>	Public Speaking for Business	3
<b>TOTAL UNITS:</b>		<b>18</b>

**Recommended electives:**

ACCT 1A, 114, 215; CIM 100A, 212.2, 214.1; CWE 168; ECON 1; MGT 12A.

**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.

<b>GROUP A—Foundation Courses</b>		<b>Units</b>
<b>ACCT 114</b>	Business Mathematics	3
<b>CIM 107.1</b>	Introduction to Personal Computer Applications	3.5
<b>MGT 104</b>	Business Communication	3
<b>SP 1</b>	Communication Fundamentals	3
<b>OR</b>		
<b>MGT 102</b>	Public Speaking for Business	3
<b>GROUP B—Intermediate Courses</b>		
<b>ACCT 1A</b>	Financial Accounting	4
<b>MGT 120</b>	Principles of Business Management	3
<b>MGT 135</b>	Introduction to Marketing	3
<b>GROUP C—Advanced Courses</b>		
<b>MGT 125</b>	Human Relations in Business	3
<b>MGT 282</b>	Retail Management	3
<b>MGT 288</b>	Human Resource Management	3
<b>TOTAL UNITS:</b>		<b>31.5</b>

**COURSES**

**MANAGEMENT: BUSINESS**

**CWE 168: COOPERATIVE WORK  
EXPERIENCE: MANAGEMENT**

**1-4 Units**

**1-4 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 or a certificate. R-I-3

**MANAGEMENT: GENERAL**

**MGT 1: INTRODUCTION TO BUSINESS**

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

This college-level survey course explores the nature of the American free enterprise system and its business organizations. The course examines the role played by business in American society, as well as its purpose and responsibilities. It also introduces the student to the practical operations that must exist if businesses are to create goods and services; and it highlights some of the major problems faced by managers in planning, organizing, directing, and controlling these areas. 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 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. Management 10 is also listed as Economics 10; credit will be given in either area, not both. NR

**MGT 12A: THE LEGAL ENVIRONMENT OF BUSINESS****3 Units****3 hours lecture****Transfers: CSU, UC**

This course focuses on the legal system and its effects on the business environment, including its effects on managerial decision-making and methods of resolving disputes. Topics include the sources of law; the law's impact on society and business; the implications of legal ethics in the business environment; business and personal torts and crimes; the regulatory environment; labor and management issues; and international business. 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 103: BUSINESS ENGLISH****3 Units****3 hours lecture****Transfers: CSU**

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. NR

**MGT 104: BUSINESS COMMUNICATION****3 Units****3 hours lecture****Transfers: CSU***Recommended Preparation: Wr. 1 or Mgt. 103*

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 applied course provides an opportunity for students to evaluate their own financial and economic choices and formulate a lifelong financial plan that may be applied to personal, career and business situations. The course presents the criteria, methodology and resources essential for effective short- and long-run planning. Topics include money management, tax strategies, insurance needs, current economic conditions, credit management, investment decisions, and retirement planning. Management 105 is also listed as Economics 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: HUMAN RELATIONS  
IN BUSINESS****3 Units****3 hours lecture****Transfers: CSU**

This course applies concepts from the behavioral sciences to the management and development of human resources in business organizations. The course focuses on the ways people act in response to their working environment; examines policies and actions which may help to prevent or resolve problems among individuals within groups; studies current management techniques to demonstrate how methods of inquiry may be applied; and stimulates critical thinking about human organizational problems and solutions aimed at improving the productivity of the individual or group. 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. This course is also listed as Economics 210; credit will be given in either area, but not both. 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

**MARKETING AND SALES****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 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

**SMALL BUSINESS  
MANAGEMENT****MGT 160: INTRODUCTION TO SMALL  
BUSINESS MANAGEMENT****3 Units****3 hours lecture****Transfers: CSU**

This course surveys opportunities in small business and examines management techniques that are unique to new and independent business ventures. The course introduces the fundamentals of planning and marketing research and the various forms of business organizations. NR

**INTERNATIONAL  
MANAGEMENT****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

# MATHEMATICS

School of Mathematics, Computer Science and Engineering

**Dean:** Kathleen Schrader, DNSc

**Academic Chair:** Miriam Castroconde

**Faculty:** Abdulmagid Aburweini, PhD, Jack Appleman, Mohammad Araiepour, Terry Barbee, PhD, Minh Can, Miriam Castroconde, Shu-Yung Chen, Terry Cheng, Gwendoline Chien, Howard Dachslager, PhD, Ilknur Erbas-White, Catherine Famiglietti, Farimah Fazeli, Megan Granich, Sanjai Gupta, PhD, Mas Hayashi, Barbara Hudgins, Steve Kassman, Brent Monte, Akram Nabulsi, Joseph Ninh, Jo Ann Noyes, Bob Papendick, Barry Pearlstein, Evan Petersen, Lan Pham, PhD, Shahriar Razari-Arjmand, Dorothy Sherling, PhD, Eric Shulman, Benjamin Vargas, Richard Zucker

## Curriculum

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 Tutorial Center, a facility staffed by faculty and tutors.

## Major

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

## Career Options

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 Degree

### Associate in Arts Degree in Mathematics

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: MATHEMATICS

Complete the following courses:		Units
<b>MATH 3A</b>	Analytic Geometry and Calculus I	5
<b>MATH 3B</b>	Analytic Geometry and Calculus II	5
<b>MATH 4A</b>	Analytic Geometry and Calculus III	5
<b>MATH 24</b>	Elementary Differential Equations	4
<b>MATH 26</b>	Introduction to Linear Algebra	4
Complete <u>one</u> of the following courses:		
<b>PHYS 4A</b>	General Physics	4
<b>CS 36</b>	C Programming	4
<b>CS 37</b>	C++ Programming	4
<b>TOTAL UNITS:</b>		<b>27</b>

## COURSES

### MATHEMATICS: COLLEGE LEVEL

#### 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, multiple integrals, 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)

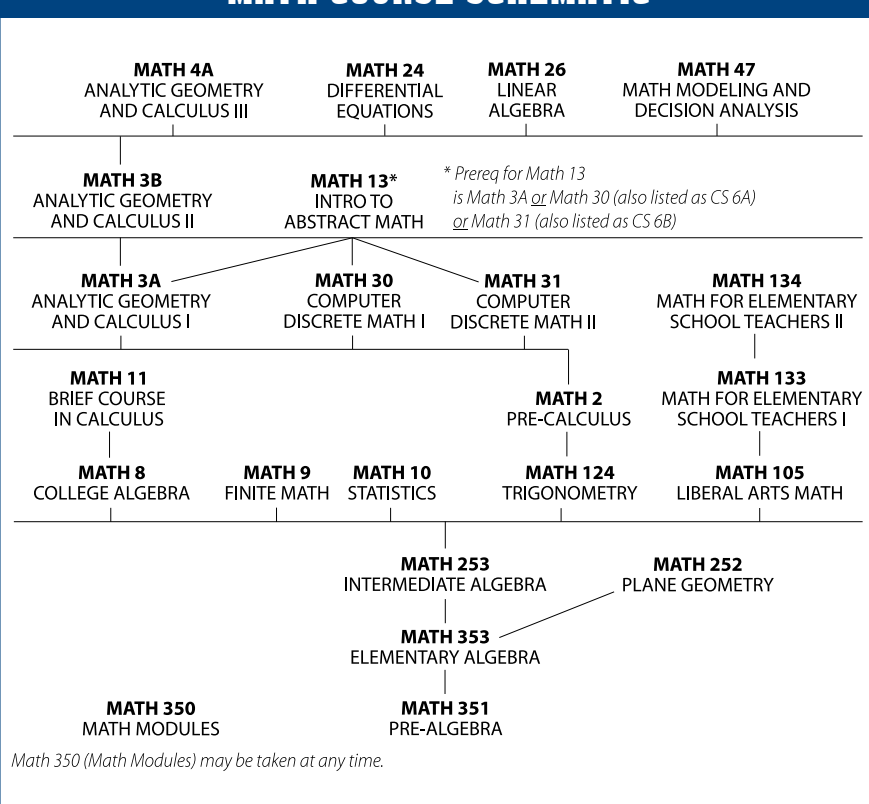
Prerequisite: Math 253

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 COURSE SCHEMATIC



**MATH 9: FINITE MATHEMATICS****3 Units****3 hours lecture****Transfers: CSU, UC****Prerequisite: Math 253***Recommended Preparation:**Concurrent enrollment in TU 301**strongly recommended*

This course includes a study of linear functions, matrices, and vectors, and how these topics apply to linear programming problems. It also involves the study of sets, logic, and counting, and their application to probability and stochastic processes. The course also covers topics in statistics and the mathematics of finance. 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**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; variation of parameters; the Laplace transform; systems of equations; series solutions; and the numerical methods of solutions with applications to physics and engineering. Mathematics 24 may be taken concurrently with Mathematics 26. 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. Mathematics 26 may be taken concurrently with Mathematics 24 or Mathematics 4A. NR

**MATH 30: COMPUTER DISCRETE MATHEMATICS I****3 Units****3 hours lecture****Transfers: CSU, UC****Prerequisite: Math 2***Recommended Preparation:**Concurrent enrollment in TU 301**strongly recommended*

This course is designed primarily for computer science majors. Areas of study include Boolean algebra, propositional calculus, and predicate calculus. Topics include truth tables, minimization, sets, relations, switching networks, digital circuits, and duality. This course is also listed as Computer Science 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***Recommended Preparation:**Concurrent enrollment in TU 301**strongly recommended*

This course is designed primarily for computer science majors. Major topics include permutations, combinations, binomial coefficients, recurrence relations, graph theory, generating functions, and probability theory. This course is also listed as Computer Science 6B; credit will be given in either area, not both. NR

**MATH 47: FINITE MATHEMATICAL MODELING AND DECISION ANALYSIS****3 Units****3 hours lecture****Prerequisite: Math 3B****Transfers: CSU, UC**

Applications of calculus, matrix algebra, discrete math and probability theory to topics in physical science, biology, engineering, social sciences, and business. The course material is organized around real-world decision-making cases and projects from business, government and non-profit sectors. The course covers multiple topics in applied calculus and finite mathematics including matrices, combinatorics, probability, Bayes Theorem, Markov chains, and linear programming. 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 133: MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS I****3 Units****3 hours lecture****Transfers: CSU****Prerequisite: Math 105**

This is the first of two introductory courses designed for prospective elementary school teachers. The course emphasizes problem-solving techniques and mathematical structures associated with numeration, set theory, elementary number theory, ratio, proportion, percents, and integers. The course includes activity-based explorations intended to develop higher-order critical thinking skills in problem solving. NR

**MATH 134: MATHEMATICS FOR ELEMENTARY SCHOOL TEACHERS II****3 Units****3 hours lecture****Transfers: CSU****Prerequisite: Math 133**

This is the second of two introductory courses designed for prospective elementary school teachers. The course emphasizes problem-solving techniques and mathematical structures associated with rational and real numbers; introductory statistics, including displaying and analyzing data; probability; introductory plane geometry; measurement; congruence; and coordinate geometry. The course includes activity-based explorations intended to develop higher-order critical thinking skills in problem solving consistent with National Council of Teachers of Mathematics (NCTM) standards. 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

**MATHEMATICS: BASIC SKILLS****MATH 350A: WHOLE NUMBERS MODULE****.5 Unit****.5 hour lecture***Recommended Preparation:**Concurrent enrollment in TU 301 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. R-E-1

**MATH 350B: FRACTIONS PART 1 MODULE****.5 Unit****.5 hour lecture***Recommended Preparation:**Concurrent enrollment in TU 301 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. R-E-1

**MATH 350C: FRACTIONS PART 2 MODULE****.5 Unit****.5 hour lecture***Recommended Preparation:**Concurrent enrollment in TU 301 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. R-E-1

**MATH 350D: DECIMALS MODULE****.5 Unit****.5 hour lecture***Recommended Preparation:**Concurrent enrollment in TU 301 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. R-E-1

**MATH 350E: RATIOS AND PROPORTIONS MODULE****.5 Unit****.5 hour lecture**

*Recommended Preparation:*  
*Concurrent enrollment in TU 301 strongly recommended*

Math 350E is 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. R-E-1

**MATH 350F: PERCENTS PART 1 MODULE****.5 Unit****.5 hour lecture**

*Recommended Preparation:*  
*Concurrent enrollment in TU 301 strongly recommended*

Math 350F is a series of online instructional videos and exercises. This module defines percents, introduces conversions of decimals and fractions into percents and vice versa, and uses percents in solving word problems. This course is offered pass/no-pass only. R-E-1

**MATH 350G: PERCENTS PART 2 MODULE****.5 Unit****.5 hour lecture**

*Recommended Preparation:*  
*Concurrent enrollment in TU 301 strongly recommended*

Math 350G is 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. R-E-1

**MATH 350H: MEASUREMENT AND GEOMETRY MODULE****.5 Unit****.5 hour lecture**

*Recommended Preparation:*  
*Concurrent enrollment in TU 301 strongly recommended*

Math 350H is 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. R-E-1

**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 is 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 courses. 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. Math 353 was formerly offered as Math 251. NR

**MATHEMATICS: LEARNING CENTERS****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 353L: MATH 353 LEARNING ASSISTANCE****0 Units****1 hour learning center****Corequisite: Math 353**

This zero-unit, open-entry/open-exit course provides supplemental learning assistance to students concurrently enrolled in Math 353. R-E-99

**MATHEMATICS SPECIAL SERVICES****MSS 325: BASIC ARITHMETIC SKILLS****3 Units****3 hours lecture**

**Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual educational 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. R-E-1

# MUSIC

School of Fine Arts

**Dean:** Roger Owens, PhD

**Academic Chair:** Stephen Rochford, DMA

**Faculty:** Susan Boettger DMA, Stan Breckenridge, PhD, Christine Azzoni Dow, Emily Hung, DMA, Linda Leyrer-Furumoto, Rob Grishkoff, Daniel Luzko, DMA, John Marr, Serge Martinchuk, Gary Matsuura, Mary Palchak, Janice Park, DMA, Ed Pepper, Randy Pile, PhD, Carla Reisch, Stephen Rochford, DMA, John Schneiderman, David Dean Shepherd, Rob Slack, Amy Toscano, Matthew Tresler, DMA, Darren Wilsey, Janice Wyma, DMA

**Lab Tech:** Mark Petersen

**Staff Accompanists:** David Dean Shepherd, Amy Toscano

## Curriculum

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) 451-5366 or email [srochford@ivc.edu](mailto:srochford@ivc.edu).

## Performance

### 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 new Woodwind Chamber Music class, Jazz Ensemble, Orchestra, Wind Symphony, and Guitar Program.

The Woodwind Chamber Music class, 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.

The new Woodwind Chamber Music Class rehearses Mondays from 4:00-6:50 p.m.; the Jazz Ensemble rehearses Thursday evenings from 7:00-9:50 p.m.; the Orchestra rehearses Tuesday evenings from 7:00-9:50 p.m.; the Wind Symphony rehearses Wednesday evenings from 7:00-9:50 p.m.; and guitar courses vary (consult the class schedule each semester). The Woodwind Chamber Music class, 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](mailto:srochford@ivc.edu).

### New Course—

#### Woodwind Chamber Music

The Woodwind Chamber Music class is the newest IMA ensemble. This course is open to woodwind instrument players who will be placed in numerous small ensembles such as duets, trios, and quartets. Students will perform music from the 16th century to the 21st century, including premieres of new works from student and professional composers. The class will perform in public several times each semester. For further information please contact Dr. Stephen Rochford at (949) 451-5366; (949) 451-5775 (fax); or [srochford@ivc.edu](mailto: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 Pepper at (949) 451-5452 X8184 or [epeffer@ivc.edu](mailto: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, Director of Instrumental Music, by phone (949) 451-5366; fax (949) 451-5775; or email: [srochford@ivc.edu](mailto: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](mailto: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](mailto: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. Daniel Luzko at (949) 451-5762 or [dluzko@ivc.edu](mailto:dluzko@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](mailto:mtresler@ivc.edu).

#### Women's Chorus

The Women's Chorus at IVC performs literature composed and arranged for treble voices. This body of repertoire includes works from the Renaissance to newly composed works, songs from folk traditions, to popular songs. Special emphasis in rehearsal is on group vocal technique and choral skills. The chorus performs twice a semester. For further information, please contact Dr. Matthew Tresler at (949) 451-5538 or [mtresler@ivc.edu](mailto:mtresler@ivc.edu).

