



IRVINE VALLEY  
COLLEGE

2018-19



CATALOG

**Irvine Valley College**

**Catalog 2018-2019**

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# Introduction to IVC

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

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

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

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

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

## Academic Calendar

### Fall Semester 2018

<b>August 20 (Monday)</b>	Instruction begins for full-semester classes and first eight-week session*
<b>August 20-October 16 (Monday-Tuesday)</b>	Eight-week session
<b>September 3 (Monday)</b>	Labor Day; Classes not in session
<b>October 18-December 19 (Thursday-Wednesday)</b>	Eight-week session
<b>November 12 (Monday)</b>	Veterans Day; Classes not in session
<b>November 22-23 (Thursday-Friday)</b>	Thanksgiving; Classes not in session

<b>December 12 (Wednesday)</b>	Classes not in session
<b>December 13-19 (Thursday-Wednesday)</b>	Final examinations
<b>December 20-January 13 (Thursday-Monday)</b>	Classes not in session
<b>December 24-January 2 (Monday-Tuesday)</b>	College and District closed

## Spring Semester 2019

<b>January 1 (Tuesday)</b>	New Year's Day; College and District closed
<b>January 14 (Monday)</b>	Instruction begins for full-semester classes and first eight-week session*
<b>January 14-March 16 (Monday-Saturday)</b>	Eight-week session
<b>January 21 (Monday)</b>	Martin Luther King, Jr. Day; Classes not in session
<b>February 15-18 (Friday-Monday)</b>	Lincoln's Day, Presidents' Day; Classes not in session
<b>March 17-23 (Sunday-Saturday)</b>	Spring Break; Classes not in session
<b>March 22 (Friday)</b>	Friday of Spring Break; College and District closed
<b>March 25-May 22 (Monday-Wednesday)</b>	Eight-week session
<b>March 29 (Friday)</b>	Cesar Chavez Day; Classes not in session
<b>May 15 (Wednesday)</b>	Classes not in session
<b>May 16-22 (Thursday-Wednesday)</b>	Final examinations
<b>May 23 (Thursday)</b>	Classes not in session
<b>May 24 (Friday)</b>	Commencement; Classes not in session

## Summer Session 2019

<b>May 27 (Monday)</b>	Memorial Day; Classes not in session
<b>May 28-August 11 (Tuesday-Sunday)</b>	Summer session

**July 4 (Thursday)**

Fourth of July; Classes not in session

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

# **South Orange County Community College District**

28000 Marguerite Parkway, Mission Viejo, CA 92692 • 949-582-4999 • [www.soccd.edu](http://www.soccd.edu)

## **District Administration**

**Thomas Fallo, EdD**

Interim Chancellor

**Robert Bramucci, PhD**

Vice Chancellor, Technology and Learning Services

**Cindy Vyskocil, EdD**

Vice Chancellor, Human Resources

**Ann-Marie Gabel**

Vice Chancellor, Business Services

**Kim McCord**

Executive Director, Fiscal Services/Comptroller

**Brandye D'Lena**

Executive Director, Facilities Planning and Acting Executive Director, Business Services

**Denice Inciong**

District Director, Research, Planning and Data Management

## **Jennie McCue**

Interim Director, Public Relations and Marketing

## **Vision**

To be an educational leader in a changing world.

## **Mission**

We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds and abilities. We promote access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. We contribute to the economic vitality of the region.

## **Core Values/Guiding Principles**

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

## **District-wide Goals for 2014-2020**

**Goal 1:** SOCCCD will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

**Goal 2:** SOCCCD will promote students' success by enhancing the teaching and learning environment.

**Goal 3:** SOCCCD will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

**Goal 4:** SOCCCD will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

## **Board of Trustees**

Timothy Jemal  
President

James R. Wright  
Vice President

David B. Lang  
Clerk

## Irvine Valley College President's Message

Welcome!

With the #1 transfer rate of all California's community colleges, it's easy to see how success begins at Irvine Valley College. IVC is here to help students thrive, offering hundreds of classes, more than 80 associate degrees, and 70 career and technical certificates.

Over the past three decades, IVC has set itself apart by creating a welcoming and engaging campus replete with unparalleled faculty and staff, who encourage a rich and diverse college atmosphere while promoting academic excellence. Our student population exceeds 14,000, and includes international students from over 40 foreign countries.

Today we find ourselves at the forefront of the nation's community colleges that are working to ensure student success and completion rates. Our students are aided by the services we offer to keep them on track, through both the highs and the challenging moments of their college lives.

Here are a few good things to know about IVC:

IVC is focused on the careers of tomorrow. In 2018 the new 32,000-square-foot Integrated Design, Engineering and Automation (IDEA) building hosts classes for the first time. Located at the Advanced Technology and Education Park (ATEP) campus in Tustin, the IDEA building will be the hub of the college's Career Technical Education programs. This first building at ATEP will serve as a catalyst for innovative and effective technical education for students and employers in the region.

Under our UC Transfer Admission Guarantees, or TAGs, students who meet GPA and other campus-specific guidelines receive a promise to attend one of six University of California institutions: UC Irvine, UC Riverside, UC Santa Barbara, UC Davis, UC Merced or UC Santa Cruz. A similar program, A Degree with a Guarantee, guarantees admission to a California State University (CSU) for students who complete a special Associate Degree for Transfer. IVC students also take advantage of transfer agreements and our busy Transfer Center to go on to the country's top four-year institutions.

IVC offers a host of student support services and programs to enrich students' experiences. These include a full counseling program for assistance with personal, academic and career life; a Health and Wellness Center that offers a variety of services; programs for those who are economically disadvantaged, such as Extended Opportunity Programs and Services (EOPS); and a thriving Disabled Students Programs and Services (DSPS) department. IVC's Financial Aid Office helps eligible students pay for expenses such as books, fees and transportation through various aid programs. The college awards more than \$19 million in financial aid annually to qualifying students.

Specialized academic and extracurricular programs abound at IVC. Our vibrant honors program is a member of the UCLA Transfer Alliance Program. Students certified after completing the IVC honors program are given priority consideration for admission to UCLA. IVC has a vibrant Early College (dual enrollment) program that allows high school students to take IVC courses while still in high school. In addition, IVC is an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). Its ELEVATE AAPI program provides learning communities, financial aid, leadership development and research workshops for the entire campus.

We have award-winning chapters of the honor societies Phi Theta Kappa and Psi Beta, and award-winning Speech and Debate, Model United Nations, and Administration of Justice teams. The Associated Student Government (ASG) also works to empower IVC students to engage in shared governance, representing the student perspective to members of the campus community through leadership and active citizenship. ASG sponsors diverse campus clubs and organizations. These include culturally focused groups; academic and special interest organizations; and the Phi Theta Kappa and Psi Beta honor societies.

We welcome veterans at Irvine Valley College from all parts of the United States. Our Veterans Services Center is established with providers and is top in the nation. The complete one-stop center offers services from certification to mental wellness counseling, to ensure our veterans are acclimated and succeed in their educational process. For the 7th year in a row, IVC has been designated as a Military Friendly School.

Competing as a member of the nation's toughest college conference, the Orange Empire Conference (OEC), Irvine Valley teams have collected 24 state championships and 50 conference titles from 1990 through the winter of the 2017-18 school year. IVC currently competes in 13 intercollegiate sports. All head coaches for the men's and women's teams hold at least a master's degree.

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

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

Glenn R. Roquemore, PhD  
President, Irvine Valley College

## About Irvine Valley College

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

## Background

Opened in 1979 as Saddleback College North Campus, Irvine Valley College received its current name and independent status in July 1985. In July 1988, the college received its first accreditation as a separate institution by the Western Association of Schools and Colleges. 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 11 academic schools. Full-time instructional deans work with the vice president for instruction and the president in overseeing the instructional activities of the college.

## Campus Map and Locations

To view a campus map and list of locations on campus, visit [here](#).

# **Governance and Funding**

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

# **College Vision**

Irvine Valley College offers clear and guided pathways to transfer opportunities, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community. We support student access, success, and equity. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.

# **College Mission**

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

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

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

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

## **2014-2020 Strategic Goals**

**Goal 1:** IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.

**Goal 2:** IVC will promote students' success by enhancing the teaching and learning environment.

**Goal 3:** IVC will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.

**Goal 4:** IVC will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

## **2014-2020 Strategic Objectives**

**1.1** Recognize and support innovative ideas that improve collaboration and respectful interactions district-wide.

**1.2** Improve district climate in the areas of optimism, commitment, and respectful collaboration.

**1.3** Improve the representative process through active engagement and communication.

**1.4** Increase professional development opportunities that potentiate employees' talents and interests.

**1.5** Improve training for all employees to increase district wide understanding of organizational structure, resources, processes and procedures.

**2.1** Increase student completion rates (degrees, certificates, and transfer) while preserving access, enhancing quality, and closing achievement gaps.

**2.2** Increase employee professional development opportunities that focus on student success outcomes.

**2.3** Increase opportunities for student engagement inside and outside the classroom, evidenced by co-curricular participation, student services, and instructional support.

**3.1** Formalize collaborative partnerships with the business community and regional educational institutions to support workforce development.

**3.2** Improve alignment between workforce development offerings and regional job opportunities.

**3.3** Provide relevant, innovative, and appropriate workforce training.

**3.4** Improve student career preparation and readiness through experiential learning opportunities that allow students to explore career options, acquire work experience in their chosen field, and develop professional contacts.

**4.1** Systematically assess the effectiveness of planning and resource allocation district-wide.

**4.2** Improve processes and procedures for efficiency, effectiveness, and responsiveness district-wide.

**4.3** Develop and initiate multiyear financial planning.

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

Institutional Educational Goals	Student Learning Outcomes  <i>Because individual IVC courses contribute* to one or more areas of the five institutional goals, students completing an associate degree at Irvine Valley College will be able to:</i>
<b>Communication Skills</b>	<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>
<b>Critical Thinking, Problem Solving, and Information Access and Analysis</b>	<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>
<b>Global Awareness</b>	<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>
<b>Aesthetic Awareness</b>	<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>
<b>Personal, Professional and Civic Responsibilities</b>	<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

**College President: Glenn R. Roquemore, PhD**

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

*Manager, Office of the President:* Sandy Jeffries

Room A 103                           949-451-5210

*Executive Director, Foundation:* Elissa Oransky

Room B 251                           949-451-5472

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

Room B 251                           949-451-5771

*Executive Director, Office of Marketing and Creative Services:* Diane Oaks

Room LIB 205                           949-451-5277

*Assistant Director, Office of Marketing and Creative Services:* Melanie Buettner

Room LIB 205                           949-451-5767

## **Office of College Administrative Services**

**Vice President for College Administrative Services: Davit Khachatryan**

**Room A 114**                           **949-451-5326**

*Acting Manager, Fiscal Services:* Brian Kim

Room A 113                           949-451-5272

*Director, Facilities:* Jeff Hurlbut

Room M 102D                           949-451-5546

*Assistant Director, Facilities, Capital Outlay Projects:* Anna Petrossian

Room M 102C                           949-451-5227

*Acting Assistant Director, Facilities:* Mark Wheeler

Room M 102A                           949-451-5708

*Night Facilities Operations Supervisor:* Vacant

Room M 102A                            949-451-5637

*Director, Safety and Security/Acting Chief of Police:* John Meyer

Room CP 100                            949-451-5200

*Acting Police Operations Lieutenant:* Scott Kennedy

Room CP 100                            949-451-5200

*Director, Technology Services:* Bruce Hagan

Room BSTIC 111A                        949-451-5254

## Office of Student Services

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

**Room A 110                            949-451-5214**

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

Room SSC 210 I                        949-451-5410

*Dean, Enrollment Services:* Arleen Elseroad

Room SSC 110C                        949-451-5409

*Admissions and Records Registrar:* Ruben Guzman

Room SSC 110A                        949-451-5220

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

Room SSC 130I                        949-451-5435

*Director, Health and Wellness Center and Veterans Services Center:* Nancy Montgomery

Room SSC 150                        949-451-5273

*Director, International Student Program:* Christina Delgado

Room CEC 7                            949-451-5693

*Director, Outreach and Community Relations:* Vacant

Room CEC 1                            949-451-5483

*Director, Student Life and Student Equity:* Anissa "Cessa" Heard-Johnson

Room SSC 260C                    949-451-5364

*Director, Student Success and Support Program:* Deejay R. Santiago, EdD

Room SSC 110D                    949-451-5732

## Office of Instruction

**Vice President for Instruction: Christopher McDonald, EdD**

**Room A 118                    949-451-5212**

*Dean, the Arts and Library and Tutoring Services:* Joseph Poshek

Room LIB 106C                    949-451-5650

*Interim Dean, Economic and Workforce Development and IDEA:* Lianna Zhao, MD

IDEA 202                            949-582-7401

*Dean, Kinesiology, Health and Athletics:* Keith Shackleford, JD

Room PE 226                            949-451-5398

*Interim Dean, Liberal Arts:* Brooke Bui, PhD

Room LA 209                            949-451-5336

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

Room LSB 202                            949-451-5450

*Dean, Social and Behavioral Sciences, Business Sciences, and Academic Programs:* Traci Fahimi

Room BSTIC 203C                            949-451-5204

*Director, Research, Planning and Accreditation:* Loris Fagioli

Room A 120A                            949-451-5513

*Director, Noncredit, Adult, and Community Education:* Debbie Vanschoelandt

Room A 304                            949-726-5811

# Academic Schools/Instructional Offices

**Office of Extended Education** **949-451-5555**

Community Education, Emeritus Institute, Testing Center

**Office Location: A 304 • Debbie Vanschoelandt, Director, Noncredit, Adult and Community Education**

**School of the Arts** **949-451-5453**

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

**Office Location: LIB 106C • Joseph Poshek, Dean**

*Academic Chair, Communication Studies:* Gary Rybold, PhD 451-5346

*Academic Chair, Dance:* Jennifer La Curan 451-5533

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

*Academic Chair, Theatre Arts:* M. Scott Grabau 451-5552

*Academic Chair, Visual Arts:* Julie Kirk 451-5285

**School of Business Sciences** **949-451-5310**

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

**Office Location: BSTIC 203C • Traci Fahimi, Dean**

*Academic Chair:* Bennet Tchaikovsky, CPA, Esq. 451-5714

**School of Guidance and Counseling** **949-451-5410**

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

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

*Academic Chair:* Robert Melendez 451-5360

**School of Humanities** **949-451-5232**

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

**Office Location: LA 209 • Brooke Bui, PhD, Interim Dean**

*Academic Co-Chair, English:* Lewis Long 451-5477

*Academic Co-Chair, English:* Virginia Shank, PhD 451-5582

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

**School of Integrated Design, Engineering and Automation (IDEA)** **949-582-7401**

Design Model Making and Rapid Prototyping, Drafting Technology and Engineering, Electrical Technology, Electronic Technology, Laser Technology

**Office Location: IDEA 202 • Lianna Zhao, MD, Interim Dean**

*Academic Chair, Integrated Design, Engineering and Automation:* Matt Wolken 582-7420

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

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

**Office Location: PE 226 • Keith Shackleford, JD, Dean**

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

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

**School of Languages and Learning Resources** **949-451-5367**

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

**Office Location: LA 209 • Brooke Bui, PhD, Interim Dean**

*Dean, Library:* Joseph Poshek

*Academic Chair, Library Services:* Cheryl Bailey 451-5581

*Academic Co-Chair, ESL:* Rebecca Beck 451-5583

*Academic Co-Chair, ESL:* Jeff Wilson 451-5241

*Academic Co-Chair, Languages:* Jeanne Egasse 451-5338

*Academic Co-Chair, Languages:* Beatrice Tseng 451-5343

**School of Life Sciences and Technologies 949-451-5238**

Biological Sciences, Biotechnology, Environmental Studies, Health Sciences

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

*Academic Chair, Biological Sciences, Environmental Studies:* Jefferey Kaufmann, PhD 451-5423

*Academic Chair, Health Sciences:* Roland Rodriguez 451-5411

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

Computer Science, Mathematics

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

*Academic Co-Chair, Computer Science:* Seth Hochwald 451-5359

*Academic Co-Chair, Computer Science:* Chan Loke 451-5541

*Academic Co-Chair, Mathematics:* Brent Monte, PhD 451-5352

*Academic Co-Chair, Mathematics:* Lan Pham, PhD 451-5334

**School of Physical Sciences and Technologies 949-451-5561**

Astronomy, Chemistry, Earth Science, Geology, Marine Science, Physical Science

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

*Academic Co-Chair, Astronomy, Earth Science, Geology, Marine Science, Physical Science:* Alec Sim, PhD **451-5649**

*Academic Co-Chair, Chemistry:* John Davison, PhD **451-5492**

**School of Social and Behavioral Sciences **949-451-5717****

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

**Office Location: BSTIC 203C • Traci Fahimi, Dean**

*Academic Chair, Administration of Justice:* Colin McCaughey **451-5402**

*Academic Chair, Anthropology:* Wendy Gabriella, JD **451-5276**

*Academic Chair, Economics:* Adam Ghouloum **451-5317**

*Academic Chair, Geography:* Jodi Titus **451-5659**

*Academic Chair, Human Development (Early Childhood Education):* Donna King **451-5617**

*Academic Chair, Political Science:* Joon Kil **451-5722**

*Academic Chair, Psychology:* Yemmy Taylor, PhD **451-5388**

*Academic Chair, Sociology:* Elizabeth Chambers, PhD **451-5401**

## **Admission, Registration and Fees**

### **Admission**

### **Eligibility**

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

You may attend Irvine Valley College if

- you are a high school graduate (or have a High School Equivalency Certificate); *or*
- you are 18 years old or older and show evidence of being able to benefit from instruction; *or*

- you are a high school student, grades 9-12 (High school students may attend as special part-time students with permission from their high schools. Applications and permit forms are available online.); *or*
- you are in the eighth grade or under-with recommendation from your school principal and approval of the instructor and school dean. Students in the eighth grade or under should consult the Office of Admissions and Records for further details, including specific deadlines for filing the Special Admission Request for K-12 Students.

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

## K-12 Students

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

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

## K-12 Students and Physical Education/Kinesiology Classes

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

## College of Record

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

## Application

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

- **Online:** Visit the IVC website: [www.ivc.edu](http://www.ivc.edu). Select "Admissions," then "Admission Steps to IVC."
- **In Person:** Complete an online application at the Office of Admissions and Records, Irvine Valley College, 5500 Irvine Center Drive, Irvine.

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

**Fall semester:** February 1  
**Spring semester:** August 1  
**Summer session:** February 1

## Equal Access

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

## Residence Classification

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

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

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

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

## Exemptions:

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

1. Students who are members of the armed forces of the United States who are stationed in this state on active duty, except those assigned to California for educational purposes.
2. Spouses and dependents (natural or adopted children or stepchildren) of active members of the armed forces.
3. Students who are eligible as covered individuals as defined in the Veterans Access, Choice and Accountability Act of 2014 (VACA Act) who are taking advantage of their Chapter 30 or 33 benefits.

4. Parents who are federal civil service employees and have moved to California as a result of a military realignment action that involves the relocation of at least 100 employees. This exemption also applies to the natural or adopted children or stepchildren of such employees.
5. Students who are under 20 years old and served by the California Foster Care System.
6. Students who have completed at least three years of high school or adult school in California and have graduated from a California high school or the equivalent. Students must fill out and submit the "AB 540 Affidavit for Exemption" for consideration.

## Establishing Residence

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

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

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

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

## Reclassification to Resident Status

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

# International Students

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

IVC admits international students in the fall, spring and summer terms (summer is open for in-country transfer students only). Prospective students may contact the International Student Center by calling 949-451-5414, email at [iso@ivc.edu](mailto:iso@ivc.edu) or visiting [students.ivc.edu/internationalcenter](http://students.ivc.edu/internationalcenter).

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

In order to apply, international students must submit the following documents by the posted deadlines:

1. Irvine Valley College online application.
2. A \$54 non-refundable application fee.
3. Proof of English proficiency:

IVC accepts the following English proficiency tests:

- TOEFL: 52 iBT or 470 paper-based
- IELTS: 4.5
- iTEP: 4.5
- EIKEN: Grade 2A

The English proficiency requirement may be waived by successfully completing specific levels of instruction at one of IVC's partner intensive English schools. Please visit [students.ivc.edu/internationalcenter](http://students.ivc.edu/internationalcenter) for a list of partner schools.

Students who graduate from a US high school or whose native language is English are not required to submit proof of English proficiency. Students who have completed the equivalent of Writing 201, Writing 399, Writing 1 or Communication Studies 1 at an accredited US college/university may be able to waive the English proficiency requirement.

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

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

Students with other types of visas (not F-1) may apply and enroll online through the Office of Admissions and Records at [admissions.ivc.edu](http://admissions.ivc.edu).

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

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

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

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

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

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

## **Student Success and Support Program (SSSP)**

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

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

### **1. Assessment**

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

### **2. Advisement**

1. **First Semester Academic Plan** - Students will formulate their initial academic plan based on the results from the assessment. This plan will be for 1-2 semesters, and will be created using MAP (My Academic Plan) in the student's MySite account. Advisement sessions are offered online or in person.
2. **Comprehensive My Academic Plan (MAP)** - Upon completion of 15 degree applicable units or before enrolling in the 4th semester, students will be required to complete a comprehensive academic plan. A comprehensive academic plan is a semester by semester plan for completing the student's academic goal. Failure to complete a comprehensive plan will result in a hold being placed on the student's enrollment.

### **3. Orientation**

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

#### **EXEMPTIONS:**

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

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

New students who are required to complete all matriculation steps will be eligible for a Level 1: Priority registration time.

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

## **Assessment and Placement: Mathematics, Writing & ESL Classes**

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

The scores from assessment instruments, in combination with grades earned in high school for specific courses and unweighted cumulative high school grade point average, are used for placement in math, English, and ESL courses.

These assessments are free. Students cannot fail the assessments. However, placing in a lower level class will increase the number of semesters of math and/or English students will need to complete prior to graduating and transferring. To take an assessment, students must present an official government photo identification card (California driver license, California Identification Card or school ID) to take the assessment. (A picture of your ID on your phone is not sufficient.) Students may sign up to take their assessment at admissions.ivc.edu.

### **MATHEMATICS**

Students are strongly encouraged to review the material from their last math course *before* taking the math assessment. Students are strongly encouraged to review the sample questions, which can be found at admissions.ivc.edu or in online tutorials available in their MySite account.

### **WRITING OR ENGLISH AS A SECOND LANGUAGE (ESL)**

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

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

### **REASSESSMENT POLICY**

**English or English as a Second Language (ESL) assessment exam:** Students are allowed to reassess for English or ESL once during the calendar year. The reassessment must be a minimum of two weeks after the initial assessment. Students may also complete one writing sample once every six months to challenge their results.

**Math assessment:** Students may reassess once every term. The reassessment must be a minimum of two weeks after the initial assessment.

## ASSESSMENT AND PLACEMENT IN WRITING CLASSES

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

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

### Taking the writing assessment (CTEP):

- Your score on the writing assessment (CTEP) will be used to determine the first writing course you will take at Irvine Valley College. You will receive a recommended class placement based on the results of your writing assessment. High school transcripts can be submitted as a multiple measure for placement consideration once the assessment has been completed.
- Prepare for the exam by reviewing sample questions, available at [admissions.ivc.edu](http://admissions.ivc.edu).
- Students are allowed to reassess for English or ESL once during the calendar year. The reassessment must be a minimum of two weeks after the initial assessment.
- If you receive a recommended placement and want to challenge your score, you may complete the Writing Sample once every six months.

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

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

## Writing 399

Writing 399 is a one-semester accelerated course that is equivalent to WR 201 and ESL 201. Writing 399 has a corequisite of Writing 380. Successful completion allows students to enroll in WR 1. Students are eligible to enroll in Writing 399 only if they:

1. Have received a recommended placement into Writing 399 based on Irvine Valley College's assessment process; or
2. Have submitted CTEP raw scores to the Office of Admissions and Records.

## Writing 201

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

1. Have received a recommended placement into Writing 201 based on Irvine Valley College's assessment process; *or*
2. \*Have submitted CTEP raw scores to the Office of Admissions and Records.

## Writing 1

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

1. Have passed Writing 201 or ESL 201 with a grade of "A," "B," "C," or "P"; *or*
2. \*Have passed the equivalent of Writing 201 at another college or university with a grade of "A," "B," "C," or "P"; *or*
3. Have received a recommended placement into Writing 1 based on Irvine Valley College's assessment process; *or*
4. \*Have submitted CTEP raw scores to the Office of Admissions and Records.
5. IVC will be piloting another accelerated option. Students who place into WR 201 will be permitted to enroll in WR 1 with enrollment in the mandatory corequisite of WR 302.

## Writing 2

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

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

### Assessment and Placement in Mathematics Classes

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

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

In order to qualify for an exemption based on (1) or (2) above, students will have to present transcripts to the Office of Admissions and Records (SSC 110) as soon as possible before they register online, so that their eligibility can be verified and they can be cleared for registration. Otherwise, they will be blocked from enrolling in mathematics courses. Students without qualifying AP scores or transcripts demonstrating that they have successfully completed a college math course must take the mathematics assessment in order to enroll in a math course at IVC. For more information, call 949-451-5315 or email [ivcam@ivc.edu](mailto:ivcam@ivc.edu).

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

### Taking the Math Assessment

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

[academics.ivc.edu/mcse/math](http://academics.ivc.edu/mcse/math). High school transcripts can be submitted as a multiple measure for placement consideration once the assessment has been completed.

#### **Assessment and Placement in ESL Classes**

Non-native speakers attending IVC for the first time should take an ESL assessment before enrolling. A specially designed diagnostic test and writing sample are used to determine the reading/writing and listening/speaking skills of ESL students. After completing the assessment, students will receive class placement recommendations. All students are urged to follow these recommendations. Coursework or ESL placements from any other institution are not accepted for placement purposes. Students are allowed to reassess for ESL once during the calendar year. The reassessment must be a minimum of two weeks after the initial assessment. Students may also complete a writing sample once every six months to challenge their results. Students may call 949-451-5315 or email [ivcam@ivc.edu](mailto:ivcam@ivc.edu) for more information.

## **Location and Contacts**

Assessment Services is located in the Office of Admissions and Records, SSC 110. Assessments take place in the assessment center, located in room SSC 240 of the Student Services Center. Students may contact Assessment Services by calling 949-451-5315.

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

## **Enrollment Priority**

#### **New Students and Returning Students**

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

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

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

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

#### **Continuing Students**

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

#### **Freshman Advantage Students**

The Freshman Advantage program rewards students for planning early. To qualify for Freshman Advantage, students must complete assessment, advisement and orientation prior to the designated deadline each spring to obtain a Freshman Advantage registration time for fall. Only students who have never enrolled in college after finishing high

school are eligible to be Freshman Advantage students in their first academic year. Freshmen who do not complete assessment, advisement and orientation by the designated deadline will be classified as new/returning students.

# Registration Times

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

## LEVEL 1

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

Students exempt from matriculation steps for the following educational goals will receive a Level 3: Low Priority registration time:

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

### Priority Registration

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

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

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

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

## LEVEL 2

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

## LEVEL 3

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

- are not required to complete matriculation steps (assessment, advisement including academic plan, and orientation)
- are on academic and/or progress probation for two consecutive semesters

- have completed 100 or more units district-wide (not including basic skills)

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

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

## **LEVEL 4**

**High School** - students concurrently enrolled in high school.

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

## **APPEAL PROCESS**

Students may appeal to have their Registration Priority reinstated under the following conditions:

1. Student has a disability and applied for reasonable accommodations, but did not receive services in a timely manner.
2. Student has made significant academic improvement where they meet the minimum grade point average and/or progress standard to be removed from academic or progress probation.
3. Student has experienced extenuating circumstances (verified cases of accident, illnesses or other circumstances beyond the student's control; changes in a student's economic circumstances may be considered for BOGFW).
4. Student has completed 100 associate degree units, but is pursuing a high unit major (attach documentation).

Appeals for Loss of Registration Priority may be submitted to the Office of Admissions and Records.

## **Registration Open Enrollment Policy**

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

## **MySite**

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

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

## **Maintaining Student Contact Information**

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

## Registration Restrictions

A hold is placed on student records in certain situations such as payments due, academic standing or discipline. A hold may prevent students from registering for classes. If that is the case, there will be a brief statement provided during the online registration process indicating the restriction. Students must clear all restrictive holds prior to registration. Contact the indicated office for information on how to get the hold released. Outstanding debts must be resolved before registering for classes.

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

## Prerequisites

### Definitions

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

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

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

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

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

**Recommended Preparation:** Certain course preparation is advised before students enter the target course. These recommendations indicate preparation that is considered advantageous-but not essential-to success in the target course.

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

## How to Demonstrate That You Have Met a Prerequisite

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

**A. COMPLETE THE PREREQUISITE COURSE AT IVC:** Complete the required prerequisite course at Irvine Valley College or the equivalent Saddleback College course with a satisfactory grade—that is, a grade of "A," "B," "C," or "P." You must see the IVC Counseling Center for the Saddleback College course equivalency list.

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

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

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

**C. TAKE THE IVC ASSESSMENT:** Complete an assessment exam at IVC. In some cases, students may clear prerequisites in writing and mathematics through assessment (see *Assessment and Placement* for more information).

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

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

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

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

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

## Auditing Classes

Irvine Valley College does not permit auditing of classes.

## Adding Classes

### **Full-term Classes - Fall and Spring:**

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

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

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

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

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

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

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

### **8-week, Summer Session and Short-term Classes:**

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

### **Open-Entry/Open-Exit Classes:**

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

## Attendance

Students are expected to attend classes regularly. Failure to attend can affect performance, which may be taken into consideration by instructors when assigning grades. An instructor may drop students who fail to attend the first meeting of any class for which they have officially enrolled unless prior arrangements have been made with the instructor.

Instructors may also drop a student from a class when the student is absent for a total of two instructional hours per credit unit or after six cumulative instructional hours. However, it is always the student's responsibility to officially withdraw from classes. In no case should students presume they have been dropped by the instructor.

## **Waitlists**

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

## **Student Photo ID**

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

## **Dropping Classes**

It is the student's responsibility to officially drop or withdraw from classes. Students may drop or withdraw from classes online *or* by filing a "Drop Card," available at the Office of Admissions and Records.

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

### **Deadlines for Dropping Classes:**

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

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

Drops after the 65% point are not allowed except under narrowly defined extenuating circumstances. These situations must be due to substantiated illness, accident, or events beyond the student's control that prohibit continuation in classes. By law, all classes remaining on the student's record after the 65% point require that a grade be issued. For important deadlines for specific classes, students should log on to the IVC website and locate their classes in the index of the current semester's class schedule.

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

## **Repeating Courses**

**See the Policies and Standards section for information about grades for repeated courses.**

**Course Repetition to Alleviate Substandard Academic Work or After Withdrawal:** A student may repeat a course in an effort to alleviate substandard (D, F, NP and NC) academic work or after withdrawing (W). Students may repeat a nonrepeatable course for a maximum of two enrollments within the District except in limited circumstances as described below. Students do not need to petition for a first repeat of a course or a second repeat of a course. Once the

student has received a satisfactory grade (A, B, C, CR, or P), the student may not repeat the course again except as described in the "Course Repetition Due to Special Circumstances." Only the first two substandard grades may be annotated as repeated on the transcript. Substandard grades earned beyond the first two will be calculated in the student's grade point average, but units completed will be excluded from the cumulative total.

**Course Repetition Due to Special Circumstances:** Students may be permitted to repeat a non-repeatable course where a satisfactory grade has been earned only in the following special circumstances. Students must petition and submit appropriate supporting documentation to the Admissions and Records Office for the college at which the student seeks to enroll.