### 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.

## Career Options

Examples of careers for the music major 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 Degree

### Associate in Arts Degree in Music

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: MUSIC

Complete the following courses:		Units
<b>First Semester</b>		
<b>MUS 3</b>	Harmony I	5
<b>MUS 34, 37, 39, 40, 41, 42, 43, 46, 47</b>	One of the performance groups	2
<b>MUS 50, 51 or 52</b>	Applied Music: Instrumental, Keyboard or Voice	0.5
<b>MUS 54</b>	Piano I (or proficiency exam)	2
<b>MUS 53</b>	Concert Music	0.5
<b>MUS 180</b>	Music Laboratory	0.5
<b>Second Semester</b>		
<b>MUS 4</b>	Harmony II	5
<b>MUS 34, 37, 39, 40, 41, 42, 43, 46, 47</b>	One of the performance groups	2
<b>MUS 50, 51 or 52</b>	Applied Music: Instrumental, Keyboard or Voice	0.5
<b>MUS 55</b>	Piano II (or proficiency exam)	2
<b>MUS 53</b>	Concert Music	0.5
<b>MUS 180</b>	Music Laboratory	0.5
<b>Third Semester</b>		
<b>MUS 5</b>	Harmony III	5
<b>MUS 34, 37, 39, 40, 41, 42, 43, 46, 47</b>	One of the performance groups	2
<b>MUS 50, 51 or 52</b>	Applied Music: Instrumental, Keyboard or Voice	0.5
<b>MUS 56</b>	Piano III (or proficiency exam)	2
<b>MUS 53</b>	Concert Music	0.5
<b>MUS 180</b>	Music Laboratory	0.5
<b>Fourth Semester</b>		
<b>MUS 6</b>	Harmony IV	5
<b>MUS 34, 37, 39, 40, 41, 42, 43, 46, 47</b>	One of the performance groups	2
<b>MUS 50, 51 or 52</b>	Applied Music: Instrumental, Keyboard or Voice	0.5
<b>MUS 57</b>	Piano IV (or proficiency exam)	2
<b>MUS 53</b>	Concert Music	0.5
<b>MUS 180</b>	Music Laboratory	0.5
<b>TOTAL UNITS:</b>		<b>34-42</b>

## COURSES

### MUSIC COMPOSITION AND THEORY

#### 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, harmonization of the given melody, triads, seventh chords, the cadential six-four chord, harmonic progression, and cadences. The student will study the writing, singing, and recognition of diatonic melodies and harmonies. Sight-singing, rhythmic recognition, and dictation as well as keyboard harmony will be included. NR

#### MUS 4: HARMONY II

5 Units

5 hours lecture

Transfers: CSU, UC

*Prerequisite: Mus. 3*

*Recommended Preparation: Mus. 1*

This course involves an extension of the intensive study of diatonic harmony in major and minor modes including non-chord tones, treatment of seventh chords, and modulation to closely related keys. The student will study the writing, singing, and recognition of diatonic melodies and harmonies. Sight-singing, rhythmic recognition, and dictation as well as keyboard harmony will be included. NR



#### MUS 5: HARMONY III

5 Units

5 hours lecture

Transfers: CSU, UC

*Recommended Preparation: Mus. 4*

This course studies chromatic harmony elements (secondary functions, 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 writing. The course will include sight-singing and dictation of chromatic melodies; harmonic dictation in two-, three-, and four-part textures; 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 thirteenth chords; altered harmony; secundal and quartal harmony; polychord construction; twelve-tone system; minimalism; chance music; 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

### MUSIC APPRECIATION AND HISTORY

#### 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

## MUSIC: CHORAL PERFORMANCE

### MUS 34: IRVINE VALLEY COLLEGE SINGERS

2 Units

.5 hour lecture, 5.5 hours lab  
Transfers: CSU, UC

**Limitation: By audition only**

**Recommended Preparation: Mus. 1**

The focus of the Irvine Valley College Singers is on the rehearsal and performance of standard choral literature and world music, including chant, traditional polyphonic and folk styles, in many languages. Students practice vocal techniques and ensemble singing. IVC Singers is open to all students by audition. Public performance is required for credit. R-E-3

### MUS 37: WOMEN'S CHORUS

2 Units

.5 hour lecture, 5.5 hours lab  
Transfers: CSU, UC

**Limitation: By audition only**

**Recommended Preparation: Mus. 1**

The Women's Chorus ("Oriana Choir") focuses on the rehearsal and performance of choral music for women's voices from the sixteenth century to the present. Students practice vocal technique and ensemble singing. Public performance is required for credit. R-E-3

### MUS 39: IRVINE MASTERWORKS CHORALE

2 Units

.5 hour lecture, 5.5 hours lab  
Transfers: CSU, UC

**Limitation: By audition only**

**Recommended Preparation: Mus. 1**

The Masterworks Chorale gives public concerts, often with orchestral accompaniment. The group offers singers a variety of experiences, including the opportunity to perform major works of the great composers, multicultural repertoire and new works. The focus of the repertoire varies each time the course is offered. Public performance is required for credit. R-E-3



## MUSIC: INSTRUMENTAL PERFORMANCE

### 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 instrument 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: PERFORMANCE ENSEMBLE: 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 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

### 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 160: WOODWIND CHAMBER MUSIC****2 Units****1 hour lecture, 3 hours lab****Transfers: CSU****Limitation: Ability to read music and perform on one's primary instrument.***Recommended Preparation: Prior completion of or concurrent enrollment in Mus. 1*

The Woodwind 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 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

**MUSIC: APPLIED MUSIC****MUS 50: APPLIED MUSIC: INSTRUMENTAL****.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****.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****.5 Units****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****.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

**MUSIC LESSONS: INSTRUMENTAL****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. R-E-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 and 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. R-E-3

**MUS 56: PIANO III****2 Units****1.5 hours lecture, 1.5 hours lab****Transfers: CSU, UC***Recommended Preparation: Mus. 55*

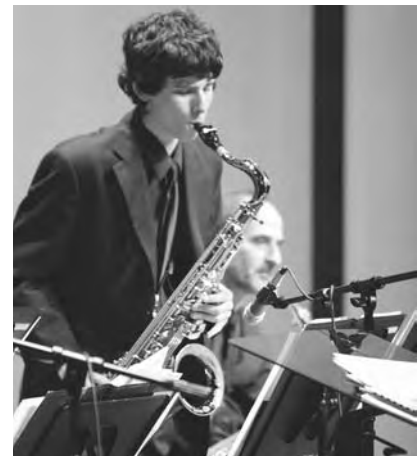
This course provides group piano instruction at the intermediate level. Students focus on the performance of repertoire from the Baroque, Classical, Romantic, and Modern periods, as well as popular compositions. The course stresses various aspects of piano technique, including major and minor scales; 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. R-E-3

**MUS 57: PIANO IV****2 Units****1.5 hours lecture, 1.5 hours lab****Transfers: CSU, UC credit pending***Recommended Preparation: Mus. 56*

This course provides group instruction in piano at the advanced level. Students focus on strengthening and refining skills in style, interpretation, and technique, participating in both individual and group assignments. Piano literature includes more challenging repertoire from the Baroque, Classical, Romantic, and Modern periods. Periodic practice and recital attendance are required. Practice pianos are available on campus. 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 83: BEGINNING CLASSICAL GUITAR**

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

**Transfers: CSU, UC**

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 develop proficiency in playing simple two-part Spanish pieces. The course is designed for beginning guitarists and/or guitarists with no music reading background. Field trips may be required. R-E-3

### **MUS 84: INTERMEDIATE CLASSICAL GUITAR**

**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. R-E-3

### **MUS 85: ADVANCED CLASSICAL GUITAR**

**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. R-E-3

## **MUSIC LESSONS: VOCAL**

### **MUS 80: BEGINNING VOICE**

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

**Transfers: CSU, UC**

*Recommended Preparation: Mus. 1*

This course is designed to provide students with vocal training and introduce them to vocal literature from a variety of cultures and genres, including art songs, folk songs, and songs of the musical theatre. The goal is to train students to use the unamplified voice to its best advantage, to interpret and perform songs suited to their individual ability, and to read their vocal parts. Concert attendance may be required. R-E-3

### **MUS 81: INTERMEDIATE VOICE**

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

**Transfers: CSU, UC**

*Recommended Preparation: Mus. 1*

This course exposes students to an intermediate level of vocal training and vocal literature. The course provides training in the International Phonetic Alphabet to assist singers with pronunciation in Italian and other Romance languages as well as English. Singers practice using the unamplified voice to interpret and perform English and Italian art songs and musical theatre repertoire suited to their ability. The course stresses the importance of understanding the mechanism of the voice and how to care for it. Concert attendance may be required. R-E-3

### **MUS 82: VOCAL PERFORMANCE WORKSHOP**

**2 Units**

**1.5 hours lecture, 1.5 hours lab**

**Transfers: CSU, UC**

This course is designed to give singers regular opportunities to perform in class and in public. Students will evaluate their own singing technique and receive written and verbal feedback from each other and the instructor. Throughout the course, students will concentrate on applying their knowledge of diction, breath support, care of the voice, and expression. The focus of the repertoire varies each time the course is offered. Attendance at concerts may be required. R-E-3

## **MUSIC: LAB**

### **MUS 180: MUSIC LABORATORY**

**.5 Unit**

**1.5 hours learning center**

**Transfers: CSU**

This course is designed to facilitate students' learning of specific skills in the performing arts. The Music Laboratory is mandatory for music major students and recommended for all students taking performing arts classes. Students are required to complete 24 hours during a semester. This course is open-entry/open-exit and is graded on a pass/no-pass basis. R-E-3

## **MUSIC: COMMERCIAL/STUDIO**

### **MUS 212: COMPUTER APPLICATIONS IN MUSIC**

**3 Units**

**2 hours lecture, 3 hours lab**

This course identifies hardware and software currently used in the music industry. Students learn how to edit music using various types of software; how to make a 24-track disk/bit recording using the computer as a controller; and how to convert from analog to digital formats. NR

# PHILOSOPHY

School of Humanities and Languages

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Francisco Marmolejo

**Faculty:** Roy Bauer, Rachel Hollenberg, Charles Otwell, James Watkins

## Curriculum

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.

## Career Options

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 Degree

### Associate in Arts Degree in Philosophy

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: PHILOSOPHY

Complete the following courses:		Units
<b>PHIL 1</b>	Introduction to Philosophy	3
<b>PHIL 3</b>	Introduction to Logic	3
<b>PHIL 10</b>	History of Philosophy to Descartes	3
<b>PHIL 11</b>	History of Philosophy from Descartes	3
<b>WR 2</b>	College Writing 2: Critical Thinking/Writing	4
Complete <u>one</u> of the following courses:		
<b>PHIL 2</b>	Ethics	3
<b>PHIL 5</b>	Political Philosophy	3
<b>TOTAL UNITS:</b>		<b>19</b>

## COURSES

### 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 undertakes 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 7: WORLD RELIGIONS

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

This course is a comparative study of some of the 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. Philosophy 7 is also listed as Humanities 27; 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. 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

School of Fine Arts

**Dean:** Roger Owens, PhD

**Academic Chair:** Lisa Davis Allen, PhD

**Faculty:** Amy Caterina, Antoinette Geldun, Jerry McGrath, Jennifer Porter, Michael Quinn

**Lab Tech:** Stuart Christiansen

## Curriculum

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, dark-room 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.

## Career Options

Students pursuing careers in photography or in cinematography, illustration, graphic design, printmaking, or advertising will benefit from the photography major. The major is also designed for students who intend to transfer into an upper-division program in any of these areas.

## Associate Degree

### Associate in Arts Degree in Photography

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: PHOTOGRAPHY

Complete the following courses:		Units
<b>PHOT 1</b>	History of Photography	3
<b>PHOT 50</b>	Introduction to Photography	3
<b>PHOT 55</b>	Intermediate Photography	3
<b>PHOT 56</b>	Art Photography	3

Complete a minimum of 9 units from the following courses:		
<b>PHOT 51</b>	Digital Photography	3
<b>PHOT 55</b>	Intermediate Photography (additional units)	3
<b>PHOT 56</b>	Art Photography (additional units)	3
<b>PHOT 190</b>	Special Problems in Photography	3
<b>PHOT 245.1</b>	Digital Sound and Video	3.5
<b>TOTAL UNITS:</b>		<b>21</b>

**Recommended electives:**  
Any of the photography courses listed above that have not been selected in fulfillment of the major; ART 40; courses in art and art history.

## COURSES

### 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. Photography 1 is also listed as Art 1; credit will be given in either area, not both. NR

### PHOT 50: INTRODUCTION TO 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. R-E-1

### PHOT 51: DIGITAL PHOTOGRAPHY

**3 Units**

**2 hours lecture, 4 hours lab**

**Transfers: CSU, UC**

*Recommended Preparation: Phot 50*

This is an introductory course in the use of the computer as a tool to create and manipulate photographic imagery. Students explore photographic theory and technique using digital programs to enhance and alter images. They learn to use flatbed scanners, slide scanners, and digital cameras to produce an artistic portfolio. Photography 51 is also listed as Digital Media Art 51; credit will be given in either area, not both. R-E-2

### PHOT 55: INTERMEDIATE PHOTOGRAPHY

**3 Units**

**2 hours lecture, 4 hours lab**

**Transfers: CSU, UC**

*Recommended Preparation: Phot. 50*

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. R-E-3

### PHOT 56: ART PHOTOGRAPHY

**3 Units**

**2 hours lecture, 4 hours lab**

**Transfers: CSU, UC**

*Recommended Preparation: Phot. 50*

This course presents the techniques of producing still photographs with artistic and technical value beyond the entry level. The course stresses the role of the photographic image in the fine arts and in our perception of events and culture. Students focus on developing an aesthetic sensibility and on mastering the principles of the medium as an artistic tool, experimenting with contemporary, historical, traditional and non-traditional art-making processes. Lighting, darkroom, and digital technique are explored in depth through lectures, in-class discussions and hands-on experience. Field trips to local museums and/or galleries will acquaint students with past and current trends in the medium. R-E-3

### PHOT 190: SPECIAL PROBLEMS IN PHOTOGRAPHY

**3 Units**

**3 hours lecture, 1 hour lab**

**Transfers: CSU**

**Prerequisite: Phot. 50 or Phot. 55**

In this course the student is assigned photographic work within a specific problem area to solve through a semester project that will allow extensive study. R-E-3

### PHOT 201: INTRODUCTION TO DIGITAL CAMERAS

**1.5 Units**

**1.5 hours lecture**

This is an introductory-level course in the use of digital cameras. The course covers basic camera controls—f-stops, shutter speeds, focus, and depth of field—and terms and concepts specific to digital imaging, including resolution, file formats, storage media, white balance, and organization of digital files. Students must provide their own digital camera. No printing is involved in this course. Photography 201 is also listed as Digital Media Art 201; credit will be given in either area, not both. R-A-3

### PHOT 245.1: DIGITAL SOUND AND VIDEO

**3.5 Units**

**3 hours lecture, 1.5 hours lab**

*Recommended Preparation: CIM 104.1 and Phot. 50.*

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. Photography 245.1 is also listed as Computer Information Management 245.1; credit will be given in either area, not both. NR

# PHYSICAL EDUCATION AND HEALTH

School of Health Sciences, Physical Education and Athletics

**Dean:** Keith Shackelford, JD

**Academic Chair, Athletics:** Martin McGrogan

**Academic Chair, Physical Education and Health:** Tom Pestolesi

**Faculty:** Mike Bennett, Monique Brass, Ben Burnett, Simon Davies, PhD, Ann Doty, EdD, Andrea Drocco, JD, Mark Flippin, Danaka France, John Goss, Silvie Grote, Debra Hackmann, Julie Hanks, Jerry Hernandez, Chris Hogstedt, Joseph Lin, Lesley Lowe, Kent Madole, Martin McGrogan, Joan Meissenburg, Mike Meissenburg, Kathryn Milostan-Egus, Janet Olsen, Tom Pestolesi, JoAnna Schoon, Jason Smith, Jovan Stojanovski, José Supe, Mike Ward, Ted Weatherford, Todd Yarnton

## Curriculum

The Physical Education 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, aikido, yoga, tai chi, dance, team sports, combative skills, 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/multi-purpose 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 PE 3 and completing the required orientation session.

## Major

The Physical Education faculty recommend that students intending to transfer to a four-year institution with a major in physical education, recreation or leisure studies consult with a faculty member in the Physical Education Department. Those seeking employment in an industrial fitness/club fitness setting are advised to explore the fitness specialist 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.

## Career Options

Career options for the physical education major include the following:

- Athletic Trainer
- Coach/Referee
- Commercial Recreation
- Dietician/Nutrition Specialist
- Exercise Physiologist
- Fitness/PE 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 Degree

### Associate in Arts Degree in Physical Education

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Program

### Certificate of Achievement: Fitness Specialist

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

## Associate in Arts Degree Major Requirements: PHYSICAL EDUCATION

Students who plan to transfer to a four-year college or university should see an IVC counselor and a faculty member in the Physical Education Department before beginning their course of study.

**Complete at least one of the following courses:**

<b>HLTH 1</b>	Health Education	3
<b>NUT 1</b>	Principles of Nutrition	3
<b>PE 101</b>	Introduction to Sport Psychology	3

**Complete at least one of the following courses:**

<b>HLTH 2</b>	First Aid: Responding to Emergencies	3
<b>PE 85</b>	Prevention and Treatment of Athletic Injuries	3

**Complete a minimum of two of the following fitness courses:**

<b>PE 3</b>	Life Fitness Center	0.5-2
<b>PE 4, 5, 6, 8, 9, 10</b>	(Strength training, conditioning, aerobics)	0.5-2
<b>DNCE 50</b>	Conditioning for Dance	1-2
<b>DNCE 51</b>	Pilates	1-2

**Complete a minimum of four different experiential courses:**

<b>PE 11, 12, 13, 20, 22, 23, 25, 26, 27, 32</b>	(Individual sports)	0.5-1
<b>PE 71, 73, 76, 77, 78, 79</b>	(Team sports)	0.5-1
<b>PE 90, 91, 92, 94, 96, 97</b>	(Combative skills, fitness, body movement)	0.5-1
<b>IA 1, 2, 3, 6, 7, 9, 10, 12, 13, 15, 18, 19, 20</b>	(Intercollegiate athletics)	2
<b>DNCE 1, 6, 7, 12, 13, 17, 18, 22, 23, 30, 33, 36</b>	(Dance)	0.5-1

**AND**

**EITHER**

***Traditional biology-based physical education majors—***

**Complete at least one of the following courses:**

<b>BIO 11</b>	Human Anatomy	4
<b>BIO 12</b>	Human Physiology	3

**OR**

***Health and wellness, recreation or leisure studies majors—***

**Complete at least one of the following courses:**

<b>PE 107</b>	Survey and Assessment of Fitness	1
<b>PE 131</b>	Simple Strategies for Successful Weight Management	1.5

**AND**

**Complete the following course:**

<b>SP 1</b>	Communication Fundamentals	3
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**TOTAL UNITS MUST BE AT LEAST 18**

**Recommended Electives:**

PE 86, 201, 202

### Certificate of Achievement: **FITNESS SPECIALIST**

Complete the following courses:		Units
PE 201	Applied Kinesiology	2
PE 202	Applied Exercise Physiology	2
PE 203	Techniques of Instructing Aerobic Exercise	2
PE 204	Exercise for Special Populations	2
PE 205	Nutrition for Fitness and Sport	2
PE 206	First Aid and Injury Prevention	1.5
PE 207	Exercise Testing	2
PE 208	Instructional Techniques of Strength Training	2
PE 209	Exercise Psychology	1
PE 210	Marketing Techniques for the Fitness Specialist	1
PE 215	Fitness Specialist Internship-A	2
<b>TOTAL UNITS:</b>		<b>19.5</b>



## COURSES

### HEALTH AND NUTRITION

#### 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



**NUT 1: PRINCIPLES OF NUTRITION**  
**3 Units****3 hours lecture****Transfers: CSU, UC**

This course provides a through 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

**PHYSICAL FITNESS AND BODY MOVEMENT****PE 3: LIFE FITNESS CENTER LABORATORY****.5, 1, 1.5, or 2 Units****1.5, 3, 4.5, or 6 hours learning center****Transfers: CSU; UC credit pending**

The Life Fitness Center is an open exercise laboratory designed to develop and encourage healthy attitudes and habits with regard to cardiovascular efficiency, body composition, muscular strength and endurance, and flexibility. The course enables students to enhance their fitness levels using state-of-the-art weight-training and cardiovascular equipment. Students enrolling in this course must attend an orientation session before using the center. This course is offered on a pass/no-pass basis and is open-entry/open-exit. Students must complete at least 24 hours during the semester for each half unit of credit. PE 3 was formerly offered as PE 192. R-E-3

**PE 4: WEIGHT TRAINING****.5 or 1 Unit****2 or 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 which occur as a result of strength training. Students will explore training techniques as well as available equipment. A combination of Physical Education 4 and 5 may be taken a total of four times. R-A-3

**PE 5: ADVANCED STRENGTH TRAINING****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)***Recommended Preparation: PE 4*

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 Physical Education 4 and 5 may be taken a total of four times. R-A-3

**PE 6: ADVANCED STRENGTH TRAINING AND CONDITIONING FOR SPORT****1.5 or 2 Units****1 hour lecture, 2 hours lab; or****1.5 hours lecture, 2.5 hours lab****Transfers: CSU, UC credit proviso (see UC course list)***Recommended Preparation: PE 4 or 5 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

**PE 8: BEGINNING AEROBICS****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This is a beginning course designed to introduce students to the basic concepts related to muscular strength and endurance, cardiorespiratory endurance, stretching, and nutrition. A combination of Physical Education 8 and 9 may be taken a maximum of four times. R-A-3

**PE 9: INTERMEDIATE AEROBICS****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This is a course designed for the intermediate student who has had previous experience in aerobics or has successfully completed the beginning aerobics course and can participate in twenty minutes of high-intensity aerobics. In addition to participating in workouts, students will be introduced to concepts related to muscular strength and endurance, stretching, and nutrition. A combination of Physical Education 8 and 9 may be taken a maximum of four times. R-A-3

**PE 10. WALKING/JOGGING FOR FITNESS****1 Unit****3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This course is designed for students of all ages and skill levels seeking a healthy lifetime activity. Students develop and practice a progressive exercise program intended to help lower the risk of obesity, cardiovascular disease, diabetes, osteoporosis, and high blood pressure. The course introduces walking/jogging techniques, safety, proper attire, stretching, nutrition, and methods for monitoring heart rate. R-E-3

**PE 94: TAI CHI****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This course provides an introduction to the principles and basic movements of the ancient Taoist art of t'ai chi ch'uan. Emphasis is on balance, physical strength and flexibility through the discipline of slow, fluid movements. The course is designed to promote relaxation, tranquility, health and well-being. R-E-3

**PE 96: INTRODUCTION TO YOGA****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This is an overview course in yoga, an integrated study of health. It involves the investigation and practice of breathing techniques, hatha yoga postures (asanas), meditation, and relaxation. Emphasis is on practicing the principles of pranayama (breathing) and deep relaxation to reduce stress; improve concentration, circulation, and flexibility; and unify body, mind, and spirit. The hatha yoga portion will also help to tone and strengthen muscles. R-E-3

**PE 97: HATHA YOGA****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This course involves the investigation and practice of hatha yoga principles. Emphasis is on physical exercises, postures (asanas), and associated breathing techniques designed to improve body alignment; joint flexibility; muscle tone; relaxation; and unity of body, mind and spirit. R-E-3



### PE 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. R-E-1

### PE 253: GYROKINESIS(R) THE ART OF EXERCISING AND BEYOND

.5 or 1 Unit

2 or 4 hours lab

GYROKINESIS® 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. PE 253 is also listed as Dance 253. R-E-3

## PHYSICAL EDUCATION: COMBATIVE SKILLS

### PE 90: SELF-DEFENSE

1 Unit

3 hours lab

Transfers: CSU, UC credit proviso (see UC course list)

This course is designed to develop both cognitive and physical skills for self-defense. The student will learn how to recognize and avoid potentially dangerous situations and how to apply basic self-defense techniques appropriately. R-E-3

### PE 91: BEGINNING AIKIDO

.5 or 1 Unit

2 or 3 hours lab

Transfers: CSU, UC credit proviso (see UC course list)

This course will cover the basic movements, techniques and theory of aikido, a classic Japanese martial art by which the weak control the strong through balance, displacement, concentration, and strong spirit. A combination of Physical Education 91 and 92 may be taken a maximum of four times. R-A-3

### PE 92: INTERMEDIATE AIKIDO

1 Unit

3 hours lab

Transfers: CSU, UC credit proviso (see UC course list)

*Recommended Preparation: PE 91*  
This course will emphasize the basic physical movements of aikido practiced in more complex combinations with a training partner. Students will concentrate on developing and applying skills and appropriate technique. A combination of Physical Education 91 and 92 may be taken a maximum of four times. R-A-3

## 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

1 or 2 Units

5 or 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:** PE 26 or 27 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-2

**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:** PE 75, 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****1 or 2 Units****5 or 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 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:** PE 26 or PE 27 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-2

**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:** PE 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-2

**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:** PE 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:** PE 75, 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:** PE 12 or PE 13 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 badminton. R-E-3

**PHYSICAL EDUCATION: SPORTS****PE 11: BEGINNING BADMINTON****.5 or 1 Unit****2 or 3 hours lab****Transfers:** CSU, UC credit proviso (see UC course list)

This course introduces the official singles and doubles games of badminton, including the basic strokes, footwork, strategy, rules, and etiquette. A combination of Physical Education 11, 12, and 13 may be taken a total of four times. R-A-3

**PE 12: INTERMEDIATE BADMINTON****.5 or 1 Unit****2 or 3 hours lab****Transfers:** CSU, UC credit proviso (see UC course list)

Emphasis is on individual stroke analysis, playing strategies, and match play in both singles and doubles games. A combination of Physical Education 11, 12, and 13 may be taken a total of four times. R-A-3

**PE 13: ADVANCED BADMINTON****.5 or 1 Unit****2 or 3 hours lab****Transfers:** CSU, UC credit proviso (see UC course list)

This course focuses on advanced strokes, playing strategies, and match play in both singles and doubles games. A combination of Physical Education 11, 12, and 13 may be taken a total of four times. R-A-3

**PE 20: BEGINNING GOLF****.5 or 1 Unit****1.5 or 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 Physical Education 20, 22 and 23 may be taken a total of four times. R-A-3

**PE 22: INTERMEDIATE GOLF****.5 or 1 Unit****1.5 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)***Recommended Preparation: PE 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 will all clubs allowed in a competitive round of golf. Students are responsible for balls, golf clubs, and range fees. A combination of Physical Education 20, 22 and 23 may be taken a total of four times. R-A-3

**PE 23: ADVANCED GOLF****1 Unit****3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)***Recommended Preparation: PE 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 Physical Education 20, 22 and 23 may be taken a total of four times. R-A-3

**PE 25: BEGINNING TENNIS****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This course introduces the official singles and doubles games. 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 Physical Education 25, 26, and 27 may be taken a total of four times. R-A-3

**PE 26: INTERMEDIATE TENNIS****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This course is designed to help the intermediate tennis student improve basic skills, analyze weaknesses, and learn strategies on the court. The course will include review of basic strokes, match play, and singles and doubles games. A combination of Physical Education 25, 26, and 27 may be taken a total of four times. R-A-3

**PE 27: ADVANCED TENNIS****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This course presents advanced techniques for playing of singles, doubles, mixed doubles, and match play. Students concentrate on improving their form, strokes, and serves. A combination of Physical Education 25, 26, and 27 may be taken a total of four times. R-A-3

**PE 32: INTRAMURAL ACTIVITIES****.5 or 1 Unit****2 or 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 credit/no credit basis only. R-E-3

**PE 71: ADVANCED BASKETBALL****.5 or 1 Unit****2 or 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

**PE 73: ADVANCED SOCCER****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)***Recommended Preparation: Two years of organized competitive playing experience strongly recommended.*

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. UC credit proviso (see UC course list). R-E-3

**PE 76: BEGINNING VOLLEYBALL****.5 or 1 Unit****2 or 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 beginning concepts of team and tournament play. A combination of Physical Education 76, 77, and 78 may be taken a total of four times. R-A-3

**PE 77: INTERMEDIATE VOLLEYBALL****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

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 Physical Education 76, 77, and 78 may be taken a total of four times. R-A-3

**PE 78: ADVANCED VOLLEYBALL****.5 or 1 Unit****2 or 3 hours lab****Transfers: CSU, UC credit proviso (see UC course list)**

This course presents advanced volleyball techniques and tactics for team and tournament play. The course covers advanced skills, court positioning, rolls, dives, and team strategy, both offensive and defensive. A combination of Physical Education 76, 77, and 78 may be taken a total of four times. R-A-3

**PE 79: ADVANCED BASEBALL****.5 or 1 Unit****2 or 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 inter-collegiate 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

**PHYSICAL EDUCATION:  
TRAINING AND THEORY****PE 85: PREVENTION AND TREATMENT  
OF ATHLETIC INJURIES****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

**PE 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

**PE 100: INTRODUCTION TO THERAPY  
AND REHABILITATION****1.5 or 3 Units****1 hour lecture, 1.5 hours lab or  
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 APE 1. R-E-3

**PE 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" athlete. Students explore mental training techniques and create applied performance routines. NR

**PE 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

**PE 201: APPLIED KINESIOLOGY****2 Units****2 hours lecture**

This course, part of the Fitness Specialist 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

**PE 202: APPLIED EXERCISE  
PHYSIOLOGY****2 Units****2 hours lecture**

This course, part of the Fitness Specialist Certificate Program, examines how the body functions under conditions of exercise stress. Students will study the practical implications of muscle function, cardio-respiratory function, training techniques, and the environment on exercise. NR

**PE 203: TECHNIQUES OF  
INSTRUCTING AEROBIC EXERCISE****2 Units****2 hours lecture, 1 hour lab**

This course, a part of the Fitness Specialist Certificate Program, studies the principles and techniques involved in teaching aerobics. Students will learn how to construct a physiologically safe and effective exercise class. NR

**PE 204: EXERCISE FOR SPECIAL  
POPULATIONS****2 Units****2 hours lecture**

This course is a part of the Fitness Specialist Certificate Program. Students will learn 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

**PE 205: NUTRITION FOR FITNESS  
AND SPORT****2 Units****2 hours lecture**

This course is a part of the Fitness Specialist Certificate Program. Students will study the basic principles of nutrition and the ramifications of nutrition on sports activities. NR

**PE 206: FIRST AID AND INJURY PREVENTION****1.5 Units****1.5 hours lecture, 1 hour lab**

This course, part of the Fitness Specialist Certificate Program, 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. Physical Education 206 was formerly Physical Education 88. NR

**PE 207: EXERCISE TESTING****2 Units****2 hours lecture, 1 hour lab**

This course is a part of the Fitness Specialist Certificate Program. Students will learn to assess cardiorespiratory endurance, body fat, muscle strength and endurance, pulmonary function, and blood pressure and to evaluate the results of such tests. NR

**PE 208: INSTRUCTIONAL TECHNIQUES OF STRENGTH TRAINING****2 Units****2 hours lecture**

This course, part of the Fitness Specialist 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

**PE 209: EXERCISE PSYCHOLOGY****1 Unit****1 hour lecture**

This course is part of the Fitness Specialist Certificate Program. 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

**PE 210: MARKETING TECHNIQUES FOR THE FITNESS SPECIALIST****1 Unit****1 hour lecture**

This course, part of the Fitness Specialist Certificate Program, 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

**PE 212: SPORTS MEDICINE INTERNSHIP****2 Units****1 hour lecture, 3 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

**PE 215: FITNESS SPECIALIST INTERNSHIP-A****1.5 or 2 Units****1 hour lecture, 1.5 hours lab; or****1 hour lecture, 3 hours lab**

This course is designed to provide students in the Fitness Specialist Certificate program with practical experience in screening individuals for risk of heart disease, performing physical fitness testing, and formulating an exercise prescription based on fitness testing indicators. In addition to the scheduled lecture and lab hours, there will be additional practicum hours to be arranged. R-E-3

**PHYSICAL EDUCATION: ADAPTED PE****APE 1: ADAPTED PERSONALIZED FITNESS****.5 or 1 Unit****2 or 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

**APE 6: ADAPTED SPORTS****.5 or 1 Unit****2 or 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

# PHYSICAL SCIENCE

School of Physical Sciences and Technologies

**Dean:** Kathleen Schrader, DNSc

**Academic Chair:** Amy Stinson

**Faculty:** Walter Christensen, Ernest Freund, Roy McCord, Larry Oldewurtel, Joseph Oliva, PhD, Jennifer Tan, PhD

## Curriculum

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.

## Career Options

Careers for the physical sciences major 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 Degree

### Associate in Arts Degree in Physical Science

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

### Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: PHYSICAL SCIENCE

Complete the following courses:		Units
<b>CHEM 1A</b>	General Chemistry I	5
<b>CHEM 1B</b>	General Chemistry II	5
<b>MATH 3A</b>	Analytic Geometry and Calculus I	5
<b>MATH 3B</b>	Analytic Geometry and Calculus II	5
<b>PHYS 4A</b>	General Physics	4
<b>PHYS 4B</b>	General Physics	4
<b>TOTAL UNITS:</b>		<b>28</b>

#### Recommended Electives:

CS 30, MATH 4B, MATH 24, MATH 26.