1. **Legally Mandated Training Requirement:** A student may repeat a course an unlimited number of times where it is required to meet a legally mandated training requirement as a condition of continued volunteer or paid employment. A student may repeat such courses any number of times, regardless of whether they previously received substandard grades.
2. **Employment of Licensing Requirement:** A student may repeat a course needed for employment because of a significant change in industry or licensure standards.
3. **Significant Lapse of Time:** A student may repeat a course in which a satisfactory (A, B, C, P or CR) was previously earned AND an institution of higher learning has an established residency requirement of not less than three years AND the student is unable to satisfy this requirement without repeating the course.
4. **Extenuating Circumstances:** A student may be permitted to repeat a course where extenuating circumstance or extraordinary conditions existed. Extenuating circumstances are verified cases of accidents, illness or other circumstance beyond the control of the student. Extraordinary conditions are fire, flood or other large scale catastrophic events.
5. **Disabled Student Programs and Services:** A student with verified disabilities may repeat a course designated as "special course" for students any number of times when an individualized determination verifies that such repetition is required as a disability related accommodation for the student for one of the reasons specified in Title 5, Section 56029. All units and grades earned will be calculated in the student's grade point average.
6. **Military Service:** A student who has been approved for a military withdrawal (MW) shall be allowed to repeat a course.
7. **Cooperative Work Experience:** A student may enroll any number of times and earn up to a total of 16 units in cooperative work experience subject to the following conditions:
  - a. Repetition of cooperative work experience education courses is limited to a maximum of six units in general work experience education.
  - b. A maximum of eight units may be earned during one enrollment period in occupational work experience education.

**Repeatable Courses:** The following types of courses may be designated as repeatable:

1. Courses required by CSU or UC for completion of a bachelor's degree.
  - a. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree;
  - b. The district must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of the bachelor's degree.
2. Intercollegiate athletic courses.
  - a. A student may repeat a course in which student athletes enroll to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport.
3. Intercollegiate academic or vocational competition courses.

- a. A student may repeat courses that are designed specifically for participation in non-athletic competitive events between students from different colleges.
- b. Enrollment in the course is limited to no more than four times. This enrollment limitation applies even if the student receives a substandard grade or "W" during one or more of the enrollments. Skills based courses that are repeatable shall be identified and designated in the college catalogs. Courses that are similar in content shall be grouped into a family of courses, (e.g. drawing). Students are restricted to a maximum of four enrollments in courses designated as repeatable or in a family of courses. This limit applies even if the student receives substandard grades (D, F, NC, or NP) or withdrawal (W), or petitions due to extenuating circumstances. Students with disabilities can repeat a special class for students with disabilities any number of times when an individualized determination verifies that such repetition is required as a disability related accommodation for the student for one of the reasons specified in Title 5, Section 56029. Students are permitted to repeat an occupational work experience course if a college only offers one course in occupational work experience in a given field and that course is not offered as a variable unit open/entry course. Where only one occupational work experience course is offered subject to the above conditions, students may be permitted to repeat this course any number of times so long as they do not exceed the limit on the number of units of cooperative work experience specified in Title 5, Section 55253(a).

## Reenrolling

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

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

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

- **Significant Lapse of Time:** Only students whose last enrollment resulted in a passing grade may qualify for this exception. To repeat a specific course, the course or program must have a recency prerequisite of not less than three years as a condition of admission to a program offered at the University of California or the California State University. Students must provide documentation for the program's requirement. The grade earned when the class is repeated will be used for GPA computation. The previous grade will be annotated as a repeat and will not be counted in GPA computation.
- **Extenuating Circumstances:** Students may request to repeat a course in the event one of the previous grades earned was in part due to Extenuating Circumstances defined as documented cases of accident, injury or other circumstance beyond the student's control. Students are responsible for providing necessary documentation and clearly demonstrating the circumstances were beyond their control.
- **Legally Mandated Training:** Students may repeat a course if that course is legally mandated (by law or statute) and is a condition of the student's paid or volunteer employment. Students must supply the law or statute which requires the training and evidence that their employer or potential employer requires this training as a condition of employment.
- **Significant Change in Industry of Licensure:** Students may repeat a course if there has been a significant change in the industry or licensure standards since the student previously completed the course AND the student must take the course again for employment and licensure. Students must provide supporting documentation that clearly meets both conditions.

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

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

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

## Tuition and Fee Information

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

### Enrollment Fee

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

- Concurrently enrolled high school students-9th through 12th grade.

*Note:* Other fees are not waived through this program.

- Students with the Board of Governors (BOG) Fee Waiver. More information can be obtained through the Financial Aid Office.

- Students with the California Department of Veterans Affairs' Waiver. More information can be obtained through the Bursar's Office.

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

### Instructional Materials Fee

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

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

### Health Fee

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

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

- Students who are attending the college under an approved apprenticeship training program (Education Code section 76355).\*

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

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

## **Associated Students of Irvine Valley College (ASIVC) Activity Sticker**

**\$10 per semester:** The ASIVC activity sticker provides no-cost entry to Student Life events and activities; access to the ASIVC Member Student Lounge/Game Room (SSC 260 K), which includes billiards, table tennis, foosball, and a TV/gaming room; multicultural events and programs; campus athletic events; discounted Regal Cinemas movie tickets; access to the ASIVC member theme park self-service e-ticket kiosk; an IVC Cafeteria discount (with valid ASIVC photo ID); an opportunity to apply for an ASIVC scholarship; and many more benefits.

## **Transcript or Enrollment Verification Fee**

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

## **Returned Check Fee**

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

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

## **Parking Fee**

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

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

*\*Board of Governors (BOG) Waivers are eligible for a discounted rate on select parking permits.*

### **Annual/Semester Parking Permits**

Annual permits cover the academic school year, and are only available for purchase during the fall semester. Annual permits will be valid through August 31, 2017. All automobile annual and semester parking permits are sold online

through MySite and will be mailed to the address provided by the student. If the student does not have a MySite account (e.g. Community Education students), the permit may be ordered by visiting the Campus Police Department (CP 100). Motorcycle permits are sold in the Campus Police Department. IVC annual parking permits are also valid at Saddleback College and ATEP in the same type of parking space.

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

Daily parking permits can be purchased at permit dispensers near the entrances of parking lots 2, 5, 8 and 10. Daily permits are also available at the Campus Police Department (CP 100). (Permits are **not** sold at the Bursar's Office.) These permits are not valid at Saddleback College or ATEP. Properly displayed permits are valid in student parking only.

## **Nonresident Student Fees**

**Nonresident student fee amounts are effective beginning in the Fall 2017 semester. These fees are assessed in addition to the fees applicable to students who are residents of the State of California:**

- **Tuition Fee-\$256 per semester unit, required of all nonresident students.**

**Nonresident Tuition Fee Exemptions:** The law exempts certain nonresidents from paying the nonresident tuition fee. More information can be obtained through the Office of Admissions and Records.

- **Application Processing Fee-\$54 per application,** required of all international students. This fee is nonrefundable.
- **Capital Outlay Fee-\$74 per unit,** required of all nonresident students, in addition to the Tuition Fee.

## **Refunds**

**Important:** Refunds are not processed automatically and must be requested by the student. If classes have been dropped online or in person, the refund request form is still required to be submitted. Students may choose to leave a credit on the student account to cover future enrollment charges.

Students are eligible for a full refund of most fees, provided they have officially dropped or withdrawn from classes prior to the refund deadline or their classes have been canceled by the college. The refund deadline, and all other pertinent dates for each respective class, can be viewed within the class details found in the online Class Schedule. Classes can be dropped through MySite or in person at the Office of Admissions and Records. There is no refund for classes added after the refund deadline date. Also, refunds are not available for any instructor drop that is initiated after the refund deadline.

If eligible for a refund, a check refund will only be authorized if the original payment was made by cash or a check, or if the original payment is older than a year. To be eligible for a credit card refund, the original payment must have been made by a credit card within the last year. All refund requests must be submitted online by using the Refund Request Form. Please view the Refund Process page for more information on how to obtain the refund. Please do not email your credit card information, as email is not a secure communication method. Once the request is submitted online, the submitter will receive an initial email confirming the submission at the email address provided on the refund request form. After the Bursar's Office has reviewed the request and the respective student account, a second email will be sent providing an authorization for the refund. The second email will contain the amount of refund next to the type of refund (check, VISA, MasterCard, Discover). If the authorized type of refund is a check, please verify that the mailing address on the student's MySite student profile is up to date. Otherwise, the refund will not be successfully delivered. If the authorized type of refund is a credit card, the student must call or come in-person to the Bursar's Office in order to complete the refund transaction. The student must be the one to call or come in-person to the Bursar's Office with the 16 digit credit card number and expiration date to complete the refund. Even if a third party has made the

payment on behalf of the student, the student must still be the one who completes and claims the refund. Also, in the event that the refund type is a check, the check refund will be made payable in the student name.

## Parking Fee Refunds

Please refer to the South Orange County Community College District Traffic & Parking Regulations, which can be viewed online at [campuspolice.ivc.edu/Pages/parkingreg.aspx](http://campuspolice.ivc.edu/Pages/parkingreg.aspx), for all information regarding refunds of parking fees. Fees are only refunded when a class is canceled by the college within 30 days of the start of classes due to insufficient enrollment and students are not enrolled in any other classes at the college during the semester; or if the student officially withdraws from all of their on-campus classes prior to the last day to drop the classes for refund eligibility.

**Important:** The permit must be received by Campus Police within the first four weeks of a regular term, or within the first two weeks of an eight-week term, if the student only enrolled in an eight-week term within a regular term or summer session. Parking permits not received by Campus Police within the timeframe given are not subject to refund. For parking regulations, please see the Policies and Standards section.

## Graduation Requirements

### Earning a Certificate

*Note: This section contains information about earning a certificate. To view a list of all available IVC certificates, visit Program, Degree and Certificate List in Alphabetical Order.*

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

### Waiver of Certificate Requirements

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

### Application for Evaluation

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

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

# **Certificates of Achievement**

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

## **Certificate of Achievement Requirements**

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

### **To earn the certificate of achievement students must**

1. Complete all of the courses in the certificate program with grade of "A," "B," "C," or "P."
2. Complete a minimum of 50% of the units in the certificate program at Irvine Valley College. See counselor for assistance.
3. Submit an online application for evaluation (in MySite) with the Office of Admissions and Records in order to receive the certificate.

## **Certificate of Achievement in California State University General Education-Breadth (CSUGE-Breadth):**

Students may earn a certificate of achievement by completing a minimum of 39 units of the California State University (CSU) General Education Certification pattern (2018-19 CSU General Education Requirements). For the most current version of this chart, please consult a counselor.

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

Students may earn a certificate of achievement by completing a minimum of 37 units of the IGETC pattern (2018-19 IGETC Requirements). For the most current version of this chart, please consult a counselor.

# **Certificates of Proficiency**

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

## **Certificate of Proficiency Requirements**

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

### **To earn the certificate of proficiency students must**

1. Complete all of the courses in the certificate program with grade of "A," "B," "C," or "P."
2. Complete a minimum of 50% of the units in the certificate program at Irvine Valley College. See counselor for assistance.
3. Submit an online application for evaluation (in MySite) with the Office of Admissions and Records in order to receive the certificate.

## Certificates of Competency

Certificates of competency are granted for the completion of specified non-credit courses. These state approved certificates are designed to acknowledge basic competencies for students who progress in specific skills. Certificates of competency are transcribed and recorded on the student's academic record at the college.

## Certificate of Competency Requirements

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

**To earn the certificate of competency students must**

1. Complete all of the courses in the certificate program with grade of "P."
2. Complete all of the courses in the certificate program at Irvine Valley College. See counselor for assistance.

## Earning an Associate Degree

*Note: This section contains information about earning a degree. To view a list of all available IVC degrees, visit Program, Degree and Certificate List in Alphabetical Order.*

## Associate in Arts (AA) and Associate in Science (AS) Degrees

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

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

Graduation requirements for an associate degree are explained here: 2018-19 Associate Degree General Education Requirements. For the most current version of this chart, please consult a counselor.

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

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

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

At the time of catalog publication, a student may earn an AA-T or AS-T in more than two dozen topics. To view a full list, visit Program, Degree and Certificate List by Degree Type and scroll down to the AA-T or AS-T section. See a counselor and visit [adegreewithaguarantee.com](http://adegreewithaguarantee.com) or [www.ivc.edu/catalog](http://www.ivc.edu/catalog) for more information and updates.

## **Requirements for the AA-T and AS-T Degrees**

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

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the degrees section of this catalog. All courses in the major must be completed with a grade of "C" or better. (Title 5 § 55063).
4. Certified completion of the California State University General Education-Breadth pattern (2018-19 CSU General Education Requirements); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern (2018-19 IGETC Requirements). For the most current version of these charts, please consult a counselor.

## **Multiple Majors**

For AA and AS degrees, students may elect to complete the requirements for more than one departmental major under the following conditions:

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

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

## **Associate Degree Graduation Requirements**

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

**1. Major Requirement**

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

**2. Unit Requirement**

**Complete a minimum of 60 units of credit.** Courses numbered 1-299 at IVC are applicable toward the Associate in Arts (AA) and Associate in Science (AS) degrees; however, IVC courses numbered 200-299 are typically nontransferable to UC and CSU and may not apply toward the AA-T or AS-T degrees. Students may count only one English course below transfer-level freshman composition (Writing 201 at IVC) as credit toward the associate degree. Writing 1 or Writing 1 Honors 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 courses transferred to the college except basic skills courses. A grade of "A," "B," "C," or "P" is required for all courses to be counted toward the major (AA, AS, AA-T, or AS-T).

**4. Residency Requirement (AA, AS)**

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

**5. General Education Requirements**

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

Complete A, B, or C:

- A. The Irvine Valley College Associate Degree General Education Requirements (2018-19 Associate Degree General Education Requirements), **or**
- B. The California State University General Education Breadth Certification Pattern (2018-19 CSU General Education Requirements), **or**
- C. The Intersegmental General Education Transfer Curriculum (2018-19 IGETC Requirements).

*NOTE: For the most current version of these charts, please consult a counselor. Students pursuing an AA-T or AS-T must choose option B or C above. See AA-T/AS-T requirements below.*

**6. Competency Requirement (AA, AS)**

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

**AND**

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

## Instructions For AA-T and AS-T Majors:

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

1. Complete 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Complete units in the major as detailed in the degree section of this catalog. All courses in the major must be completed with a grade of "C" or better.
4. Certified completion of the California State University General Education-Breadth pattern (2018-19 CSU General Education Requirements); OR the Intersegmental General Education Transfer Curriculum pattern (2018-19 IGETC Requirements). For the most current version of these charts, please consult a counselor.

# **Filing Deadlines: Degrees and Certificates**

**Fall 2018:**      **September 15, 2018**

**Spring 2019:**    **February 1, 2019**

**Summer 2019:**    **June 1, 2019**

**Deadlines are subject to change without notice.**

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

**Students must submit their online application for graduation with the Office of Admissions and Records by February 1, 2019, to participate in the May 2019 commencement ceremony.** Information about graduation, including application deadlines, is available online on the admissions page of the college's website: [admissions.ivc.edu](http://admissions.ivc.edu)

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

*Online applications for CSU GE Breadth or IGETC certification have no filing deadlines and are processed when coursework is completed. Please note that students who receive CSU GE Breadth and IGETC certifications also receive a certificate of achievement and are eligible to participate in commencement. Students who wish to attend commencement should apply by February 1, 2019.*

## **CSU GE Breadth and IGETC Certification**

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

## **Filing an Application for CSU GE Breadth or IGETC Certification**

**Certification for CSU and IGETC is not awarded automatically.** Students who expect to complete transfer certification must log on to MySite and submit an online application with the Office of Admissions and Records in the semester that certification is to be completed. Official transcripts from other colleges must be on file or included when filing an application. Official high school transcripts should also be filed for IGETC certification. Online applications

for certification have no filing deadlines and are processed when coursework is completed. Students who complete CSU GE Breadth or IGETC certification will also receive a certificate of achievement in CSU GE Breadth or IGETC certification. Those wishing to participate in the May commencement ceremony should familiarize themselves with commencement deadlines and guidelines. Information about graduation, including application deadlines, is also available online on the admissions page of the college's website: [www.ivc.edu](http://www.ivc.edu). For the CSU certification pattern, see 2018-19 CSU General Education Requirements. For the IGETC pattern, see 2018-19 IGETC Requirements. For the most current versions of these charts, please consult a counselor.

#### **Submitting an Application for Graduation**

Associate degrees are not awarded automatically. Students who expect to graduate from the college must log on to MySite and submit an online application for a degree with the Office of Admissions and Records. Students who apply for degrees or certificates by **February 1, 2019**, will be evaluated for participation in May commencement ceremonies. Responsibility for filing this application rests with the student, and transcripts for all college work attempted must be on file for the application to be accepted.

## **Commencement**

Commencement is held once a year, in May, for students who have completed the requirements for their degree or certificate of achievement any semester during the year, including the prior summer session. **Students must submit their online application for graduation with the Office of Admissions and Records by February 1, 2019, to participate in the May commencement ceremony.** Information about graduation, including application deadlines, is available online on the admissions page of the college's website: [www.ivc.edu](http://www.ivc.edu).

## **Second Degree Requirements**

### **Students with Baccalaureate Degrees or Higher Degrees**

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

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

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

## **Transfer Credit from Foreign Institutions**

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

## **Students with Associate Degrees from Other Colleges**

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

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

## **Students with Prior Degrees from Irvine Valley College**

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

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

## **General Education**

### **Philosophy of General Education**

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

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

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

## **General Education Categories**

### **Language and Rationality**

#### **Reading and Writing**

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

## **Speaking**

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

## **Critical Thinking**

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

## **Mathematics**

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

## **American Institutions**

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

## **Natural Sciences**

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

Courses that fulfill this requirement should include an examination of physical and life science concepts, principles, theories, and laws. They should expose students to the methods of conducting scientific investigation in laboratory and field settings through observation; the collection, synthesis, and analysis of data; making calculations; graphing and

drawing; and explaining conclusions. Finally, these courses should help students integrate the methods and concerns of the empirical sciences with technology and their applications in our daily lives.

## **Social Sciences**

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

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

## **Humanities**

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

## **Fine Arts and Languages**

### **Fine Arts**

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

### **Languages**

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

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

## **Cultural Diversity**

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

## **Lifelong Health and Personal Development**

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

# **IVC Associate Degree General Education Requirements**

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

# IRVINE VALLEY COLLEGE

## General Education Requirements for AA/AS Degrees 2018-2019 ADVISING FORM

For more specific information, please see a counselor before enrolling in these courses.

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

<i>Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP or CLEP</i> C=COMPLETED IP=IN PROGRESS N=NEEDED	C	IP	N
<b>AREA 1: LANGUAGE AND RATIONALITY</b> —Complete one course in each of the following three categories (A, B, and C).			
<b>1A: READING AND WRITING:</b> WRITING 1, 1H (For Category A, course must be completed with a grade of C or better.)			
Course from other college: _____ College: _____			
<b>1B: SPEAKING: COMMUNICATION STUDIES 1, 1H, 3*</b>			
* May be applied to Speaking or Critical Thinking, not both.			
Course from other college: _____ College: _____			
<b>1C: CRITICAL THINKING:</b>			
COMMUNICATION STUDIES 2, 3*	READING 74		
PHILOSOPHY 3	WRITING 2, 2H		
PSYCHOLOGY 2, 13, 13H			
* May be applied to Critical Thinking or Speaking, not both.	† May be applied to Critical Thinking or Mathematics, not both.		
Course from other college: _____ College: _____			
<b>AREA 2: MATHEMATICS</b> —Complete one of the following courses with a grade of C or better.			
BIOLOGY 7	MANAGEMENT 10°, 10H°		
COMPUTER SCIENCE 6A°, 6B°	PSYCHOLOGY 10, 10H		
ECONOMICS 10°, 10H°	MATHEMATICS 2, 3A, 3AH, 3B, 3BH, 4A, 5, 8, 10, 11, 20, 24, 24H, 26, 30°, 31°, 124, 253		
Course from other college: _____ College: _____	AP/CLEP: _____		
<b>AREA 3: NATURAL SCIENCES</b> —Complete one of the following courses.			
ANTHROPOLOGY 1, 1 and 1L	ENVIRONMENTAL SCIENCE 1		
ASTRONOMY 20, 25	GEOGRAPHY 1, 1 and 1L		
BIOLOGY 1, 1 and 1L, 2, 5, 10, 11, 12, 15, 16, 19, 19H, 21, 80, 80H, 81, 81H	GEOLOGY 1, 2, 22, 23		
BIOTECHNOLOGY 70, 70 and 70L	LASER TECHNOLOGY 25		
CHEMISTRY 1A, 1B, 3, 4	MARINE SCIENCE 20		
EARTH SCIENCE 20	PHYSICS 2A, 4A, 20		
# May be applied to Natural Sciences or Social Sciences, but not both.	PSYCHOLOGY 3°, 3° and 3L, 3H° and 3L		
Course from other college: _____ College: _____	AP: _____		
<b>AREA 4: SOCIAL SCIENCES</b> —Complete one of the following courses.			
ADMINISTRATION OF JUSTICE 2, 4, 5, 8, 13	HISTORY 41‡		
ANTHROPOLOGY 2‡, 2H‡, 3‡, 4‡, 7‡, 9‡, 13	HUMAN DEVELOPMENT 7°, 15°, 130‡		
ECONOMICS 1, 1H, 2, 2H, 6°, 13, 20, 20H	MANAGEMENT 1, 68‡, 269‡		
ENVIRONMENTAL STUDIES 1, 6°	POLITICAL SCIENCE 1†, 1H†, 3, 4, 6‡, 7, 12, 12H, 14, 14H, 17‡, 21, 41‡		
GEOGRAPHY 2‡, 3‡, 3H‡, 20, 38	PSYCHOLOGY 1, 1H, 2, 3°, 3H°, 5, 5H, 6, 7°, 9, 11, 20, 30°, 32, 37, 37H		
GENDER STUDIES 10°, 20*	SOCIOLOGY 1, 1H 2, 3‡, 10, 15°, 19‡, 20‡, 23, 30°		
GLOBAL STUDIES 1‡, 2‡	SUSTAINABILITY & RESOURCE MANAGEMENT		
HEALTH 5, 6, 7	80, 85, 90		
† May be applied to Social Sciences or American Institutions, not both.			
* May be applied to Social Sciences or Humanities, not both.	# May be applied to Natural Sciences or Social Sciences, but not both.		
‡ May be applied to both Cultural Diversity and the other general education category in which the course is listed.			
Course from other college: _____ College: _____	AP/CLEP: _____		
<b>AREA 5: CULTURAL DIVERSITY</b> —Complete one of the following courses.			
ANTHROPOLOGY 2‡, 2H‡, 3‡, 4‡, 7‡, 9‡	HUMAN DEVELOPMENT 130‡		
ART HISTORY 22‡, 23‡, 27‡	HUMANITIES 20‡, 21‡, 22‡, 27‡		
COMMUNICATION STUDIES 9‡	JAPANESE 21‡, 23‡		
DANCE 3‡, 34‡, 35‡, 61‡	KINESIOLOGY 97		
GEOGRAPHY 2‡, 3‡, 3H‡	LITERATURE 46‡		
GLOBAL STUDIES 1‡, 2‡	MANAGEMENT 68‡, 269‡		
HEALTH 6, 7	MUSIC 2H, 21‡, 27‡		
HISTORY 1‡, 1H‡, 2‡, 30‡, 33‡, 40‡, 41‡*	POLITICAL SCIENCE 6‡, 17‡, 41‡°		
# May be applied to both Cultural Diversity and the other general education category in which the course is listed.	SIGN LANGUAGE 23‡		
Course from other college: _____ College: _____	SOCIOLGY 3‡, 19‡, 20‡		

*Continues*

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

<i>Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP or CLEP</i> C=COMPLETED IP=IN PROGRESS N=NEEDED			C	IP	N
<b>AREA 6: HUMANITIES</b> —Complete one of the following courses.	JOURNALISM 40, 41	LITERATURE 1, 7, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 43, 45, 46‡, 48*, 49			
ETHNIC STUDIES 10, 20	PHILOSOPHY 1, 2, 5‡, 10, 11	POLITICAL SCIENCE 5‡, 41‡			
GENDER STUDIES 10*, 20*	HUMANITIES 1, 1H 2, 3, 4, 10, 20‡, 21‡, 22‡, 27‡, 50, 70, 71, 71H, 72, 72H, 73, 74‡	WRITING 10+, 11+, 13+, 14+, 15+			
JAPANESE 21‡, 23‡					
<small>† May be applied to Humanities or American Institutions, not both. * May be applied to Social Sciences or Humanities, not both.            ‡ May be applied to both Cultural Diversity and the other general education category in which the course is listed.            + May be applied to Humanities or Fine Arts and Languages, not both.</small>					
Course from other college: _____	College: _____	AP/CLEP: _____			
<b>AREA 7: FINE ARTS AND LANGUAGES</b> —Complete one of the following courses.	JAPANESE 1, 1H, 2, 2H, 3, 4, 10	MUSIC 1, 2H, 3, 4, 5, 6, 7, 20, 20H, 21‡, 27‡, 28, 38, 39, 40, 42, 44, 46, 54, 55, 56, 57, 59, 62, 65, 80, 81, 82, 83, 84, 85, 86, 87, 113			
ART 40, 41, 42, 50, 52, 53, 62, 64, 80, 81, 82, 85, 86, 186, 195	PHOTOGRAPHY 1‡, 51‡, 52‡	SIGN LANGUAGE 21, 22, 23‡, 24			
ART HISTORY 1‡, 4, 5, 20, 22‡, 23‡, 24, 25, 26, 27‡, 28, 29, 30, 31,	SPANISH 1, 1H, 2, 3, 4, 10, 11	THEATRE ARTS 1, 9, 10, 15, 15A/15B*, 16, 16A/16B*, 17, 7A/17B*, 18, 18A/18B*, 19, 19A/19B*, 20, 21, 22, 25, 25H, 26, 26H, 27, 30‡, 35‡, 40, 41, 42, 43, 44, 45, 46, 47, 51, 52, 61, 62, 63, 64, 65, 71, 72, 74, 75			
CHINESE 1, 2, 3	FRENCH 1, 1H/2, 3, 4, 10, 11	WRITING 10+, 11+, 13+, 14+, 15+			
COMMUNICATION STUDIES 3, 9, 10, 30‡, 35‡, 106A, 106B, 106C					
DIGITAL MEDIA ART 10, 40, 50‡, 51‡, 52‡, 55, 56, 65, 195					
DANCE 1, 1A/1B*, 2‡, 3‡, 5, 6, 7, 12, 13, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 30, 33, 34‡, 35‡, 36, 37, 38, 39, 40, 41, 42, 48, 50, 55, 57, 58, 61‡, 62, 65A, 65B, 65C, 66A, 66B, 66C, 67A, 67B, 67C, 68, 69, 70, 71, 72, 73, 75, 77, 78, 85, 91, 281					
INTERACTIVE MEDIA ART 27, 30, 40, 96					
<small>* Students must complete both courses in an A/B sequence to receive general education credit.            ‡ May be applied to both Cultural Diversity and the other general education category in which the course is listed.            + May be applied to Humanities or Fine Arts and Languages, not both.</small>					
Course from other college: _____	College: _____	AP/CLEP: _____			
<b>AREA 8: AMERICAN INSTITUTIONS</b> — Complete one of the following courses.					
HISTORY 20†, 21†	KINESIOLOGY: ADAPTED 1				
POLITICAL SCIENCE 1‡, 1H‡	KINESIOLOGY 3A, 3B, 3C, 4, 5, 6, 10, 11, 12, 13, 20, 22, 23, 25, 26, 27, 28, 32, 61, 62, 63, 64, 71, 72, 73, 74, 76, 77, 78, 79, 81, 82, 83, 84, 99, 223, 224				
† May be applied to American Institutions or Humanities, not both. ‡ May be applied to American Institutions or Social Sciences, not both.	NUTRITION 1, 2				
Course from other college: _____	College: _____	AP: _____			
<b>AREA 9: LIFELONG HEALTH AND PERSONAL DEVELOPMENT</b> —Complete at least one course in any two of the following categories.	PSYCHOLOGY 33				
<small>Military service credit (DD214) clears Area 9.</small>					
<b>9A: HEALTH AND WELLNESS:</b>					
BIOLOGY 44, 71					
COUNSELING 4†, 6 H	KINESIOLOGY 3A, 3B, 3C, 4, 5, 6, 10, 11, 12, 13, 20, 22, 23, 25, 26, 27, 28, 32, 61, 62, 63, 64, 71, 72, 73, 74, 76, 77, 78, 79, 81, 82, 83, 84, 99, 223, 224				
DANCE 51†, 51A/51B*†, 70, 90, 91, 92					
HEALTH 1, 3, 131					
INTERCOLLEGiate ATHLETICS 1, 1A, 2, 3, 4, 6, 7, 9, 10, 12, 13, 15, 18, 19, 20, 121					
<small>* Students must complete both courses in an A/B sequence to receive general education credit. † May be applied to area 9A or 9C, not both.</small>					
Course from other college: _____	College: _____				
<b>9B: INFORMATION ACCESS:</b>					
COMPUTER INFORMATION MANAGEMENT 103, 107, 117, 201A, 201B, 201C, 209, 210.1, 210.2					
ENTREPRENEURSHIP 117					
LIBRARY 10, 11, 112					
READING 171					
Course from other college: _____	College: _____				
<b>9C: PERSONAL AND PRACTICAL RESOURCES:</b>					
ACCOUNTING 206	ENTREPRENEURSHIP 200				
COUNSELING 1, 1H, 2, 4†, 10, 100A, 100B, 102, 103, 120, 150	HEALTH 2				
DANCE 45, 46, 47, 51†, 51A/51B†, 52, 53, 54, 68, 69, 72, 78, 86, 87, 88, 93, 94, 95, 96, 253	HUMAN DEVELOPMENT 270				
ECONOMICS 105‡	KINESIOLOGY 85, 100				
ELECTRICAL TECHNOLOGY 101	LEGAL 21				
Course from other college: _____	College: _____	MANAGEMENT 105‡, 125			
	TUTORING 100				

Students are encouraged to see a counselor by appointment to discuss the IVC General Education option as part of an educational plan. Counselors are available by appointment through the Counseling Office, 949-451-5319. 06/27/18

# **California State University (CSU) General Education Breadth Certification**

**For more specific information or the most current version of the form, please see a counselor before enrolling in these courses.**

# IRVINE VALLEY COLLEGE

## California State University General Education-Breadth (CSUGE-Breadth)

### 2018-2019 ADVISING FORM

FOR CSU ADMISSION REQUIREMENTS, COURSES IN AREAS A1, A2, A3, AND B4 MUST BE COMPLETED WITH A GRADE OF "C-" OR BETTER.

FOR MORE SPECIFIC INFORMATION, PLEASE SEE A COUNSELOR.