## ASTRONOMY COURSES

### ASTR 20: GENERAL ASTRONOMY

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

This introductory course traces the development of astronomy from ancient times to the present. The course examines the solar system, including the moon, sun, and planets; the composition and evolution of stars and galaxies; and theories of the origin of the universe. Field trips may be required to fulfill the objectives of this course. NR

### ASTR 25: OBSERVATIONAL ASTRONOMY

**3 Units**

**2 hours lecture, 3 hours lab**

**Transfers: CSU, UC**

This course is designed primarily to acquaint students with astronomical measurements, instruments and techniques. Students will use telescopes, spectrometers and other instrumentation to observe and study the moon, planets, stars, binary and multiple stars, star clusters, nebulae, and galaxies. Field trips may be required to fulfill the course objectives. NR

## PHYSICS COURSES

### PHYS 2A: INTRODUCTION TO PHYSICS

**4 Units**

**3 hours lecture, 3 hours lab**

**Transfers: CSU, UC credit proviso (see UC course list)**

**Prerequisite: Prior completion of or concurrent enrollment in 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 selected additions from vibrations and waves, fluids 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; Hooke's Law; simple harmonic motions; wave interference and standing waves; gas laws; and the laws of 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. The course involves selected topics from electricity and magnetism, light, and atomic and nuclear physics. Areas of study include electrostatics, circuits, magnetism, electromagnetic induction, electromagnetic waves, ray optics, interference and diffraction, special relativity and atomic 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 course is intended for students who are not majoring in science and have no previous physics training or mathematical background. It will focus on major discoveries, ideas, 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

School of Social and Behavioral Sciences

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Colin McCaughey

**Faculty:** Margot Bowlby, Diane Chang, Traci Fahimi, Stewart Frame, Joon S. Kil, PhD

## Curriculum

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.

## Career Options

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 Groups

## Associate Degree

### Associate in Arts Degree in Political Science

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

## Associate in Arts Degree Major Requirements: POLITICAL SCIENCE

### REQUIRED CORE COURSES

Complete the following:		Units
<b>PS 1</b>	American Government	3
<b>PS 3</b>	California Government and Politics	3
<b>PS 4</b>	Introduction to Political Science	3
<b>PS 5</b>	Political Philosophy	3
<b>PS 12</b>	Comparative Politics	3
<b>PS 14</b>	International Relations	3

### REQUIRED OPTIONS, REGIONAL STUDIES

Complete <u>one</u> of the following courses:		
<b>PS 6</b>	Politics and Government of the Middle East	3
<b>PS 7</b>	The Politics of Communist and Post-Communist States	3
<b>PS 17</b>	Latin American Politics and Government	3
<b>PS 41</b>	The History of East Asia Since 1800	3

**TOTAL UNITS: 21**

### Recommended electives:

CWE 168; ECON 1, 2, 20; HIST 10, 11, 12, 13, 20, 21; MATH 10; PHIL 2; PS 201

### 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." Political Science 5 is also listed as Philosophy 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, political Islam, the Arab-Israeli conflict, and the politics of oil. NR

## COURSES

### CWE 168: COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE

**1-4 Units**

**1-4 hours lecture**

**Transfers: CSU**

**Prerequisite:** Student must have taken or must be currently taking a course in college-level political 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 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. R-1-3

### 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 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 studies the international system from a dual perspective, focusing on the central concepts of power politics and political economy. The course examines the causes of global political and economic conflicts, including the North-South gap, war, and nuclear proliferation. It also evaluates techniques for international cooperation, diplomacy, bargaining, alliances, and the United Nations system. 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. Focus will be on Mexico, Cuba, Chile, Brazil and Argentina. NR

**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, Vietnamese, and Japanese societies from the late 18th century to the present. Topics include the growth of the Confucian state in China and the transformation of the state's goals and capacities as a result of both 19th century crises and the Communist revolution; the fragmentation and reorientation of the Chinese elite with the disappearance of the Chinese state; peasant rebellion and the revolution of 1949; protest and resistance to traditional and modern regimes; the political, social, and economic restructuring of Japan resulting from expanded contact with the West; industrialization; political modernization and imperialism in Japan; the recovery of post war Japan; and economic dominance in the late 20th century. Political Science 41 is also listed as History 41; credit will be given in either area, not both. NR

**PS 201: MODEL UNITED NATIONS****1.5 Units****1.5 hours lecture***Recommended Preparation: Wr. 201*

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

# PSYCHOLOGY

School of Social and Behavioral Sciences

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Kari Tucker, PhD

**Faculty:** Erin Anderson, Patricia Bellas, PhD, Michael Cassens, James French, Sibylle Georgianna, PhD, Donna Gray, John Lu, Kayoko Okada, PhD, Julie Pearce, John Prange, PhD, Joshua Ramirez, Bari Rudmann, Jerry Rudmann, PhD, Netta Shroer, Yemmy Taylor, PhD, Kari Tucker, PhD, Michael Yassa

## Curriculum

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.

## 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.

## Career Options

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.

## Associate Degree Associate in Arts Degree in Psychology

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

**Associate in Arts Degree  
Major Requirements: PSYCHOLOGY**

<b>Complete the following courses:</b>		<b>Units</b>
<b>PSYC 1</b>	Introduction to Psychology	3
<b>PSYC 2</b>	Research Methods in Psychology	3
<b>PSYC 10</b>	Statistical Methods in the Behavioral Sciences	3

**Choose one course in each of the following categories:**

<b>CATEGORY A—</b>		
<b>PSYC 3</b>	Physiological Psychology	3
<b>PSYC 7</b>	Developmental Psychology: Childhood and Adolescence	3
<b>PSYC 106</b>	Developmental Psychology: Lifespan	3

<b>CATEGORY B—</b>		
<b>PSYC 37</b>	Abnormal Behavior	3
<b>PSYC 110</b>	Psychology of Reasoning and Problem Solving	3
<b>PSYC 133</b>	Psychology of Adjustment	3

<b>CATEGORY C—</b>		
<b>PSYC 5</b>	Psychological Aspects of Human Sexuality	3
<b>PSYC 21</b>	Psychology of Women	3
<b>PSYC 30</b>	Social Psychology	3

**TOTAL UNITS: 18**

**Recommended electives:**  
ANTH 2; BIO 5, 12; CHEM 1A; CS 30; MATH 9; PHIL 1; PSYC 160; SOC 1

**COURSES**

**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. 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*  
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 neuro-anatomy, endocrinology, and pharmacology in human behavior, emotions, and cognition. The course is recommended for students majoring in psychology. NR

**PSYC 5: PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY**

**3 Units**  
**3 hours lecture**

*Recommended Preparation: Psyc. 1*  
This course examines the development and practice of human sexual behavior. The course focuses on the historical, psychological, and psychosocial aspects of human sexuality from childhood to old age. The course will specifically examine human sexual anatomy, fulfillment differences between males and females, sexual dysfunction, and corrective therapy. 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 human development from conception through adolescence within cultural and family contexts. It examines physical, cognitive and psychosocial development, both typical and atypical. It introduces students to the theories, research, and applications that constitute the field of child development by examining both traditional approaches and recent innovations. Students have the opportunity for observational study and direct classroom experience with children. The course is of particular interest to students preparing for a career working with children. Psychology 7 is also listed as Human Development 7; credit 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 credit proviso (see UC course list)**

**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 21: THE PSYCHOLOGY OF WOMEN**

**3 Units**  
**3 hours lecture**  
**Transfers: CSU, UC**

This course is an introduction to the psychology of women. The course explores gender distinctions and gender roles and their psychological, biological, and social influences. The emphasis is on methods used by psychologists to study women and how scientific and cultural assumptions about the sexes are reflected in psychological research. NR

**PSYC 30: SOCIAL PSYCHOLOGY****3 Units****3 hours lecture****Transfers: CSU, UC***Recommended Preparation: Psyc. 1 or Soc. 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 credit pending***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***Recommended Preparation: Psyc. 1 or Soc. 1*

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 110: PSYCHOLOGY OF REASONING AND PROBLEM SOLVING****3 Units****3 hours lecture****Transfers: CSU***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, and the application of critical thinking to complex issues of everyday life. 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 150: DATA ANALYSIS IN PSYCHOLOGY****1 Unit****.5 hour lecture, 1.5 hours lab****Transfers: CSU***Recommended Preparation: Successful completion of or concurrent enrollment in Psychology 10 or Math 10*

This course introduces the analysis and interpretation of psychological data using statistical software such as SPSS and a standard spreadsheet application. The course covers how to enter data, produce tables and graphs, obtain descriptive statistics, conduct hypothesis tests, evaluate results, and write a statistical outcome that conforms to the guidelines and publication standards of the American Psychological Association (APA). The course is designed for psychology majors and/or students who have completed or are currently enrolled in Math 10 or Psychology 10. NR

**PSYC 160: PSYCHOLOGY AS A MAJOR AND A PROFESSION****1.5 Unit****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

# REAL ESTATE

School of Business Sciences

**Dean:** Roger Owens, PhD

**Academic Chair:** Bob Urell

**Faculty:** Dixie Massaro, Frank Pangborn

## Curriculum

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.

## Career Options

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 Degree

### Associate in Science Degree in Real Estate

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Certificate Program

### Certificate of Achievement in Real Estate

Students must complete all courses in the certificate program ("Major Requirements") with a grade of "A," "B," "C," or "P." A minimum of 12 units in the certificate program must be completed at Irvine Valley College. See page 31 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Science Degree or Certificate of Achievement Major Requirements: REAL ESTATE

Complete the following courses:		Units
<b>MGT 12A</b>	The Legal Environment of Business	3
<b>RE 170</b>	Real Estate Principles	3
<b>RE 172</b>	Real Estate Practice	3
<b>RE 174A</b>	Legal Aspects of Real Estate I	3
<b>RE 175</b>	Real Estate Finance	3
<b>RE 176A</b>	Real Estate Appraisal I	3
Complete <u>one</u> of the following courses:		
<b>ACCT 1A</b>	Financial Accounting	4
<b>ACCT 215</b>	General Accounting	3
<b>ECON 1</b>	Principles of Economics—Micro	3
<b>RE 178</b>	Real Estate Economics	3
Complete <u>one</u> of the following courses:		
<b>RE 190</b>	Escrow I	3
<b>RE 195</b>	Property Management I	3
<b>RE 279</b>	Computer Applications for Real Estate	3
<b>TOTAL UNITS:</b>		<b>24-25</b>

#### Recommended Electives:

ACCT 1B; CIM 107.1; CWE 168; ECON 2; MGT 1, 104, 120, 125, 135

## COURSES

### REAL ESTATE: GENERAL

#### 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, including listing, prospecting, advertising, financing, sales techniques, escrow, and ethics. The Department of Real Estate requires that new agents complete this course within 18 months of obtaining a real estate salesperson license; licenses are conditional pending completion of the course. The course also applies toward the state's educational requirements for the broker's examination. NR

#### RE 174A: LEGAL ASPECTS OF REAL ESTATE 1

**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, conveyancing, probate proceedings, trust deeds, and foreclosure, 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 1

**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 2

**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 apartments, commercial properties, industrial sites, land, subdivisions, lease interests, operating businesses, 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 178: REAL ESTATE ECONOMICS

**3 Units**

**3 hours lecture**

**Transfers: CSU**

*Recommended Preparation: RE 170*

This course examines trends and factors that affect the value of real estate. Topics include the nature of land economics and the classification of properties; property development, construction, and subdivision; fluctuations in economic value; residential market trends; real property; and special purpose property trends. The course applies toward the state's educational requirements for the broker's examination. Real Estate 178 is also listed as Economics 178; credit will be given in either area, not both. NR

#### RE 195: PROPERTY MANAGEMENT 1

**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 SALESMAN'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**

**2 hours lecture, 3 hours lab**

This course introduces computer applications for real estate. Topics include an introduction to the Internet; spreadsheet, word processing, presentation and related software fundamental to real estate transactions and brokerages; office peripherals; real estate math; loans; and appraisals. The course meets one of the requirements for those who have successfully completed the Department of Real Estate salesperson exam and are applying for the four-year real estate license. NR

**REAL ESTATE: ESCROW**

**RE 190: ESCROW 1**

**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

# SOCIOLOGY

School of Social and Behavioral Sciences

**Dean:** Karima Feldhus, PhD

**Academic Chair:** Kari Tucker, PhD

**Faculty:** Catherine Adams, Elizabeth Chambers, PhD, James French, René O'Dell, Rachel Ridnor, Erika Sanchez-Reenan, PhD, Julie Song

## Curriculum

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 a major in sociology for the Associate in Arts degree.

## 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.

## Career Options

According to the American Sociological Association, a bachelor's (B.A./B.S.) 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 (M.A./M.S. 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
- Health care
- International relations
- Law
- Military
- Public Relations
- Seminar and workshop consultations
- State agencies
- State government
- Urban social work

## Associate Degree

### Associate in Arts Degree in Sociology

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements (pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: SOCIOLOGY

Complete the following courses:	Units
<b>SOC 1</b> Introduction to Sociology	3
<b>SOC 2</b> Social Problems	3
<b>SOC 10</b> Marriage and Family Relations	3
<b>SOC 30</b> Social Psychology	3
<b>ANTH 2</b> Cultural Anthropology	3
<b>MATH 10</b> Introduction to Statistics	3
<b>OR</b>	
<b>PSYC 10</b> Statistical Methods in the Behavioral Sciences	3
<b>PSYC 1</b> Introduction to Psychology	3
<b>TOTAL UNITS:</b>	<b>21</b>

**Recommended electives:**  
SOC 19, 20

## COURSES

### 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. 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. NR

### SOC 15: SOCIALIZATION OF THE CHILD

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

*Recommended Preparation: Psyc. 1*

This course presents a study of contemporary family systems with an emphasis on the child. It explores the influence of five major socializing agents—the family, school, peers, media, and community—on the child. The course is of particular interest to students preparing for a career working with children. Sociology 15 is also listed as Human Development 15; credit will be given in either area, not both. It meets Title 22 licensing requirements for childcare providers. 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 States and globally, it provides an in-depth, multidiscipline 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. 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 relations among racial, ethnic, and other groups in society. Students are introduced to basic terms, the latest findings on prejudice and discrimination, and an overview of immigration and ethnicity, as well as, a sociological framework to address the growing diversity in the United States. NR

### SOC 30: SOCIAL PSYCHOLOGY

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

*Recommended Preparation: Soc. 1 or 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. Sociology 30 is also listed as Psychology 30; credit will be given in either area, not both. NR

# SPEECH/FORENSICS

School of Fine Arts

**Dean:** Roger Owens, PhD

**Academic Chair:** Edwin Tiongson

**Faculty:** Anthony Damico, Craig Grossman, Sheila Grossman, Liza Rietveld, Gary Rybold, Edwin Tiongson

## Curriculum

The speech and forensics curriculum emphasizes the ability to speak and perform in front of audiences. Courses teach 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. Courses offered through the program meet transfer requirements for general education, and they may be applied toward an Associate in Arts degree with a major in speech/forensics.

## Major

Students majoring in speech/forensics at the lower-division level concentrate on learning the basics of public speaking and performance.

## Career Options

Speech 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.

## Associate Degree

### Associate in Arts Degree in Speech

Students must complete a minimum of 60 units of credit, including the courses in the major (“Major Requirements”) and general education requirements (pages 43–49), with an overall GPA of 2.0 or better, and a grade of “A,” “B,” “C,” or “P” in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34–35 for further information.

### Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a transfer institution offering a bachelor’s degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

## 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 first or second at 10 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. The team has an international reputation and has hosted debate teams from Europe and Asia 11 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.

### Associate in Arts Degree Major Requirements: **SPEECH**

Complete the following course:		Units
SP 1	Communication Fundamentals	3
Complete 15 units from any of the following courses:		
SP 2	Persuasion	3
SP 3	Argumentation and Debate	3
SP 9	Intercultural Communication	3
SP 30	Introduction to Oral Interpretation	3
SP 35	Voice and Diction	3
SP 100	Group Dynamics and Leadership	3
SP 105	Interpersonal Communication	3
* SP 106	Forensics Activity	1-4
TA 1	Acting	3
TA 12	Directing	3
<b>TOTAL UNITS:</b>		<b>18</b>

\* SP 106 is recommended each semester.

## COURSES

### SPEECH: PUBLIC SPEAKING

#### SP 1: COMMUNICATION FUNDAMENTALS

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

Speech 1 is designed to enable the student to understand and use the processes of oral communication. Students develop an understanding of problems and propositions, the organization and development of thought processes, the support of ideas, methods of research, and criticism and evaluation. Platform speaking performance is required. NR

#### SP 2: PERSUASION

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC credit proviso (see UC course list)**

**Prerequisite: Sp. 1**

Speech 2 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. NR

#### SP 3: ARGUMENTATION AND DEBATE

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC credit proviso (see UC course list)**

**Prerequisite: Sp. 1**

Speech 3 focuses on the application of argumentative methods, analysis, sound reasoning, and critical thinking. Through participation in various types of debates on current topics, students will conduct research, formulate propositions, and discover issues as they apply to social and personal decision making. NR

#### SP 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. NR

#### SP 100: GROUP DYNAMICS AND LEADERSHIP

**3 Units**

**3 hours**

**Transfers: CSU**

This course studies the principles of group discussion in learning and problem-solving situations. The course examines selected leadership functions, styles, and approaches. NR

#### SP 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 communication. NR

## SPEECH: FORENSICS

#### SP 106: FORENSIC ACTIVITY

**1 or 2.5 or 4 Units**

**1 hour lecture, 1 hour lab; or**

**2 hours lecture, 2 hours lab; or**

**3 hours lecture, 3 hours lab**

**Transfers: CSU**

In Speech 106 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 is required for credit. This course is offered on an open-entry/open-exit basis, and units may vary according to time and activity involved. R-E-3

### SPEECH: ORAL INTERPRETATION

#### SP 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. Speech 30 is also listed as Theatre Arts 30; credit will be given either area, not both. NR

#### SP 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 Theatre Arts 35; credit will be given either area, not both. NR

# THEATRE ARTS

School of Fine Arts

**Dean:** Roger Owens, PhD

**Academic Chair:** Ron Ellison

**Faculty:** Ronald Ellison, Diane Graebner, John-Frederick Jones, Jessica Runde, Patric Taylor

**Senior Lab Technicians:** Hugh Collins, Jim Rynning

## Curriculum

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 three options to fulfill the major requirement: (1) Theatre Arts; (2) Theatre Arts, Acting Emphasis; or (3) Theatre Arts, Technical Theatre Emphasis.

## Career Options

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 Degree

**Associate in Arts Degree in Theatre Arts**

**Emphases:**

- Acting
- Technical Theatre

Students must complete a minimum of 60 units of credit, including the courses in the major ("Major Requirements") and general education requirements

(pages 43-49), with an overall GPA of 2.0 or better, and a grade of "A," "B," "C," or "P" in all courses to be counted toward the major. A minimum of 12 units must be completed at Irvine Valley College. See pages 34-35 for further information.

## Transfer Preparation

Courses that fulfill major requirements for an associate degree at Irvine Valley College may not be the same as those required for completing the major at a

transfer institution offering a bachelor's degree. Students who plan to transfer to a four-year college or university should schedule an appointment with an IVC counselor to develop a plan of study before beginning their program. It may be helpful to meet with the department faculty at IVC.

### Associate in Arts Degree Major Requirements: 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	Rehearsal and Performance: Drama	1 or 2
TA 16	Rehearsal and Performance: Comedy	1 or 2
TA 17	Rehearsal and Performance: Mixed Genres	1 or 2
TA 18	Rehearsal and Performance: Dance	1 or 2
TA 19	Rehearsal and Performance: Musical Theatre	1 or 2
TA 142	Theatre Production	1 or 2

#### Second Semester

TA 2	Beginning Scene Study	3
TA 15-19	(Complete one course)	1 or 2

#### Third Semester

TA 3	Advanced Scene Study	3
TA 15-19	(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	3
TA 41	Stage Lighting Design	3

#### Fourth Semester

TA 43	Stage Makeup	1
TA 15-19	(Complete one course)	1 or 2

**TOTAL UNITS: 26-29**

#### Recommended Electives:

TA 4, 5, 8, 9



**Associate in Arts Degree  
Major Requirements: THEATRE ARTS  
ACTING EMPHASIS**

<b>Complete the following courses:</b>		<b>Units</b>
TA 1	Acting	3
TA 2	Beginning Scene Study	3
<b>Complete <u>one</u> of the following courses:</b>		
TA 3	Advanced Scene Study	3
TA 4	Acting Styles: Classical	3
TA 5	Acting Styles: Contemporary	3
<b>Complete <u>one</u> of the following courses:</b>		
TA 20	Theatre Appreciation: Classical Overview	3
TA 25	Great Plays: Primitive to Renaissance	3
TA 26	Great Plays: Renaissance to Contemporary	3
<b>Complete <u>3 units</u> from the following courses:</b>		
TA 15	Rehearsal and Performance: Drama	1 or 2
TA 16	Rehearsal and Performance: Comedy	1 or 2
TA 17	Rehearsal and Performance: Mixed Genres	1 or 2
TA 18	Rehearsal and Performance: Dance	1 or 2
TA 19	Rehearsal and Performance: Musical Theatre	1 or 2
TA 241	Irvine Valley College Conservatory	1 or 2
<b>Complete <u>3 units</u> from the following courses:</b>		
TA 40B	Introduction to Theatre Design	3
TA 40C	Scenic Design for Theatre	3
TA 41	Stage Lighting Design	3
TA 42	Costume Design	3
TA 43	Stage Makeup	1
TA 142	Theatre Production	1 or 2
<b>TOTAL UNITS:</b>		<b>18</b>
 <b>Recommended Electives:</b>		
TA 4, 5, 8, 10, 20.		

**Associate in Arts Degree  
Major Requirements: THEATRE ARTS  
TECHNICAL THEATRE EMPHASIS**

<b>Complete this course:</b>		<b>Units</b>
TA 1	Acting	3
<b>Complete <u>one</u> of the following courses:</b>		
TA 20	Theatre Appreciation: Classical Overview	3
TA 25	Great Plays: Primitive to Renaissance	3
TA 26	Great Plays: Renaissance to Contemporary	3
<b>Complete 3 units from the following courses:</b>		
TA 15	Rehearsal and Performance: Drama	1 or 2
TA 16	Rehearsal and Performance: Comedy	1 or 2
TA 17	Rehearsal and Performance: Mixed Genres	1 or 2
TA 18	Rehearsal and Performance: Dance	1 or 2
TA 19	Rehearsal and Performance: Musical Theatre	1 or 2
TA 241	Irvine Valley College Conservatory	1 or 2
<b>Complete 9 units from the following courses:</b>		
TA 40B	Introduction to Theatre Design	3
TA 40C	Scenic Design for Theatre	3
TA 41	Stage Lighting Design	3
TA 42	Costume Design	3
TA 43	Stage Makeup	1
TA 142	Theatre Production	1 or 2
<b>TOTAL UNITS:</b>		<b>18</b>
<b>Recommended Electives:</b>		
TA 10, 12, 20		



**COURSES**

**THEATRE APPRECIATION AND HISTORY**

**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**

Theatre Arts 25 is a reading and discussion course designed to study significant plays from the major eras of world drama. The course traces the development of the playscript in themes, characterization, and dramatic structure from primitive ritual through the works of the great playwrights of Greece, Rome, and medieval and Renaissance Europe. The course considers philosophical and cultural backgrounds and production styles which 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**

Theatre Arts 26 is a reading and discussion course designed to study significant plays selected from the major forms of world drama since the Renaissance. The course explores themes, characterization, and philosophical and cultural influences on the content and production styles of plays. Field trips may be required. NR



## THEATRE: ACTING

### TA 1: ACTING

**3 Units**

**2 hours lecture, 3 hours lab**

**Transfers: CSU, UC**

The course addresses traditional techniques, theories and philosophies of acting. Students work on the 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**

**Corequisite: TA 40B, 41, 42, 43, 142 or 241**

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**

**Corequisite: TA 40B, 41, 42, 43, 142 or 241**

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**

**Corequisite: TA 40B, 41, 42, 43, 142 or 241**

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**

**Corequisite: TA 40B, 41, 42, 43, 142 or 241**

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 designed for students who will not be taking the concurrent courses associated with Theatre Arts 1. The course focuses especially on text analysis and character development, and students concentrate on exploring and developing their creative abilities in these areas. R-A-3

### 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. This course is also listed as Speech 35; credit will be given in either area, not both. R-E-3

## THEATRE: DIRECTING

### TA 12: DIRECTING

**3 Units**

**3 hours lecture**

**Transfers: CSU, UC**

**Corequisite: TA 40B, 41, 42, 43, 142**

**or 241**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

## THEATRE: REHEARSAL AND PERFORMANCE

### TA 9: MUSICAL REVUE

**1 or 2 Units**

**3 or 6 hours lab**

**Transfers: CSU, UC**

This course introduces students to the background and performance practice of the musical revue. The course introduces 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 15: REHEARSAL AND PERFORMANCE: DRAMA

**1 or 2 Units**

**3 or 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. Theatre Arts 15 is an optional-unit, open-entry/open-exit course. R-E-3

**TA 16: REHEARSAL AND PERFORMANCE: COMEDY****1 or 2 Units****3 or 6 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. Theatre Arts 16 is an optional-unit, open-entry/open-exit course. R-E-3

**TA 17: REHEARSAL AND PERFORMANCE: MIXED GENRES****1 or 2 Units****3 or 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. Theatre Arts 17 is an optional-unit, open-entry/open-exit course. R-E-3

**TA 18: REHEARSAL AND PERFORMANCE: DANCE****1 or 2 Units****3 or 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 the theatrical performance as they relate to the development of such productions. R-E-3

**TA 19: REHEARSAL AND PERFORMANCE: MUSICAL THEATRE****1 or 2 Units****3 or 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. Theatre Arts 19 is an optional-unit, open-entry/open-exit course. R-E-3

**TA 241: IRVINE VALLEY CONSERVATORY****.5, 1, 2, 2.5, 3, 4, 4.5, 5 or 6 Units****2, 4, 6, 8, 10, 12, 14, 16 or 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

**THEATRE: ORAL INTERPRETATION****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. Theatre Arts 30 is also listed as Speech 30; credit will be given in either area, not both. NR

**THEATRE: DESIGN****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 study of lighting design deals with the role of the lighting designer in a theatrical production team. The course includes a discussion of the historical background and the technical mechanics of theatrical lighting. 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 142: THEATRE PRODUCTION****1, 2 or 3 Units****3, 6 or 9 hours lab****Transfers: CSU**

Theatre Arts 142 is a laboratory course in the application of technical theatre skills. Options are available in scene shop, costume, stage sound or lighting. A student who enrolls in this class will work on shows in production within a given semester. R-E-3

# WOMEN'S STUDIES

School of Guidance and Counseling

**Dean:** Elizabeth L. Cipres, EdD

**Academic Chair:** Tiffany Tran

**Faculty:** Renee Ellis, Tara Hardinge, Julie Pearce

## Curriculum

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.

## Career Options

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

### 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 explores the history of the women's movement, women's influence in the work force, issues in women's health, female sexuality, and the development of women's power and autonomy. The course investigates the principles of feminist theories and applies these theories to a variety of topics. NR

### WS 100: AWARENESS OF THE FEMALE EXPERIENCE

**3 Units**

**3 hours**

**Transfers: CSU**

This course explores the experiences of women and the perspectives women have on their lives and on themselves in the context of their world. The course will investigate such topics as gender, relationships, "women's work," self-esteem, ethnicity and biculturalism, notions of beauty, feminism, the formation of self-concept, and the changing roles of women in our society. It will deal with women's experiences and perspectives across the stages of their lives, and the influences that help shape these. The course will emphasize the importance of self-awareness in increasing personal power, building confidence, and raising self-esteem. It is designed to benefit both women and men. NR

### WS 120: WOMEN/CAREERS AND LIFESTYLE

**3 Units**

**3 hours lecture**

**Transfers: CSU**

This course offers women and men an opportunity to make career decisions while addressing gender expectations, responsibilities, and multiple life roles and relationships. The course considers popular stereotypes of women working in and out of the paid labor force and addresses such "women's issues" as gender differences in occupation, earnings, and income; power and status inequalities between women and men; marriage and divorce; childbearing; and parental responsibilities. The course focuses on the re-entry head of household and single parent seeking to balance various roles as they pursue their college education and/or career. Students will integrate their interests, abilities and values as they make decisions about career opportunities. NR

# EMERITUS INSTITUTE

A Program for Older Adults

**Director:** David Anderson, Jr.

**Faculty:** Pat Baron, Jeffrey Briar, Kathryn Burns, Stephen Burns, Rene Burton, Sebastian Caramango, Sandra Casado, Carolin Caverly, Steven Chidester, Robert Conrad, Sue Cross, Sheldon Disrud, John Dowden, Susan Drobish, Theresa Fernald, Fleur Fong, Sharon Fong, Marge Forehan, Peter Fournier, Beverly Gandall, Eva Garnet, Valerie Geller, Ruth Gluckson, Gregory Gounev, Barbara Grane, Donna Hanna Chase, Phoenix Henderson, Gerry Herling, Annette Hernandez, Regina Hurley, Louise Jacobs, Beejay Janiga, Cecilia Kim, Elizabeth Knox, Kathryn Kramer, Mary Louise Landes, Eugenia Lane, Ellen Lang, Victor Leipzig, Carol Lippert, Lesley Lowe, Geoffrey Luis, Lisa Messenger, Richard Meyerson, Mikki Michele, Susan Miller, Bill Nicholls, Lou Ortega, Jackie Ovardia, Ed Peterson, Michael Ramirez, Louise Records, Becky Rigali, Pamela Schader, Jim Schilling, Joanna Schoon, Lynn Semer, Judith Sheilds, Michelle Smith, Barbara Stockler, Ida Stuart, Steve Wang, Charles Wilbourn, Katy Willhoft, Thaddeus Williams

## Curriculum

The Emeritus program affirms the importance of intellectual activities, critical thinking, and creative expression for older adults. The curriculum challenges participants to formulate relationships between past experience and new ideas and to keep current in all academic areas. Courses are developed to stimulate participants' individual and personal growth and to benefit their daily lives—personally, socially, culturally, economically, and environmentally. And while these courses meet the college's academic standards, they are not degree applicable.

## COURSES

### EMERITUS: ART

#### ART 400: ART HISTORY

**0 Units**

**2 hours 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-99

#### ART 403: INTRODUCTION TO ART MEDIA

**1 Unit**

**3 hours lab**

This course is an introduction to various art media—which may include drawing, painting, printmaking, beading, stained glass, and ceramics—for the older adult. A list of instructional materials will be provided at the first class session. This course is not graded. R-E-3

#### ART 405: BEGINNING OIL PAINTING

**0 Units**

**.5 hour lecture, 1 hour lab; or**

**1 hour lecture, 2 hours 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-99

#### ART 410: INTERMEDIATE PAINTING

**0 Units**

**1 hour lecture, 2 hours 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-99

#### ART 420: PAINTING IN SUBJECT AREA

**0 Units**

**.5 hour lecture, 1 hour lab;**

**or 1 hour lecture, 2 hours 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-99

#### ART 424: BEGINNING SKETCHING

**0 Units**

**.5 hours lecture, 1 hour lab; or**

**1 hour lecture, 2 hours 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-99

#### ART 425: INTERMEDIATE SKETCHING

**0 Units**

**1 hour lecture, 2 hours 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-99

#### ART 426: ADVANCED SKETCHING

**0 Units**

**1 hour lecture, 2 hours 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-99



**ART 430: BEGINNING WATERCOLOR**  
0 Units

.5 hour lecture, 1 hour lab; or  
1 hour lecture, 2 hours 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-99

**ART 435: INTERMEDIATE/ADVANCED WATERCOLOR**  
0 Units

.5 hour lecture, 1 hour lab; or  
1 hour lecture, 2 hours 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-99

**EMERITUS:  
CALIFORNIA HISTORY**

**HIST 410: CALIFORNIA HISTORY:  
EARLY CALIFORNIA**

1 Unit  
1 hour lecture

This course for the older student presents a historical overview of the development of early California. It covers the period from Spanish exploration and colonization through the Gold Rush and the signing of the Treaty of Guadalupe Hidalgo in 1848. This course is not graded. R-E-3

**EMERITUS:  
CREATIVE ARTS**

**CT 400: BEGINNING NEEDLEPOINT/  
NEEDLE ART**

0 Units  
1 hour lecture, 2 hours 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-99

**CT 401: INTERMEDIATE  
NEEDLEPOINT/NEEDLE ART**

0 Units  
2 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-99

**CT 420: INTERMEDIATE KNITTING**  
0 Units

.5 hour lecture, 1 hour lab; or  
1 hour lecture, 2 hours lab

*Recommended Preparation: CT 410*  
This course is for older adults with prior experience in knitting and crocheting. Emphasis is on the mastery of advanced stitches, techniques and terminology in knitting and crocheting. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. R-99

**CT 425: QUILTING AND PATCHWORK**  
0 Units

1 hour lecture, 2 hours 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-99

**EMERITUS:  
COMPUTER SCIENCE**

**CIS 400: COMPUTER FUNDAMENTALS  
AND APPLICATIONS**

1 Unit  
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. R-E-3

**CIS 405: SPREADSHEETS AND  
DATABASES**

1.5 Units  
1 hour lecture, 2 hours lab

This course provides instruction and hands-on training in the use of record-keeping software such as spreadsheet and database programs. Students learn how to create, store, sort, and retrieve data, as well as prepare reports from stored files. This course is not graded. R-E-3