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

<i>Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP, CLEP or IB.</i> <small>C=COMPLETED IP=IN PROGRESS N=NEEDED</small>	C	IP	N
<b>AREA A: ENGLISH LANGUAGE COMMUNICATION AND CRITICAL THINKING</b> —A minimum of 9 semester units or 12–15 quarter units, including one course from each of the three categories below.			
<b>A1: ORAL COMMUNICATION:</b> COMMUNICATION STUDIES 1, 1H, 3*			
Course from other college: _____ College: _____			
* Credit given in Area A1 or Area A3, not both.			
<b>A2: ENGLISH COMPOSITION:</b> WRITING 1, 1H			
Course from other college: _____ College: _____ AP: _____			
<b>A3: CRITICAL THINKING:</b>			
COMMUNICATION STUDIES 2, 3*; PHILOSOPHY 3; PSYCHOLOGY 13, 13H; READING 74; WRITING 2, 2H			
Course from other college: _____ College: _____			
* Credit given in Area A1 or Area A3, not both.			
<b>AREA B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING</b> —A minimum of 9 semester units or 12–15 quarter units with at least one course each from Physical Science and Life Science (at least one to contain a lab component), and one course from Mathematics/Quantitative Reasoning. <u>Underlined</u> courses have a lab component that also meet area B3.			
<b>B1: PHYSICAL SCIENCE:</b>			
ASTRONOMY 20, 25 BIOLOGY 10 CHEMISTRY 1A, 1B, 3, 4, <u>12A</u> , 12B EARTH SCIENCE 20			
GEOGRAPHY 1, <u>1/L</u> , 10, 10H GEOLOGY 1, 2, 3, <u>22</u> , 23 MARINE SCIENCE <u>20</u> PHYSICS <u>2A</u> , <u>2B</u> , <u>4A</u> , <u>4B</u> , 20			
Course from other college: _____ College: _____ AP/CLEP/IB: _____			
<b>B2: LIFE SCIENCE:</b>			
ANTHROPOLOGY 1, 1H, <u>1/L</u> , <u>1H/L</u> BIOLOGY 1, 1H, <u>1/L</u> , <u>1H/L</u> , 2, 3, 5, 11, 12, 15, <u>16</u> , 19, <u>19H</u> , 21, 30, <u>32</u> , 43, 55, 71, 72, <u>80</u> , <u>81</u> , <u>82</u> , <u>83</u> BIOTECHNOLOGY 70, <u>70/70L</u> PSYCHOLOGY 3A, <u>3A/L</u> , <u>3A/3L</u> , <u>3H/3L</u>			
Course from other college: _____ College: _____ AP/CLEP/IB: _____			
▲ Credit given in Area B2 or D, not both.			
<b>B3: LABORATORY ACTIVITY</b> —Any laboratory science course <u>underlined</u> in categories B1 and B2 meets this requirement.			
Course from other college: _____ College: _____ AP/CLEP/IB: _____			
<b>B4: MATHEMATICS/QUANTITATIVE REASONING:</b>			
COMPUTER SCIENCE 6A°, 6B° ECONOMICS 10°, 10H°			
MANAGEMENT 10°, 10H° MATH 2, 3A, 3AH, 3B, 3BH, 4A, 5, 8, 10, 11, 20, 24, 24H, 26, 30°, 31°, 124 PSYCHOLOGY 10, 10H			
Course from other college: _____ College: _____ AP/CLEP/IB: _____			
<b>AREA C: ARTS AND HUMANITIES</b> —A minimum of 9 semester units or 12–15 quarter units with at least one course each in Arts and Humanities. # Credit given in Area C or Area D, not both.			
<b>C1: ARTS (ARTS, CINEMA, DANCE, MUSIC, THEATRE):</b>			
ART 40, 42, 80 ART HISTORY 1°, 4, 5, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 50° COMMUNICATION STUDIES 10, 30° DANCE 77, 78, 85			
DIGITAL MEDIA ART 50° MUSIC 1, 20, 20H, 21°, 27, 28 PHOTOGRAPHY 1° THEATER ARTS 1, 8, 10, 20, 21, 22, 25, 25H, 26, 26H, 27, 29H, 30, 40			
C1			
<b>C2: HUMANITIES (LITERATURE, PHILOSOPHY, FOREIGN LANGUAGE):</b>			
CHINESE 1, 2, 3 ETHNIC STUDIES 20 FRENCH 1, 1H, 2, 3, 4, 10, 11 HISTORY 1°, 1H°, 2°, 10, 11, 20°, 21°, 25°, 30°, 51°, 51H° HUMANITIES 1, 1H, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 71H, 72, 72H, 73, 74° JAPANESE 1, 1H, 2, 3, 4, 10, 21, 23			
LITERATURE 1, 7, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 43, 45, 46, 48° PHILOSOPHY 1, 2, 5°, 10, 11 POLITICAL SCIENCE 5° SIGN LANGUAGE 21, 22, 23, 24 SPANISH 1, 1H, 2, 3, 4, 10, 11 WRITING 10, 11, 13			
C2			
<b>C1/C2: Course from other college:</b> _____ College: _____ AP/CLEP/IB: _____			
<b>C1/C2: Course from other college:</b> _____ College: _____ AP/CLEP/IB: _____			
<b>C1/C2: Course from other college:</b> _____ College: _____ AP/CLEP/IB: _____			

*Continues*

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

Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP, CLEP or IB. C=COMPLETED IP=IN PROGRESS N=NEEDED	C	IP	N
<b>AREA D: SOCIAL SCIENCES</b> —A minimum of 9 semester units or 12–15 quarter units with courses in at least two disciplines.			
ADMINISTRATION OF JUSTICE 2, 4, 8, 13 ANTHROPOLOGY 2, 2H, 3, 4, 7, 9, 13 COMMUNICATION STUDIES 5, 9 ECONOMICS 1, 1H, 2, 2H, 6°, 13, 20, 20H ENVIRONMENTAL SCIENCE 1, 6° ETHNIC STUDIES 10, 20‡ GENDER STUDIES 10, 20‡ GEOGRAPHY 2, 3, 3H, 20, 38 GLOBAL STUDIES 1, 2 HISTORY 1†, 1H†, 2†, 20†, 21†, 24, 25†, 30†, 33, 40, 41°, 51†, 51H†	HUMAN DEVELOPMENT 4, 7°†, 15° JOURNALISM 40 KINESIOLOGY 97 LEGAL 21 MUSIC 21 POLITICAL SCIENCE 1, 1H, 3, 4, 6, 7, 12, 12H, 14, 14H, 17, 21, 41° PSYCHOLOGY 1, 1H, 2, 3H, 5H, 6†, 7°†, 9, 11, 20, 30°, 32, 33†, 37, 37H SOCIOLGY 1, 1H, 2, 3, 10, 15°, 19, 20, 23, 30° SUSTAINABILITY AND RESOURCE MANAGEMENT 80, 85, 90		
† Credit given in Area D or Area E, not both. ‡ Credit given in one area only: Area C2 or D. ▲ Credit given in Area B2 or D, not both.			
Course from other college: _____	College: _____	AP/CLEP/IB: _____	
Course from other college: _____	College: _____	AP/CLEP/IB: _____	
Course from other college: _____	College: _____	AP/CLEP/IB: _____	
<b>AREA E: LIFELONG LEARNING AND SELF-DEVELOPMENT</b> —A minimum of 3 semester units or 4–5 quarter units, not all in physical activities. No more than 1.5 units of kinesiology activity courses and/or dance courses may be used to fulfill this requirement.			
BIOLOGY 44 COUNSELING 1, 4, 6, 6H, 10, 102, 103, 120, 150 DANCE 1, 1A, 1B, 2, 3, 5, 6, 7, 12, 13, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 30, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 45, 46, 47, 48, 50, 51, 51A, 51B, 52, 53, 54, 55, 57, 58, 60, 61, 62, 65A, 65B, 65C, 66A, 66B, 66C, 67A, 67B, 67C, 68, 69, 70, 71, 72, 73, 75, 86, 87, 88, 90, 91, 92, 93, 94, 95, 96 GENDER STUDIES 20† HEALTH 1, 3, 107, 131 HUMAN DEVELOPMENT 7°† INTERCOLLEGiate ATHLETICS 1, 1A, 2, 3, 4, 6, 7, 9, 10, 12, 13, 15, 18, 19, 20, 121 KINESIOLOGY: ADAPTED 1 KINESIOLOGY 3A, 3B, 3C, 4, 5, 6, 7, 11, 12, 13, 20, 22, 23, 25, 26, 27, 28, 61, 62, 63, 64, 71, 72, 73, 74, 76, 77, 78, 79, 81, 82, 83, 84, 97, 98 NUTRITION 1, 2 PSYCHOLOGY 6†, 7°†, 33† READING 171			
† Credit given in Area D or Area E, not both.			
Course from other college: _____	College: _____	CLEP: _____	
Course from other college: _____	College: _____	CLEP: _____	
Military Service Credit (DD-214): _____			
<b>CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS</b> — This CSU graduation requirement may be completed at IVC prior to transfer. One course from Political Science and one course from History. 6 semester units.			
POLITICAL SCIENCE: POLITICAL SCIENCE 1 AND HISTORY: HISTORY 20 OR 21	See counselor if American Government is completed out-of-state.		
Courses used to meet the American Institutions requirement may also be used in Area C and/or D only at the discretion of the CSU campus.			
Course from other college: _____	College: _____	AP/CLEP: _____	
Course from other college: _____	College: _____	AP/CLEP: _____	

**CERTIFICATION:**

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

# **Intersegmental General Education Transfer Curriculum (IGETC)**

**For more specific information or the most current version of the form, please see a counselor before enrolling in these courses.**

# IRVINE VALLEY COLLEGE

## Intersegmental General Education Transfer Curriculum (IGETC) 2018-2019 ADVISING FORM

Students should consult an IVC counselor before beginning the IGETC, especially if using coursework from Saddleback College 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 applying for transfer to the UC must have completed 60 UC-transferable units with a minimum GPA of 2.4 (2.8 for California nonresidents). Students applying for transfer to the CSU must have completed 60 CSU-transferable units with a minimum GPA of 2.0 (2.4 for California nonresidents).

**ALL IGETC COURSES MUST BE COMPLETED WITH A GRADE OF "A," "B," "C," OR "P." FOR "P" GRADES, STUDENTS ARE ALLOWED A LIMITED NUMBER OF UNITS—PREFERABLY NOT IN IGETC AREAS 1 AND 2 AND CERTAINLY NOT FOR MAJOR PREPARATION COURSES.**

For more specific information, please see a counselor before enrolling in these courses.

\* Transfer credit may be limited by UC, CSU, or both      ° Cross-listed course: Area credit given for one course only

Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP or IB C=COMPLETED IP=IN PROGRESS N=NEEDED	C	IP	N
<b>AREA 1: ENGLISH COMMUNICATION</b> <i>CSU: Three courses required, one each from Group A, B and C. UC: Two courses required, one each from Group A and B.</i>			
<b>1A: ENGLISH COMPOSITION</b> —One course, English Composition. 3 semester units, 4–5 quarter units. WRITING 1, 1H			
Course from other college: _____ College: _____ AP: _____			
<b>1B: CRITICAL THINKING—ENGLISH COMPOSITION</b> —One course, Critical Thinking—English Composition. 3 semester units, 4–5 quarter units. WRITING 2, 2H			
Course from other college: _____ College: _____			
<b>1C: ORAL COMMUNICATION (CSU requirement only)</b> —One course, Oral Communication. 3 semester units, 4–5 quarter units. COMMUNICATION STUDIES 1, 1H, 3			
Course from other college: _____ College: _____			
<b>AREA 2: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING</b> —At least one course. 3 semester units, 4–5 quarter units.			
<b>2A: MATH:</b> COMPUTER SCIENCE 6A°, 6B° ECONOMICS 10°*, 10H°*	MATHEMATICS 2*, 3A*, 3AH*, 3B, 3BH, 4A, 8*, 10*, 11*, 24, 24H, 26, 30°, 31° MANAGEMENT 10°*, 10H°* PSYCHOLOGY 10*, 10H*		
Course from other college: _____ College: _____ AP/IB: _____			
<b>AREA 3: ARTS AND HUMANITIES</b> —At least three courses, with at least one course from the Arts and one course from the Humanities. 9 semester units, 12–15 quarter units.			
<b>3A: ARTS:</b> ART HISTORY 1°, 4, 5, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 50° DANCE 77, 78 DIGITAL MEDIA ART 50° MUSIC 1, 20, 20H, 21, 27, 28 PHOTOGRAPHY 1° THEATRE ARTS 20, 21, 22, 25, 25H, 26, 26H, 27, 29H	HISTORY 1†, 1H†, 2†, 10, 11, 20†, 21†, 24, 25†, 30†, 33, 40, 41†, 51†, 51H† HUMANITIES 1, 1H, 2, 3, 4, 20, 21, 22, 27, 50, 70, 71, 71H, 72, 72H, 73, 74° JAPANESE 2, 3, 4, 10, 21, 23 LITERATURE 1, 7, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 43, 45, 46, 48° PHILOSOPHY 1, 2, 5°, 10, 11 POLITICAL SCIENCE 5°, 41° SIGN LANGUAGE 22, 23, 24 SPANISH 2, 3, 4, 10, 11	3A	
<b>3B: HUMANITIES:</b> CHINESE 2, 3 ETHNIC STUDIES 20 FRENCH 2, 3, 4		3A/3B	
‡ Credit given in Area 3B or 4, not both.			
3A Course from other college: _____ College: _____ AP/IB: _____			
3B Course from other college: _____ College: _____ AP/IB: _____			
3A/3B Course from other college: _____ College: _____ AP/IB: _____			

Continues

\* Transfer credit may be limited by UC, CSU, or both. Check UCTCA list.

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

<i>Circle courses taken at IVC • List courses taken at other colleges • Indicate name of test if requirement was met with AP or IB</i> C=COMPLETED IP=IN PROGRESS N=NEEDED		
C	IP	N
<b>AREA 4: SOCIAL AND BEHAVIORAL SCIENCES</b> —At least three courses from at least two disciplines or an interdisciplinary sequence. 9 semester units, 12–15 quarter units.		
ADMINISTRATION OF JUSTICE 2, 4, 8 ANTHROPOLOGY 2, 2H, 3, 4, 7, 9, 13 COMMUNICATION STUDIES 9 ECONOMICS 1, 1H, 2, 2H, 6°, 13, 20*, 20H° ENVIRONMENTAL SCIENCE 1, 6° ETHNIC STUDIES 10, 20‡ GENDER STUDIES 10, 20 GEOGRAPHY 2, 3, 3H, 20, 38 GLOBAL STUDIES 1, 2		
HISTORY 1†, 1H†, 2†, 20†, 21†, 25†, 30†, 51†, 51H† HUMAN DEVELOPMENT 4, 7°, 15° JOURNALISM 40 KINESIOLOGY 97 LEGAL 21 POLITICAL SCIENCE 1, 1H, 3, 4, 6, 7, 12, 12H, 14, 14H, 17 PSYCHOLOGY 1, 1H, 2, 3▲, 3H▲, 5, 5H, 6, 7°, 9, 11, 20, 30°, 32, 33, 37, 37H SOCIOLOGY 1, 1H, 2, 3, 10, 15°, 19, 20, 23, 30° SUSTAINABILITY AND RESOURCE MANAGEMENT 80, 85, 90		
‡ Credit given in Area 4 or 3B, not both. ▲ Credit given in Area 4 or 5B, not both.		
Course from other college: _____ College: _____ AP/IB: _____ Course from other college: _____ College: _____ AP/IB: _____ Course from other college: _____ College: _____ AP/IB: _____		
<b>AREA 5: PHYSICAL AND BIOLOGICAL SCIENCES</b> —At least two courses, one Physical Science course and one Biological Science course; at least one must include a laboratory. 7–9 semester units, 9–12 quarter units. <u>Underlined</u> courses have a laboratory component that satisfies area 5C.		
<b>5A: PHYSICAL SCIENCE:</b> ASTRONOMY 20, 25 <u>BIOLOGY 10, 55‡</u> <u>CHEMISTRY 1A, 1B, 3^, 4^, 12A, 12B</u> <u>EARTH SCIENCE 20*</u>  Course from other college: _____ College: _____ AP/IB: _____		
GEOGRAPHY 1, 1/1L, 10, 10H <u>GEOLOGY 1, 2, 3, 22*, 23</u> <u>MARINE SCIENCE 20</u> <u>PHYSICS 2A*, 2B*, 4A*, 4B*, 4C*, 20*</u>  Course from other college: _____ College: _____ AP/IB: _____		
<b>5B: BIOLOGICAL SCIENCE:</b> <u>ANTHROPOLOGY 1, 1H, 1/1L, 1H/1L</u> <u>BIOLOGY 1^, 1^/1L, 1H^, 1H^/1L, 2, 3, 5, 11, 12*, 15, 16*, 19, 19H, 21*, 30, 32, 43, 44, 55†, 71, 72, 80, 81, 82, 83</u> <u>BIOTECHNOLOGY 70, 70/70L</u> <u>PSYCHOLOGY 3A, 3H▲, 3A/3L, 3H/3L</u>  # Credit given in area 5A or 5B, not both. ▲ Credit given in Area 4 or 5B, not both.		
Course from other college: _____ College: _____ AP/IB: _____		
<b>5C: LABORATORY ACTIVITY:</b> Any laboratory science course underlined in categories 5A and 5B meets this requirement.  Course from other college: _____ College: _____ AP: _____		
<b>AREA 6: LANGUAGE OTHER THAN ENGLISH (UC requirement only)</b>		
<i>Proficiency equivalent to two years of high school study in the same language. There are a number of ways to fulfill this requirement, such as completing two years of a foreign language in high school with a grade of "C" or better, or completing Chinese, French, Japanese, or Spanish 1 or 1B (or higher) or Sign Language 21, 22 or 23 at Irvine Valley College. Students should consult a counselor for other means of fulfilling this requirement.</i>		
Course from other college: _____ College: _____ AP/IB: _____ Completed in high school: _____ Other: _____		
<b>AREA 7: CSU GRADUATION REQUIREMENT IN U.S. HISTORY, CONSTITUTION AND AMERICAN IDEALS</b>		
<i>(CSU graduation requirement only—not part of the IGETC. May be completed prior to transfer.)</i> <i>One course from Political Science (7A) and one course from History (7B). 6 semester units.</i>		
<b>7A: POLITICAL SCIENCE: PS 1;</b> See counselor if American Government is completed out-of-state. <b>7B: HISTORY: HIST 20, 21</b> <i>Note: The Area 7 requirement may also be used in Area 3 and/or 4 only at the discretion of the CSU campus.</i>  Course from other college: _____ College: _____ AP: _____ Course from other college: _____ College: _____ AP: _____		

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

Students are encouraged to see a counselor by appointment to discuss transfer and the IGETC option as part of an educational plan. Counselors are available by appointment through the Counseling Office, (949) 451-5319.

06/29/18

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

used to fulfill the IGETC. However, the application of courses to IGETC subject areas may vary from college to college.

The IGETC is most helpful to students who want to keep their options open and/or 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, below). Irvine Valley College counselors or UC or CSU admissions representatives can give students additional information about IGETC and advise them of which path is best for each student.

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

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

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

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

**UNIVERSITY OF CALIFORNIA IGETC EXCEPTIONS:** Students with a substantial amount of coursework from institutions outside the United States should consult with a counselor. Visit <http://admission.universityofcalifornia.edu/transfer/general-education-igetc/igetc/igetc-campus-guidance/index.html> for more information. Per the UC system:

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

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

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

**LOS ANGELES:** IGETC is acceptable in all schools.

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

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

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

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

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

## University of California (UC) Course List

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

# UNIVERSITY OF CALIFORNIA (UC) COURSE LIST

## TRANSFER COURSE AGREEMENT IRVINE VALLEY COLLEGE 2018-2019

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

<sup>▲</sup> indicates UC credit pending

<p><b>Accounting</b> 1A, 1B, 1BH</p> <p><b>Adapted Kinesiology</b> 1*</p> <ul style="list-style-type: none"> <li>* Course combined with <i>Intercollegiate Athletics, Dance and Kinesiology courses listed with asterisks (*): maximum credit, 4 units.</i></li> </ul> <p><b>Administration of Justice</b> 2, 3, 4, 5, 6, 7, 8, 13, 19, 61</p> <p><b>Anthropology</b> 1, 1H, 1L, 2, 2H, 3, 4, 7, 9, 13</p> <p><b>Art</b> 40, 41, 42, 50, 51*, 52*, 53*, 60, 61, 62, 64, 80, 81, 82, 85**, 86*, 88, 91</p> <ul style="list-style-type: none"> <li>* Maximum credit, four courses.</li> <li>** Maximum credit, four courses.</li> </ul> <p><b>Art History</b> 1, 4, 5, 20, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 50</p> <p><b>Astronomy</b> 20, 25</p> <p><b>Biology</b> 1*, 1H*, 1L, 2, 3*, 4*, 5, 7A, 10, 11, 12, 12D‡, 14*, 15, 16+, 19, 19H, 21, 30, 32, 43, 44, 55, 71, 72, 80, 80H^, 81, 81H^, 82, 83, 93L</p> <ul style="list-style-type: none"> <li>* No credit for Biology 1 if taken after Biology 16, 80, 81, 97 or 99.</li> <li>+ No credit for Biology 16 if taken after Biology 81.</li> <li>** No credit for Biology 21 if taken after Biology 11 or 12.</li> <li>‡ Biology 12 D must be taken in conjunction with Biology 12 for transfer credit to be granted.</li> <li>* Transferability contingent upon individual UC acceptance due to variable topic.</li> </ul> <p><b>Biotechnology</b> 70, 70L, 77</p> <p><b>Chemistry</b> 1A, 1B, 3†, 4*, 12A‡, 12B</p> <ul style="list-style-type: none"> <li>† No credit for Chemistry 3 if taken after Chemistry 1A.</li> <li>° No credit for Chemistry 4 if taken after 1A or 12A.</li> </ul> <p><b>Chinese</b> 1, 2, 3</p> <p><b>Communication Studies</b> 1, 1H, 2*, 3*, 5, 9, 10, 30, 35</p> <ul style="list-style-type: none"> <li>* Communication Studies 2 and 3 combined: maximum credit, one course.</li> </ul> <p><b>Computer Science</b> 1, 1H, 6A, 6B, 10, 30, 36, 37, 38, 39, 40A, 40B, 41, 50</p> <p><b>Counseling</b> 1*, 1H*, 2*, 4*, 6, 6H, 10*</p> <ul style="list-style-type: none"> <li>* Counseling 1, 1H, 2, 4, 10: maximum credit, 3 units.</li> </ul> <p><b>Dance</b> 1*, 1A*, 1B*, 2, 3, 5, 6, 7, 12, 13, 16+, 17+, 18+, 19+, 20+, 22, 23, 24, 25, 26, 27, 30, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 45*, 46*, 47*, 48, 50*, 51A*, 51B*, 52*, 53*, 54*, 55, 57, 58, 60, 61, 62, 65A*, 65B*, 65C*, 66A*, 66B*, 66C*, 67A*, 67B*, 67C*, 68, 69, 70, 71, 72, 73, 75, 77, 78, 85, 86*, 87*, 88*, 90*, 91*, 92*, 93*, 94*, 95*, 96*</p> <ul style="list-style-type: none"> <li>* Any or all of these courses combined with Intercollegiate Athletics, Adapted Kinesiology, and Kinesiology courses listed with asterisks (*): maximum credit, 4 units.</li> <li>+ Dance 16, 17, 18, 19, 20 combined: maximum credit, 8 units.</li> </ul>	<p><b>Digital Media Art</b> 10, 40, 50, 51, 52, 55, 56, 60, 62, 65, 70, 75, 80, 85, 91</p> <p><b>Drafting</b> 50, 52</p> <p><b>Earth Science</b> 20*</p> <ul style="list-style-type: none"> <li>* No credit if taken after a college course in Astronomy, Geology, Meteorology or Oceanography.</li> </ul> <p><b>Economics</b> 1, 1H, 2, 2H, 6, 10*, 10H^, 13, 20*, 20H</p> <ul style="list-style-type: none"> <li>* No credit for Economics 20 or 20H if taken after Economics 1 or 2.</li> <li>° Economics 10/10H, Management 10/10H, Mathematics 10 and Psychology 10/10H combined: maximum credit, one course.</li> </ul> <p><b>Electrical Technology</b> 210</p> <p><b>Electronic Technology</b> 92, 99</p> <p><b>Engineering</b> 7, 20, 21, 23, 25, 30, 54, 70, 83, 91</p> <p><b>English</b>, see <b>Literature</b>; see <b>Writing</b></p> <p><b>Environmental Studies</b> 1, 6</p> <p><b>French</b> 1, 1H, 2, 3, 4, 10, 11</p> <p><b>Gender Studies</b> 10, 20</p> <p><b>Geography</b> 1, 1L, 2, 3, 3H, 10, 10H, 12, 20, 38</p> <p><b>Geology</b> 1, 2, 3, 22*, 23</p> <ul style="list-style-type: none"> <li>* No credit for Geology 22 if taken after Geology 2.</li> </ul> <p><b>Global Studies</b> 1, 2</p> <p><b>Health</b> 1*, 2, 3*, 5A*, 6A*, 7A*</p> <ul style="list-style-type: none"> <li>* Health 1 and Health 3 combined: maximum credit, one course.</li> </ul> <p><b>History</b> 1, 1H, 2, 10, 11, 20, 21, 24, 25, 30, 33, 40, 41, 51, 51H</p> <p><b>Human Development</b> 4, 7, 10, 15, 65</p> <p><b>Humanities</b> 1, 1H, 2, 3, 4, 10A, 20, 21, 22, 27, 50, 70, 71, 71H, 72, 72H, 73, 74, 90, 91</p> <p><b>Intercollegiate Athletics</b> 1A*, 1B*, 2*, 3*, 4*, 6*, 7*, 9*, 10*, 12*, 13*, 15*, 18*, 19*, 20*</p> <ul style="list-style-type: none"> <li>* Any or all of these courses combined with Adapted Kinesiology, Dance and Kinesiology courses listed with asterisks (*): maximum credit, 4 units.</li> </ul> <p><b>Interactive Media Art</b> 20, 22, 27, 30, 40, 46, 79, 88, 89, 90, 94, 96, 97, 98, 99</p> <p><b>Japanese</b> 1, 1H, 2, 2H, 3, 4, 10, 21, 23</p> <p><b>Journalism</b> 40, 41</p> <p><b>Kinesiology</b> 3A*, 3B*, 3C*, 4*, 5*, 6*, 7, 10, 11*, 12*, 13*, 20*, 22*, 23*, 25*, 26*, 27*, 28, 32*, 61, 62, 63, 64, 71*, 72*, 73*, 74*, 76*, 77*, 78*, 79*, 81*, 82*, 83*, 84, 85, 86, 87, 98, 99, 101</p> <ul style="list-style-type: none"> <li>* Any or all of these courses combined with Intercollegiate Athletics, Dance and Adapted Kinesiology: maximum credit, 4 units.</li> <li>† Kinesiology 85 and 86 combined: maximum credit, 8 units.</li> </ul> <p><b>Laser Technology</b> 25</p> <p><b>Legal</b> 11, 15, 21</p> <p><b>Library</b> 10, 11</p> <p><b>Literature</b> 1, 7, 20, 21, 22, 23, 24, 30, 31, 32, 33, 40, 41, 43, 45, 46, 48, 49, 90*</p> <ul style="list-style-type: none"> <li>* Transferability contingent upon individual UC acceptance due to variable topic.</li> </ul> <p><b>Management</b> 1, 10*, 10H^, 12A, 12AH, 68</p> <ul style="list-style-type: none"> <li>° Economics 10/10H, Management 10/10H, Mathematics 10 and Psychology 10/10H combined: maximum credit, one course.</li> </ul> <p><b>Marine Science</b> 20</p> <p><b>Mathematics</b> 2†, 3A*, 3AH*, 3B, 3BH, 4A, 5, 8†, 10*, 11*, 20, 24, 24H, 26, 30, 31</p> <ul style="list-style-type: none"> <li>† Mathematics 2 and 8 combined: maximum credit, one course.</li> <li>* Mathematics 3A, 3AH and 11 combined: maximum credit, one course.</li> </ul> <p><b>Mathematics</b> 2†, 3A*, 3AH*, 3B, 3BH, 4A, 5, 8†, 10*, 11*, 20, 24, 24H, 26, 30, 31</p> <ul style="list-style-type: none"> <li>† Mathematics 2 and 8 combined: maximum credit, one course.</li> <li>* Mathematics 3A, 3AH and 11 combined: maximum credit, one course.</li> </ul> <p><b>Music</b> 1, 1H, 2H, 3, 4, 5, 6, 7, 20, 20H, 21, 27, 28, 38, 39, 40, 42, 44, 46, 50, 51, 52, 53, 54, 55, 56, 57, 59, 62, 65, 80, 81, 82, 83, 84, 85, 86, 87</p> <p><b>Nutrition</b> 1*, 2*</p> <ul style="list-style-type: none"> <li>* Nutrition 1 and Nutrition 2 combined: maximum credit, one course.</li> </ul> <p><b>Philosophy</b> 1, 2, 3, 5, 10, 11</p> <p><b>Photography</b> 1, 51, 52</p> <p><b>Physics</b> 2A*, 2B*, 4A*, 4B*, 4C*, 20†</p> <ul style="list-style-type: none"> <li>* Physics 2A and 2B combined with Physics 4A, 4B, 4C: maximum credit, one series.</li> <li>† No credit for Physics 20 if taken after Physics 2A or 4A.</li> </ul> <p><b>Political Science</b> 1, 1H, 3, 4, 5, 6, 7, 12, 12H, 14, 14H, 17, 21, 41</p> <p><b>Psychology</b> 1, 1H, 2, 3, 3H, 3L, 5, 5H, 6, 7, 9, 10*, 10H^, 11, 13, 13H, 15A*, 20, 30, 32, 33, 37, 37H</p> <ul style="list-style-type: none"> <li>° Economics 10/10H, Management 10/10H, Mathematics 10 and Psychology 10/10H combined: maximum credit, one course.</li> <li>* Transferability contingent upon individual UC acceptance due to variable topic.</li> </ul> <p><b>Reading</b> 74</p> <p><b>Sign</b> 21, 22, 23, 24</p> <p><b>Sociology</b> 1, 1H, 2, 3, 10, 15, 19, 20, 23, 30</p> <p><b>Spanish</b> 1, 1H, 2, 3, 4, 10, 11</p> <p><b>Speech</b>, see <b>Communication Studies</b></p> <p><b>Sustainable Resource Management</b> 80, 85, 90</p> <p><b>Theatre Arts</b> 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 15, 15A, 15B, 16, 16A, 16B, 17, 17A, 17B, 18, 18A, 18B, 19, 19A, 19B, 20, 21, 22, 25, 25H, 26, 26H, 27, 29, 29H, 30, 35, 40, 40C, 41, 42, 43, 44, 45, 46, 47, 48A, 48B, 48C, 49, 61, 62, 63, 64, 65, 71, 72, 73, 74, 75, 76</p> <p><b>Writing</b> 1, 1H, 2, 2H, 10, 11, 13, 14, 15^</p>
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02/22/18

# **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 enrollment 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:

<b>IVC Calendar</b>	<b>Host Campus Calendar (CSU or UC)</b>
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.

For more information, students may refer to the Admissions web page at [admissions.ivc.edu](http://admissions.ivc.edu) or contact the Irvine Valley College Transfer Center in the Student Services Center, Room 230, 949-451-5339.

## **Transfer to a Four-Year Institution**

### **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 114 community colleges.

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

The requirements for earning an associate degree are described here. The Counseling Center also provides specific information about requirements for each associate degree major.

## **Transfer Center**

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

## **ASSIST Articulation System**

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

## **Transfer Majors**

Students are advised to access ASSIST at [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 ensure that their graduating students have received a well-rounded education.

### **The California State University General Education (CSU GE) and the Intersegmental General Education Transfer Curriculum (IGETC)**

The CSU GE and IGETC patterns are articulation agreements intended to assist students who plan to continue their education at a California State University or University of California campus.

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

## **FAQs About Transferring**

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

In general, English and math are required whether you are transferring to a UC, CSU, private, or out-of-state school. Depending on your placement results, it may be necessary to take nontransferable courses before you begin your transferable English and math courses. As a transfer student, you need to declare a major when you apply to the university; so, in addition to completing general education courses (IGETC or CSU GE Breadth), it is important to complete courses that are part of the lower-division preparation for your major. Go to [www.assist.org](http://www.assist.org) to access information about courses required for the major. Ideally, you will want to

know your major as far ahead as possible before you transfer. If your major requires math and science (e.g., engineering, biology, or computer science), it is especially important that you complete those courses before you transfer.

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

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

**3. What if I don't know what I want to major in or where I want to transfer?** This is typical of students everywhere. Again, these decisions take time and exposure, so don't pressure yourself into making a premature decision. Deciding what you will major in may eliminate a certain amount of anxiety, but if you make an unexamined choice, you may easily select the wrong major. You are encouraged to sign up for Counseling 102, Career Exploration and Life Planning, a course designed to assist students in deciding on a career, or Counseling 1, Academic Planning, a course designed to assist students in developing an individualized educational plan.

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

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

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

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

The "transferability" of a course is indicated by its number. Almost every IVC course numbered 1-199 will transfer to the CSU system. UC will accept most courses numbered 1-99; however, there are exceptions to this rule. Be sure to check the 2018-19 UC Course List and confer with an IVC counselor if you have any questions about the transferability of a particular course.