**CIS 410: INTRODUCTION TO THE  
INTERNET**

1 Unit  
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. R-E-3



## EMERITUS: ENGLISH

### ENG 400: INTRODUCTION TO CREATIVE WRITING

**1 Unit**  
**3 hours lab**

This course introduces creative writing forms such as fiction, poetry, and non-fiction for the older adult. Students may focus their work on the creative non-fiction techniques used in memoir, on the techniques and elements of fiction, or on the craft of poetry. This course is not graded. R-E-3

### ENG 402: INTERMEDIATE CREATIVE WRITING

**1 Unit**  
**3 hours lab**

This intermediate-level creative writing course for older adults concentrates on further development of fiction, poetry, or non-fiction. 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 course is not graded. R-E-3

### ENG 405: ADVANCED CREATIVE WRITING

**1 Unit**  
**3 hours lab**

This advanced-level creative writing course for older adults concentrates on more complex development and refinement of fiction, poetry, or nonfiction. 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 course is not graded. R-E-3

### ENG 417: INTRODUCTION TO THE SHORT STORY

**1 Unit**  
**3 hours lab**

This course for older adults explores the history, development, and characteristics of the short story. Students read and discuss examples of the genre from early times to the present day. This course is not graded. No UC credit. R-E-3

## ENG 435: FILM GENRES

**0 Units**  
**1.5 or 3 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-99

## EMERITUS: FINANCE

### ACCT 432: STRUCTURING AND MANAGING INVESTMENTS

**0 Units**  
**1 or 2 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-99

### MGT 400: PERSONAL FINANCIAL MANAGEMENT FOR SENIORS

**1 Unit**  
**.5 hour lecture, 1.5 hours lab**

This course provides an overview of the components of, and strategies for, financial management for older adults. The course addresses cash flow, budgeting, taxes, insurance, asset and debt management, short-term and long-term health-care, and economic survival. This course is not graded. NR

## EMERITUS: FOOD AND NUTRITION

### 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-99

## EMERITUS: LAW

### LGL 400: LAW FOR THE LAYPERSON

**0 Units**  
**2 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-99

## EMERITUS: MUSIC

### MUS 400: MUSIC APPRECIATION

**0 Units**  
**2 hours lecture, 1 hour 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-99

### MUS 450: BEGINNING PIANO

**0 Units**  
**.5 hours lecture, 1 hour lab; or 1 hour lecture, 2 hours 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-99

### MUS 451: INTERMEDIATE PIANO

**0 Units**  
**1 hour lecture, 2 hours 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-99

### MUS 453: INTRODUCTION TO ORGAN

**0 Units**  
**.5 hour lecture, 1 hour lab**

This course offers students an opportunity to learn arrangements of popular songs, old favorites, and easy classics. Course topics include theory, keyboard harmony, fingering, chording, styling, and rhythms. The content of Music 405 differs each time it is offered, and students who repeat the course will gain an expanded educational experience by supervised repetition and practice, developing skills and proficiency. R-99

### MUS 460: REHEARSAL AND PERFORMANCE: INSTRUMENTAL

**0 Units**  
**1 hour lecture, 1 hour lab; or 1 hour lecture, 2 hours 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-99

**MUS 480: CHORAL ENSEMBLE****0 Units****1 hour lecture, 1 hour lab; or****1 hour lecture, 2 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-99

**EMERITUS:  
NATURAL SCIENCES****BIO 410: NATURAL HISTORY  
OF SOUTHERN CALIFORNIA****1 Unit****3 hours lab**

This course for older adults is an introduction to the basic physical and biological features of the coastal, valley, mountain, and desert environments of Southern California. Students may meet with the instructor at alternate locations. This course is not graded. R-E-3

**BIO 420: BIRDS OF  
SOUTHERN CALIFORNIA****1 Unit****3 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 alternate locations. This course is not graded. R-E-3

**EMERITUS: PHILOSOPHY****PHIL 400: COMPARATIVE RELIGION****1 Unit****.5 hour lecture, 1.5 hours lab**

This course is a comparative overview of Judaism, Christianity, and Islam for older adults. The course addresses the historical origins, key figures, rituals, texts, and doctrines for each religion, as well as the historical and current interactions among the three. It also explores how ancient Near Eastern and Mediterranean religions were foundational for each of the three religions. This course is not graded. R-E-3

**PHIL 420: COMPARATIVE RELIGIONS:  
A SURVEY****1 Unit****.5 hour lecture, 1.5 hours lab**

This course for older adults is a comparative study of primitive and major world religions of humankind, including Hinduism, Jainism, Buddhism, Confucianism, Taoism, Judaism, Christianity, Islam, and Zoroastrianism. Each religion is considered in terms of its origins and evolution, literature, rituals, and basic beliefs. The content of the course differs thematically each time it is offered. This course is not graded. R-E-3

**EMERITUS:  
PHOTOGRAPHY****PHOT 400: BEGINNING  
PHOTOGRAPHY****0 Units****.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-99

**PHOT 401: INTERMEDIATE  
PHOTOGRAPHY****0 Units****.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-99

**EMERITUS:  
PHYSICAL FITNESS****PE 400: AEROBIC CONDITIONING  
FOR THE MATURE ADULT****0 Units****1 or 2 hours lab**

This course stresses the importance of aerobic exercise in maintaining cardiovascular fitness and health for older adults. Students participate in aerobic exercises and practice dance techniques designed to promote overall fitness levels. This is an open-entry/open-exit course. R-99

**PE 401: PHYSICAL FITNESS****0 Units****1, 1.5, 2 or 3 hours lab**

This course presents exercise and dance techniques designed to develop and maintain balance, coordination, agility, reaction time, and cardiovascular health in older adults. Students participate in exercises focusing on strength, flexibility, aerobic power, and neuromuscular integration. A list of instructional materials will be provided at the first class session. R-99

**PE 415: PHYSICAL FITNESS: YOGA****0 Units****.5, 1, 1.5, 2 or 3 hours lab**

This course is an introduction to the theory and practice of yoga for older adults. Students practice breathing techniques, yoga postures, and relaxation exercises. This is an open-entry/open-exit course. R-99

**PE 416: TAI CHI****0 Units****.5 hour lecture, .5 hour lab; or  
.75 hour lecture, .75 hour lab; or  
1 hour lecture, 1 hour lab**

This course is an introduction to the history, philosophy, and practice of tai chi for older adults. This is an open-entry/open-exit course. R-99

**PE 435: BEGINNING CHAIR EXERCISE****0 Units****1, 1.5, 2 or 3 hours lab**

This course is an introduction to beginning-level chair exercise techniques for older adults. Exercises are designed to improve flexibility and strength in various parts of the body. This goal is to maintain or enhance the level of physical fitness necessary to perform the activities of daily living. This is an open-entry/open-exit course. R-99

**PE 436: INTERMEDIATE CHAIR EXERCISE**

**0 Units**

**2 hours lab**

This course presents intermediate-level chair exercise techniques for older adults. Exercises are designed to improve flexibility and strength in various parts of the body. The goal is to maintain or further enhance the level of physical fitness necessary to perform the activities of daily living. This is an open-entry/open-exit course. R-99

**PE 437: ADVANCED CHAIR EXERCISE**

**0 Units**

**3 hours lab**

This course presents advanced chair exercise techniques for older adults. Exercises are designed to improve flexibility and strength in various parts of the body. The goal is to maintain or further enhance the level of physical fitness necessary to perform the activities of daily living. This is an open-entry/open-exit course. R-99

**PE 438: BEGINNING CHAIR AEROBICS**

**0 Units**

**1, 1.5, or 3 hours lab**

This course introduces beginning-level aerobic chair exercises for older adults. Rhythmical, upper-body movements are designed to elevate heart rate and improve aerobic power and joint range of motion. The goal is to develop and maintain the cardiorespiratory fitness level necessary to perform the activities of daily living. This is an open-entry/open-exit course. R-99

**PE 440: ADVANCED CHAIR AEROBICS**

**0 Units**

**2 or 3 hours lab**

This course presents advanced aerobic chair exercises for older adults. Rhythmical, upper-body movements are designed to elevate heart rate and further improve aerobic power and joint range of motion. The goal is to develop and maintain the cardiorespiratory fitness level necessary to perform the activities of daily living. This is an open-entry/open-exit course. R-99

**PE 480: AQUATIC FITNESS TRAINING**

**0 Units**

**1, 1.5 or 2 hours lab**

This course for older adults presents techniques for developing and maintaining physical fitness through swimming. Emphasis will be placed on cardiovascular fitness, muscular flexibility, agility, and overall fitness. This is an open-entry/open-exit course. R-99

**PESS 400: MILD EXERCISE FOR FITNESS**

**0 Units**

**1 hour lab**

This course is designed for older adults with a low fitness level. The course focuses on exercises to improve strength, cardiovascular fitness, and flexibility. This is an open-entry/open-exit course. R-99

**PESS 405: PHYSICAL FITNESS/BACK**

**0 Units**

**.5 or 1 hour lab**

This course for older adults presents fitness techniques and exercises specifically designed to strengthen the back. This is an open-entry/open-exit course. R-99

**PESS 486: MILD WATER EXERCISE FOR FITNESS**

**0 Units**

**1.5 hours lab**

This course is an introduction to hydrotherapy exercises, cardiovascular conditioning, and modified swimming techniques for older adults. This is an open-entry/open-exit course. R-99

**EMERITUS: POLITICAL SCIENCE**

**PS 400: CURRENT ISSUES**

**1 Unit**

**.5 hour lecture, 1.5 hours lab**

This course for older adults explores current issues and events on the national and local level. Among the topics addressed are crime, economics, the environment, domestic social problems, immigration, the media, and special interest groups. This course is not graded. R-E-3

**PS 405: UNITED STATES GOVERNMENT AND POLITICS**

**1 Unit**

**.5 hour lecture, 1.5 hours lab**

This course for older adults is an overview of the structure and principles of the United States government, the balance of power, and major domestic and foreign policy issues. This course is not graded. R-E-3

**PS 410: UNITED STATES POLITICAL ISSUES**

**1 Unit**

**.5 hour lecture, 1.5 hours lab**

This course for the older adult explores major political issues in the United States, the political party system, the role of the three branches of government, and the power of the new media and special interest groups. This course is not graded. R-E-3

**EMERITUS: THEATRE ARTS**

**TA 415: THEATRE REHEARSAL AND PERFORMANCE**

**0 Units**

**1.5 or 3 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-99

**TA 441: THEATRE APPRECIATION: MODERN**

**1 Unit**

**3 hours lab**

This course for older adults examines important plays, playwrights, and technical developments in the theatre in modern times. The course explores dramatic works in light of their social, economic, artistic, and intellectual contexts. Students may attend performances at alternate locations. This course is not graded. R-E-3



## 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**  
AA, Macomb Community College  
BS, Wayne State University  
MBA, Oakland University  
PhD, Union Institute & University, Cincinnati

**Daly, Tracy – Director, Public Affairs and Intergovernmental Relations**  
BA, Colorado State University  
MEd, University of Vermont

**D'Lena, Brandye – Director, Facilities Planning and Purchasing**  
BS, California Polytechnical State University, San Luis Obispo

**Inciong, Denice – Director of Research and Planning**  
BA, MEd, University of Hawaii at Manoa

**Lorch, Teddi – Director, Human Resources**  
BA, San Diego State University  
MA, California School of Professional Psychology  
MS, Chapman University

**Mathur, Raghu P. – Chancellor**  
BS, Banaras Hindu University, India  
MS, California State University, Fresno  
EdD, Nova Southeastern University

**Mueller, Beth – Director, Fiscal Services**  
BS, St. Louis University

**Poertner, Gary – Deputy 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

**Feldhus, Karima – Dean, Humanities and Languages, Social Sciences, and Library Services**  
BA, University of Algiers  
MA, PhD, University of Kansas

**Gatewood, David – Dean, Career Technical Education and Workforce Development**  
BA, Oregon State University  
MM, Pacific Lutheran University  
MA, MBA, Southern Methodist University  
PhD, University of Michigan, Ann Arbor

**Justice, Craig – Vice President, Instruction**  
AA, MiraCosta College  
BA, University of California, San Diego  
MA, San Diego State University  
PhD, University of California, Riverside

**Owens, Roger – Dean, Fine Arts, Business Sciences, and College Online Education**  
BA, University of California, Berkeley  
MBA, Pepperdine University  
PhD, University of California, San Diego

**Plano, Gwendolyn – Vice President, Student Services**  
BA, San Diego State University  
MS, Iona College  
MA, University of the State of New York  
EdD, Columbia University

**Roquemore, Glenn R. – President**  
AA, Porterville College  
BA, MA, California State University, Fresno  
PhD, University of Nevada, Reno

**Schrader, Kathleen – Dean, Mathematics, Sciences and Engineering**  
BSN, California State University, Los Angeles  
MSN, University of Washington  
DNSc, University of California, San Francisco

**Shackleford, Keith – Dean, Health Sciences, Physical Education and Athletics**  
AA, Golden West College  
BA, California State University, Long Beach  
JD, University of Arizona, Tucson

### CLASSIFIED MANAGERS

**Anderson, Jr., David E. – Director, Extended Education**  
BA, California State University, Long Beach  
MA, California State University, Dominguez Hills

**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

**Elseroad, Arleen – Director, Admissions, Records and Enrollment Services**  
BS, MS, University of La Verne

**Glen, Will – Director, Safety and Security/Chief of Police**  
AA, El Camino College  
BS, University of Redlands

**Groscost, Richard – Police Operations Lieutenant**  
AA, Saddleback College  
BS, University of La Verne

**Guzman, Ruben – Admission & Records Registrar**  
BA, Ripon College

**Hong, Tran – Director, Technology Services**  
BS, California State University, Long Beach  
MBA, University of Phoenix

**Khachatryan, Davit – Director, College Fiscal Services**  
BA, Yerevan State University, Armenia  
MA, State University of New York

**Locke, Helen – Director, Student Development**  
AA, Saddleback College  
BA, National University  
MA, University of La Verne

**Oaks, Diane – Director, Public Information and Marketing**  
BA, Pennsylvania State University  
MA, Arcadia University

**Rodgers, Tony – Director, Facilities, Maintenance and Operations**  
AS, Compton College  
BS, MBA, University of Phoenix

**Taylor, Patric – Interim Director, Production Management, Performing Arts Center**  
MFA, California State University, Long Beach  
BA, San Jose State University

**Tello, Al – Director, College Foundation**  
AA, Santa Barbara City College  
BS, California State University, Bakersfield

**Thomas, Becky – Director, Child Development Center**  
AA, Orange Coast College

## FULL-TIME FACULTY

**Alvarez, Lisa – Professor**

*Humanities and Languages*  
BA, California State University, Long Beach  
MFA, University of California, Irvine

**Barbee, Terry – Professor**

*Mathematics, Computer Science and Engineering*  
BA, California State University, Northridge  
PhD, University of California, Irvine

**Bauer, Roy J. – Professor**

*Humanities and Languages*  
BA, MA, University of California, Irvine

**Boettger, Susan – Assistant Professor**

*Fine Arts*  
BM, BA, Rice University  
MM, The Julliard School  
DMA, University of Southern California

**Borron, Brenda – Professor**

*Humanities and Languages*  
BEEd, MA, Texas Tech University

**Bradshaw, Donald – Assistant Professor**

*Business Sciences*  
AS, Chaffey College  
BBA, California State University, Fullerton

**Brogan, George – Professor**

*Physical Sciences and Technologies*  
BA, MS, San Diego State University

**Carranza, Dale – Professor**

*Physical Sciences and Technologies*  
BS, California State University, Long Beach  
MS, California State University, Fullerton

**Cassens, Michael – Assistant Professor**

*Social and Behavioral Sciences*  
AA, Orange Coast College  
BA, California State University, Fullerton  
MA, University of California, Riverside

**Castroconde, Miriam – Professor**

*Mathematics, Computer Science and Engineering*  
Licenciatura, Universidad del Valle,  
Guatemala  
MA, University of California, Berkeley

**Chambers, Elizabeth – Professor**

*Social and Behavioral Sciences*  
BA, MA, PhD, University of California, Irvine

**Chandos, Raymond J. – Professor**

*Physical Sciences and Technologies*  
BA, University of California, Irvine

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**Zucker, Connie – Campus Police Office Assistant**  
*Office of Safety and Security*



# IVC

## IRVINE VALLEY COLLEGE

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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

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*Name of School*

5500 Irvine Center Drive, Irvine, CA 92618

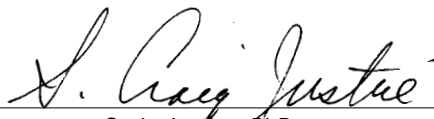
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*Address*