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

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

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

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

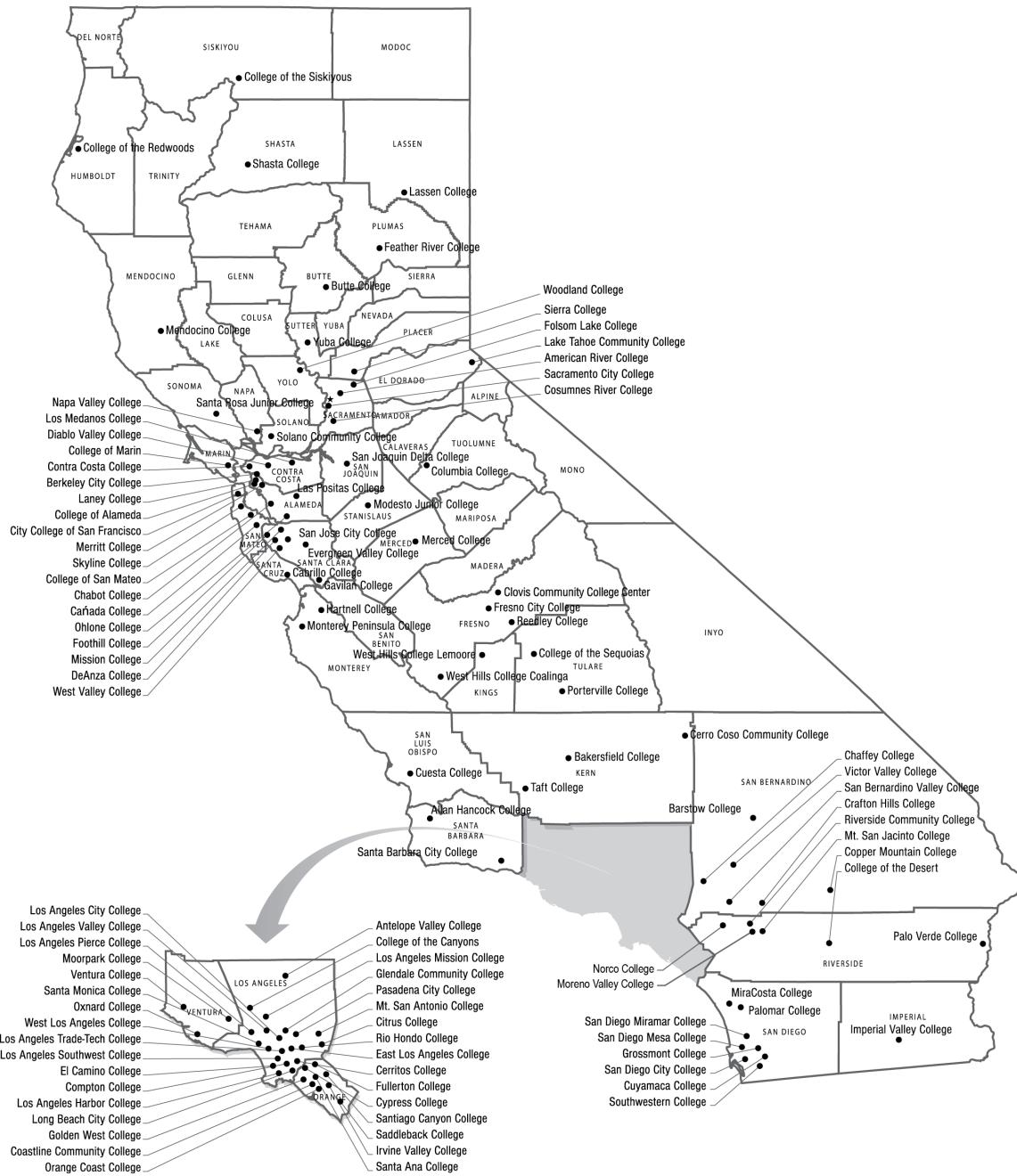
These are agreements developed cooperatively between IVC and other colleges indicating comparable courses and transferability. They are used in planning your transfer program. IVC has articulation agreements

with all UC and most CSU campuses, and with many of the private colleges in Orange County and Los Angeles such as Chapman University.

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

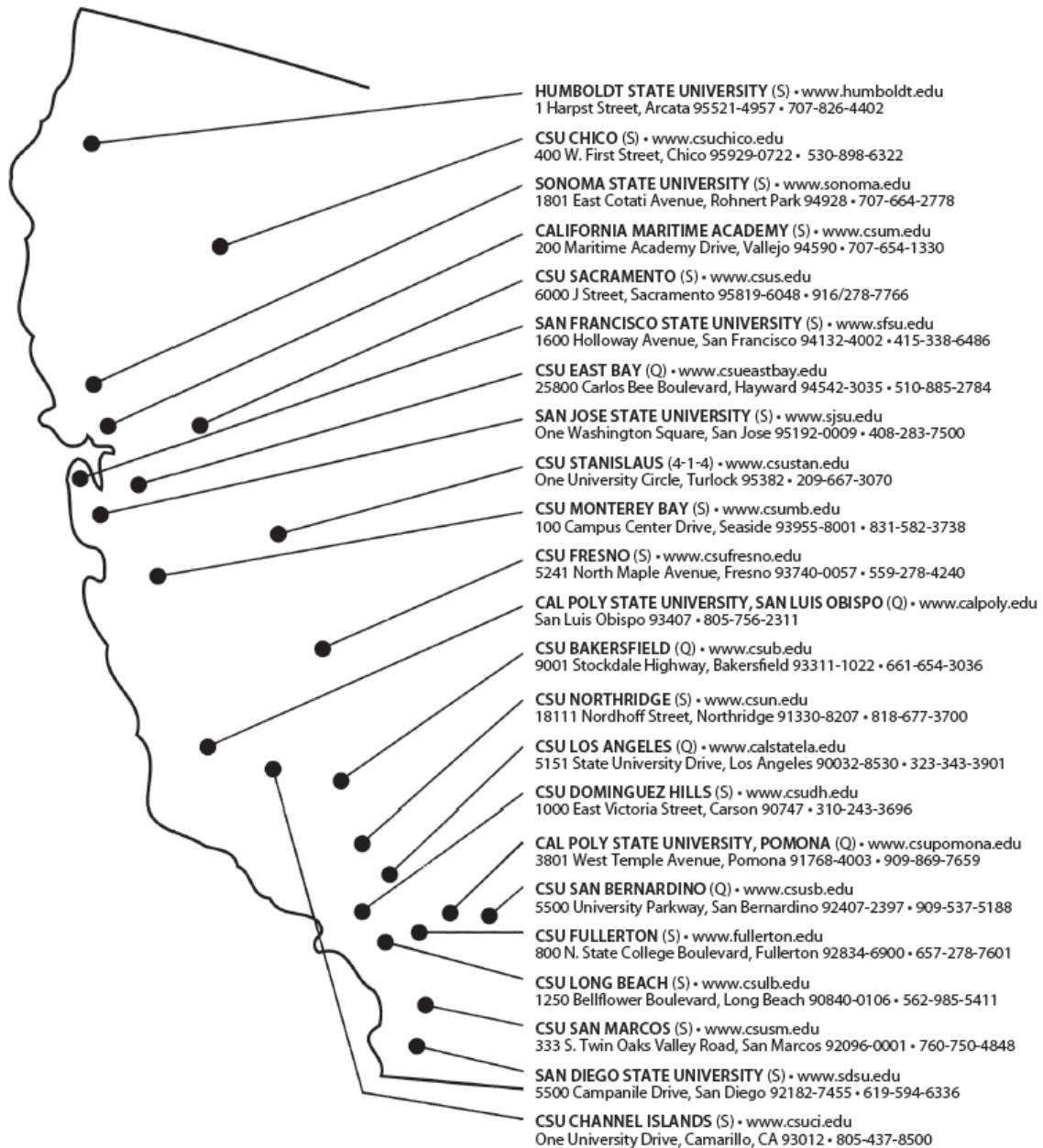
All students are encouraged to go to [www.assist.org](http://www.assist.org) to find the most up-to-date articulation information with all UC and CSU campuses. For more information, visit the Transfer Center (949-451-5339) or meet with a counselor (949-451-5251).

# California Community Colleges



# California State University Campuses

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.calstate.edu](http://www.calstate.edu).

## Lower Division Transfer Requirements

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

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

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

### High School Requirements:

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

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

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

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

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

## Upper Division Transfer Admission Requirements

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

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

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

## Grade Requirements

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

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

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

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

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

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

## General Education Requirements

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

The CSU provides California community college transfers with two options for fulfilling CSU lower division general education requirements: CSU General Education (GE) Breadth and the Intersegmental General Education Transfer Curriculum (IGETC). A college counselor can help you determine which option is best for you. The forms are available at the following links - see a counselor for the most current versions of these forms:

- 2018-19 CSU General Education Requirements
- 2018-19 IGETC Requirements

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

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

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

## **Good Standing Requirement**

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

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

## **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 coursework. 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.

## **Transcripts**

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

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

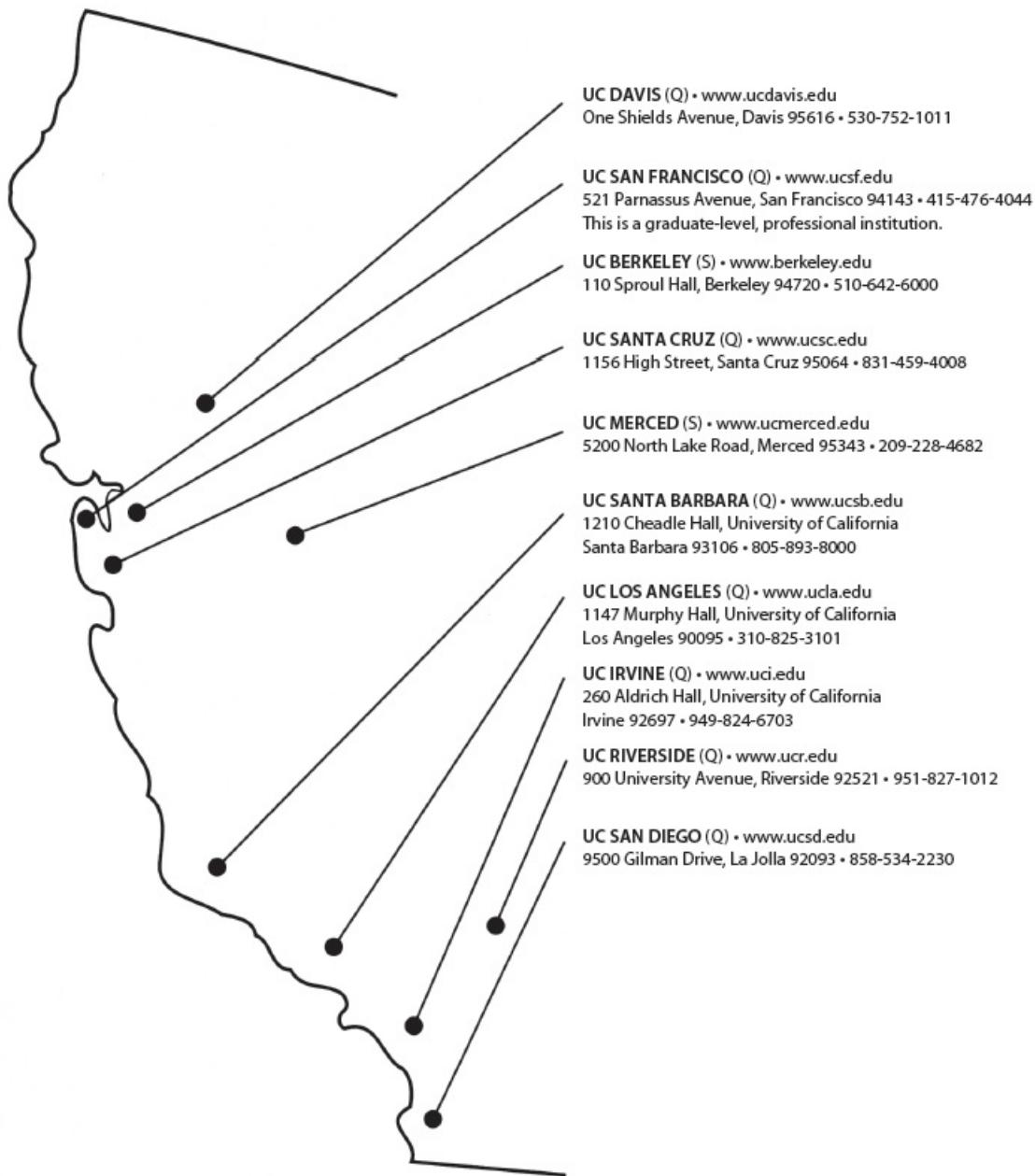
## **Online Application Filing Periods**

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

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

# University of California Campuses

S = Semester System Q = Quarter System



## University of California Admission Requirements

### Minimum Requirements for Transfer Applicants

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

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

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

## Junior-Level Transfer

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

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

### Seven-Course Pattern

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

Each course must be worth at least 3 semester units.

## Lower-Division Transfer

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

However, it can happen. Here's how:

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

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

# Course Completion Deadlines

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

## Nonresidents

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

## Online Application Filing Periods

<http://admission.universityofcalifornia.edu/how-to-apply/index.html>

Applications must be submitted online by the last day of the filing period. Most campuses do not accept applications after that.

### Application Filing Periods

**Fall Quarter/Semester** November 1-30

**Winter Quarter/Spring Semester** July 1-31

**Spring Quarter** October 1-31

UC Berkeley and UC Merced are on the semester system calendar, while all other campuses are on the quarter system calendar. All campuses are open for the fall term. For openings in other terms or to check available majors, please use the above link.

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

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

## Transcripts

The UC system requires students to complete the online Transfer Academic Update (TAU) form no later than January 31 the year before transfer. The UC campus will inform students via email when to send official transcripts.

## Planning to Transfer to UC

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

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

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

## Major Preparation Requirements

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

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

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

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

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

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

## General Education Requirements

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

**Requirements vary.** Each school and college at every UC campus has its own general education requirement. With careful planning, you can meet many of the lower-division requirements before you transfer. You also have the option of completing the Intersegmental General Education Transfer Curriculum (IGETC) to satisfy the lower-division general education requirements at any UC campus. Click here for the 2018-19 IGETC Requirements - see a counselor for the most current version of this form.

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 here for further information.)

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

## **Entry-Level Writing Requirement**

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

## **Additional Requirements**

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

## **American History and Institutions Requirement**

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

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

## **Transfer Admission Guarantee (TAG)**

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

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

You can download a matrix of TAG program requirements at [www.universityofcalifornia.edu/admissions/transfer/guarantee](http://www.universityofcalifornia.edu/admissions/transfer/guarantee).

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

**To pursue a TAG, you must:**

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

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

## Credit for Prior Learning

### Credit Earned by Examination Score

#### Specific Course Credit

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

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

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

1. The student submits a Credit by Examination petition form to the Office of Admissions and Records, where eligibility will be determined. Petitions are available at the Office of Admissions and Records.
2. The student contacts an instructor who teaches the course for which Credit by Examination is requested. If it is the judgment of the instructor that the course content can be tested by examination and that the student possesses sufficient background, previous training and/or skills to attempt the examination, the instructor signs the form.
3. The student, following policies and procedures developed within the school, obtains the approval of the appropriate instructional dean.

4. Following approval from the dean, the request is forwarded to the Vice President for Instruction for final approval. (The Vice President for Instruction will forward the approved petition to the Office of Admissions and Records.)
5. The initiating instructor prepares, administers, and grades the examination. The instructor must forward the grade to the Office of Admissions and Records.
6. A grade of Pass ("P") or No Pass ("NP") will be assigned, and the course will be identified as "Credit by Examination" on the student's transcript.
7. The student will pay for the course for which Credit by Exam is obtained.

## **General Education and Associate Degree Credit Earned by Examination Score**

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

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

The charts in the subsequent sections identify specific tests, minimum scores, general education or course credit application, and limitations, if any.

A chart showing Advanced Placement (AP) examination score credits for IVC, CSU GE and UC credit is below. Please review the following notes.

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

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

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

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

## **Advanced Placement (AP) Examination: CSU GE-Breadth Credit**

The Advanced Placement examinations may be incorporated into the certification of CSU General Education-Breadth requirements by any certifying institution. All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated General Education-Breadth area if the examination is included as part of a full or

subject-area certification. Please note that individual CSU campuses may choose to grant more units than those specified toward completion of General Education-Breadth requirements.

- A minimum score of 3 is required for AP credits to be granted.
- If a student passes more than one AP exam in calculus or computer science, only one exam may be applied to the baccalaureate.
- If a student passes more than one AP exam in physics, only six units may be applied to the baccalaureate, and only four units may be applied to the CSUGE certification.

## **Advanced Placement (AP) Examination: IGETC Credit**

- A score of 3, 4, or 5 is required to grant credit for IGETC certification.
- An acceptable AP score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.
- Students who have earned credit from an AP exam should not take a comparable college course because transfer credit will not be granted for both.
- Students should consult a counselor for the UC policy concerning AP credit.
- AP exams in Biology, Chemistry, or Physics 1 allow California community college campuses to apply 4 semester or 5 quarter units to IGETC certification.
- AP exams in Environmental Science, Physics C: Mechanics and Physics C: Electricity/Magnetism, 3 semester or 4 quarter units are applied for IGETC certification; therefore, students who complete these exams will be required to complete at least 4 semester or 5 quarter units to satisfy the minimum required units for Area 5.
- For Areas that have more than one option, the AP exams may be used in either area that is best for the student, regardless of where the certifying California community college's discipline is located.

## **Advanced Placement (AP) Credit by Examination: Combined Chart**

<b>AP Exam</b>	<b>IVC GE</b>	<b>IVC Course</b>	<b>IVC Units Granted</b>	<b>CSU GE</b>	<b>CSU Units Granted</b>	<b>IGET C</b>	<b>UC Units Granted</b>
Art History	Area 7	Score 3: ARTH 25	3	Area C1 or C2 3 units	6	Area 3A or 3B 3 units	5.3 units
Biology	Area 3	Score 4: BIO 1	4	Area B2 and B3 4 units	6	Area 5B and 5C	5.3 units

<b>AP Exam</b>	<b>IVC GE</b>	<b>IVC Course</b>	<b>IVC Units Granted</b>	<b>CSU GE</b>	<b>CSU Units Granted</b>	<b>IGET C</b>	<b>UC Units Granted</b>
						4 units	
Calculus AB	Area 2	Score of 3: MATH 2 Score of 4: MATH 2 and 3A	10	Area B4 3 units	3 units (Only one Calculus or Computer Science exam may be applied toward CSU degree)	Area 2A 3 units	2.7 units (5.3 units maximum combined credit for both Math AB and BC)
Calculus BC	Area 2	Score of 3: MATH 2 Score of 4: MATH 3A/ and MATH 3B	10	Area B4 3 units	6 units (Only one Calculus or Computer Science exam may be applied toward CSU degree)	Area 2A 3 units	5.3 units maximum for both Math AB and BC
Calculus BC/AB Subscore	Area 2	Score of 3: MATH 3A	5	Area B4 3 units	3 units (Only one Calculus or Computer Science exam may be applied toward	Area 2A 3 units	5.3 units (2.7 units maximum combined credit for both Math AB and Math AB Subscore)

<b>AP Exam</b>	<b>IVC GE</b>	<b>IVC Course</b>	<b>IVC Units Granted</b>	<b>CSU GE</b>	<b>CSU Units Granted</b>	<b>IGET C</b>	<b>UC Units Granted</b>
					CSU degree)		
Chemistry	Area 3	Score of 3: CHEM 3	4	Area B1 and B3 4 units (6 GE units if taken prior to Fall 09)	6 units	5A and 5C 4 units	5.3 units
Chinese Language and Culture	Area 6 or 7	Score of 3: CHI 3	5	Area C2 3 units	6	Area 3B and 6A 3 units	5.3 units
Computer Science A	N/A	Score of 3: CS 38	3	N/A	3	N/A	1.3 units (2.7 units maximum combined credit for both CMPR A and AB exams)
Computer Science AB	N/A	Score of 3: CS 37 Score of 4: CS 37 and CS 41	6	N/A	6	N/A	2.7 units (2.7 units maximum combined credit for both CMPR exams)
Computer Science Principles	N/A	No Course	3	Area B4 3 units	6	N/A	5.3 units
Economics - Macroeconomics	Area 4	Score of 3:	3	Area D 3 units	3	Area 4 3 units	2.7 units

<b>AP Exam</b>	<b>IVC GE</b>	<b>IVC Course</b>	<b>IVC Units Granted</b>	<b>CSU GE</b>	<b>CSU Units Granted</b>	<b>IGET C</b>	<b>UC Units Granted</b>
		ECON 20 Score of 5: ECON 2					
Economics - Microeconomics	Area 4	Score of 3: ECON 20 Score of 5: ECON 1	3	Area D 3 units	3	Area 4 3 units	2.7 units
English - Language and Composition	Area 1A	No Course	4	Area A2 3 units	6	Area 1A 3 units	5.3 units (5.3 units maximum combined credit for both Language Composition and Literature Composition exams)
English - Literature and Composition	Area 6	Score of 4: LIT 1	3	Area A2 and C2 6 units	6	Area 1A or 3B 3 units	5.3 units (5.3 units maximum combined credit for both Language Composition and Literature Composition exams)
Environmental Science	Area 3	Score of 4: ENV 1	4	Area B1 and B3 4 units (B2 and B3 if taken prior to Fall 09)	4	Area 5A and 5C 3 units	2.7 units

<b>AP Exam</b>	<b>IVC GE</b>	<b>IVC Course</b>	<b>IVC Units Granted</b>	<b>CSU GE</b>	<b>CSU Units Granted</b>	<b>IGET C</b>	<b>UC Units Granted</b>
French Language and Culture	Area 7	Score of 3: FR3 Score of 4: FR4	5	Area C2  3 units (6 GE units if taken prior to Fall 09)	6	Area 3B and 6A  3 units	5.3 units
French Literature	N/A	N/A	N/A	Area C2  3 units (Applicable only if taken prior to Fall 09)	6	Area 3B and 6A  3 units	5.3 units
German Language and Culture	Area 7	No Course	3	Area C2  3 units (6 GE units if taken prior to Fall 09)	6	Area 3B and 6A  3 units	5.3 units
Government and Politics - Comparative	Area 4	Score of 3: PS 12	3	Area D  3 units	3	Area 4  3 units	2.7 units
Government and Politics - U.S.	Area 4 or 8	Score of 3: PS 1	3	Area D and US 2  3 units	3	Area 4 and US 2  3 units	2.7 units
History - European	Area 6	Score of 4: HIST 10 or HIST 11	3	Area C2 or D  3 units	6	3B or 4  3 units	5.3 units
History - U.S.	Area 6 or 8	Score of 4: HIST 20 or	3	Area C2 or D and US 1	6	Area 3B or 4	5.3 units

<b>AP Exam</b>	<b>IVC GE</b>	<b>IVC Course</b>	<b>IVC Units Granted</b>	<b>CSU GE</b>	<b>CSU Units Granted</b>	<b>IGET C</b>	<b>UC Units Granted</b>
		HIST 21		3 units		and US 1 3 units	
History - World	Area 5 and 6	Score of 4: HIST 1 or HIST 2	3	Area C2 or D 3 units	6	Area 3B or 4 3 units	5.3 units
Human Geography	Area 4 and 5	Score of 3: GEOG 2	3	Area D 3 units	3	Area 4 3 units	2.7 units
Italian Language and Culture	Area 7	No Course	3	Area C2 3 units	6	Area 3B and 6A 3 units	5.3 units
Japanese Language and Culture	Area 6 or 7	Score of 3: JA 3 or JA 21	5	Area C2 3 units	6	Area 3B and 6A 3 units	5.3 units
Latin	Area 7	No Course	3	Area C2 3 units	6	Area 3B and 6A 3 units	5.3 units
Latin - Literature	Area 6	No Course	3	Area C2 3 units (Applicable only if taken prior to Fall 09)	6	Area 3B and 6A 3 units	2.7 units

<b>AP Exam</b>	<b>IVC GE</b>	<b>IVC Course</b>	<b>IVC Units Granted</b>	<b>CSU GE</b>	<b>CSU Units Granted</b>	<b>IGET C</b>	<b>UC Units Granted</b>
Latin - Vergil	Area 7	No Course	3	Area C2  3 units (Applicable if taken prior to Fall 12)	3		
Music Theory	Area 7	Score of 4: MUS 1 and MUS 3	7	Area C1  3 units (Applicable only if taken prior to Fall 09)	6	N/A	5.3 units
Physics 1 - Algebra-Based	Area 3	Score of 3: PHYS 2A	4	Area B1 and B3  4 units	4	Area 5A and 5C  4 units	5.3 units (5.3 units maximum credit for all Physics exams)
Physics 2 - Algebra-Based	Area 3	No Course	4	Area B1 and B3  4 units	4	Area 5A and 5C  4 units	5.3 units (5.3 units maximum credit for all Physics exams)
Physics B	Area 3	Score of 3: PHYS 2A	4	Area B1 and B3  4 units (6 GE units prior to Fall 09)  (4 GE units between 09-13)	6	Area 5A and 5C  4 units	5.3 units (5.3 units maximum credit for all Physics exams)
Physics C - Mechanics	Area 3	Score of 3: PHYS 4A	4	Area B1 and B3  4 units	4	Area 5A and 5C  3 units	2.7 units (5.3 units maximum credit for all Physics exams)

<b>AP Exam</b>	<b>IVC GE</b>	<b>IVC Course</b>	<b>IVC Units Granted</b>	<b>CSU GE</b>	<b>CSU Units Granted</b>	<b>IGET C</b>	<b>UC Units Granted</b>
Physics C - Electricity/Magnetism	Area 3	Score of 3: PHYS 4A	4	Area B1 and B3 4 units	4	Area 5A and 5C 3 units	2.7 units (5.3 units maximum credit for all Physics exams)
Psychology	Area 4	Score of 4: PSYC 1/1H	3	Area D 3 units	3	Area 4 3 units	2.7 units
Spanish Language and Culture	Area 7	Score of 3: SPAN 3  Score of 4: SPAN 4	5	Area C2 3 units	6	Area 3B and 6A 3 units	5.3 units
Spanish Literature and Culture	Area 6 or 7	Score of 3: SPAN 3	5	Area C2 3 units	6	Area 3B and 6A 3 units	5.3 units
Statistics	Area 2	Score of 3: MATH 10	3	Area B4 3 units	3	Area 2A 3 units	2.7 units
Studio Art - 2D Design	Area 7	Score of 3: ART 40	3	N/A	3	N/A	5.3 units (Maximum credit for all Studio Art 2D, 3D and Drawing.)
Studio Art - 3D Design	Area 7	Score of 3:	3	N/A	3	N/A	5.3 units (Maximum credit for all

<b>AP Exam</b>	<b>IVC GE</b>	<b>IVC Course</b>	<b>IVC Units Granted</b>	<b>CSU GE</b>	<b>CSU Units Granted</b>	<b>IGET C</b>	<b>UC Units Granted</b>
		ART 41					Studio Art 2D, 3D and Drawing.)
Studio Art - Drawing	Area 7	Score of 3: ART 80	3	N/A	3	N/A	5.3 units (Maximum credit for all Studio Art 2D, 3D and Drawing.)

## Credit Earned by Examination Score

### College Level Examination Program (CLEP): IVC Associate Degree and General Education Credit

The South Orange County Community College District recognizes the College Level Examination Program (CLEP) in accordance with the guidelines below.

#### General Examination

A student, by successfully completing the General Examination (25th percentile or higher), may earn up to 12 ungraded units applicable to the associate degree as follows:

<b>CLEP GENERAL EXAM</b>	<b>IVC ASSOCIATE DEGREE CREDIT</b>	<b>UNITS</b>
<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
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No credit will be given for CLEP in any area in which the student has earned college credit prior to completion of the CLEP examination.

## Subject Examination

Each academic school of the college may recognize the Subject Examination if a single examination measures the competency associated with the successful completion of a specific Irvine Valley College course. Generally, however, specific course credit by examination will be attained through the Specific Course Credit policy.

Credit for CLEP is awarded upon completion of 12 units in residence at Irvine Valley College. Additional information regarding the College Level Examination Program may be obtained from the Office of Admissions and Records.

Credit granted on the basis of CLEP does not necessarily transfer to other colleges. Students planning to use CLEP credit for college transfer purposes will need to consult the transfer institution regarding its policy pertaining to the CLEP program.

## College Level Examination Program (CLEP): CSU GE-Breadth Credit

- A minimum score of 50 is required for CLEP credits to be granted, except French Level II (59), German Level II (60), and Spanish Level II (63).
- If a student passes more than one CLEP test in the same language other than English (e.g. two tests in French), only one test may be applied to the baccalaureate. A passing score of 50 is considered "Level I" and earns six units of baccalaureate. The higher score is considered "Level II" and earns additional credit and placement in Area C2 of CSUGE, as noted.

CLEP TEST	CSU GE AREA	Minimum Semester Units Earned
<b>American Government</b>	D8 3 sem. units	3
<b>American Literature</b>	C2 3 sem. units	3
<b>Analyzing &amp; Interpreting Literature</b>	C2 3 sem. units	3
<b>Biology</b>	B2 3 sem. units	3

<b>Calculus</b>	B4 3 sem. units	3
<b>Chemistry</b>	B1 3 sem. units	3
<b>College Algebra</b>	B4 3 sem. units	3
<b>College Algebra- Trigonometry</b>	B4 3 sem. units	3
<b>College Mathematics</b>	N/A	0
<b>English Composition (no essay)</b>	N/A	0
<b>English Composition (with essay)</b>	N/A	0
<b>English Literature</b>	C2 3 sem. units <i>Removed Fall 2011</i>	3
<b>Financial Accounting</b>	N/A	3
<b>French Level I</b>	N/A	6
<b>French Level II</b>	C2 3 sem. units	9 (12 units if passed prior to Fall 2015)
<b>Freshman College Composition</b>	N/A	0
<b>German Level I</b>	N/A	6
<b>German Level II</b>	C2 3 sem. units	9 (12 units if passed prior to Fall 2015)
<b>History, U.S. I</b>	D6 (& US1) 3 sem. units	3

<b>History, U.S. II</b>	D6 (& US1) 3 sem. units	3
<b>Human Growth and Development</b>	E 3 sem. units	3
<b>Humanities</b>	C2 3 sem. units	3
<b>Information Systems and Computer Application</b>	N/A	3
<b>Intro to Educational Psychology</b>	N/A	3
<b>Introductory Business Law</b>	N/A	3
<b>Introductory Psychology</b>	D9 3 sem. units	3
<b>Introductory Sociology</b>	D0 3 sem. units	3
<b>Natural Sciences</b>	B1 or B2 3 sem. units	3
<b>Pre-Calculus</b>	B4 3 sem. units	3
<b>Principles of Accounting</b>	N/A	3
<b>Principles of Macroeconomics</b>	D2 3 sem. units	3
<b>Principles of Management</b>	N/A	3
<b>Principles of Marketing</b>	N/A	3
<b>Principles of Microeconomics</b>	D2 3 sem. units	3

<b>Social Sciences and History</b>	N/A	0
<b>Spanish Level I</b>	N/A	6
<b>Spanish Level II</b>	C2 3 sem. units	9 (12 units if passed prior to Fall 2015)
<b>Trigonometry</b>	B4 3 sem. units <i>(Removed Fall 2006)</i>	3
<b>Western Civilization I</b>	C2 or D6 3 sem. units	3
<b>Western Civilization II</b>	D6 3 sem. units	3

#### **College Level Examination (CLEP): IGETC Credit**

CLEP cannot be used to fulfill IGETC requirements.

## **International Baccalaureate (IB): CSU GE-Breadth Credit**

- The IB curriculum offers language at various levels for native and non-native speakers.
- Language B courses are offered at the intermediate level for non-natives.
- Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.
- Higher Level exams are noted "HL" in the chart below.

<b>INTERNATIONAL BACCALAUREATE</b>	<b>PASSING SCORE</b>	<b>CSU GE AREA</b>	<b>Minimum Semester Units Earned</b>
<b>Biology HL</b>	5	B2 3 semester units	6
<b>Chemistry HL</b>	5	B1 3 semester units	6
<b>Economics HL</b>	5	D2 3 semester units	6

<b>Geography HL</b>	5	D5 3 semester units	6
<b>History (any region) HL</b>	5	C2 or D6 3 semester units	6
<b>Language A Literature HL</b>	4	C2 3 semester units	6
<b>Language A Language and Literature HL</b>	4	C2 3 semester units	6
<b>Language A1 (any language) HL</b>	4	C2 3 semester units <i>Removed Fall 2013</i>	6
<b>Language A2 (any language) HL</b>	4	C2 3 semester units <i>Removed Fall 2013</i>	6
<b>Language B (any language) HL</b>	4	N/A	6
<b>Mathematics HL</b>	4	B4 3 semester units	6
<b>Physics HL</b>	5	B1 3 semester units	6
<b>Psychology HL</b>	5	D9 3 semester units	3
<b>Theater HL</b>	4	C1 3 semester units	6

## International Baccalaureate (IB): IGETC Credit

- A score of 5, 6, or 7 on Higher Level (HL) exams is required to grant credit for IGETC certification.
- An acceptable IB score for IGETC equates to either 3 semester or 4 quarter units for certification purposes.

- Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.
- Students should consult a counselor for the UC policy concerning IB credit.

<b>INTERNATIONAL BACCALAUREATE</b>	<b>IGETC AREA</b>
<b>IB Biology HL</b>	5B (no Lab)
<b>IB Chemistry HL</b>	5A (no Lab)
<b>IB Economics HL</b>	4
<b>IB Geography HL</b>	4
<b>IB History (any region) HL</b>	3B or 4
<b>IB Language A: Literature (any language, except English) HL</b>	3B and 6A
<b>IB Language A2: Language and Literature (any language, except English) HL</b>	3B and 6A
<b>IB Language A1: Literature (any language) HL</b>	3B
<b>IB Language A2: Language and Literature (any language) HL</b>	3B
<b>IB Language B (any language) HL</b>	6A
<b>IB Mathematics HL</b>	2A
<b>IB Physics HL</b>	5A (no Lab)
<b>IB Psychology HL</b>	4
<b>IB Theater HL</b>	3A

IB exams may be used in either area regardless of where the certifying California community college's discipline is located.

## Credit from Other Institutions

## **Tech Prep Articulation**

Irvine Valley College maintains facultyapproved formal course and program articulation agreements with the Irvine Unified School District, Tustin Unified School District, Saddleback Valley Unified School District, and Coastline Regional Occupational Program (ROP). Tech Prep articulation agreements permit students to qualify for college credit on a credit-by-exam basis for selected high school or Regional Occupational Program (ROP) coursework completed with a grade of "B" or better, upon approval by the respective IVC instructor. Approved credit will be granted a grade of "P" ("Pass"). Students may petition the Irvine Valley College Office of Admissions and Records to receive college credit after completing at least three units of coursework in residence at IVC with a minimum GPA of 2.0. The three units of residency must be fulfilled within five years from the date the student graduated from high school in order to receive credit for articulated courses. Students should consult an IVC counselor for information about articulation and transfer agreements, including Tech Prep, Advanced Placement, the Intersegmental General Education Transfer Curriculum, and the California State University General Education List.

## **Credit from Saddleback College**

Students of the South Orange County Community College District may receive full transfer credit for all courses taken at either Irvine Valley College or Saddleback College. However, the colleges' curriculum, articulation agreements, and accreditation are distinct, and separate transcripts are issued at each college. Students who have questions or problems concerning course equivalencies between Saddleback College and Irvine Valley College should contact the Counseling Center prior to registration. Questions regarding student transcripts should be directed to the registrar in the Office of Admissions and Records.

## **Transfer Credit**

Irvine Valley College grants credit for college units earned at regionally accredited institutions of higher education. No more than four units may be awarded for sectarian courses. Students must arrange to have all transcripts to be evaluated for transfer credit sent to the Office of Admissions and Records as early as possible to determine if coursework can be used to satisfy prerequisites or equivalencies. Applications for degrees or transfer certifications cannot be processed without all official transcripts on file from all colleges from which coursework is intended for transfer credit. Questions regarding specific courses for which a student is seeking transfer credit should be addressed to the Counseling Center or Transfer Center at Irvine Valley College.

## **Transfer Credit from Foreign Institutions**

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

## **Military Service Credit**

Irvine Valley College will award a student six semester units of general elective credit for a minimum of one year of active, honorable military service. In addition, the college will award appropriate credit for work completed

successfully in military service schools, beyond basic training, not to exceed 15 semester units, according to the recommendations of the American Council of Education as stipulated in the Guide to the Evaluation of Educational Experiences in the Armed Services and with the approval of the specific department or school from which the units are to be awarded. Credit will be granted after completion of 12 units in residence and upon application to the Office of Admissions and Records. The American Association of Community and Junior Colleges has designated the South Orange County Community College District as a Servicemen's Opportunity College. In order to meet the unique educational demands of active duty service personnel and their dependents, Irvine Valley College provides the following services: contract for degree; special counseling services; special tutorial services; and special service-oriented entrance, residence, transfer, and credit requirements. Interested students should contact the Counseling Center.

## **Cooperative Work Experience (CWE)**

Cooperative Work Experience (CWE) is a method of education that combines work experience gained by students on the job with regular academic instruction integral to the community college curriculum. Based on the principle that individuals may develop most effectively through an educational pattern that incorporates experiences beyond the campus, these structured work activities in business, industry, government and human services are designed to enrich the student's college studies and enhance the student's development. Interested students should enroll in their program's 167 or 168 course, where available. Students should consult with their CWE coordinator to ensure that they enroll in the appropriate unit value of their course. Students must work 60 hours in an unpaid or 75 hours in a paid position for each unit of college credit they earn.

**Students are required to have a paid or volunteer position to enroll in Cooperative Work Experience.** Placement assistance may be found in the Career Center, but placement is not guaranteed.

## **Independent Study**

Independent study provides an option when a student's special needs preclude regular enrollment and attendance in courses outlined in the catalog, or when it becomes necessary to meet the particular curricular needs of one or more students. A petition must be approved both by the instructor who will supervise the contract study and by an appropriate administrator. The student, an instructor, and the appropriate administrator prepare a learning contract that specifies the learning content, as well as the methodology of study and means and criteria for evaluation.

## **Student Resources**

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## **Financial Aid**

**The Financial Aid Office is located in the Student Services Center, Room SSC 130 • 949-451-5287 • financialaid.ivc.edu**

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

## **Who Qualifies for Financial Aid?**

To receive aid, you must:

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

## Free Application for Federal Student Aid (FAFSA)

To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) online at [fafsa.gov](https://fafsa.ed.gov). The FAFSA is used to determine eligibility for all state and federal financial aid, including the California College Promise Grant (BOG Fee Waiver). AB540 students can complete the California Dream App. Both applications open October 1 each year; students should apply before March 2 to meet state Cal Grant, IVC Foundation scholarship and priority funding deadlines.

## IVC Financial Aid Programs

### State Programs

- **California College Promise Grant (formerly known as the Board of Governors Fee Waiver):** A program for California residents attending a community college. The fee waiver pays for enrollment fees for eligible students. It does not cover parking, lab, material, or health fees or the ASIVC activity sticker. To apply for the fee waiver ONLY, visit <https://bog.openccapply.net/gateway/bog?cccMisCode=892>.

- Students who are on probation for their last two consecutive semesters will lose eligibility for the CC Promise Grant. Students may appeal the loss of CC Promise Grant eligibility under the following conditions:
1. Student has a disability and applied for reasonable accommodations, but did not receive services in a timely manner.
  2. Student has made significant academic improvement.
  3. Student has experienced extenuating circumstances (e.g. accident, illness or other circumstance beyond the student's control).
  4. Student requests special consideration because they are receiving CalWorks benefits, DSPS, EOPS, Veterans, or Foster Youth, or homeless services.
  5. Student has not enrolled at IVC or Saddleback College for two consecutive primary semesters (fall and spring) since becoming ineligible for the CC Promise Grant.
  6. Student was unable to obtain essential support services.

Students must submit their appeal to the Office of Admissions and Records. More information can be found at <http://admissions.ivc.edu/pages/priorities.aspx>.

- **Cal Grant:** A state-funded grant program for California residents. All Cal Grant award offers are subject to the approval of the final state budget. First-time applicants need to complete their FAFSA or Dream App by March 2 each year, and submit their GPA information. For more information, please visit [www.csac.ca.gov](http://www.csac.ca.gov) or the Cal Grant page on the Financial Aid Office website.

- **Full-Time Student Success Grant (FTSSG):** A state funded grant program for full-time community college students already receiving a Cal Grant.

## Federal Programs

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

## Scholarships

Irvine Valley College offers scholarships through the college's Foundation Office and generous donors. Students may be awarded scholarships on the basis of academic achievement, financial need, and campus or community service. Scholarship information is available at [financialaid.ivc.edu](http://financialaid.ivc.edu).

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

## Satisfactory Academic Progress (SAP)

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

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

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

## Return of Title IV Funds

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

# Counseling Services

**The Counseling Center is located in the Student Services Center, Room SSC 210.**

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 build rapport with a counselor. For information or to schedule an appointment, students may call the Counseling Center, 949-451-5319, or visit [students.ivc.edu/counselingcenter](http://students.ivc.edu/counselingcenter).

## Academic Counseling

Counselors work with students to develop a personalized academic plan. Academic counseling is an opportunity to exchange information designed to help students reach their educational and career goals. Counselors evaluate transcripts from other colleges and explore transfer options and requirements with students. If needed, counselors can assist by helping the student understand options, selecting a major, determine resources and, when necessary, identify alternatives to goals.

## Career Counseling

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

## Drop-in Counseling

Drop-in counseling provides students with the opportunity to meet with a counselor on a first-come, first-served basis for answers to quick questions (10 minutes or less). Drop-in counseling is available from 8am - 7pm Monday through Thursday, 8am to 5pm Friday, and 9am to 1pm Saturday.

## Personal Counseling

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

## Online Counseling

Online educational counseling, an extension of drop-in counseling, offers students an opportunity to ask counselors questions online; visit [students.ivc.edu/counselingcenter](http://students.ivc.edu/counselingcenter).

## **Counseling for International Students**

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

## **Counseling for Student-Athletes**

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

## **Counseling for Honors Students**

There is a designated honors counselor who advises students with transferring, specifically to UCLA's Transfer Alliance Program (TAP) and UCI's Honors-to-Honors Transfer Agreement. Students need to see the honors counselor each year to update their educational plans. Students pursuing graduate school after completion of the bachelor's degree are encouraged to take Counseling 6 Honors (Academic, Career and Life Success) to assist them with the research and planning process of graduate schools.

## **Veterans Services**

### **Veterans Services Center**

The Veterans Service Center (VSC) provides veterans, active military and dependent resources that promote successful transition from military life. The center is a one-stop center that houses a certifying official and provides direct support services to veterans. The certifying official provides assistance to students to complete the paperwork required for VA education benefits. There are computers available for veteran students' use and tutoring available through the Student Success Center and in the VSC for all veteran students. They also are provided with assistance with scholarships, veteran counseling, referrals and resources, and new student guidance. A Vocational Rehabilitation Veteran representative is present weekly, a disability certification representative is present and mental wellness counseling is available onsite for veteran-specific needs. Healthcare benefit enrollment also is available. Our one-stop stresses a holistic approach to accommodating our veterans at IVC and we promote wellness programs for all veterans to participate. We are located in front of the Student Services Building in room SSC 120, and can be reached at 949-451-5296.

## **Supportive Services**

### **Disabled Students Programs and Services (DSPS)**

**Student Services Center**  
**Room SSC 171 • 949-451-5630**  
**Video Phone: 949-333-0595**

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

- Alternate media for educational materials
- Disability management counseling
- Extended academic tutoring
- Note taking
- Test proctoring
- Sign language interpreting

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

## **Learning Disabilities Program**

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

The Learning Disabilities Program serves Irvine Valley College students who are not achieving their educational goals because of difficulties with reading, writing, spelling, or math. Irvine Valley College offers learning disability assessments that focus on strategies for overcoming specific learning difficulties.

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

## **Extended Opportunity Program and Services (EOPS)**

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

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

## **Cooperative Agencies Resources for Education (CARE)**

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

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

# **California Work Opportunities and Responsibility to Kids (CalWORKs)**

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

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

## **Online Services and Online Education**

### **Student Email**

All students are automatically given email accounts within 24 hours after applying to the college. User names are assigned automatically (customized names are not provided), and accounts are continued with no interruption in service so long as the student remains enrolled in contiguous semesters (excluding summer). Students may change their initial password and forward copies of their student email to another account (e.g., their home email) by logging into MySite. However, faculty and staff use the official student-provided email address to correspond. It is highly recommended to always check your school email at <https://outlook.com/ivc.edu>.

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

For the most current information about how to use student email accounts, students should log on to [www.socccd.edu/email](http://www.socccd.edu/email) and read "Your Email Information" or go to <https://tech.ivc.edu>.

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

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

### **Online Educational Counseling**

Online counseling is an extension of drop-in counseling. Students can access this service from [students.ivc.edu/counselingcenter](http://students.ivc.edu/counselingcenter).

### **Online Orientation**

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

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

## Online Advisement

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

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

## Online Education: Online Classes

Online education is the process of learning, researching, and interacting outside of a campus environment. Online education at Irvine Valley College is conducted on the Internet via the college's learning management system (see below). Each class has a specific IVC instructor who serves as a personal contact to answer student questions, provide review opportunities, and administer examinations throughout the semester.

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

## Canvas™

Canvas™ is the college's learning management system (LMS). Canvas provides students with an online learning community along with other tools to assist them in getting the most out of their online courses. Students participate in course lessons by accessing the Canvas site, located at <https://canvas.ivc.edu>. 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 feature/virtual classroom.

Instructors inform students at the class orientation or by email about how to use the Canvas system. Students officially enrolled in an online class may access the account at <https://canvas.ivc.edu> with a valid user name and password. Students can view online videos about Canvas at the following ebsite: [academics.ivc.edu/DE](http://academics.ivc.edu/DE). Students can find technology support at <https://tech.ivc.edu>. Google Chrome is the recommended web browser.

## Bookstore and Centers for Students

### IVC Bookstore

**B 100 • 949-451-5258**

**www.ivcstore.com**

*Refer to website for exact hours each semester*

The Irvine Valley College Bookstore stocks new, used and electronic textbooks, class supplies, IVC swag and a variety of educational materials. Used textbooks are bought back year-round, at up to 50% of the new price. The bookstore accepts cash, credit cards (VISA, MasterCard, Discover, and American Express), personal checks (with valid driver license and student ID), and bookstore gift cards. Students can order their textbooks online at [www.ivcstore.com](http://www.ivcstore.com). Books ordered online can be picked up at the store or shipped via FedEx. ATEP students may purchase their books at the IVC Bookstore. The IVC Bookstore offers textbook rentals, saving students 65% or more on select textbooks. Information is available in the bookstore or by logging on to [www.rent-a-text.com](http://www.rent-a-text.com). The bookstore is open Monday through Friday, except college holidays. The bookstore offers extended hours the first week of each semester. Students should refer to [www.ivcstore.com](http://www.ivcstore.com) for exact hours each semester. The IVC Bookstore does not carry textbooks for Saddleback College. Saddleback College students should purchase textbooks at the Saddleback College Bookstore.

## AESL Center

**Room B 382**

**949-451-5510**

[ivcesl@ivc.edu](mailto:ivcesl@ivc.edu)

The AESL (Adult English as a Second Language) Center supports all future and current ESL students in becoming successful IVC students and learning English for work, with family, in the community, or at school. The AESL Center is a one-stop center that offers student services that specifically address non-native speakers of English needs, including assistance with completing the admissions and registration process, ESL assessment, orientation, counseling, and campus and community resource referral.

The center has computers and staff available to provide language and digital support for students. The AESL Center is also used as a classroom/lab for ESL classes.

## Career and Job Placement Center

**Student Services Center**

**Room SSC 230 • 949-451-5431• [ivccareercenter@ivc.edu](mailto:ivccareercenter@ivc.edu)**

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

# Counseling Center

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

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

## ELEVATE AAPI @ IVC

**Equitable Learning Experiences Valuing Achievement, Transfer, and Empowering Asian Americans and Pacific Islanders at Irvine Valley College**

**B 353 • 949-451-5322**  
<http://www.ivc.edu/elevateaapi>

ELEVATE AAPI is a federal Title III AANAPISI (Asian American and Native American Pacific Islander Serving Institution) funded program that provides resources and support services to ensure the success of Asian American, Pacific Islanders, and also economically disadvantaged students. Services include: counseling; supplemental tutoring; peer advising; academic and specialized workshops, cultural events, guest speakers, a first-year experience program, and leadership development. ELEVATE AAPI is located in B 353, the CAANAPI: the Center for Asian Americans and Native American Pacific Islanders.

## Health and Wellness Center

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

The Health and Wellness Center is able to provide prevention, education and basic outpatient services for the diagnosis and treatment of acute and sub-acute illnesses and injuries. The wellness center provides physical, emotional and social well-being guidance for students in ways that will increase their potential for educational success. A brief overview of services includes urgent care, preventive care which includes general health assessment and education, vision and hearing screenings, emergency first aid, women's and men's health care, TB testing, STD testing and flu shots and referrals are utilized for services beyond our scope of practice. Additionally, annual well-women examinations are available including PAP tests and birth control. We are an approved Family Pact provider.

Mental wellness services are available for short term intervention, and referrals are available for more detailed mental health needs. Support services such as pharmacy, laboratory and health education are also available. There is a nominal charge for laboratory tests and prescription medications. The Wellness Center is staffed by a team of professionals which include medical physicians, registered nurses and clerical support. Health services are available to students who have paid the state mandated health fee and are currently enrolled in and attending classes at IVC. Students may call for hours of operation each semester. The wellness center is closed on weekends and school holidays.

## International Student Center

**Room CEC 7 • 949-451-5414**

Irvine Valley College is authorized by the US Department of Homeland Security (US DHS) to admit international students in F-1 visa status. The college has a robust international student program, welcoming over 740 international students from 50 different countries annually.

The International Student Center is committed to assisting students with an array of services, such as information regarding application, immigration advising, academic counseling, university transfer assistance, orientation and social activities. All F-1 visa students must purchase the District mandated health insurance plan as a condition of enrollment.

Resources are available for housing, transcript evaluation and document translation services. Irvine Valley College welcomes international student applications and encourages early application in order to meet established deadlines.

Prospective students are encouraged to visit the International Student Center or visit [students.ivc.edu/internationalcenter](http://students.ivc.edu/internationalcenter) for more information and application instructions.

## Language Acquisition Center

**Room B 354 • 949-451-5580 • <http://academics.ivc.edu/languagecenter/Pages/default.aspx>**

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

The center is open to students currently enrolled in IVC language courses. Students must enroll in Chinese 180, French 180, Japanese 180 or Spanish 180. For ESL support, students can enroll in ESL 389, while AESL students can enroll in AESL 599. For assistance in ESL 201 or ESL 301, students must enroll in the co-requisite courses of ESL 201L or ESL 301L. Enrolled students may use the Language Acquisition Center any time during open hours.

## Library

**Circulation Desk: 949-451-5761**

**Reference Desk: 949-451-5266**

**Library Information: 949-451-5261**

**[library@ivc.edu](mailto:library@ivc.edu) • [ivc.edu/library](http://ivc.edu/library)**

The Irvine Valley College Library provides students, faculty, and staff a wealth of information resources, including approximately 38,000 books, 24,300 e-books, 1,138 legal resources, 23 print periodicals, 50 databases encompassing over 25,000 full-text scholarly journals, 646 DVDs, 4,300 music CDs, as well as calculators, headphones, and models of the human skeleton, heart, musculature, and skull. A web-based public access catalog allows users to search for all of these materials. Printers, copy machines and scanners are available for student use for a nominal fee. The library also offers spacious study areas and group-study rooms for students. District students, faculty, and staff can borrow circulating materials by presenting a valid IVC student or staff ID card.

## Library Computers

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

## **Library Card**

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

## **Material/Book Checkout**

All currently enrolled SOCCCD students without outstanding fines may check out library materials.

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

**Magazines, Newspapers:** Library Use Only

**Reference Books:** Library Use Only

**Reserve Textbooks:** Library Use Only

## **Renewals**

Items can be renewed twice, by telephone, in person, or via the library website. If another student has placed an item on hold, then the item may NOT be renewed.

## **Reserves**

Due to a collaborative effort between the IVC faculty, campus bookstore and Library Reserves, the library offers a broad range of core textbooks for student use in the library for a limited checkout period.

To check out a reserve item, students must present a valid IVC or Saddleback student ID at the Circulation Desk and request the item stating the course name and number (for example, BIO 1, MATH 4A, or PSYC 150), the title of the book, and the edition needed. Because reserves are in high demand, they are first come, first served and for use in the library only. If students do not return them within the specified time period (generally two hours), an overdue fine will be imposed.

## **Late Fines and Holds on Student Records**

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

## **Community Library Users**

District residents who purchase a Community Card (\$10 for 6 months) may access the resources of the IVC Library. Community Card members will have access to the library computers and WiFi, and may check out four items at a time.

## **Life Fitness Center and Strength Training Center**

**Rooms PE 110 and PE 260****949-451-5370**

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

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

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

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

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

## **Math Center**

**Room B 363 • 949-451-7561**

Drop-in tutorial assistance and supplemental instruction is available in the Math Center for math courses taught at Irvine Valley College. For Math Center assistance in Math 351 or Math 353, students enroll in Math 351L or Math 353L. For assistance in other math classes, students should enroll in a section of Tutoring 301 offered in the Math Center, room B 363.

## **Student Success Center**

**Room BSTIC 110 • 949-451-5471**

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

## **Tutorial Assistance**

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

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

## **Computer Lab Access**

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

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

## **Transfer Center**

**Student Services Center**  
**Room SSC 230 • 949-451-5339**

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

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

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

## **Writing Center**

**Room LA 103 • 949-451-5249**

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

During conferences, instructors do not edit or proofread student writing; instead, they offer feedback and direction based on an understanding of the classroom writing assignment. Conferences are available on a first-come, first-served basis, and enrolled students are welcome to use the Center's services at any time during operating hours. To reach Lab Technician Beth Sanchez, call ext. 5663.

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

# **Office of Student Life, ASG of IVC and Equity Programs**

## **Student Life**

### **Student Services Center**

**Room SSC 260 • 949-451-5688 • 949-451-5507 • 949-451-5442 • [ivcstudentlife@ivc.edu](mailto:ivcstudentlife@ivc.edu) • [ivcasg@ivc.edu](mailto:ivcasg@ivc.edu)  
• [students.ivc.edu/asivc](mailto:students.ivc.edu/asivc) • [ivc.edu/student/clubs](http://ivc.edu/student/clubs)**

The Office of Student Life and Equity Programs houses the Student Life, ASG of IVC and Student Equity programs. We are committed to providing meaningful services, activities and communications that build community; ensure academic success; encourage creative expression, personal growth, and well-being; foster diversity, equity and social justice; and promote student advocacy and leadership. Our four goals are: services and activities, student leadership development, facilities and technology, and fiscal management.

The Office of Student Life provides a multitude of campus events and activities such as welcome activities, Homecoming, Fear Fest and Spring Fest, end-of-semester events, and holiday celebrations throughout the year. The office also provides academic success services and resources to assist in student retention, such as Take Your Faculty to Lunch tickets, free scantrons (qty. 6 while supplies last) and green books (qty. 2 while supplies last).

Funded by Bookstore and Cafeteria commissions and ASIVC sticker sales, our department provides financial support to over 25 student clubs and organizations, as well as IVC co-curricular programs (i.e. Administration of Justice, Model UN, Psi Beta and Speech and Debate). In addition, our department provides over \$40,000 in student scholarships (funded by the ASG of IVC).

The ASIVC activity sticker entitles its holder to a number of member benefits, including no-cost entry to IVC athletic home games for the semester; discounted Regal movie tickets and theme park e-tickets; access to the ASIVC Student Lounge, which includes billiards, table tennis, foosball, and a TV/gaming room; and an opportunity to apply for ASIVC scholarships.

## **Associated Student Government (ASG) of Irvine Valley College (IVC)**

### **Student Services Center**

**Room SSC 260 • 949-451-5507 • [ivcasg@ivc.edu](mailto:ivcasg@ivc.edu) • [students.ivc.edu/asivc](mailto:students.ivc.edu/asivc) • [ivc.edu/student/clubs](http://ivc.edu/student/clubs)**

The Associated Students of Irvine Valley College (ASIVC)'s official student shared governance group (ASG of IVC) represents student interests on college committees, plans student events and activities, and organizes student clubs and organizations. Any student duly enrolled at Irvine Valley College is automatically accorded membership in ASIVC and has the right to vote in college-wide elections. Students interested in joining the student government should contact the Student Life Office. The ASG of IVC is comprised of several different committees, all staffed by student leaders. They include Budget and Finance, Community Outreach, Development, Facilities and Technology, Judicial Court, Legislative, Public Relations, Student Advocates and Student Activities. A branch of the ASG of IVC that supervises student clubs and organizations is called the Inter-Club and Co-Curricular Council (I4C). Some of these clubs and organizations include culturally focused groups as well as academic and special interest organizations.

## **Equity Programs**

**Student Services Center**  
**Room SSC 260A • 949-451-5688 • ivcstudentequity@ivc.edu**

Equity Programs provides services and activities that increase student and staff multicultural awareness, knowledge, skills and competencies. Our goal is to increase all student engagement in campus life through services, events and leadership development opportunities.

Our department develops and facilitates multicultural programs such as Indigenous People's Day, Coming Out Day, Dia de Los Muertos, Holi, Diwali, Black History Month, Lunar New Year, Gender Equity Awareness, Genocide Awareness, Cesar Chavez Day, and Persian New Year celebrations. We also address and advocate on student issues and concerns as they relate to diversity and equity by coordinating weekly outreach booths and monthly Real Talk discussion groups. Our leadership development opportunities include the DREAM (Diverse Readings to Educate About Multiculturalism) Book Club, the Diversity and Equity Retreat (DAER), E-SLAM (Equity Student Leadership Advocacy Modules) workshops and Meet and Greets for disproportionately impacted communities at IVC.

Our office sponsors several services for eligible students on campus such as meal vouchers, the Food Resource Center, equity scholarships, bookstore vouchers, parking and transportation vouchers, and the Laptop Loan Program.

## **Honors Program**

The Irvine Valley College Honors Program is designed to meet the needs of academically talented and highly motivated students. Most honors-designated courses meet the general education transfer requirements for the University of California and California State University systems and are open to all students through the regular enrollment process. Honors course offerings can be found in both the online class schedule and the class catalog under the relevant departments. The following honors courses are currently offered in regular rotation:

- ACCOUNTING 1BH: Managerial Accounting Honors
- ANTHROPOLOGY 1H: Introduction to Physical Anthropology Honors
- ANTHROPOLOGY 2H: Cultural Anthropology Honors
- BIOLOGY 1H: The Life Sciences Honors
- COMMUNICATIONS 1H: Communication Fundamentals Honors
- COMPUTER SCIENCE 1H: Introduction to Computer Systems Honors
- ECONOMICS 1H: Principles of Economics-Micro Honors
- ECONOMICS 2H: Principles of Economics-Macro Honors
- ECONOMICS 10H: Statistics for Business and Economics Honors
- ECONOMICS 20H: Introductory Economics Honors
- FRENCH 1H: Beginning French I Honors
- GEOGRAPHY 3H: World Regional Geography Honors
- GEOGRAPHY 10H: Introduction to Weather and Climate Honors
- HISTORY 1H: The History of World Civilizations to 1500 Honors
- HISTORY 51H: Women in American History Honors
- HUMANITIES 1H: Introduction to Humanities Honors
- HUMANITIES 71H: Introduction to Film Honors
- HUMANITIES 72H: Film and American Culture Honors
- JAPANESE 1H: Beginning Japanese I Honors
- JAPANESE 2H: Beginning Japanese II Honors
- MANAGEMENT 10H: Statistics for Business and Economics Honors
- MANAGEMENT 12AH: The Legal Environment of Business Honors

- MATH 3AH: Analytic Geometry and Calculus I Honors
- MATH 3BH: Analytic Geometry and Calculus II Honors
- MATH 24H: Elementary Differential Equations Honors
- MUSIC 2H: Music Theory and Culture Honors
- MUSIC 20H: Music Appreciation Honors
- POLITICAL SCIENCE 1H: American Government Honors
- POLITICAL SCIENCE 12H: Comparative Politics Honors
- POLITICAL SCIENCE 14H: International Relations Honors
- PSYCHOLOGY 1H: Introduction to Psychology Honors
- PSYCHOLOGY 3H: Physiological Psychology Honors
- PSYCHOLOGY 5H: Psychological Aspects of Human Sexuality Honors
- PSYCHOLOGY 10H: Statistical Methods in the Behavioral Sciences Honors
- PSYCHOLOGY 13H: Psychology of Reasoning and Problem Solving Honors
- PSYCHOLOGY 37H: Abnormal Behavior Honors
- SOCIOLOGY 1H: Introduction to Sociology Honors
- SPANISH 1H: Beginning Spanish I Honors
- THEATRE ARTS 25H: Great Plays: Primitive to Renaissance Honors
- THEATRE ARTS 26H: Great Plays: Renaissance to Contemporary Honors
- WRITING 1H: College Writing 1 Honors
- WRITING 2H: College Writing 2: Critical Thinking/Writing Honors

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

**Entering freshmen** who wish to join the program must submit an application packet containing a signed application form; official transcript demonstrating a non-weighted academic 3.25 GPA and Writing 1 eligibility, or SAT 1890 (of 2400) or SAT 1260 (of 1600) or ACT 28 (of 36); a letter of recommendation; and a personal letter of application.

**Continuing IVC students** who wish to join the program must submit an application packet containing a signed application form; unofficial transcripts demonstrating completion of at least 12 units of transfer-applicable coursework with a 3.25 GPA and Writing 1 eligibility; a personal letter of application; and the names of three Irvine Valley College (or Saddleback) faculty who will comment on behalf of the applicant. **Students transferring to IVC** who wish to join the program must submit an application packet containing a signed, completed application form; unofficial copies of all college transcripts demonstrating completion of at least 12 units of transfer-applicable coursework with a cumulative 3.25 GPA and Writing 1 eligibility; three letters of recommendation from college faculty; and a personal letter of application. *Note: Special rules apply to students who already have an undergraduate degree or have 40 or more units of college work.* Applicants must submit transcripts for any other colleges attended. Application forms are available online at [academics.ive.edu/honors](http://academics.ive.edu/honors) or in the program office, LA 107A, at IVC. For further information students may call 949-451-5300 or email [honorprogram@ive.edu](mailto:honorprogram@ive.edu).

## Honor Societies

IVC honor societies include the Alpha Omega Mu chapter of Phi Theta Kappa (the international honor society for two-year colleges) and Psi Beta (the national honor society in psychology for community college students). All honor

society members will have a notation on their official transcripts for every semester they maintain membership standards in Phi Theta Kappa and/or Psi Beta. **Transcript notation is posted at the end of each semester.** Phi Theta Kappa members are also eligible for chapter, state, and national merit and transfer scholarships. Psi Beta members are eligible for national research and service awards and can participate in regional in national psychology conferences.

## Phi Theta Kappa

Phi Theta Kappa (PTK) is a co-curricular organization in that eligibility and benefits of membership are determined by student GPA and units completed towards any academic program, degree, or certificate. PTK members enjoy a special relationship with the IVC Honors Program in that many PTK members are also members of the Honors Program, and vice versa, and thus often share resources and scholarship/research opportunities. Phi Theta Kappa members additionally benefit from receiving transcript notation, having access to over \$37 million in scholarships, serving as chapter officers and in other leadership positions, attending and presenting at regional and national conferences, competing for awards, and profiting from various other scholarship, leadership, and service opportunities.

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. Members must maintain a 3.5. GPA to remain in good standing, and to receive transcript notation, which is posted at the end of each semester. For more information about Phi Theta Kappa, students may call 949-451-5206.

## Psi Beta

Psi Beta's mission is to encourage professional development and psychological literacy of all students at two-year colleges through promotion and recognition of excellence in scholarship, leadership, research, and community service. Psi Beta members experience educational enrichment through service activities, participation in professional psychology conferences, and competition for national awards. IVC's Psi Beta chapter has been active since 1992.

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

## Intercollegiate Athletics

### IVC Athletics: A Tradition of Excellence

Since 1990, Irvine Valley College has been committed to maintaining a strong athletic and academic tradition. Competing as a member of the nation's toughest college conference, the Orange Empire Conference (OEC), Irvine Valley teams have collected 24 state championships and 50 conference titles from 1990 through the winter of the 2017-18 school year. IVC currently competes in 13 intercollegiate sports: baseball, women's badminton, women's sand volleyball, and men's and women's basketball, golf, soccer, tennis, and volleyball. The success of the IVC teams can be attributed largely to an outstanding coaching staff that demands excellence from students, not only on the courts and fields but also in the classroom. All head coaches for the men's and women's teams hold at least a master's degree.

The last several years have been among the best athletics campaigns in school history.

Irvine Valley's women's volleyball team won the 2017 CCCAA State Championship after defeating San Joaquin Delta, 23-25, 25-16, 25-20, 25-16 at Solano College in Fairfield, Calif. last December. Outside hitter Olivia Aguilar led the

Lasers to the title with a match-record 30 kills. She was named MVP of the tournament and IVC capped a perfect 27-0 season. All-tourney selection Taira Ka'awaloa added 15 kills, All-American Megan Ramseyer dished out 49 assists with 12 digs and libero Gabi Lau totaled 30 digs, which was the most in the event by any player since 2009. Irvine Valley became the first undefeated state champion since itself in 2014 when that team also finished 27-0.

Irvine Valley's men's tennis team captured its third straight CCCAA State Championship last April in Ventura with a 5-1 win over the top team from Northern California, American River. The Lasers took a 2-1 lead in doubles, then won the Nos. 5, 1 and 4 singles to secure their third straight state title with a 5-1 win over American River. It was a rematch of last year's state final between the two No. 1 seeds and the score was the same. Irvine Valley (19-0) completed an undefeated season for the first time in school history. The Lasers ended the year having won 35 straight matches and were 58-3 in the last three years with all three losses coming to four-year schools. It was their fourth straight appearance in the California state final and now they are 3-1. Irvine Valley became the second straight men's team to win three straight State titles. "It's an unbelievable feeling," said Irvine Valley's Wyatt DeMulling, a freshman from Highline High in Washington state. "This whole entire year, we've become so much closer. We're more than a team, we're a family and this is just unbelievable."

Men's tennis player Javier Callejo, part of the special men's tennis team, turned in a dominant performance individually at the state tournament. Callejo recorded a Triple Crown with a 6-2, 6-4 CCCAA Men's Tennis doubles championship with sophomore teammate Lucas Lesoeur at Libbey Park in Ojai. A few hours earlier, Callejo won the State singles championship with a 6-3, 6-4 triumph. And just a few days before, Callejo and his teammates opened the 117th Ojai Tournament with a 5-1 win in the State Dual Team final over American River. Callejo, the No. 9 seed, won his second straight state singles title by sweeping No. 6 Vincent Reynaud of Cypress in an All-Orange Empire Conference final. He became the first repeat State champion since Dan Omaboe of Marymount in 1994-95 and only the third back-to-back winner all time. And he became the first Triple Crown winner since Adriano Biasella of Desert in 2002 and the 10th Triple Crown winner since the State Championships began in 1960.

The 2017-18 Irvine Valley women's basketball team just finished up an Orange Empire Conference winning campaign. The Lasers shared the Orange Empire Conference title, ending the regular season with a record of 24-4 overall and 13-1 in the conference. The team earned a share of the title with Cypress after beating Riverside, 82-79, in overtime on the road. Sophomore Kasey Smit had her best game of the season at Riverside. She finished 39 points and 23 rebounds in the contest. The 39 points was a career high. Her 23 rebounds was just one off of her career-best. It was her second game this season with 30-plus points and 20-plus rebounds.

Other highlights from the past year included the Irvine Valley women's tennis team winning the second Orange Empire Conference title in program history, being ranked No. 1 by the ITA in Southern California, making the playoffs and reaching the semifinals of the CCCAA Team Dual Playoffs last spring, the women's golf team making the CCCAA State Championships with Araceli Esquivel placing sixth in the individual state event, the 2017-18 men's soccer team reaching the CCCAA Regional Final for the third straight year.

The 2014-15 school year was also special one for Irvine Valley. IVC won three team state championships and recorded another five individual state titles, including earning titles in women's volleyball, men's tennis and women's beach volleyball.

Irvine Valley won two state titles during the 2012-13 school year, capturing championships in women's golf and women's sand volleyball.

And in 2010-11, IVC won three state team championships and earned its highest ranking ever in the standings for the NATYCAA Cup. Irvine Valley placed in the top 10 for the first time ever in the National Alliance of Two-Year College Athletic Administrators (NATYCAA) Cup, finishing ninth in the state standings. It was the highest ranking for a non-football college on the list, which was made up of 105 community colleges in California.

## Conference Play

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

## Eligibility

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

Generally:

1. A student-athlete must be enrolled and actively attending a minimum of 12 semester units at their community college during the season of sport. Of the 12 units, at least 9 must be attempted in courses in any of the following areas: remediation, career technical education/certificate courses, associate degree requirements, transfer/general education and/or lower-division theoretical major preparation courses as defined by the college catalog and/or articulation agreements and consistent with a student's Individual Education Plan (IEP).
2. To be eligible for a second season of sport, the student-athlete shall maintain a cumulative 2.0 grade point average in accredited post-secondary coursework computed since the start of the semester/ quarter of the first participation in any sport, regardless of the college attended.
3. To be eligible for a second season of a sport, the student-athlete must pass a minimum of 24 semester units before the semester of the second season of competition. Of the 24 units, at least 18 shall be in any of the following areas: remediation, career technical education/certificate courses, associate degree requirements, transfer/general education and/or lower-division theoretical major preparation courses as defined by the college catalog and/or articulation agreements and consistent with a student's Individual Education Plan (IEP).

## Transfers

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

## Late Registration

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

## Important:

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

## **Counseling for Student-Athletes**

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

## **Additional Programs/Resources**

### **Outreach and Community Relations**

**Room CEC 1 • 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 attract new students, 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 campus tours; high school visits; presentations to students, parents, and community groups on admissions procedures, academic programs and student services; attending college fairs; and participating in community events such as Preview Day, Laser Week, Fast Friday and the Freshman Advantage Program for high school seniors.

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

**Room A 304 • 949-451-5555**

The Emeritus Institute provides courses of interest and value to older adults, community members and lifelong learners at convenient times and locations, both at the main IVC campus and at off-campus sites. These sites are collaborative connections with cities such as Irvine, Tustin, Lake Forest, Newport Beach, and Laguna Beach. Courses include a broad range of offerings from health/wellness to personal enrichment, finance, art, and music, with new offerings being developed in response to community needs. Emeritus courses do not count toward degree or certificate requirements, nor do they carry transfer credit to colleges or universities. Courses are described in this catalog, and current offerings scheduled throughout the calendar year may be viewed online at [academics.ivc.edu/emeritus](http://academics.ivc.edu/emeritus).

### **Community Education**

**Room A 304 • 949-451-5555**

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

campus location, in the evening or on weekends. Courses are offered in a year-round schedule; current offerings may be viewed at [academics.ivc.edu/communityed](http://academics.ivc.edu/communityed).

## **Economic and Workforce Development/Contract Education**

### **ATEP 949-282-2720**

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

## **Irvine Valley College Testing Center**

### **Room A 3TC • 949-451-5468**

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

## **Student Ambassador Program**

### **Room A 109 • 949-451-5214**

IVC launched its first year-long Student Ambassador Program in 2014/15. The goals of the program are to build a structured framework in which students can become familiar with the college, gain a working knowledge of the institution, and be visible in and useful to the college community. Ambassadors are required to attend a 2-day training program through which they will be introduced to key stakeholders and learn about the operation of the institution. The IVC Student Ambassadors have become the face of the college and truly create a sense of community. The application process is open in March and April of each year. Students interested in participating in the program should contact the Office of the Vice President for Student Services.

## **Policies and Standards**

### **Academic Policies and Standards**

### **Academic Freedom**

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

## Catalog Rights

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

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

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

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

Students maintain catalog rights by maintaining continuous enrollment in the South Orange County Community College District—that is, by receiving a letter grade of "A," "B," "C," "D," "F," "P," "NP," "W," "MW," "I," "IP," "SP" or "UG" on their transcripts for at least one course per academic year. Documented military or medical leave will not be considered an interruption of enrollment. Absence related to an approved educational leave or for attendance at another accredited institution of higher learning is not considered an interruption, providing the absence does not exceed two years. Contact the Office of Admissions and Records in such cases.

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

## Courseload Limits

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

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

**Full-time:** 12 or more units

**Three-quarter time:** 9-11.5 units

**One-half time:** 6-8.5 units

## **Basic Skills Coursework Limit**

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

The following students are exempted from this limitation:

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

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

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

## **Academic Honesty and Dishonesty**

### **Responsibilities and Definitions for Students**

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

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

### **Falsification**

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

1. forging signatures on official documents such as admissions cards and financial aid applications.
2. changing or attempting to change official academic records without proper sanction.
3. misrepresenting or falsifying successful completion 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 date 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 a 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 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 (e.g., take-home exams or on-line 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 electronic 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. Students are responsible for taking all final examinations as assigned by their course instructor. Students can petition to take a final examination early at the instructor's discretion.

## **Grades**

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

### **Academic Record Symbols and Grade Point Average**

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

	<b>Definition</b>	<b>Grade Point</b>
<b>A</b>	Excellent	4
<b>B</b>	Good	3
<b>C</b>	Satisfactory	2

<b>D</b>	Passing, less than satisfactory	1
<b>F</b>	Failing	0
<b>P</b>	Pass (equivalent to "A," "B," or "C"; units are earned but are not counted in GPA)	
<b>NP</b>	No Pass (equivalent to "D" or "F"; no units are earned, and units are not counted in GPA)	
<b>SP</b>	Satisfactory Progress (non-credit only); no units are earned, and units are not counted in GPA	
<b>UG</b>	Ungraded (non-credit only); no units are earned, and units are not counted in GPA	

## Nondegree-Applicable Courses

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

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

## I: Incomplete

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

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

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

## IP: Work in Progress

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

## RD: Report Delayed

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

## **W: Withdrawal**

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

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

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

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

## **MW: Military Withdrawal**

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

## **Grades for Repeated Courses**

When a course is repeated the District shall, upon request, disregard the previous grade and credit and include only the most recent credit and grade in the student's grade point average.

1. All enrollments shall be recorded on the student's transcript using an appropriate annotation.
2. Students may use an equivalent course from an accredited college or university to annotate the first two substandard grades received at the college, only if the grade was earned subsequent to the grade received at the college.
3. The student must submit a petition to the Admissions and Records Office.
4. The colleges will honor the course repeat actions of other accredited colleges and universities in determining acceptance of credits and pre-requisites, but such courses will not be calculated in the GPA on an SOCCCD transcript.

## **Grade Notification**

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

## **Pass/No Pass Option**

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

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

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

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

## **Factors to Consider with the Pass/No Pass Grading Option**

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

- Taking a course on a Pass/No Pass basis is not 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 factored into the calculation for progress probation. See Academic Renewal, Probation, Dismissal for a definition of progress probation.
- Students planning to graduate from the South Orange County Community College District must establish a minimum 2.0 grade point average for at least 12 units in residence completed at Irvine Valley College.
- Standards for the Dean's List or other academic honors require completion of a minimum of 12 units in letter-graded courses.

## **Graduation Honors**

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

**Summa Cum Laude:**

4.0 GPA

**Magna Cum Laude:**

3.75 to 3.99 GPA

**Cum Laude:**

3.50 to 3.74 GPA

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

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

## **Dean's List**

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

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

## **Academic Renewal, Probation, Dismissal**

### **Academic Renewal**

Under certain circumstances, students may elect to have previously completed courses disregarded in the computation of their cumulative grade point average (GPA). This process is known as academic renewal, defined in accordance with Title 5, California Code of Regulations, Section 55046. Students must complete the following requirements:

1. A petition must be filed in the Office of Admissions and Records. The Registrar or Dean of Enrollment Services is the designated authority for approval of academic renewal.
2. Accompanying the petition must be evidence that the previous substandard work does not reflect the student's current performance or capabilities.
3. Previous substandard work will be disregarded. Substandard grades are defined as "D," "F," or "NP."
4. No more than 30 units of coursework can be considered for academic renewal.
5. Such alleviation shall be permitted only after thirty (30) semester units with a 2.50 GPA have been completed and a minimum of two (2) terms have elapsed since the earning of the last substandard grades to be alleviated. Work from other accredited colleges may be considered for calculating their GPA.
6. When coursework is disregarded in the computation of the cumulative GPA, the student's academic record will be annotated; all coursework remains on record, ensuring a true and complete academic history. Academic renewal actions are irreversible.

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. Academic renewal procedures may not conflict with the District's obligation to retain and destroy records or with the instructor's ability to determine a student's final grade.

## **Probation**

In accordance with Title 5, California Code of Regulations, Sections 55030-55034, a student whose academic performance 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 their probationary status and/ or to use the services provided by the college (including basic skills courses, tutoring services, and faculty conferences) to return to satisfactory academic standing. While the student is on probation, the college may require counseling and may restrict the number of units in which the student may enroll. K-12 students identified for academic probation will not be permitted to take IVC classes until after high school graduation.

Qualifying first-time probation students will be informed of their loss in priority registration if they reach two consecutive semesters on probation.

As an early intervention measure, first-time probation students will be blocked from registration until they complete an online probation module and attend a Student Success Strategies Workshop, and will receive instructions on how to register for a workshop in their first-time probation notification.

### **Academic Probation**

A student who has attempted at least 12 semester units at Irvine Valley College and/or Saddleback College is placed on academic probation when the cumulative grade point average is less than 2.0. A student on academic probation will be removed from probation when his or her cumulative grade point average reaches 2.0 or higher.

### **Progress Probation**

A student who has enrolled in at least 12 semester units at Irvine Valley College and/or Saddleback College is placed on progress probation when the percentage of all units in which he or she has enrolled and for which entries of "W," "I," and "NP" are recorded reaches or exceeds 50 percent. A student on progress probation shall be removed from probation when the percentage of units in the "W," "I," and "NP" category drops below 50 percent.

## **Dismissal**

In accordance with Title 5, California Code of Regulations, Sections 55030- 55034, any student whose cumulative grade point average falls below 1.75 after three consecutive semesters will be subject to dismissal. A student who remains on progress probation for three consecutive semesters will also be subject to dismissal. A combination of academic probation and progress probation for three consecutive semesters may likewise result in dismissal. Because dismissal is a district process, grades at both Irvine Valley College and Saddleback College are taken into account.

### **Readmission after Dismissal**

Students who have been dismissed from either Irvine Valley College or Saddleback College may petition for readmission after one semester of non-attendance by following the petition procedure in the Office of Admissions and Records. The petition process for readmission requires that students attend a dismissal workshop and develop a Contract for Academic Success prior to submitting a petition. Students who are readmitted and fail to maintain a grade point average of 1.75 or higher during the semester following readmission may be dismissed. Students who drop all courses after their readmission is approved will have to go through the readmission process should they decide to return to Irvine Valley College at another time.

## **Veterans Dismissal**

Irvine Valley College enforces a policy relative to standards of conduct and progress expected by the Department of Veterans Affairs. The Veterans Services Center is required to notify the Department of Veterans Affairs (DVA) of veterans and/or eligible dependents who complete two consecutive semesters on academic or progress probation, regardless of the amount of units. The DVA may terminate benefits, unless it can be shown that the student is pursuing an appropriate objective and has a reasonable chance for success in the chosen programs. Students should consult the Veterans Services Center for details: 949-451-5296.

## **Grievances**

### **Grade Grievance Policy and Procedure**

By law, the instructor is solely responsible for the grades assigned; no instructor may be directed to change a grade except in certain narrow circumstances authorized by the California Education Code, Section 76224 (a).

When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final.

The District's grade grievance policy (Board Policy 5505) outlines the procedures for challenging grades given in any course of instruction offered in the District.

## **Contact Information**

**Board policies are accessible online at the South Orange County Community College District website:**  
[http://www.socccd.edu/about/about\\_boardpolicynew.html](http://www.socccd.edu/about/about_boardpolicynew.html)

**Grievance forms are available online at** <http://www.ivc.edu/policies/pages/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 for further assistance, they may contact the Office of Instruction, Room A 119, 949-451-5212.

## **Definition of Terms**

*Mistake:* An unintentional act, omission or error by the instructor or the college.

*Fraud:* A deception deliberately practiced in order to secure unfair or unlawful gain.

*Bad Faith:* An intent to deceive or to act in a manner contrary to law and/or a grade assigned in violation of the protections described in California Education Code and Title 5, California Code of Regulations, guaranteeing students' rights to participate in college programs free from discrimination and harassment. If it is determined that a grade was the result of discrimination or harassment, the grade may be changed as a remedy for the discrimination or harassment.

*Incompetence:* A lack of ability, legal qualification, or fitness to discharge a required duty.

## Informal Resolution

Any student who believes he or she has a grade grievance should make a reasonable effort to resolve the matter on an informal basis with the faculty member who assigned the grade or that person's dean or designee prior to requesting a grievance hearing. If informal resolution of the problem is not possible, the student may elect to pursue a formal grievance.

## Formal Grievance Process

### 1. 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 <http://www.ivc.edu/policies/pages/grievance.aspx>

### 2. 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 <http://www.ivc.edu/policies/pages/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.

### 3. 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.

**4. 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.

**5. 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 <http://www.ivc.edu/policies/pages/grievance.aspx>

## **Student Rights**

### **Statement on Freedom of Expression, Civility and Mutual Respect**

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

establish the highest level of communication and transparency in the various processes of campus governance and decision making.

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

## Nondiscrimination and Harassment Policy

The South Orange County Community College District is committed to providing an academic and work environment free of unlawful discrimination and harassment. Federal and state laws and District policies afford students and employees the right to work or learn in an environment free from discriminatory intimidation, ridicule and insult.

The District prohibits illegal harassment including the acts of students, employees, and non-employees. Prompt and equitable action, including appropriate disciplinary action, will be taken against any student, employee (supervisory or otherwise), or agent of the District, who engages in such conduct. The action will be prompt, effective, and commensurate with the severity of the offense.

### General Harassment

Discrimination and/or harassment based on race, color, sex, gender, gender identity, gender expression, religion, national origin, ethnic group identification, ancestry, age, physical or mental disability, medical condition, military service, sexual orientation, marital status, pregnancy, or any legally protected characteristic, or the perception that a person has one or more of these characteristics is illegal and violates District policy.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. Harassment comes in many forms, including but not limited to the following conduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race, gender, sexual orientation, or other legally protected status.
- **Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other legally protected status.
- **Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other legally protected status; or gratuitous comments regarding gender, race, nationality, sexual orientation or other legally protected status that are not relevant to the subject matter of the class or activities on the job.
- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

## **Sexual Harassment Policy**

Sexual harassment is offensive, unwelcome sexual attention. It may be pressure for dates or sexual favors, suggestive gestures or remarks, touching, or actual or attempted rape or assault. Sexual harassment is a form of sex discrimination that violates Title VII of the Federal Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972; California law; and the South Orange County Community College District board policies.

If you feel you are being sexually harassed and would like clarification, an informational brochure on the options is available to you. If you would like to discuss your concerns with an administrator, please contact Dr. Linda Fontanilla, the Title IX coordinator and vice president for Student Services, at 949-451-5214 or Dr. Elizabeth Cipres, dean for counseling services and discipline officer, at 949-451-5410.

## **Complaint Procedures**

### **Informal Procedures**

The District strongly encourages students and staff who believe they are being harassed to file a complaint in a timely manner. Since failure to report harassment impedes the District's ability to stop the behavior, the District strongly encourages that such complaints be made within 30 days of the alleged incident. Any complaint not involving employment may be made orally or in writing within one year of the date of the alleged discrimination or harassment.

The District has established "designated officers" who are charged with receiving complaints and coordinating their investigation. The designated officer will explain the rights and options available to the individual bringing charges of unlawful discrimination or harassment. If there is a simple misunderstanding or the individual does not wish to file a formal complaint, the individual may elect to pursue an informal resolution process. The informal process is not a prerequisite for filing a formal complaint.

An individual who feels she/he has been subjected to sexual assault may file a complaint with the police department in addition to any other complaint.

Individuals who believe they have been subjected to unlawful discrimination, including harassment, may report complaints to the designated officer for Irvine Valley College:

Vice President for Student Services  
Irvine Valley College  
5500 Irvine Center Drive  
Irvine, California 92618  
949-451-5214

### **Formal Procedures**

If an informal process does not resolve the matter and/or the complainant wishes to pursue formal charges, he or she may elect to follow formal complaint procedures. The informal process may not be appropriate for complaints of sexual assault. Formal complaints of unlawful discrimination or harassment must be filed in writing on a form prescribed by the State Chancellor. Approved complaint forms are available from any one of the following sources:

**The Office of the Vice President for Student Services**

Irvine Valley College  
5500 Irvine Center Drive  
Irvine, California 92618  
949-451-5214

**The Office of the Director of Human Resources**

South Orange County Community College District  
28000 Marguerite Parkway  
Mission Viejo, California 92692  
949-582-4348 or 949-582-4850

**Irvine Valley College website:**

[www.ivc.edu/policies/pages/harassment.aspx](http://www.ivc.edu/policies/pages/harassment.aspx)

**SOCCCD website:**

[www.socccd.edu/hr/HRforms.asp](http://www.socccd.edu/hr/HRforms.asp)

**State Chancellor of the California Community Colleges website:**

<http://californiacommunitycolleges.cccco.edu/ComplaintsForm.aspx>

Upon receiving a formal written complaint, the District will determine whether the complaint has met the necessary requirements, which include but are not limited to whether it was filed in a timely manner, on an appropriate form, and whether it alleges unlawful discrimination as stipulated in Title 5, section 59300.

The District will investigate properly filed complaints according to procedures prescribed in Board policy. The District will complete its investigation within 90 days of receiving the complaint and report its administrative determination. The District must provide written notice to both the complainant and the State Chancellor of whether there is probable cause to sustain the charges raised in the complaint; a description of the action taken, if any, to prevent similar problems from occurring in the future; the proposed resolution of the complaint; and the complainant's right to appeal to the District and the State Chancellor.

## **Further Information**

For more comprehensive information about discrimination and harassment, students are encouraged to read the Harassment Policy and Complaint Procedure brochure, available in the Office of Student Services, Room A 110, at Irvine Valley College. The brochure is also available for downloading from the SOCCCD website:  
[www.socccd.edu/hr/HRforms.asp](http://www.socccd.edu/hr/HRforms.asp).

Students may also refer to Administrative Regulation 4000.5 for more information regarding filing a complaint and investigation procedures.

## **Accommodations for Students with Disabilities**

Irvine Valley College will make reasonable accommodations and/or academic adjustments for qualified students with disabilities in order to create an educational environment where they have equal access to instruction without fundamentally altering any course, educational program, or degree.

Students with verified disabilities who believe they have not been provided with reasonable academic accommodations are encouraged to contact the Disabled Students Programs and Services Office at 949-451-5630, SSC 171.

Students with verified disabilities who have specific questions or problems concerning disability discrimination should contact the Office of the Vice President for Student Services, ADA/504 Officer, Room A 110, 949-451-5214. Formal complaints may be submitted to this office.

## Crime Awareness

Irvine Valley College is committed to offering 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.

The Jean Clery Annual Disclosure of Campus Security Policy and Campus Crime Statistics Act requires colleges to disclose information about crime on and near their respective campuses. It provides crime statistics for the prior three years, policy statements regarding various safety and security measures, campus crime prevention program descriptions, and procedures to be followed in the investigation and prosecution of alleged sex offenses. The report can be accessed online at [campuspolice.ivc.edu/Pages/annualreport.aspx](http://campuspolice.ivc.edu/Pages/annualreport.aspx). In addition, a crime statistics disclosure pamphlet is available at the college bookstore, the Campus Police Office (CP 100), President's Office, and Student Services Center lobby. For further information, students may contact the Campus Police Office at 949-451-5200.

## Student Privacy Rights: Releasing Student Records

Under the provisions of the Family Education Rights and Privacy Act of 1974, all students are guaranteed the right to the privacy of their records. Irvine Valley College, in compliance with this law, provides students access to specified official records of their work at the college. Students have the right to challenge the content of their records-including the grade they received in a class-on the grounds that it is inaccurate, misleading, or otherwise inappropriate. Those wishing to challenge the information in their files should contact the Vice President for Student Services, 949-451-5214, Room A 110, who will initiate a hearing.

Irvine Valley College will not release student records unless the college has received the student's prior written consent except in the following circumstances:

1. Release may be made as required under the provisions of the Family Education Rights and Privacy Act. The college will make public specific directory information, which includes a student's name, dates of attendance, enrollment status, degrees and awards received by the student, and participation in officially recognized activities and sports programs. Additionally, athletes may have weight, height, and high school they graduated from released as needed.
2. Release will be made as required by the Solomon Act to the military services.
3. Release will be made to federal, state and local government authorities as required in the performance of official duties.
4. Release may be made to district-approved third parties determined as FERPA compliant for educational purposes.

A standard fee of \$15 has been established to cover the cost of furnishing copies of some college records to the student. Students wishing to have a copy of other records will be charged the actual reproduction cost. Copies of transcripts of course work completed at other institutions must be obtained from those institutions.

The Family Education Rights and Privacy Act applies to educational records only and does not include administrative records.

## **Instructional and Course Material Fees**

In accordance with Title 5, California Code of Regulations, Sections 59400-59408, the policy for requiring students to provide instructional and other materials and establishing the provisions for assessing the students a fee for a credit or non-credit course shall conform to the following guidelines:

1. The materials shall be tangible personal property which are owned or primarily controlled by the individual student.
2. The material is of a continuing value to the student outside of the classroom setting, which can be taken from the classroom setting, and which is not wholly consumed, used up or rendered valueless as it is applied in achieving the required objectives of a course which are to be accomplished under the supervision of an instructor during class hours.
3. The material shall not be solely or exclusively available from the district except if it is provided to the student at the district's actual cost; and:
  1. The material is otherwise generally available, but is provided by the district for health and safety reasons; or
  2. 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            29.45%

Irvine Valley College 44.01%

### **Transfer Rate**

Statewide            10.90%

Irvine Valley College 8.58%

In compliance with the Student-Right-to-Know (SRTK) and Campus Security Act of 1990 (Public Law 101-542), it is the policy of the South Orange County Community College District and Irvine Valley College to make available its completion and transfer rates to all current and prospective students. Beginning in Fall 2012, 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 2012 to Spring 2015. 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 2013 to Spring 2015, are "transfer students."

Information about Student Right-to-Know rates for Irvine Valley College and how they should be interpreted can be found at the California Community Colleges Student-Right-to-Know Information Clearinghouse website: <http://srtk.cccco.edu/index.asp>.

**NOTE:** SRTK rates do not represent the success rates of the entire student population at Irvine Valley College, nor do they account for student outcomes occurring after this three-year tracking period. The rates do not describe other important features about the college and its students. Additionally, as a part of the Transfer Velocity Project, the California Community College Chancellor's Office tracks first-time college students who demonstrate "behavioral intent to transfer" by completing a minimum of 12 units and attempting either a transfer level math or English course within a six-year time frame. Of the latest cohort of "transfer-oriented" students at IVC, 59% transferred to a four-year institution within the six-year time frame. This is the number one transfer rate for such students in Orange County and the second highest in the California Community College system.

## 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:

- A. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open defiance of the authority of, district personnel.
- B. Assault, battery, or any threat of force or violence upon a student, district personnel, or an authorized visitor.
- C. Willful misconduct resulting in injury or death to a student or district personnel or an authorized visitor, or willful misconduct resulting in damage, defacing, theft, or other injury to any real or personal property owned by the District, or district personnel, or students in attendance at the colleges or programs of the District.
- D. Unsafe behavior in a clinical or lab setting that poses a threat to self or others.
- E. The unlawful use, sale, or possession on district property or presence on district property while under the influence of any controlled substance or any poison classified as such by state or federal law.
- F. Smoking in an area where smoking has been prohibited by law or by policy of the Board of Trustees or administrative regulation.
- G. Disorderly, lewd, indecent, or obscene conduct on district property or at district sponsored functions.
- H. Sexual assault (as defined in Board Policy 5404) on any student or employee of the District, on campus or off-campus grounds or facilities maintained by the District.
- I. The possession or use of any firearms, explosives, dangerous chemicals, deadly weapons, or other potentially harmful implements or substances while on district property or at a district-sponsored function without the prior authorization of the disciplinary officer.

- J. The obstruction or disruption, on or off campus, of any educational or administrative process or function of the District.
- K. Physical abuse, on or off campus property, of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse when related to a district program or activity.
- L. Misrepresentation of oneself or of an organization as an agent of the District.
- M. Soliciting or assisting another to do any act which would subject a student to discipline.
- N. Use, possession, or distribution of alcoholic beverages and/or illegal narcotics/drugs on district premises, or at district-sponsored events, or appearance 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.
- O. Unauthorized recording, dissemination, and publication of academic presentations or materials. This prohibition applies to a recording made in any medium.
- P. 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.
- Q. 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.
  - a. 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 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 date 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 a student.

- b. 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 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.
- c. 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 (e.g., take-home exams or on-line 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 electronic 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. See Academic Honesty and Dishonesty in the Academic Policies section.

R. Contravention of Copyright Laws

S. Violation of District Board Policies and Administrative Regulations

## Disciplinary Procedures

A. Initiation of the Disciplinary Process

A request for disciplinary action may be initiated in writing by district employees. When there is a violation of the Student Code of Conduct, the following procedures will be followed:

1. If the conduct occurred in the classroom, the instructor may remove the student from his or her class for that day and the next class meeting if the student interfered with the instructional process. Removal must be reported to the disciplinary officer immediately. If the student is a threat to self or to others, the instructor must contact Campus Police immediately. If the student removed is a dependent minor, the instructor may request that the student's parent or guardian attend a parent conference regarding the removal. Upon removal of a student, the instructor will give the student verbal and/or written notice of the reasons for the removal.
  - a. The instructor, victim or witness (es) will submit a written report on the appropriate form (i.e., Incident Report form) to the disciplinary officer. The report will include (a) date and time of the conduct, (b) location, (c) names of witnesses, and (d) a detailed explanation of the alleged misconduct.
  - b. If the incident involves a matter of academic dishonesty, the instructor will give notice to the student within ten days of the discovery of the alleged impropriety.
  - c. If the incident was not a matter of academic dishonesty, a meeting between the student and the disciplinary officer will be conducted as soon as possible. At this meeting, evidence of the alleged violation(s) will be presented to the student. The student will be advised of the potential consequences.
  - d. If the student elects not to attend this required meeting, the student waives his or her right to provide a response to the allegations.
  - e. The student may elect to drop the course, in accordance with existing policies, but this action will not necessarily terminate the process outlined above.
2. If the conduct did not occur in the classroom, the district employee discovering the conduct will report the incident to the disciplinary officer and submit a written report on the appropriate form (i.e., Incident Report form). The report will include (a) date and time of the conduct, (b) location, (c) names of witnesses, and (d) a detailed explanation of the alleged misconduct.
3. When the report of alleged misconduct is sent to the disciplinary officer, the officer will evaluate the information to determine if it alleges a violation of the District's student conduct policy and/or regulations. If the disciplinary officer determines that the report supports such allegations, a meeting will be requested with the student to provide the student an opportunity to respond to the allegations.

4. The disciplinary officer will review all documentation related to the case to make a determination if disciplinary action is required.
5. The disciplinary officer will send a notice by mail to the student charged with the violation. This notice will include a written explanation of the incident and the charges that have been made (i.e., the specific conduct involved and the specific regulation(s) alleged to have been violated)
6. The disciplinary decision is final and it is immediately in effect unless it involves termination of State and/or local financial aid, suspension, or recommendation of expulsion, in which case the student may appeal the decision to the Disciplinary Hearing Panel within ten days. In cases referred to the Panel by the disciplinary officer or in cases where the decision is appealed to the Panel, the procedures in Section V will be followed. The student may, in writing, accept the penalty of suspension or expulsion without further hearing and without admitting participation in the conduct charged.