July 24, 2009

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*Date*



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*Craig Justice, PhD*

*Vice President of Instruction, Irvine Valley College*

# INDEX

## A

Academic	
Calendar	2
Counseling	64
Freedom	76
Honesty and Dishonesty	77
Policies	76
Probation	84
Record Symbols	78
Renewal	84
Schools	11
Standards	76
Acceptable Use Policy (Computers, Digital Information, Network)	92
Accommodations for Students with Disabilities	88
Accounting	97
Certificates of Proficiency	98
Certificate or Major	97
Courses	98
Accreditation	1
Acting	
Courses	238
Emphasis, Theatre Arts Major	236
Adapted Physical Education Courses	219
Adding Classes	21
Administration of Justice	100
Certificate or Major	
Law Enforcement Emphasis	101
Supervision Emphasis	101
Courses	101
Administrative Assistant/Word Processing	
Emphasis, Certificate or Major (CIM)	120
Administrative Offices	8
Administrators	247
Admission	17
Advanced Placement (AP) Exams	52, 81
Advisement	23
Aerobics Courses	214
Air Force (AFROTC) Program	74
Algebra Courses	196, 197
Alternative Evidence Review (Prerequisites)	26
American History Emphasis, History Major	170
Anatomy Courses	113
Animals or Pets on Campus	92
Animation Courses (CIM)	128

Anthropology	104
Courses	105
Major	104
Application	
for Admission	17
for Certificate Evaluation	31
for Graduation	35
for IGETC, CSU Certification	32
Applied Music Courses	205
Areas of Emphasis, Associate Degree	36
Business, Computer Information, and Applied Technology	36
Fine Arts: Applied Arts and Performance	37
Fine Arts: Appreciation, History, and Theory	38
Humanities and Languages	39
Liberal Studies: Teacher Education	40
Natural Sciences and Mathematics	41
Social and Behavioral Sciences	42
Art	106
Courses	108
Design	107
Digital Media Art	142
Drawing	107
Painting	107
Photography	210
Major	106
Art History	108
Major	109
Courses	109
Articulation	55
Assessment	23
Assessment and Placement	
ESL Classes	25
Mathematics Classes	25
Writing Classes	24
ASSIST	55
Assistance with Enrollment Fees	63
Associate Degrees	32
Associate in Arts, Majors	33
Associate in Science, Majors	33
Degree Requirements	34, 35
Degrees with an Area of Emphasis	36
General Education Requirements	45
Associated Students (ASIVC)	71
Astronomy Courses	221
Athletic Eligibility, Intercollegiate Athletics	73
Attendance	76
Auditing Classes	19

## B

Basic Skills Coursework Limit	76
Biochemistry Courses	113, 118
Biological Sciences	111
Biology Major	112
Courses	112
Environmental Studies	116
Field Studies	115
Health Sciences Major	112
Blackboard™	66
Board of Trustees	4
Bookstore	67
Botany Courses	112
Business Administration Major	191
Business, Computer Information, and Applied Technology (Area of Emphasis, Associate Degree)	36
Business Management, <i>see Management</i>	190
Business Management	
Certificate or Major	191
Manufacturing Assistant Emphasis	191
Supervision Emphasis	192
Business Sciences, School of	11

## C

Calculus Courses	196, 197
California State University (CSU)	
Admission Requirements	58
Campuses	57
Certification List	46
CalWORKs	65
Campus Locations	270
Campus Map	271
CARE Program	65
Career/Transfer Center	67
Catalog Rights	76
Certificates	
List of	31
of Achievement	31
of Proficiency	31
Certification (CSU, IGETC)	32
Challenges, Prerequisites	25
Cheating	77
Chemistry	117
Courses	118
Major	117

Child Development _____	173
Center _____	67
Certificate or Major _____	174
Infant/Toddler Emphasis _____	174
School-Age Child Emphasis _____	174
Chinese Courses _____	183
Choral Performing Groups _____	201, 204
Cisco Emphasis, Local Area Networks, Certificate or Major (CIM) _____	122
Classified Managers _____	247
Classified Staff _____	260
Clearing a Prerequisite _____	26
Clubs _____	71
College Level Examination Program (CLEP) _____	81
College Studies _____	119
College Writing Courses _____	153
Combative Skills Courses _____	215
Commencement _____	35
Community Education _____	74
Competency Requirement _____	34
Computer Center _____	68
Computer Information Management _____	120
Certificate of Proficiency	
Digital Graphic Applications _____	123
Digital Publishing _____	124
Spreadsheets _____	124
Web Page Authoring _____	125
Certificate or Major _____	120
Administrative Assistant/ Word Processing Emphasis _____	120
Desktop Publishing Emphasis _____	121
Digital Media Technologies Emphasis _____	121
Local Area Networks: Cisco Emphasis _____	122
Microcomputer Applications Emphasis _____	122
Web Authoring Emphasis _____	123
Courses _____	125
Animation _____	128
Database _____	127
Digital Publishing _____	128
Graphics _____	127
Hardware _____	129
Keyboarding _____	125
Multimedia _____	128
Networking _____	129
Operating Systems _____	127
PC Applications _____	126
Spreadsheets _____	126
Website Design _____	128
Word Processing _____	126

Computer Science _____	131
Certificate or Major	
Computer Languages Emphasis _____	131
Courses _____	132
Special Services Courses _____	133
Computerized Accounting, Certificate _____	98
Conduct, Student Code of _____	90
Continuing Students _____	20
Contract Education _____	83
Cooperative Work Experience _____	83
Corequisite _____	26
Corporate Training _____	74
Counseling Services _____	64
Course Information _____	94
Course Material Fees _____	89
Course Numbering System _____	94
Courseload Limits _____	76
Coursework Standards _____	95
Creative Writing Courses _____	154
Credit	
by Examination _____	81
from Other Institutions _____	82
Crime Awareness _____	88
Cross Enrollment _____	54
CSU, see California State University _____	58

## D

Dance _____	134
Courses _____	136
Dance Technique, Certificate of Proficiency _____	136
Major _____	135
Database Courses _____	127
Dean's List _____	80
Debts Owed to the College _____	91
Degrees, see Associate Degrees	
Departmental Associate Degrees _____	32, 33
Design Model Making and Rapid Prototyping Certificate or Major _____	139
Courses _____	140
Desktop Publishing Emphasis, Certificate or Major (CIM) _____	121
Digital Graphic Applications Certificate of Proficiency (CIM) _____	123
Digital Information: Acceptable Use Policy _____	92
Digital Media Art _____	141
Certificate or Major _____	142
Courses _____	142
Digital Media Technologies Emphasis, Certificate or Major (CIM) _____	121

Digital Publishing	
Certificate of Proficiency _____	124
Courses _____	128, 143
Disabled Students	
Accommodations _____	88
Services _____	65
Disciplinary Actions _____	91
Dismissal _____	84
Distance Education _____	66
Double Counting Courses _____	35
Drafting Technology and Engineering _____	144
Certificate or Major _____	144
Drafting Courses _____	145
Engineering Courses _____	145
Dropping Classes _____	22

## E

Early Childhood Education, see <i>Human Development</i> _____	173
Earth Science Courses _____	168
Ecology _____	113
Economics _____	146
Courses _____	147
Major _____	147
Electronic Technology _____	149
Certificate or Major _____	150
Certificate of Proficiency	
Electronics Aide _____	150
Courses _____	150
Eligibility for Enrollment _____	17
E-Mail, Student _____	66
Emeriti _____	251
Emeritus Courses _____	241
Emeritus Institute _____	74, 241
Emphasis, Area of (Associate Degree) _____	36
Engineering Courses _____	145
English _____	152
Assessment _____	24
Courses _____	153
Basic Writing _____	153
College Writing _____	153
Creative Writing _____	154
Literature _____	154
Reading (Basic) _____	156
Reading (College Level) _____	157
Special Services _____	157
Writing Conference _____	154
Major _____	153
Literature Emphasis _____	153
Writing Emphasis _____	153

English as a Second Language (ESL)	
Assessment	25
Courses, Advanced	161
Courses, Beginning	158
Courses, College Level	163
Courses, Intermediate	159
Enrollment Fee	27
Assistance with	63
Environmental Studies Courses	116
EOPS (Extended Opportunity Program and Services)	65
Equal Access	17
ESL, <i>see English as a Second Language</i>	
European History Emphasis, History Major	170
Evaluation, CSU, IGETC	32
Exemptions (Matriculation)	23
Exemptions (Residency)	18
Expulsion	91

## F

Faculty	248
Falsification of College Documents or Research	77
Fees	27
Field Studies Courses	
Biology	115
Geography	166
Geology	168
Filing Deadlines, CSU and IGETC	
Certification, Graduation	34
Film Studies Courses	180
Final Examinations	78
Financial Accounting Certificate	98
Financial Aid	63
Financial Assistance Programs	63
Fine Arts	
Applied Arts and Performance (Area of Emphasis, Associate Degree)	37
Appreciation, History, and Theory (Area of Emphasis, Associate Degree)	38
Courses	164
Major	164
<i>see also Art, Digital Media Art, Music,         Photography, Speech, Theatre Arts</i>	
School of	11

First Aid Courses	213, 219
Fitness	
Center	70
Courses	214
Specialist, Certificate of Achievement	213
Foreign Institutions, Credit from	82
Forensics	233
Major (Speech/Forensics)	233
Team	233
Courses	234
Former Students	20
French	
Courses	184
Major	183

## G

General Education	43
Associate Degree Requirements, IVC	45
Categories	43
Genetics Courses	115
Geography	165
Courses	166
Major	165
Geology	167
Courses	168
Field Studies Courses	168
Major	167
Marine Science Courses	168
Geometry Courses	196, 198
Grades	78
Grade Point Average	78
Grievance Policy and Procedure	85
Notification	79
for Repeated Courses	79
Graduation Honors	80
Graduation Requirements	34, 35
Graphic Design, Digital Media Art	141
Certificate or Major	142
Courses	142
Grievance Procedures	85
Guaranteed Admission (UC)	61
Guidance and Counseling, School of	12
Gyrokinesis®	138

## H

Harassment	87
Hardware Courses (CIM)	129
Health and Wellness Center	68
Health Courses	213
Health Fee	27
Health Sciences Major (Biology/Life Sciences)	112
Health Sciences, Physical Education and Athletics, School of	12
High School Students	17, 19
History	169
Courses	170
Major	
American History Emphasis	170
European History Emphasis	170
Honor Societies	71
Honors at Graduation	80
Honors Program	71
Human Development Courses	174
Human Sexuality Courses	114
Humanities	179
Courses	180
Major	179
Humanities and Languages	
Area of Emphasis (Associate Degree)	39
School of	13

## I, J, K

I (Incomplete)	78
IGETC: Intersegmental General Education Transfer Curriculum	48, 50
Income Tax, Certificate of Proficiency	98
Independent Study	83
Infant/Toddler Emphasis, Certificate or Major (Child Development)	174
Instructional Fees	27, 89
Instrumental Performing Groups	200, 201, 204, 205
Intercollegiate Athletics Program	72
Courses	215
International Students Center	68
Admission Requirements	19
IP (Work in Progress)	78

Irvine Valley College	
Administrators _____	8, 248
Campus Map _____	271
Goals, Mission and Vision _____	6
Governance and Funding _____	6
Offices: Frequently Called Numbers _____	272
Student Educational Goals and Learning Outcomes _____	7
Japanese	
Major _____	183
Courses _____	185
Jazz Ensemble _____	200, 204
Journalism Courses _____	181
K-12 Students _____	17, 19
Kaplan Aspect English Program _____	74
Keyboard Performance (Music) _____	201, 205
Keyboarding Courses (CIM) _____	125

## L

Languages: Courses and Majors _____	182
Law Enforcement Emphasis	
Certificate or Major (Administration of Justice ) _____	101
Learning Center (Tutoring Services) _____	69
Learning Disabilities Program _____	65
Liability Notice _____	86
Liberal Studies: Teacher Education (Area of Emphasis, Associate Degree) _____	40
Library _____	69
Library Courses _____	189
Library Services, School of _____	13
Life Fitness Center _____	70, 214
Life Sciences and Technologies, School of _____	14
Limitations on Enrollment _____	26
Literature	
Courses _____	154
Emphasis, English Major _____	153
Local Area Networks: Cisco Emphasis, Certificate or Major (CIM) _____	122

## M

Majors, Departmental _____	33
Management _____	190
Business Administration Major _____	191
Business Management	
Certificate or Major _____	191
Manufacturing Assistant Emphasis _____	191
Supervision Emphasis _____	192
Retail Management Certificate _____	192
Courses _____	192
International Management _____	194
Marketing and Sales _____	194
Small Business Management _____	194
Manufacturing Assistant Emphasis, Certificate or Major (Business Management) _____	191
Map (Campus) _____	271
Marine Biology Courses _____	114
Marine Science (Geology) Courses _____	168
Marketing and Sales Courses _____	194
Material Fees _____	27, 89
Tutorial Learning Center _____	69
Math Success Center _____	70
Mathematics	
Assessment _____	25
Courses _____	196
College Level _____	196
Basic Skills _____	198
Learning Centers _____	199
Special Services Courses _____	199
Major _____	195
Mathematics, Computer Science and Engineering, School of _____	14
Matriculation _____	23
Media Resource Center _____	70
Microbiology _____	114
Microcomputer Applications Emphasis, Certificate or Major (CIM) _____	122
Military	
MW (Military Withdrawal) _____	79
Personnel, <i>see Residency</i> _____	18
Service Credit _____	82
Model Making _____	140
Model United Nations _____	224
Multimedia Courses (CIM) _____	128
Multiple Majors _____	35

Music _____	200
Courses _____	203
Applied Music _____	203
Appreciation and History _____	204
Choral Performance _____	204
Commercial/Studio _____	206
Composition and Theory _____	203
Instrumental Performance _____	204
Laboratory _____	206
Lessons (Instrumental) _____	205
Lessons (Vocal) _____	206
Guitar Program _____	201
Jazz Ensemble _____	200
Major _____	202
Orchestra _____	200
Keyboard Performance _____	201
Master Chorale _____	201
Wind Symphony _____	201
Women's Chorus _____	201
Woodwind Chamber Music _____	200
MySite _____	20
MW (Military Withdrawal) _____	79

## N, O

Natural Sciences and Mathematics (Area of Emphasis, Associate Degree) _____	41
Networking Courses (CIM) _____	129
New and Former Students _____	20
Nondegree-Applicable Courses _____	78
Nondiscrimination and Harassment Policy _____	87
Nonresident Fees _____	28
Nonresident Students _____	18
Notification of Grades _____	79
Nutrition Courses _____	214
Online	
Advisement _____	23, 66
Classes _____	66
Counseling _____	64
Orientation _____	23, 66
Services _____	66
Open Enrollment Policy _____	17
Open-Entry/Open-Exit Classes _____	21
Operating Systems Courses (CIM) _____	127
Oral Interpretation, Theatre Arts _____	239
Orchestra _____	200
Orientation _____	23
Out-of-State Fees _____	28
Outreach and Community Relations _____	74

## P, Q

Parking	
Fees	27
Regulations	92
Part-time Faculty	252
Pass/No Pass Grading Option	79
Payroll, Certificate of Proficiency	98
PC Applications Courses	126
Pets on Campus	92
Phi Theta Kappa	72
Philosophy	207
Courses	210
Major	209
Photo ID	27
Photography	209
Courses	210
Major	209
Physical Education and Health	211
Courses	213
Adapted PE	219
Combative Skills	215
Fitness and Body Movement	214
Health and Nutrition	213
Intercollegiate Athletics	215
Sports	216
Training and Theory	218
Fitness Specialist Certificate	213
Intercollegiate Athletic Teams	72
Physical Education Major	212
Physical Science Major	220
Physical Sciences and Technologies,	
School of	15
Physics Courses	221
Physiology Courses	113
Piano Courses	205
Pilates Courses	138
Plagiarism	77

Policies and Standards	76
Political Science	222
Courses	223
Major	223
Prerequisites	26
President's Message	5
Privacy Rights	88
Probation	84
Programming Courses	
(Computer Science)	132, 133
Psi Beta	72, 225
Psychology	225
Courses	226
Major	226

## R

Rapid Prototyping	140
RD (Report Delayed)	78
Reading Courses	156, 157
Readmission after Dismissal	84
Real Estate	228
Certificate or Major	228
Courses	229
Reclassification to Resident Status	18
Recommended Preparation	26
Refunds	29
Registration	20
Registration Restrictions	21
Releasing Student Records	88
Religious Studies Courses	180
Repeatable Course Models	95
Repeating Courses	22, 79
Report Delayed (RD)	78
Reprimands	91
Request to Challenge Forms	25
Residency	18
Retail Management Certificate	192
Retest Policy (Matriculation)	23
Return of Title IV Funds	63
Returned Check Fee	28