B. Range of Disciplinary Actions

1. **Verbal Reprimand:**  
A warning that the conduct is not acceptable.
2. **Written Reprimand:**  
Becomes part of the student file for a minimum of five years or longer at the discretion of the disciplinary officer and is considered in the event of future violations.
3. **Mental Health Clearance:**  
Mental health clearance may be required before a student is readmitted to a particular class or allowed to be on district property. The campus chief administrative officer (or designee) must receive a letter from a licensed mental health professional stating that in his or her professional judgment, the student will no longer continue the behavior which gave rise to the disciplinary action or that the student's presence on campus is not a threat to himself or herself or others. The mental health professional must be licensed by the State of California. The student shall bear the cost and expense of obtaining mental health clearance.
4. **Disciplinary Probation:**  
A specific period of conditional participation in campus and academic affairs, which may involve any or all of the following:
  - a. Ineligibility for all student government roles;
  - b. Removal from any student government position;
  - c. Revocation of the privilege of participating in district and/or student-sponsored activities;
  - d. Ineligibility for membership on an athletic team;
  - e. Limitation of courses and/or instructors the student may take.
5. **Suspension:**  
The Board of Trustees or the disciplinary officer may suspend a student for cause as provided in Section III. Suspension may involve:
  - a. Removal from one or more classes for the remainder of the academic term.
  - b. Removal from all classes and activities of the District for one or more terms. During this time, the student may not be enrolled in any class or program within the District.
6. **Expulsion:**  
The Board of Trustees may expel a student for cause as provided in Section III when other means of correction fail to bring about proper conduct or when the presence of the student causes a continuing danger to the physical safety of the student or others. Expulsion will be accompanied by a hearing conducted by the Disciplinary Hearing Panel.

## Disciplinary Hearing Panel for Suspension or Expulsion

If the disciplinary officer refers the case for a hearing with the Disciplinary Hearing Panel or the student appeals the disciplinary officer's decision to the Disciplinary Hearing Panel, the following process will be followed:

A. Notice Letter

The disciplinary officer will mail a written notice of the hearing to the student (and to the parent or guardian if the student is a dependent minor). This notice will include:

1. A statement of the charges. The statement will describe the specific facts alleged as a basis for violation of these regulations.
2. The time and place of the hearing.
3. Notification of the student's right to be accompanied and represented by an advocate. If the advocate is an attorney, the student must inform the disciplinary officer in writing of the name and address of the attorney at least five days before the time set for the commencement of the hearing. Failure to do so will constitute good cause of a continuance of the hearing.
4. Notification that the hearing body may consider the student's previous disciplinary and academic record.
5. Notification that the student may request that one of the members of the Disciplinary Hearing Panel be a student of the district. This request must be made in writing to the disciplinary officer at least five (5) days in advance of the hearing.

The notice letter may be amended at any time. If an amendment requires that the student prepare a substantially different defense, the disciplinary officer may postpone the hearing for a reasonable time, not to exceed ten days.

B. Composition of Disciplinary Hearing Panel

1. If the student is represented by an attorney, the District will also be represented by an attorney.

The Disciplinary Hearing Panel will consist of a student (if requested), a faculty member of the college, and a district administrator. If a student is requested to serve on the panel, the request will include permission for the records to be disclosed to the student member of the panel. Where the charged student does not request a student member on the hearing panel, the Disciplinary Hearing Panel will consist of two college faculty members, one district administrator and a campus police officer, if requested by the disciplinary officer.

2. The disciplinary officer will, after conferring with the associated student body, academic senate, and administrative cabinet, compile lists of persons who may be appointed when it is necessary to convene a Disciplinary Hearing Panel. The disciplinary officer will appoint members to the Disciplinary Hearing Panel from the approved list of names.
3. The hearing will be convened within ten days of the date that written notice of the proposed disciplinary action is mailed to the student, unless the disciplinary officer grants a written request for a continuance by the student upon a showing of good cause.

C. Hearing Preparation

1. The disciplinary officer will be responsible for making the necessary arrangements for the hearing, including scheduling a room, providing for an official record of the hearing, and notifying the student and members of the Disciplinary Hearing Panel.

2. Prior to the hearing, the Disciplinary Hearing Panel will be given copies of these procedures. The disciplinary officer will select a chairperson. The chairperson will preside over the hearing and make any necessary procedural rulings.

D. The Hearing

1. Confidentiality: hearing will be closed and be kept confidential by all parties.
2. Security: appropriate security measures will be taken at the hearing by the campus police department.
3. Witnesses/Record of Hearing: witnesses will be excluded except when testifying. The District employee who was involved in or a witness to the incident will be invited to attend and participate in the hearing, and may be present for the entire proceedings. The administration's representative and the student will be entitled to call and question witnesses. Panel members may ask questions at any time when recognized by the chairperson. With the concurrence of the panel, witnesses may be recalled and questioned by hearing participants. A record of the hearing will be kept for ten years.
4. Opening: The chairperson will call the hearing to order, introduce the participants, and announce the purpose of the hearing. An orderly hearing will be maintained and disruptive participants will be ejected or excluded.
5. Charges: The chairperson will distribute copies of the charges to the members of the committee, read the charges aloud, and ask the student whether the charges have been received. If the response is affirmative, the hearing will proceed. If the response is negative, the administration may present evidence that the charges were duly served. The chairperson will decide to proceed with the hearing. In cases where a hearing does not proceed, a hearing will be rescheduled within ten days.
6. Burdens of Proof and Production of Evidence: The administration bears the burden of proving that each charge is true based on a preponderance of the evidence. The administration has the initial burden of producing evidence to prove each charge. The student may present evidence to refute the administration's charges. In the case of expulsion, any recommendation of the hearing panel must include a finding that other means of correction have failed to bring about proper conduct, or that the presence of the student causes a continuing danger to the physical safety of the student or others, and/or district property.
7. Arguments: Both the administration and student will be afforded an opportunity to present or waive an opening statement (i.e. the administration will outline the charges and the facts to be established). The student may reserve an opening statement until after administration has presented the case for the college. If the student charged does not appear, either in person or by representation, or should the student leave or be ejected during the hearing, the hearing will proceed and the Panel will make its recommendation as though the student had been present.
8. Evidence: After the opening statements, the administration and the student will have the opportunity to call witnesses and present relevant evidence. Technical rules of evidence will not apply, but evidence may be admitted and given probative effect only when such evidence constitutes that which reasonable persons are accustomed to rely on in the conduct of serious affairs. Hearsay evidence is admissible, but may not, by itself, be used to support a finding of the panel. The Chairperson will make all rulings as to the conduct of the hearing and the admissibility of evidence. The Panel will not consider any arguments concerning the constitutionality or legal validity of campus regulations or statewide policy. In cases where the hearing involves a charge of sexual assault, the victim has the right to exclude past sexual history as part of the testimony unless such history is offered as evidence of the character or trait of character of the victim as described in California Evidence Code.

9. Deliberations: The administration and then the student will make closing arguments. Both may waive closing arguments. The panel will retire to deliberate. Deliberations will be limited to panel members. The panel will reach its decision based only on the record of the hearing and will not consider matters outside the record. The Hearing Panel may accept the disciplinary officer's recommendation, impose a lower sanction, or impose a higher sanction. Within two days after the hearing, the chairperson will notify the student of the Hearing Panel's disciplinary decision. This report will include the specific findings of fact concerning each charge and the disciplinary action supported by a majority vote of the panel.
10. Decision to Suspend. In the case of a decision to suspend, notice of the decision will be mailed to the student, placed on the student's district records and copied to the disciplinary officer for enforcement of suspension decision. The decision may be appealed in writing to the college president only on the limited grounds as provided in Section VI. Hearing Panel decisions must be appealed within ten business days.
11. Recommendation to Expel. In the case of a recommendation to expel, notice of the recommendation shall be forwarded to the campus chief administrative officer or designee for recommendation to and final action by the Board of Trustees.
  - a. Within thirty calendar days of the recommendation to expel, the Board of Trustees will notify the student or parent in case of a dependent minor, of the Board's intent to conduct a closed session meeting to consider the recommendation for expulsion. Notification will be made by registered or certified mail or by special mail service. Within forty-eight hours of receipt of the notice, the student or parent of a dependent minor may request in writing that the hearing be held in public session. When a written request to have the matter heard in public session is served upon the Clerk or Secretary of the Board, the meeting will be conducted in public session, except in cases where the discussion conflicts with the right to privacy of another student. In such cases, the discussion will be conducted in closed session.
  - b. The Board of Trustees may accept the recommendation to expel, impose a lesser sanction, or refer the matter back to the Hearing Panel for further consideration. Final action of the Board of Trustees will be taken at a public meeting but consist solely of a general announcement that a student, without being named, has been disciplined after a closed session vote taken with respect to the discipline.

## Appeal Process

The student has the right to appeal the decision of the instructor or the disciplinary officer.

### A. Appeal of an Academic Dishonesty Decision

1. The student has the right to file an appeal of a decision regarding academic dishonesty to the dean of the department or school in which the alleged dishonesty occurred. The appeal must be in writing and received by the dean within ten working days of the informal meeting with the instructor. A grade, however, is not a disciplinary action but an evaluation of work, and is not subject to appeal except as provided in the grade grievance process as set forth in Board policy.
2. The dean may request that the instructor submit a written statement supporting his or her position.
3. Within thirty days of receipt of the request of appeal, the dean will arrange a meeting with the instructor and the student. If the instructor is no longer employed by the District, or is unavailable because of sabbatical or other leave, the dean will appoint another instructor in the same disciplinary area to assume the responsibilities of the instructor.

At the meeting, the evidence of academic dishonesty will be presented and every effort will be made to resolve the matter. In the absence of a resolution, the student may elect to follow the appropriate grievance or disciplinary appeal procedure as specified in Board policies and regulations.

B. Appeal of a Hearing Panel Decision to Suspend or Recommendation to Expel

The student may appeal a Hearing Panel decision in writing to the college president, within ten days of the decision/recommendation. The basis for the appeal will include evidence to support one or more of the following factors:

1. The decision lacks substantial basis in fact to support the findings,
2. There is substantial incongruity between the proposed sanction and findings,
3. There is substantial unfairness in the proceedings which has deprived the student of a fair and impartial process; and/or
4. There is newly discovered critical evidence, that despite due diligence on the part of the student, was not known at the time of the hearing.

The college president or the president's designee may decide the issue based solely on the written appeal. The decision will be made available to the student charged within ten days of receipt of appeal. The decision will be final except in the case of expulsion where final action will be taken by the Board of Trustees.

For further information, students may contact the President's Office at Irvine Valley College or refer to the South Orange County Community College District Administrative Regulation 5401, available in the college library or at [socccd.edu](http://socccd.edu).

## **Debts Owed to the College**

Unpaid financial obligations, including failure to return college equipment, defaulting on student loans, failure to redeem returned checks, or non-payment of Library or Health and Wellness Center fees, may result in a student's grades, official transcripts, diplomas, or certificates being withheld, as well as permission to register for classes being denied. Any item or items withheld shall be released when the student satisfactorily meets the financial obligation. (California Education Code, Section 70902 and South Orange County Community College District Board Policy and Administrative Regulation 5407-Financial Obligation Owed to the District.)

## **Substance Abuse**

## **Campus Standards of Conduct**

Irvine Valley and Saddleback colleges are dedicated to the elimination of the use of illicit drugs and alcohol abuse. The colleges are making significant efforts to create an environment that promotes and reinforces good health. These include responsible living; respect for community and campus standards and regulations; and the intellectual, social, emotional, ethical, and physical well-being of all members of the campus community.

Within this context, the South Orange County Community College District and California State law prohibit the unlawful possession, use, distribution, manufacture or dispensing of illicit drugs and alcohol by students on college

property or as part of any college activity. (California Education Code, Section 76033 (a) and South Orange County Community College District Board Policy and Administrative Regulation 5401-Code of Conduct.)

## Campus Legal Sanctions

Students are reminded that violations of these provisions may lead to the imposition of a disciplinary sanction under South Orange County Community College District Administrative Regulation 5401.

All violations of policy will be handled on an individual basis affording each student the right to due process. Procedures of this process are described in Administrative Regulation 5401. Sanctions which may be imposed include reprimand, probation, suspension, and expulsion.

## Acceptable Use Policy: Digital Information

### **Use of College Computers, Email, Internet Services, Telephones, Faxes, and Electronic Devices**

The South Orange County Community College District (SOCCCD) digital information network is intended to enhance the availability of educational materials and opportunities for students. The network consists of computers; computer networks; e-mail and voice mail systems; Internet services; audio and video conferencing; and related electronic peripherals such as cellular phones, modems and fax machines. The District encourages broad and extensive use of the network for educational purposes. However, personal, recreational or commercial use of the system for non-academic matters is not permitted.

Student email privileges are designed solely for educational purposes. Chain letters, chat rooms, Multiple User Dimensions (MUDs), or multi-player game servers are not allowed, with the exception of those bulletin boards or chat groups that are created by academic staff for specific instructional purposes. The District reserves the right to monitor network and email use for the purpose of determining whether a violation of District policy or law has occurred, and to take disciplinary action when appropriate.

Guidelines for permitted uses of the information network are defined in South Orange County Community College District Administrative Regulation 4000.2, Electronic Communications.

## Parking Regulations

A complete copy of the South Orange County Community College District Traffic & Parking Regulations (AR-3450) can be obtained at the Campus Police Station (CP 100), at the Administration Building (A 100), or online at [campuspolic\\_ivc\\_edu/Pages/parkingreg.aspx](http://campuspolic_ivc_edu/Pages/parkingreg.aspx).

Parking on campus is by permit only Monday through Sunday, seven (7) days a week, 24 hours a day. There is no beginning of semester "grace period" or waiver. Green-curbed (timed) parking areas are reserved for visitors of the campus. No overnight parking is allowed without approval from the Campus Police Department. Violation of this regulation may result in the vehicle being cited and/ or towed at the owner's expense. Students are reminded not to park in spaces marked for staff or in disabled spaces unless authorized.

## Disabled Persons' Parking

There are designated disabled persons' parking stalls throughout the campus. A valid campus student/staff parking permit is required, in addition to the California Disabled Persons Placard, to park in designated disabled persons' parking stalls. If disabled persons' parking stalls are full, students displaying a valid student parking permit along with their disabled persons' placard are authorized to park in staff designated stalls to accommodate closer proximity for parking.

## Citations

Citations are issued for violations of the District's traffic and parking regulations. Penalties range from \$38.00 to \$250.00, depending on the type of violation. An appeal process is available under CVC 40215(a), and instructions are printed on each citation.

## Daily Permit Dispensers

Daily parking permits can be purchased at permit dispensers near the entrances of parking lots 2, 5, 8 and 10. Daily permits are also available at the Campus Police Department Office (CP 100). When properly displayed, permits are valid in student parking only. If students experience any problems with a permit dispenser, they should contact 949-451-5234 for immediate assistance. IVC daily parking permits are valid at IVC only, and are not valid at Saddleback College or ATEP.

## Parking Permits

Parking permits are required on the IVC and ATEP campuses 24 hours a day, seven (7) days a week. **There is no beginning of semester "grace period" or waiver.** Students may purchase parking permits when they register online or at a later time through MySite. Annual and semester automobile permits are not sold on campus. Parking permits are purchased online and will be mailed to students directly. A temporary permit, which is valid for two weeks, is available once the order is placed. Automobile parking permits must be displayed inside the vehicle, on the lower corner of the driver's side windshield. They are static cling and do not feel sticky to the touch or require permit hangers. They are transferable to another vehicle owned by the permit holder as needed. Motorcycle parking permits are sold in the Campus Police Department. They must be affixed to the front left fork of the motorcycle. For any questions about how to apply or display the parking permit on your vehicle, contact Campus Police at 949-451-5234. Irvine Valley College semester or annual student parking permits are valid for student parking at Saddleback College, ATEP, and in designated student parking areas for IVC classes at CSUF-Irvine. The South Orange County Community College District determines the cost of parking permits and the fees charged to purchase daily permits from dispensers.

## Lost or Stolen Permits

Students who lose their parking permit must go to the Campus Police Department to report a lost parking permit and purchase a replacement. A full re-registration fee is required for replacement of a lost permit. Stolen permits must be reported at the Campus Police Department to be replaced. A replacement fee may be charged. Students whose parking permit has been stolen are required to file a police report at the local police department where the permit was stolen, or at the Campus Police Department. It is a misdemeanor in California to falsify a police report.

## Animals/Pets on Campus

No animals or pets of any kind are allowed within the boundaries of any college. This restriction also applies to animals and/or pets confined in any vehicle parked within the college boundaries. In connection with special class assignments, the college president or an appointed designee may grant approval to a student to bring an animal or pet on campus. When such approval is granted, the student must control and supervise the animal or pet at all times while on campus.

**Note:** This policy does not apply to the use of a guide dog, signal dog, or service animal trained to perform tasks for people with disabilities, or the instructional use of animals or animals indigenous to the college's grounds. It is the policy of the South Orange County Community College District to permit individuals with disabilities to use service animals in campus facilities and on campuses. The purpose of this policy is to ensure that individuals with disabilities can participate in and benefit from District services, programs and activities, and to ensure that the District does not discriminate on the basis of disability. This policy is established pursuant to the Americans with Disabilities Act of 1990 (ADA). The definition of service animal is to include only dogs and miniature horses.

## **Smoking Policy**

To ensure a healthy and clean learning environment, Irvine Valley College has gone smoke-free. Using tobacco products such as cigars, cigarettes, pipes, electronic cigarettes (vapor), and smokeless or chewing tobacco is prohibited within any college facility and/or outside area of campus. Violators could be subject to citation. For more information on the policy, visit [smokefree.ivc.edu](http://smokefree.ivc.edu).

## **Irvine Valley College Social Media Guidelines**

Irvine Valley College's social media presence is intended to be an engagement tool for students and the campus to connect through photos and video on platforms such as Facebook, Instagram, Snapchat, Twitter, Pinterest, LinkedIn and YouTube. Comments posted on our page do not necessarily reflect the opinions or policies of the college.

We adhere to the Terms of Use and Code of Conduct for each social media platform, and we reserve the right to remove any content that is abusive and/or profane, as well as advertisements for products, services, activities and events not sponsored by the college.

Students who interact with Irvine Valley College on social media are expected to conduct themselves as they would in a classroom.

Administrators of this page have the right to remove anyone who does not abide by the standards described in the Student Code of Conduct, which can be viewed at: <http://www.ivc.edu/policies/pages/conduct.aspx>

For the full text of Irvine Valley College's Social Media Guidelines, visit:  
<http://www.ivc.edu/policies/pages/socialmedia.aspx>

If you have a concern about any posted content, or about any content that has been removed by the administrators of IVC's social media accounts, please email us at [ivcinfo@ivc.edu](mailto:ivcinfo@ivc.edu).

## **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.

# Program, Degree and Certificate List

*Below is a list of all academic programs, degrees and certificates available at IVC, sorted by department.*

## Accounting

**Dean:** Traci Fahimi

**Academic Chair:** Bennet Tchaikovsky, CPA, Esq.

**Faculty:** Donald Bradshaw, MBA, CPA; Bennet Tchaikovsky, CPA, Esq.; Bob Urell

## Courses

Courses are offered in all phases of accounting. The curriculum emphasizes the use of the computer in a variety of accounting applications. Courses offered through the department may be taken to satisfy the major requirements for the Associate in Science degree or Certificate of Achievement in accounting, or certificates of proficiency in various accounting areas. Select 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 ("IVC") focus on the 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. The major prepares students for transfer and some entry-level accounting positions in the public and private sectors in such areas as service, merchandising, and manufacturing companies.

## Program Student Learning Outcomes

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

- Demonstrate the ability to prepare financial reports and statements in public and private sector accounting.

## Potential Careers

After majoring accounting at IVC and furthering their education, potential accounting careers include the following:

## Private Accounting

- Certified Management Accountant
- Cost Accountant

- General Business Accountant
  - Accounts Receivable
  - Accounts Payable
  - Payroll
- Tax Accountant

## Public Accounting

- Tax
- Audit
- Consulting

*Note: Baccalaureate and higher degree holders may take IVC courses in preparation for entering some of the above-mentioned careers directly whereas transfer students may take IVC courses as a first step toward additional education needed to enter those fields. Vocational students may take courses in a more focused approach to gain entry to jobs that may or may not require a baccalaureate or higher degree.*

## Accounting, AS

### School of Business Sciences

Complete the following courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**  
**OR**
- ACCT 1BH MANAGERIAL ACCOUNTING HONORS **4 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**

Complete a minimum of three courses from the following:

- ACCT 112.1 SPREADSHEETS I **1.5 Units**
- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**  
**OR**
- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**  
**OR**
- CS 1H INTRODUCTION TO COMPUTER SYSTEMS HONORS **3 Units**
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**  
**or**
- MGT 12AH THE LEGAL ENVIRONMENT OF BUSINESS HONORS **3 Units**

Total Units Required: 18.5-20

Recommended Electives:

- ACCT 114 BUSINESS MATHEMATICS **3 Units**
- ACCT 112.2 SPREADSHEETS II **1.5 Units**
- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**
- ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**
- MGT 120 PRINCIPLES OF BUSINESS MANAGEMENT **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 203 BUSINESS ENGLISH **3 Units**
- ACCT 204 ACCOUNTING APPLICATIONS: QUICKBOOKS **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

Note:

**See an IVC counselor for course substitution if a course is not available.**

## **Accounting, COA**

Complete the following courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**  
**or**
- ACCT 1BH MANAGERIAL ACCOUNTING HONORS **4 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**

Complete a minimum of three courses from the following:

- ACCT 112.1 SPREADSHEETS I **1.5 Units**
- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**  
**or**
- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**  
**or**
- CS 1H INTRODUCTION TO COMPUTER SYSTEMS HONORS **3 Units**
  
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**  
**or**
- MGT 12AH THE LEGAL ENVIRONMENT OF BUSINESS HONORS **3 Units**

Total Units Required: 18.5-20

Recommended Electives:

- ACCT 112.2 SPREADSHEETS II **1.5 Units**
- ACCT 114 BUSINESS MATHEMATICS **3 Units**
- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**
- ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**
- MGT 120 PRINCIPLES OF BUSINESS MANAGEMENT **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 203 BUSINESS ENGLISH **3 Units**
- ACCT 204 ACCOUNTING APPLICATIONS: QUICKBOOKS **3 Units**

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

Note:

**See an IVC counselor for course substitution if a course is not available.**

## **Computerized Accounting, COP**

This certificate of proficiency is intended to help prepare students to qualify for entry-level positions in the accounting department of a business using QuickBooks accounting software and spreadsheet software.

Complete the following courses:

- ACCT 204 ACCOUNTING APPLICATIONS: QUICKBOOKS **3 Units**

- ACCT 112.1 SPREADSHEETS I **1.5 Units**
- ACCT 112.2 SPREADSHEETS II **1.5 Units**

Total Units Required: 6

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Financial Accounting, COP**

This certificate of proficiency is intended to help prepare students to qualify for entry-level positions such as accounts payable accountant, accounts receivable accountant, or bookkeeper.

Complete the following courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 112.1 SPREADSHEETS I **1.5 Units**
- ACCT 112.2 SPREADSHEETS II **1.5 Units**

Total Units Required: 7

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Financial/Managerial Accounting, COP**

This certificate of proficiency is intended to help prepare students to qualify for entry-level positions that require knowledge of both accounting and management analysis such as entry-level accounting or analyst positions or bookkeeper for manufacturing and other companies.

Complete the following courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**
- ACCT 112.1 SPREADSHEETS I **1.5 Units**
- ACCT 112.2 SPREADSHEETS II **1.5 Units**

Total Units Required: 11

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Income Tax, COP**

This certificate of proficiency is intended to help students to prepare for a position as an income tax return preparer with knowledge of both state and federal individual and business taxation using professional-level tax return preparation software.

Complete the following courses:

- ACCT 206 INDIVIDUAL INCOME TAXATION - FEDERAL AND STATE **3 Units**
- ACCT 207 BUSINESS INCOME TAXATION - FEDERAL AND STATE **3 Units**

Total Units Required: 6

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

Note:

*Students may apply for the above IVC Certificate of Proficiency or, alternatively, may opt for a certificate from the California Tax Education Council (CTEC) after completing ACCT 206 and ACCT 207 with a 70% score for the two courses combined. IVC is an approved provider of initial qualifying CTEC education.*

## **Payroll, COP**

This certificate of proficiency is intended to help prepare students to qualify for entry-level positions that require knowledge of a payroll cycle, related accounting tasks, and spreadsheet analysis of payroll data for accounting and management use. Such positions might be found in the payroll department of companies of all sizes.

Complete the following courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 205 PAYROLL ACCOUNTING AND TAXATION **3 Units**
- ACCT 112.1 SPREADSHEETS I **1.5 Units**
- ACCT 112.2 SPREADSHEETS II **1.5 Units**

Total Units Required: 10

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Administration of Justice**

**Dean:** Traci Fahimi

**Academic Chair:** Colin McCaughey

**Faculty:** Colin McCaughey

## Program

The Administration of Justice Program is dedicated to offering a quality program that will meet the lifelong learning needs of our students and communities and prepare them for employment in various agencies within the criminal justice system and/or transfer. Our faculty is devoted to the professional delivery of instruction that will enhance our student's lives and their academic and vocational success.

## Courses

The department offers a wide range of courses that will prepare students for transfer to upper division coursework towards a four-year degree, and prepare students to seek employment in various agencies of the criminal 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 Commission of Peace Officers Standards and Training (P.O.S.T.) in California. The program also sponsors a chapter of American Criminal Justice Association - Lambda Alpha Epsilon, a nationally recognized organization for promoting ethics, professionalism, and education in the criminal justice field.

## Major

Local civil service regulations govern the appointment of police officers in practically all large and many small cities. Eligibility for appointment depends upon performance in competitive examinations as well as education and experience. Students at Irvine Valley College may earn the Associate in Science degree or Associate in Science Degree for Transfer, or Certificate of Achievement in either law enforcement or supervision.

## Program Student Learning Outcomes

### Law Enforcement

Upon completion of the administration of justice program in law enforcement, students will be able to

- Identify career opportunities within the law enforcement component of the criminal justice system
- Identify the steps involved in the hiring process of law enforcement personnel.

### Supervision

Upon completion of the administration of justice program in supervision, students will be able to

- Identify the skills and abilities required to be an effective law enforcement supervisor.
- Describe the importance of ethical decision-making while in a supervisory and/or leadership role.

# Potential Careers (for Non-Transfer Degree Recipients)

Examples of careers for the administration of justice major include the following:

- Corrections Officer
- Defense Attorney
- Forensic Investigations
- Homeland Security
- Investigator (criminal and civil)
- Law Enforcement Officer (local, state, federal)
- Legal Aide
- Legal Assistant
- Parole Officer
- Private Security Operator
- Probation Officer
- Prosecutor
- Security Guard

## Administration of Justice for Transfer, AS-T

The department offers a wide range of courses that will enable students to find employment in various agencies of the administration of justice system. This curriculum is designed to acquaint pre-service and in-service students with the principles and practices of criminal justice in America. 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. The Associate in Science in Administration of Justice for Transfer is designed to assist students in the seamless transferring to a CSU and complete a bachelor degree.

Complete the following courses:

- AJ 2 INTRODUCTION TO ADMINISTRATION OF JUSTICE **3 Units**
- AJ 4 CRIMINAL LAW I **3 Units**

Complete 6 units from the following courses:

- AJ 5 THE COMMUNITY AND THE JUSTICE SYSTEM **3 Units**
- AJ 8 JUVENILE LAW AND PROCEDURES **3 Units**
- AJ 19 INTRODUCTION TO CORRECTIONS **3 Units**
- AJ 105 INTRODUCTION TO INVESTIGATION **3 Units**

Complete 6 units from the following courses or any course from above not already taken:

- AJ 5 THE COMMUNITY AND THE JUSTICE SYSTEM **3 Units**
- AJ 8 JUVENILE LAW AND PROCEDURES **3 Units**
- AJ 13 CONSTITUTIONAL LAW AND THE JUSTICE SYSTEM **3 Units**

- AJ 19 INTRODUCTION TO CORRECTIONS **3 Units**
- AJ 61 ORGANIZED CRIME AND CRIMINAL ENTERPRISE IN AMERICA **3 Units**
- AJ 105 INTRODUCTION TO INVESTIGATION **3 Units**
- AJ 106 POLICE FIELD OPERATIONS **3 Units**
- AJ 111 LAW ENFORCEMENT ADMINISTRATION **3 Units**
- AJ 112 POLICE SUPERVISION **3 Units**
- AJ 150 REPORT WRITING FOR ADMINISTRATION OF JUSTICE **3 Units**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**
  
- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**  
**OR**
- PSYC 1H INTRODUCTION TO PSYCHOLOGY HONORS **3 Units**
  
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**  
**OR**
- PSYC 10H STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES HONORS **3 Units**
  
- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**  
**OR**
- SOC 1H INTRODUCTION TO SOCIOLOGY HONORS **3 Units**

Total Units Required: 18

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

Note:

See an IVC counselor for course substitution if a course is not available.

## **Law Enforcement, AS**

Complete the following courses:

- AJ 2 INTRODUCTION TO ADMINISTRATION OF JUSTICE **3 Units**
- AJ 4 CRIMINAL LAW I **3 Units**
- AJ 5 THE COMMUNITY AND THE JUSTICE SYSTEM **3 Units**
- AJ 150 REPORT WRITING FOR ADMINISTRATION OF JUSTICE **3 Units**

Complete 9 units from the following courses:

- AJ 8 JUVENILE LAW AND PROCEDURES **3 Units**
- AJ 105 INTRODUCTION TO INVESTIGATION **3 Units**
- AJ 106 POLICE FIELD OPERATIONS **3 Units**
- AJ 111 LAW ENFORCEMENT ADMINISTRATION **3 Units**

- AJ 112 POLICE SUPERVISION **3 Units**
- AJ 113 CONSTITUTIONAL LAW AND THE JUSTICE SYSTEM
- AJ 119 INTRODUCTION TO CORRECTIONS
- AJ 161 ORGANIZED CRIME AND CRIMINAL ENTERPRISE IN AMERICA
- AJ 250 P.O.S.T. CERTIFIED-ARREST, SEARCH, SEIZURE, AND FIREARMS **3 Units**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **1 Unit**  
**OR**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **2 Units**  
**OR**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **3 Units**  
**OR**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **4 Units**

Total Units Required: 27

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Law Enforcement, COA

Complete the following courses:

- AJ 2 INTRODUCTION TO ADMINISTRATION OF JUSTICE **3 Units**
- AJ 4 CRIMINAL LAW **1 3 Units**
- AJ 5 THE COMMUNITY AND THE JUSTICE SYSTEM **3 Units**
- AJ 150 REPORT WRITING FOR ADMINISTRATION OF JUSTICE **3 Units**

Complete 9 units from the following courses:

- AJ 8 JUVENILE LAW AND PROCEDURES **3 Units**
- AJ 105 INTRODUCTION TO INVESTIGATION **3 Units**
- AJ 106 POLICE FIELD OPERATIONS **3 Units**
- AJ 111 LAW ENFORCEMENT ADMINISTRATION **3 Units**
- AJ 112 POLICE SUPERVISION **3 Units**
- AJ 113 CONSTITUTIONAL LAW AND THE JUSTICE SYSTEM
- AJ 119 INTRODUCTION TO CORRECTIONS
- AJ 161 ORGANIZED CRIME AND CRIMINAL ENTERPRISE IN AMERICA
- AJ 250 P.O.S.T. CERTIFIED-ARREST, SEARCH, SEIZURE, AND FIREARMS **3 Units**

- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **1 Unit**  
**OR**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **2 Units**  
**OR**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **3 Units**  
**OR**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **4 Units**

Total Units Required: 27

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Supervision, AS**

Complete the following courses:

- AJ 4 CRIMINAL LAW I **3 Units**
- AJ 106 POLICE FIELD OPERATIONS **3 Units**
- AJ 111 LAW ENFORCEMENT ADMINISTRATION **3 Units**
- AJ 112 POLICE SUPERVISION **3 Units**
- AJ 150 REPORT WRITING FOR ADMINISTRATION OF JUSTICE **3 Units**
- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**

Complete 9 units from the following courses:

- AJ 5 THE COMMUNITY AND THE JUSTICE SYSTEM **3 Units**
- AJ 8 JUVENILE LAW AND PROCEDURES **3 Units**
- AJ 102 CRIMINAL PROCEDURES **3 Units**
- AJ 103 INTRODUCTION TO EVIDENCE **3 Units**
- AJ 105 INTRODUCTION TO INVESTIGATION **3 Units**
- AJ 107 CRIMINAL LAW II **3 Units**
- AJ 161 ORGANIZED CRIME AND CRIMINAL ENTERPRISE IN AMERICA **3 Units**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **1 Unit**  
**or**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **2 Units**  
**or**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **3 Units**  
**or**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **4 Units**

Total Units Required: 27

Recommended Electives:

- AJ 2 INTRODUCTION TO ADMINISTRATION OF JUSTICE **3 Units**
- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**
- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Supervision, COA**

Complete the following courses:

- AJ 4 CRIMINAL LAW I **3 Units**
- AJ 106 POLICE FIELD OPERATIONS **3 Units**
- AJ 111 LAW ENFORCEMENT ADMINISTRATION **3 Units**
- AJ 112 POLICE SUPERVISION **3 Units**
- AJ 150 REPORT WRITING FOR ADMINISTRATION OF JUSTICE **3 Units**
- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**

Complete 9 units from the following courses:

- AJ 5 THE COMMUNITY AND THE JUSTICE SYSTEM **3 Units**
- AJ 8 JUVENILE LAW AND PROCEDURES **3 Units**
- AJ 102 CRIMINAL PROCEDURES 3 Units
- AJ 103 INTRODUCTION TO EVIDENCE 3 Units
- AJ 105 INTRODUCTION TO INVESTIGATION **3 Units**
- AJ 107 CRIMINAL LAW II 3 Units
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **1 Unit**  
**or**
- AJ 161 ORGANIZED CRIME AND CRIMINAL ENTERPRISE IN AMERICA 3 Units
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **2 Units**  
**or**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **3 Units**  
**or**
- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **4 Units**

Total Units Required: 27

## Recommended Electives:

- AJ 2 INTRODUCTION TO ADMINISTRATION OF JUSTICE **3 Units**
- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**
- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**

## To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

# Adult English as a Second Language

**Interim Dean:** Brooke Bui, PhD

**Academic Co-Chairs:** Rebecca Beck; Jeff Wilson

**Faculty:** Rebecca Beck; Brent Warner; Jeff Wilson

### **Adult English as a Second Language (AESL) Non-Credit Program**

The Adult English as a Second Language (AESL) program is an intensive, non-credit English language program that provides non-native English speakers with English language instruction to meet their vocational, community, personal, and academic goals. The curriculum consists of integrated listening, speaking, reading, and writing language skills as well as a focus on US culture, civics, and media literacy. The program is comprised of an organized sequence of five courses, starting with the low-beginning level and progressing to the low-advanced level.