## S

Saddleback College Credit	82
Scholarships	63
School-Age Child Emphasis, Certificate or	
Major (Child Development)	174
School-Age Children Courses	178
Second Degree Requirements	35
Sexual Harassment	87
Sign Language Courses	187
Social and Behavioral Sciences,	
Area of Emphasis (Associate Degree)	42
School of	15
Sociology	231
Courses	232
Major	231
South Orange County Community	
College District	4
Spanish	
Courses	187
Major	183
Special Part-time Students	19
Special Studies Workshops	83
Specific Course Credit Policy	81
Speech	233
Courses	234
Major	233
Speech and Debate Team	233
Sports	72, 216
Spreadsheet	
Certificate of Proficiency	124
Courses	126
Statistics Courses	147, 193, 197, 226
Strength Training Center	70
Student	
Conduct, Code of	90
E-Mail	66
Fees and Refunds	27, 29
Privacy Rights	88
Rights	87
Students with Associate Degrees from	
Other Colleges	35
Students with Prior Associate Degrees	
from IVC	35
Substance Abuse	91
Supervision Emphasis, Certificate or Major	
Administration of Justice	101
Business Management	192
Supportive Services	65
Suspension	91

## T

Tax Studies, Certificate of Proficiency	99
Teacher Education, Liberal Studies (Area of Emphasis, Associate Degree)	40
Tech Prep Articulation Program	82
Technical Theatre Emphasis, Theatre Arts Major	237
Testing Center	74
Theatre Arts	235
Courses	237
Acting	238
Appreciation and History	237
Design	239
Directing	238
Oral Interpretation	239
Rehearsal and Performances	238
Major	235
Acting Emphasis	236
Technical Theatre Emphasis	237
Transcripts	28
Transfer	
Center	67
Credit	82
FAQs	56
Planning	55
Tuition Fee, Nonresidents	28
Tutoring Courses	189
Tutoring Services (Learning Center)	69

## U-Z

University of California	
Admission Requirements	60
Campuses	59
Course List, Transfer Course Agreement	51
General Education	61
Guaranteed Admission Programs	61
Transfer Statements	94
Undergraduate Major Preparation	61
Vandalism	90
Verifications	28
Veterans Dismissal	84
Veterans Program	64
W (Withdrawal)	78
Waiver of Certificate Requirements	31
Web Authoring Emphasis, Certificate or Major (CIM)	123
Web Page Authoring Certificate of Proficiency	125
Website Design Courses	128, 143
Who's Who	248
Wind Symphony	201
Withdrawing from Classes	22
Women's Studies Courses	240
Word Processing	
Courses (CIM)	126
Emphasis, Certificate or Major (CIM)	120
Writing	
Assessment/Placement	24
Center	70
Conference	154
Courses	153
Emphasis, English Major	153
Yoga Courses	214
Zoology Courses	113

# CAMPUS LOCATIONS

## A-100: ADMINISTRATION

Career Technical Education  
and Workforce Development Office A 120  
Community Education A 125  
Emeritus Institute A 121  
Extended Education A 121  
Foundation Office A 103  
Grants Office A 124  
Instruction Office A 119  
President's Conference Room A 126  
President's Office A 101  
Research, Planning and Accreditation A 107

## A-200: SOCIAL SCIENCES

### **Classrooms A 200A-213**

Duplicating Center (for faculty/staff) A 202  
Faculty Offices A 206-242  
Honors Classroom A 200A  
Honors Office A 201A

## A-300: HUMANITIES AND FINE ARTS

### **Classrooms A 305-306**

Applied Music Studio A 301  
Dance Lab A 307  
Orchestra Rehearsal Studio A 311  
Piano/Keyboard Lab A 309  
Practice Studio A 310

## A-400: LIFE SCIENCES

### **Classrooms A 401-408**

Biology Labs A 401-404, 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**

Administration of Justice B 205  
Chemistry Labs B 221/222  
Earth Science/Geology Lab B 204  
Faculty Offices B 262-282  
Forensics Office B 252  
Photo Lab B 230

## B-300: CLASSROOMS AND LABS

### **Classrooms B 304-363**

Art Rooms B 320 and B 327  
Astronomy Lab B 311  
Electronics Lab B 317  
Math Success Center B 363  
Physics Lab B 309  
Reading/ESS Lab B 382  
Testing Center B 355  
Writing Center B 353

## B-400: CLASSROOMS

### **Classrooms B 401-402**

## BST: BUSINESS SCIENCES

## AND TECHNOLOGY INNOVATION CENTER

### **Classrooms and Labs BST 105-219**

Auditorium BST 101  
CIM Graphics Lab BST 216  
Computer Center BST 209  
Dean's Office BST 203C  
Digital Graphics Lab BST 214  
Drafting Lab BST 210  
Faculty Offices BST 201-202  
Keyboarding Lab BST 212  
Lecture Halls BST 103, 104  
Media Resource Center *ground floor*  
Technology Services BST 111-112

## CP-100: CAMPUS POLICE AND PARKING

Campus Police  
Lost and Found  
Parking Information Office

## CDC: CHILD DEVELOPMENT CENTER

## CEC: COMMUNITY EDUCATION COMPLEX

### **Classrooms CEC 1-6**

## KAPLAN ASPECT INTERNATIONAL

### **Classrooms Kaplan 1-4**

## LIB: LIBRARY

### **Rooms LIB 100-213**

Assistive Technologies LIB 109  
Classroom LIB 107  
Computer Commons LIB 108  
Faculty Offices LIB 106A-C  
Faculty/Staff Resource Center LIB 201  
Learning Center LIB 100A/B  
Library Computer Classroom LIB 101  
Library Services LIB 106A  
Media Services LIB 111  
Multimedia Studio LIB 213  
Public Information and Marketing Office LIB 205  
Publications Office LIB 207  
TV/Production LIB 206

## M-100: FACILITIES MANAGEMENT

## P: TEMPORARY CLASSROOMS

### **Classrooms P0-P1**

## PAC: PERFORMING ARTS CENTER

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

Aerobics/Dance Studio PE 160  
Athletic Training Room PE 150  
Life Fitness Center PE 110

## PE-200: HART GYMNASIUM

### **Classrooms PE 210-270**

Dance Studio PE 270  
Faculty Offices PE 220-227  
PE/Athletics Department PE 225  
Strength Training Lab PE 260

## SSC: STUDENT SERVICES CENTER

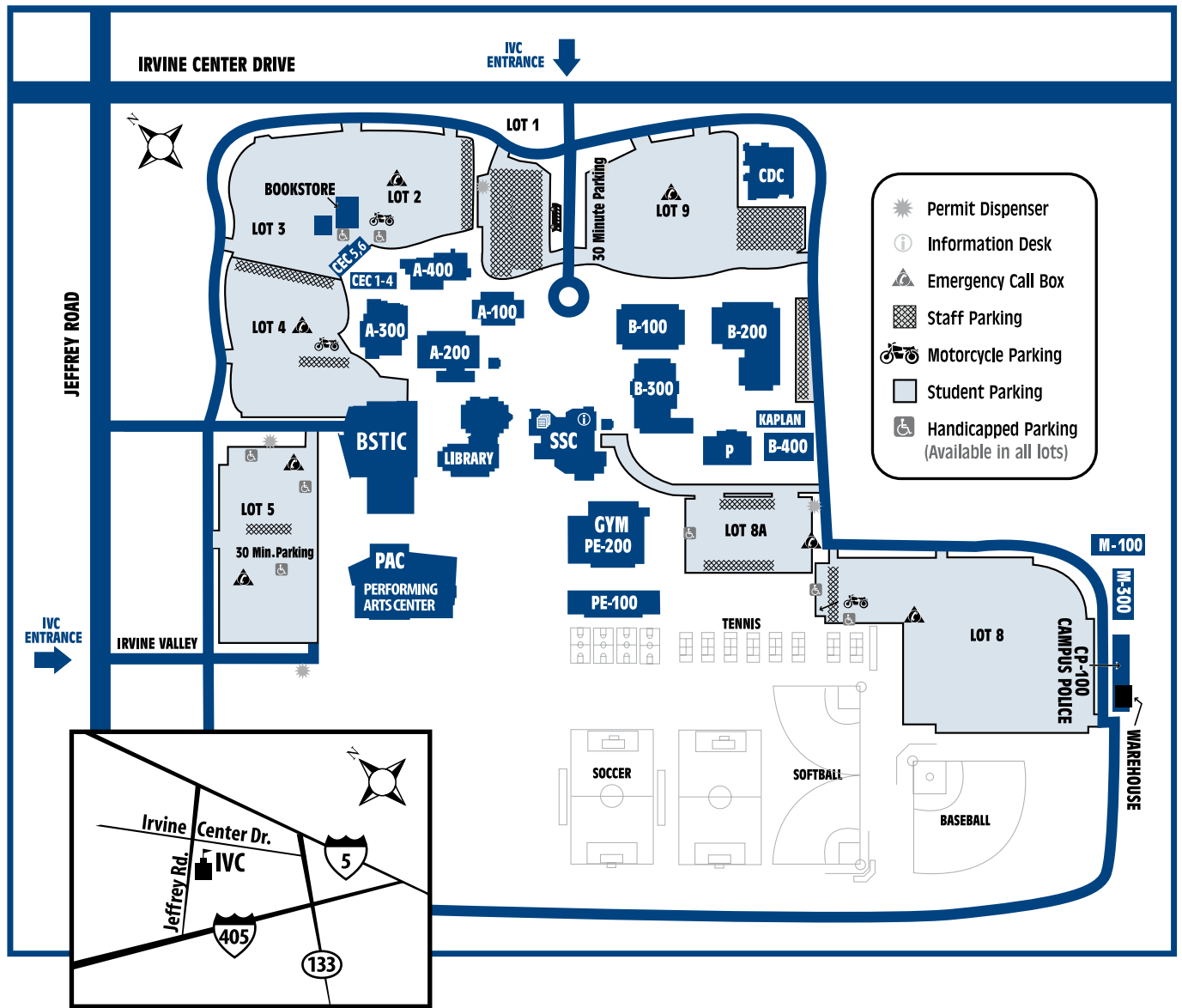
Admissions and Records SC 110  
ASIVC Offices/Game Room SC 260A  
Assessment Center SC 240  
Bursar's Office SC 160  
Business Services SC 270  
Cafeteria SC 170  
CalWORKs SC 130  
CARE SC 130  
Career/Transfer Center SC 230  
Conference Room SC 260F  
Counseling Offices SC 210  
Disabled Students Services SC 171  
EOPS SC 130  
Financial Assistance Office SC 120  
Health and Wellness Center SC 150  
International Student Office SC 230F  
Outreach and Community Relations SC 220F  
Registration SC 110  
Student Lounge SC 260K  
Student Services Office (Vice President) SC 220  
Supportive Services SC 130/SC 171  
Transfer Center SC 230  
Veterans Assistance Office SC 120

## WAREHOUSE

Shipping and Receiving



# IRVINE VALLEY COLLEGE CAMPUS MAP



## KEY

A-100	ADMINISTRATION	CEC	COMMUNITY EDUCATION COMPLEX
A-200	SOCIAL SCIENCES	CP-100	CAMPUS POLICE AND PARKING INFORMATION
A-300	HUMANITIES AND FINE ARTS	KAPLAN	KAPLAN ASPECT INTERNATIONAL PROGRAM
A-400	LIFE SCIENCES	LIB	LIBRARY
B-100	CLASSROOMS AND OFFICES	M-100	FACILITIES MANAGEMENT
B-200	MATHEMATICS AND PHYSICAL SCIENCES	P	TEMPORARY CLASSROOMS
B-300	CLASSROOMS AND LABS	PAC	PERFORMING ARTS CENTER
B-400	CLASSROOMS	PE-100	HEALTH FITNESS COMPLEX
BSTIC	BUSINESS SCIENCES AND TECHNOLOGY INNOVATION CENTER	PE-200	HART GYMNASIUM
CDC	CHILD DEVELOPMENT CENTER	SSC	STUDENT SERVICES CENTER

# COLLEGE OFFICES

## CAMPUS INFORMATION: (949) 451-5100

Admissions _____	SC 110	451-5220
Assessment Center _____	SC 240	451-5315
Associated Students IVC _____	SC 260A	451-5260
Athletics (Dean) _____	PE 226	451-5398
Athletics Department (Chair) _____	PE 227	451-5654
Biology Department (Chair) _____	A 217	451-5424
Bookstore (adjacent to Parking Lot 2) _____		451-5258
Bursar's Office _____	SC 160	451-5245
Business Sciences (Dean) _____	BST 203C	451-5310
Business Sciences Department (Chair) _____	BST 202G	451-5280
CalWORKs _____	SC 130	451-5243
Campus Police _____	CP 100	451-5200
CARE _____	SC 130	451-5243
Career/Transfer Center _____	SC 230	451-5268
Career Technical Education and		
Workforce Development (Dean) _____	A 120	451-5650
Chemistry Department (Chair) _____	B 265	451-5492
Child Care Information _____	CDC 100	451-5484
Community Education _____	A 125	451-5555
Computer Center _____	BST 209	451-5474
Microcomputer Courses _____		451-5310
Computer Sciences Courses _____		451-5450
Cooperative Education—Work Experience		
Administration of Justice _____	B 263	451-5402
Design Model Making _____	B 272	451-5450
Economics _____	B 262A	451-5759
Electronic Technology _____	B 272	451-5314
Human Development _____	CDC 115	451-5374
Management _____	B 277	451-5288
Political Science _____	A 226	451-5204
Corporate Training _____	A 125	451-5226
Counseling Center _____	SC 210	451-5319
Counseling Services (Dean) _____	SC 210I	451-5410
Dance Department (Chair) _____	PE 227	451-5291
Disabled Student Program and Services _____	SC 171	451-5630
Distance Education _____	BST 203A	451-5716
Emeritus Institute _____	A 121	451-5382
English Department (Chair) _____	A 231	451-5282
EOPS _____	SC 130	451-5243
Facilities and Maintenance _____	M 100	451-5255
Financial Aid _____	SC 120	451-5287
Fine Arts (Dean) _____	BST 203C	451-5453
Fiscal Services Office _____	SC 270	451-5326
Fitness Center _____	PE 110	451-5370
Foundation _____	A 103	451-5290
Graduation Evaluation _____	SC 110	451-5743
Guidance and Counseling _____	SC 210	451-5475
Guidance and Counseling Department		
(Chair) _____	SC 210 E	451-5324

Health and Wellness Center _____	SC 150	451-5221
Health Sciences and Physical Education		
Department (Chair) _____	PE 222	451-5629
Honors Program Office _____	A 201A	451-5300
Humanities and Languages (Dean) _____	A 204A	451-5232
Humanities Department (Chair) _____	A 237	451-5208
Instruction Office _____	A 119	451-5212
International Student Center _____	SC 230F	451-5414
Languages Department (Chair) _____	A 223	451-5486
Learning Center (Tutoring) _____	LIB 100A/B	451-5702
Library: Circulation Desk _____	LIB 105	451-5761
Library: Information _____	LIB 105	451-5261
Library: Reference Desk _____	LIB 100	451-5266
Library Services (Administrative Office) _____	LIB 106A	451-5717
Library Services Department (Chair) _____	LIB 106C	451-5377
Life Sciences (Dean) _____	B 272	451-5238
Lost and Found _____	CP 100	451-5200
Math Success Center _____	B 363	451-7539
Mathematics, Computer Science and		
Engineering (Dean) _____	B 272	451-5450
Mathematics, Computer Science and		
Engineering (Department Chair) _____	B 275	451-5396
Music Department (Chair) _____	PAC 132	451-5366
Outreach and Community Relations _____	SC 220F	451-5217
Parking Information _____	CP 100	451-5200
Photo ID _____	CP 100	451-5200
Physical Education _____	PE 225	451-5398
Physical Sciences (Dean) _____	B 272	451-5561
Physical Sciences Department (Chair) _____	B 270	451-5622
President's Office _____	A 101	451-5210
Public Information and Marketing _____	LIB 205	451-5277
Registrar _____	SC 110A	451-5461
Research and Planning _____	A 107	451-5766
Scholarships _____	A 103	451-5290
Shipping and Receiving _____	Warehouse	451-5242
Social and Behavioral Sciences (Dean) _____	A 204A	451-5679
Social Sciences Department (Co-Chair) _____	B 263	451-5402
Social Sciences Department (Co-Chair) _____	B 262D	451-5447
Speech Department (Chair) _____	B 257	451-5346
Student Development Office _____	SC 260B	451-5507
Student Services _____	SC 220D	451-5214
Supportive Services _____	SC 130	451-5243
Technology Services _____	BST 111/112	451-5475
Testing Center _____	B 355	451-5468
Theatre Department (Chair) _____	PAC 131	451-5303
Transfer Center _____	SC 230	451-5339
Veterans Assistance _____	SC 120	451-5296
Visual Arts Department (Chair) _____	A 235	451-5207
Writing Center _____	B 353	451-5249