The program provides students with increased opportunities for successful employment, community engagement, and academic success. Students are also able to seamlessly transition to the academic, credit ESL courses at IVC.

The AESL Center in room B 382 supports all future and current ESL students in becoming successful IVC students and learning English for work, with family, in the community or at school. The AESL Center is a one-stop center that offers student services that specifically address non-native speakers of English needs, including assistance with completing the admissions and registration process, ESL assessment, orientation, counseling, and campus and community resource referral. The center has computers and staff available to provide language and digital support for students. The AESL Center also is used as a classroom / lab for ESL classes. (All F-1 visa students should go to the International Student Center for assistance.)

For more information, visit the AESL Center in room B 382, email [ivcesl@ivc.edu](mailto:ivcesl@ivc.edu), or call 949-451-5510.

# Program Student Learning Outcomes

Upon completion of the Adult English as a Second Language program, students will be able to

- Effectively communicate orally in English during conversations, presentations, and other types of oral performance.
- Interpret and understand a wide span of authentic written texts, including web-based.
- Compose paragraphs, memos, summaries of readings, and emails using appropriate vocabulary, structure, and grammar.

## **Advanced Adult ESL, COC**

This sequence of courses is designed to help non-native English language learners refine communication skills and cultural/civic proficiencies used in everyday life situations they will encounter at home, at school, at work, and in the community. The program prepares students to develop extended oral fluency, read and understand work-specific and simple academic texts, and write extended paragraphs. It prepares students for ESL academic credit courses and oral and written communication needs in the workplace.

Complete the following courses:

- AESL 504 INTERMEDIATE ADULT ESL LEVEL 4 **0 Units**
- AESL 505 ADVANCED ADULT ESL LEVEL 5 **0 Units**

## **Beginning Adult ESL, COC**

This sequence of courses is designed to help non-native English language learners acquire basic communication skills and cultural/civic proficiencies used in everyday life situations encountered at home, at school, at work, and in the community. The program prepares students to participate in simple conversations, read and understand basic directions and texts, fill out basic forms, and write simple sentences. It also prepares students for the intermediate level program.

Complete the following courses:

- AESL 501 BEGINNING ADULT ESL LEVEL 1 **0 Units**
- AESL 502 BEGINNING ADULT ESL LEVEL 2 **0 Units**

## **Intermediate Adult ESL, COC**

This sequence of courses is designed to help non-native English language learners strengthen communication skills and cultural/civic proficiencies used in everyday life situations encountered at home, at school, at work, and in the community. The program prepares students to engage in conversations on a variety of subjects beyond that of personal experience, read and understand texts from different genres, and write basic paragraphs. It also prepares students for the advanced level program.

Complete the following courses:

- AESL 503 BEGINNING ADULT ESL LEVEL 3 **0 Units**
- AESL 504 INTERMEDIATE ADULT ESL LEVEL 4 **0 Units**

## **Anthropology**

**Dean:** Traci Fahimi

**Academic Chair:** Wendy Gabriella, JD

**Faculty:** Wendy Gabriella, JD; Chris Loeffler

## **Courses**

Anthropology is the study of the organization, behavior, and development of the human species. Physical anthropology examines the fossil remains of ancestral humans and the behavior of primates in order to construct theories of how and why human beings have evolved. Cultural anthropology is concerned with the basic structures of human cultures, particularly with regard to subsistence strategies, social organization, language, religion, and political and economic systems.

## Major

Students majoring in anthropology will focus on the nature and implications of human behavior and interactions through the integration of the four major sub-disciplines of Anthropology. Knowledge and use of the scientific method will allow students to explain evolutionary theory in light of the human fossil record, analyze the relationship between modern humans and non-human primates, and objectively evaluate non-western customs and beliefs. The major is ideal for those who intend a career obliging a high degree of such interaction, particularly of a bi-cultural or multicultural form. Students considering careers in social work, international affairs, teaching, politics, public health, and journalism will find the anthropology major appropriate. Students intending to specialize in anthropology on the professional level almost always attend graduate school, since employment in the field usually requires an advanced degree.

## Program Student Learning Outcomes

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

- Describe how the sub-disciplines of Physical Anthropology, Cultural Anthropology, Archeology, and Linguistics (the four-field approach) are integrated and provide a theoretical basis for understanding human behavior past and present.
- Explain evolutionary theory and have an understanding of the fossil record of human evolution as well as the relationship between non-human and human primates.
- Apply the concepts of cultural relativism, a holistic approach, and ethnocentrism to critically evaluate traditional non-Western customs and beliefs as well as cultural change.
- Identify and explain current archeological fieldwork techniques and the importance of the scientific method in anthropology.
- Describe the relationship between language and culture and how anthropological linguist conducts fieldwork.

## Potential Careers

Examples of careers in anthropology include the following:

- Archaeologist
- Anthropologist
- Corporate Planner
- Forensic Anthropologist
- Government Agency Administrator
- High School or College Teacher
- International Law
- Linguist
- Multicultural Specialist
- Museum Curator
- Public Health Administration
- Researcher

## **Anthropology, AA**

*This program was revised for the August 2017 edition of the IVC catalog. Please consult a counselor if you have any questions.*

Complete the following courses:

- ANTH 1 INTRODUCTION TO PHYSICAL ANTHROPOLOGY **3 Units**  
**or**
- ANTH 1H INTRODUCTION TO PHYSICAL ANTHROPOLOGY HONORS **3 Units**
- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**  
**or**
- ANTH 2H CULTURAL ANTHROPOLOGY HONORS **3 Units**
- ANTH 3 CULTURE AND LANGUAGE **3 Units**
- ANTH 9 INTRODUCTION TO ARCHEOLOGY **3 Units**

Complete 9-10 units from the following:

- ANTH 1L PHYSICAL ANTHROPOLOGY LAB **1 Unit**
- ANTH 4 NATIVE AMERICAN CULTURES **3 Units**
- ANTH 7 NATIVE AMERICANS OF SOUTHERN CALIFORNIA **3 Units**
- ANTH 13 MAGIC, WITCHCRAFT AND RELIGION **3 Units**
- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**  
*or*
- PSYC 1H INTRODUCTION TO PSYCHOLOGY HONORS **3 Units**
- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**  
**or**
- SOC 1H INTRODUCTION TO SOCIOLOGY HONORS **3 Units**

Total Units Required: 21-22

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Anthropology, AA-T**

Complete all of the following core courses:

- ANTH 1 INTRODUCTION TO PHYSICAL ANTHROPOLOGY **3 Units**  
*or*
- ANTH 1H INTRODUCTION TO PHYSICAL ANTHROPOLOGY HONORS **3 Units**
- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**  
*or*
- ANTH 2H CULTURAL ANTHROPOLOGY HONORS **3 Units**
- ANTH 3 CULTURE AND LANGUAGE **3 Units**
- ANTH 9 INTRODUCTION TO ARCHEOLOGY **3 Units**

Select one to two of the following courses (3-7 units):

- BIO 11 HUMAN ANATOMY **4 Units**
- ERTH 20 INTRODUCTION TO EARTH SCIENCE **4 Units**
- GEOG 12 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS **2 Units**
- GEOL 1 PHYSICAL GEOLOGY **4 Units**
- PSYC 2 RESEARCH METHODS IN PSYCHOLOGY **4 Units**

Complete one course from the following (any course not used above):

- ANTH 4 NATIVE AMERICAN CULTURES **3 Units**
- ANTH 7 NATIVE AMERICANS OF SOUTHERN CALIFORNIA **3 Units**
- ANTH 13 MAGIC, WITCHCRAFT AND RELIGION **3 Units**
- GEOG 2 CULTURAL GEOGRAPHY **3 Units**
- GEOG 20 GLOBAL ENVIRONMENTAL PROBLEMS **3 Units**
- HIST 33 THE HISTORY OF THE MEXICAN AMERICAN PEOPLE **3 Units**
- HIST 40 THE HISTORY OF EAST ASIA BEFORE 1800 **3 Units**
- HIST 41 THE HISTORY OF EAST ASIA SINCE 1800 **3 Units**
- HUM 2 THE CULTURE OF ANCIENT GREECE AND ROME **3 Units**
- HUM 21 INTRODUCTION TO ASIAN RELIGIONS **3 Units**
- HUM 22 INTRODUCTION TO JUDAISM, CHRISTIANITY, AND ISLAM **3 Units**
- PS 6 POLITICS AND GOVERNMENT OF THE MIDDLE EAST **3 Units**
- SOC 20 ETHNIC AND MINORITY GROUP RELATIONS **3 Units**

Total Units Required: 18-22

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

# **Art**

**Dean:** Joseph Poshek

**Academic Chair, Visual Arts:** Julie Kirk

**Faculty:** Joseph Gerges; Julie Kirk

## **Courses**

The curriculum includes courses in two- and three-dimensional design, drawing, painting, and art history. All courses are designed to develop students' understanding and appreciation of the artist's technical and aesthetic concerns. Studio courses teach students both to expand their basic design, drawing and painting skills and to become more visually aware of their world. These courses are designed for artists of all backgrounds and levels of technical ability. The curriculum in art history focuses on both the art of various world cultures and the critical theory necessary to understand visual culture within the contemporary context of analysis and criticism. Many courses offered in the art curriculum meet general education requirements in fine arts. In addition, they may be taken to satisfy the requirements for the Associate in Arts degree with a major in art.

## **Major**

Students majoring in art at the lower-division level concentrate on learning the basic theoretical concepts, techniques, skills, and materials of drawing, painting, or watercolor. By learning these basics in a step-by-step process, students develop a better understanding of their powers of observation and self-expression. Students may prepare to transfer into an upper-division program in two-dimensional art. Those anticipating careers in graphic arts, drawing, painting, photography, and advertising will find the major especially helpful. The Arts faculty recommends that the art major not choose an art course to fulfill the general education requirement in Fine Arts and Languages, but explore one of the other arts, such as music, writing, theatre arts, or photography.

## **Program Student Learning Outcomes**

Upon completion of the studio art program, students will be able to

- Demonstrate artistic and creative growth as a studio artist.
- Demonstrate a basic knowledge of fundamental design, drawing and painting techniques.
- Gain an increased aesthetic awareness and understanding of how to analyze their own and peer artwork from a critical point of view.

## **Potential Careers**

Examples of careers in art include the following:

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

# Campus Art Gallery

The IVC Campus Art Gallery is an instructional space managed by the Art Department. The mission of the gallery is to provide students, faculty, staff and the community with direct access to original works of art that encourage intellectual curiosity, instructional discourse and interdisciplinary dialogue. As a learning laboratory, the gallery provides an interactive space for the study of art in society: creative processes, professional practices, and historical contexts.

The Art Department, in conjunction with the campus art gallery coordinator, develops multiple exhibitions and educational programs annually that showcase the work of students, faculty and artists-at-large. Exhibitions occur throughout the academic calendar year from August through May. For information about curatorial and exhibition opportunities, please contact the IVC Department of Art.

## Art, AA

Complete the following courses:

- ART 40 2-D DESIGN AND COLOR **3 Units**
- ART 41 3D DESIGN **3 Units**
- ART 50 BEGINNING OIL PAINTING **3 Units**
- ART 80 DRAWING FUNDAMENTALS **3 Units**
- ART 85 LIFE DRAWING I **3 Units**

Complete a total of 6 units from the following courses:

- ARTH 4 INTRODUCTION TO ART THEORY **3 Units**
- ARTH 25 ART HISTORY SURVEY I: WESTERN **3 Units**
- ARTH 26 ART HISTORY SURVEY II: WESTERN **3 Units**
- ARTH 27 ART HISTORY SURVEY III: NON-WESTERN **3 Units**

Complete an additional 6 units from the following course areas.

**Courses chosen from within these areas must not have been counted in the courses above:**

- ARTH 4 INTRODUCTION TO ART THEORY **3 Units**

Art History Courses: 3 Units

- ARTH 22 SURVEY OF ASIAN ART **3 Units**
- ARTH 23 AFRICAN AND OCEANIC ART **3 Units**
- ARTH 24 ANCIENT ART **3 Units**
- ARTH 25 ART HISTORY SURVEY I: WESTERN **3 Units**
- ARTH 26 ART HISTORY SURVEY II: WESTERN **3 Units**
- ARTH 27 ART HISTORY SURVEY III: NON-WESTERN **3 Units**
- ARTH 28 CONTEMPORARY ART HISTORY **3 Units**
- ARTH 29 19TH AND EARLY 20TH CENTURY ART **3 Units**
- ARTH 30 RENAISSANCE AND BAROQUE ART **3 Units**

- ARTH 31 MEDIEVAL ART **3 Units**
- ARTH 32 HISTORY OF WORLD ARCHITECTURE **3 Units**

### Drawing Courses: 3 Units

- ART 81 REPRESENTATIONAL DRAWING **3 Units**
- ART 82 ADVANCED DRAWING **3 Units**
- ART 85 LIFE DRAWING I **3 Units**
- ART 86 ADVANCED LIFE DRAWING **3 Units**
- ART 186 DRAWING THE HEAD AND HANDS **3 Units**
- ART 195 ILLUSTRATION **3 Units**

### Painting Courses: 3 Units

- ART 51 INTERMEDIATE PAINTING **3 Units**
- ART 52 ADVANCED PAINTING **3 Units**
- ART 53 BEGINNING LIFE PAINTING **3 Units**

### Total Units Required: 27

### Recommended electives:

- MUS 20 MUSIC APPRECIATION **3 Units**
- TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW **3 Units**
- TA 21 THEATRE APPRECIATION-CONTEMPORARY **3 Units**
- TA 26 GREAT PLAYS: RENAISSANCE TO CONTEMPORARY **3 Units**
- TA 27 INTRODUCTION TO FINE ARTS IN THEATER **3 Units**
- any course in photography

### To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

### To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Studio Arts for Transfer, AA-T

### Complete all of the following core courses:

- ART 40 2-D DESIGN AND COLOR **3 Units**

- ART 41 3D DESIGN **3 Units**
- ART 80 DRAWING FUNDAMENTALS **3 Units**
- ARTH 26 ART HISTORY SURVEY II: WESTERN **3 Units**

Complete one of the following courses:

- ARTH 22 SURVEY OF ASIAN ART **3 Units**
- ARTH 23 AFRICAN AND OCEANIC ART **3 Units**
- ARTH 25 ART HISTORY SURVEY I: WESTERN **3 Units**

Complete an additional 9 units from three of the following course areas:

Drawing:

- ART 81 REPRESENTATIONAL DRAWING **3 Units**  
*or*
- ART 85 LIFE DRAWING I **3 Units**  
*or*
- ART 86 ADVANCED LIFE DRAWING **3 Units**

Painting:

- ART 50 BEGINNING OIL PAINTING **3 Units**

Printmaking:

- ART 60 INTRODUCTION TO PRINTMAKING **3 Units**

Digital Art:

- DMA 55 GRAPHIC DESIGN I **3 Units**

Other Studio Art Courses:

- ART 51 INTERMEDIATE PAINTING **3 Units**  
*or*
- DMA 65 TYPOGRAPHY **3 Units**

Total Units Required: 24

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

# **Art History**

**Dean:** Joseph Poshek

**Academic Chair, Visual Arts:** Julie Kirk

**Faculty:** Amy Grimm

## **Courses**

The curriculum includes courses in art theory, appreciation, history and methodology, and museum studies. All courses are designed to incorporate the necessary components required in the academic development of a comprehensive art historical and methodological understanding. Art historical topics address the Western canon from antiquity to the post-modern world, as well as the art of Africa, Oceania, Asia, and the Americas. Most of the courses offered in the art history curriculum meet general education requirements in fine arts. They may also be taken to satisfy the requirements for the Associate in Arts degree in Art History (AA) and the Associate in Arts degree in Art History for Transfer (AA-T).

## **Major**

Students majoring in art history at the lower-division level are provided with a rigorous and rich foundation in the history of art, critically examining the importance of artistic traditions in the study of human cultures. Through a variety of historical periods, students learn to identify, analyze, and interpret works of art and architecture as they reflect not only individual achievement but also the political, social, religious, and economic interests of the society from which they emerge. Students may enroll in the art history program to prepare for transfer into an upper-division program in art history.

For further information about the art history program students may log on to [academics.ivc.edu/arts/visual/history](http://academics.ivc.edu/arts/visual/history) or email [ivcarthistory@ivc.edu](mailto:ivcarthistory@ivc.edu).

## **Program Student Learning Outcomes**

Upon completion of the art history program, students will be able to

- Successfully complete objective glossary quizzes that evaluate his/her developed vocabulary maturation as it relates to the discipline of art history.
- Define and articulate appropriate art historical terminologies that are utilized in the analyses of aesthetic works of art and architecture.
- Produce a written analysis of a work of art to demonstrate his/her ability to articulate knowledge of the subject matter and its relating social, economic, religious, political framework.
- Identify and analyze the denotative characteristics in developing aesthetic works of art and architecture, as their subjects reflect the broader community's cultural issues and preferences: social, economic, religious and political.
- Recognize, articulate, and critically interpret the connotative qualities in aesthetic works of art and architecture as they reflect the issues of meaning and intellectual expression.

- Participate in class discussion designed to evaluate their critical skills of aesthetic observation and academic articulation as it relates to the subject matter.
- Complete written papers that reflect an understanding and appreciation of various art historical methodologies.
- Demonstrate general knowledge of principal art historical personalities (artists, patrons, sponsors) in major periods and locations.
- Demonstrate a rudimentary understanding of the technical processes involved in standard historical art making.
- Through assigned readings, develop knowledge of foundational sources necessary to the construction of a critical perspective in the studies of art history and visual culture.

## Potential Careers

Majors in art history are afforded opportunities in a number of art-related fields ranging from education to business. Examples of careers in art history and/or museum studies include the following:

- Appraiser or Investor
- Art Consultant
- Art Educator
- Art Publisher or Critic
- Arts Librarian
- Artist Representative
- Conservator
- Gallery Director
- Legal Professional
- Lobbyist or Organizer
- Museum Curator
- Museum Technician

## Recommended Art History Tracks

### Track One: Western

#### Pre-Modern to Early Modern

Year One, Fall: ARTH 4, ARTH 104  
 Year One, Spring: ARTH 24, ARTH 25  
 Year Two, Fall: ARTH 26, ARTH 31  
 Year Two, Spring: ARTH 27, ARTH 30, ARTH 32

### Track Two: Western

#### Late Modern to Postmodern

Year One, Fall: ARTH 4, ARTH 104  
Year One, Spring: ARTH 25, ARTH 32  
Year Two, Fall: ARTH 26, ARTH 29  
Year Two, Spring: ARTH 27, ARTH 28

## Track Three: Non-Western

### Prehistory to Postmodern

Year One, Fall: ARTH 4, ARTH 104  
Year One, Spring: ARTH 22, ARTH 25  
Year Two, Fall: ARTH 23, ARTH 26  
Year Two, Spring: ARTH 24, ARTH 27, ARTH 28

## Art History for Transfer, AA-T

Complete all of the following core courses:

- ART 80 DRAWING FUNDAMENTALS **3 Units**
- ARTH 25 ART HISTORY SURVEY I: WESTERN **3 Units**
- ARTH 26 ART HISTORY SURVEY II: WESTERN **3 Units**

Complete one of the following courses:

- ARTH 22 SURVEY OF ASIAN ART **3 Units**
- ARTH 23 AFRICAN AND OCEANIC ART **3 Units**
- ARTH 27 ART HISTORY SURVEY III: NON-WESTERN **3 Units**

Complete one of the following courses:

- ART 40 2-D DESIGN AND COLOR **3 Units**
- ART 41 3D DESIGN **3 Units**
- ART 50 BEGINNING OIL PAINTING **3 Units**
- ART 51 INTERMEDIATE PAINTING **3 Units**
- ART 82 ADVANCED DRAWING **3 Units**
- ART 85 LIFE DRAWING I **3 Units**
- DMA 55 GRAPHIC DESIGN I **3 Units**

Complete one course from the following (any course not used above):

- ARTH 1 HISTORY OF PHOTOGRAPHY **3 Units**
- ARTH 4 INTRODUCTION TO ART THEORY **3 Units**
- ARTH 22 SURVEY OF ASIAN ART **3 Units**
- ARTH 23 AFRICAN AND OCEANIC ART **3 Units**
- ARTH 24 ANCIENT ART **3 Units**

- ARTH 28 CONTEMPORARY ART HISTORY **3 Units**
- ARTH 29 19TH AND EARLY 20TH CENTURY ART **3 Units**
- ARTH 30 RENAISSANCE AND BAROQUE ART **3 Units**
- ARTH 31 MEDIEVAL ART **3 Units**
- ARTH 32 HISTORY OF WORLD ARCHITECTURE **3 Units**
- ARTH 110 INTRODUCTION TO MUSEUMS **3 Units**

Total Units Required: 18

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Art History, AA**

Complete all of the following core courses:

- ARTH 4 INTRODUCTION TO ART THEORY **3 Units**
- ARTH 25 ART HISTORY SURVEY I: WESTERN **3 Units**
- ARTH 26 ART HISTORY SURVEY II: WESTERN **3 Units**
- ARTH 27 ART HISTORY SURVEY III: NON-WESTERN **3 Units**
- ARTH 104 INTRODUCTION TO ART MEDIA

Complete a total of 9 units from the following courses:

- ARTH 1 HISTORY OF PHOTOGRAPHY **3 Units**
- ARTH 22 SURVEY OF ASIAN ART **3 Units**
- ARTH 23 AFRICAN AND OCEANIC ART **3 Units**
- ARTH 24 ANCIENT ART **3 Units**
- ARTH 28 CONTEMPORARY ART HISTORY **3 Units**
- ARTH 29 19TH AND EARLY 20TH CENTURY ART **3 Units**
- ARTH 30 RENAISSANCE AND BAROQUE ART **3 Units**
- ARTH 31 MEDIEVAL ART **3 Units**
- ARTH 32 HISTORY OF WORLD ARCHITECTURE **3 Units**

Total Units Required: 24

Recommended electives:

- ARTH 110 INTRODUCTION TO MUSEUMS **3 Units**
- ARTH 115 COLLECTIONS MANAGEMENT **3 Units**
- HUM 1 INTRODUCTION TO HUMANITIES **3 Units**
- HUM 21 INTRODUCTION TO ASIAN RELIGIONS **3 Units**
- HUM 22 INTRODUCTION TO JUDAISM, CHRISTIANITY, AND ISLAM **3 Units**

- HUM 50 MYTHOLOGY **3 Units**
- HUM 70 HISTORY OF FILM **3 Units**
- HUM 71 INTRODUCTION TO FILM **3 Units**
- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Curatorial Studies, COP**

This certificate of proficiency is intended to help students to qualify for entry-level museum positions such as curatorial assistant, collections manager assistant, gallery assistant, and registration assistant. Courses examine the fundamentals of curatorial practice including research and writing, exhibition development and design, and collection development and care.

Complete the following courses:

- ARTH 110 INTRODUCTION TO MUSEUMS **3 Units**
- ARTH 115 COLLECTIONS MANAGEMENT **3 Units**
- ARTH 120 CURATORIAL PRACTICE **3 Units**

Total Units Required: 9

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Museum Education and Visitor Services, COP**

This certificate of proficiency is intended to help prepare students to qualify for entry-level museum positions such as education assistant, outreach coordinator assistant, visitor assistant, docent, and museum teacher assistant. Courses examine the fundamentals of communications, writing age-based museum curriculum, developing outreach programs and materials, evaluating the visitor experience, and implementing improvements.

Complete the following courses:

- ARTH 110 INTRODUCTION TO MUSEUMS **3 Units**

- ARTH 125 VISITOR SERVICES AND MUSEUM EDUCATION **3 Units**
- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**  
or
- COMM 1H COMMUNICATION FUNDAMENTALS HONORS **3 Units**

Total Units Required: 9

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Associate in Arts Degrees with an Area of Emphasis**

### **Business Emphasis, AA**

The intent of this degree is to prepare students for careers and/or higher education in business and computer information, generally, or in specific disciplines within this broad designation.

This degree emphasizes training that will enable students to lead, direct, plan, organize, and respond to a variety of challenges. It stresses problem-solving skills involved in making managerial, financial, and technical decisions based on available data, tools, and resources. Courses in the program study the elements of creative thinking and interpretation used in the process of transmitting information graphically. Students are acquainted with the concepts, theories, and terminology critical to their area of emphasis.

**Complete a minimum of 18 units from the following courses listed below, including a minimum of 12 units selected from at least three of the business science disciplines. Students may only complete up to 3 units of CWE 168 from the related disciplines. See an IVC counselor for course substitution if a course is not available.**

#### **Business Science Disciplines**

##### **Accounting:**

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**
- ACCT 112.1 SPREADSHEETS I **1.5 Units**
- ACCT 112.2 SPREADSHEETS II **1.5 Units**
- ACCT 114 BUSINESS MATHEMATICS **3 Units**
- ACCT 203 COST ACCOUNTING **3 Units**
- ACCT 204 ACCOUNTING APPLICATIONS: QUICKBOOKS **3 Units**
- ACCT 205 PAYROLL ACCOUNTING AND TAXATION **3 Units**
- ACCT 206 INDIVIDUAL INCOME TAXATION - FEDERAL AND STATE **3 Units**
- ACCT 207 BUSINESS INCOME TAXATION - FEDERAL AND STATE **3 Units**
- ACCT 209 INTERNAL CONTROLS UNDER SARBANES-OXLEY **3 Units**
- ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING **3 Units**

## Computer Information Management:

- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- CIM 112.1 SPREADSHEETS I
- CIM 112.2 SPREADSHEETS II
- CIM 113
- CIM 114
- CIM 201A INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD I
- CIM 201B INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD II
- CIM 201C INTRODUCTION TO COMPUTERS, KEYBOARDING, AND WORD PROCESSING III
- CIM 203.1
- CIM 206.1
- CIM 208.1
- CIM 209 INTRODUCTION TO OUTLOOK
- CIM 210.1 WORD PROCESSING I
- CIM 210.2 WORD PROCESSING II
- CIM 212.3 SPREADSHEETS III - CERTIFICATION
- CIM 214.1
- CIM 217
- CIM 221.1
- CIM 221.2
- CIM 222.1
- CIM 224. 1
- CIM 225.1
- CIM 230.1
- CIM 230.2
- CIM 241
- CIM 242.1
- CIM 242.2
- CIM 242.3
- CIM 243.1
- CIM 243.2
- CIM 245.1
- CIM 246.1
- CIM 249.1
- CIM 251.1
- CIM 260.1
- CIM 260.2
- CIM 261.1
- CIM 263.1
- CIM 263.2
- CIM 263.3
- CIM 263.4

## Economics:

- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**

- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**
- ECON 6 ENVIRONMENTAL AND RESOURCE ECONOMICS **3 Units**
- ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**
- ECON 13 GLOBAL ECONOMICS **3 Units**
- ECON 105 PERSONAL FINANCIAL PLANNING **3 Units**

### Management:

- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**
- MGT 102 PUBLIC SPEAKING FOR BUSINESS **3 Units**
- MGT 103
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 115 DIVERSITY, BUSINESS AND THE WORKPLACE **3 Units**
- MGT 120 PRINCIPLES OF BUSINESS MANAGEMENT **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 135 PRINCIPLES OF MARKETING **3 Units**
- MGT 160
- MGT 217
- MGT 235 ADVERTISING **3 Units**
- MGT 282 RETAIL MANAGEMENT **3 Units**
- MGT 288 HUMAN RESOURCE MANAGEMENT **3 Units**

### Real Estate:

- RE 170 REAL ESTATE PRINCIPLES **3 Units**
- RE 172 REAL ESTATE PRACTICE **3 Units**
- RE 174A LEGAL ASPECTS OF REAL ESTATE I **3 Units**
- RE 175 REAL ESTATE FINANCE **3 Units**
- RE 176A REAL ESTATE APPRAISAL I **3 Units**
- RE 190 ESCROW I **3 Units**
- RE 195 PROPERTY MANAGEMENT I **3 Units**

### Related Disciplines

**Students may count a maximum of 6 units from the courses listed below toward the 18-unit requirement.**

- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**
- CWE 168
- PHIL 2 INTRODUCTION TO ETHICS **3 Units**
- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**
- MATH 11 A BRIEF COURSE IN CALCULUS **4 Units**
- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**

Total Units Required: 18

To obtain the Associate in Arts degree with an emphasis in Business, students will have to:

1. Complete
  - A. The CSU General Education Certification pattern, a minimum of 39 units.  
*OR*
  - B. The IGETC Certification pattern, a minimum of 36 units.  
*OR*
  - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed above, including a minimum of 12 units selected from at least three of the business science disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on Associate Degree Graduation Requirements.

Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

## Program Student Learning Outcomes

Upon completion of the AA degree with emphasis in business, students will be able to

- Describe the relationship between profit and risk, and discuss how businesses and nonprofit organizations can raise the standard of living for all.
- Discuss the importance of the global market and the roles of comparative advantage and absolute advantage in global trade.
- Explain why effective communication, i.e. the sharing of information, helps an organization gain a competitive advantage, and describe the communication process.
- Explain the role of operations management in achieving superior quality, efficiency, and responsiveness to customers.
- Demonstrate the use of current technology resources to collect and analyze data and to access, evaluate, and present information in solving problems and making decisions.
- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.

## Fine Arts Appreciation Emphasis, AA

The intent of this degree is to prepare students for careers and/or higher education in the appreciation of the fine arts, generally, or in specific disciplines within this broad designation.

This degree emphasizes the methods and values used in the study of aesthetic works and creative endeavors. Students develop the necessary critical skills to contemplate, interpret, theorize, create, and perform effectively. Students develop a contextual appreciation for aesthetic meaning and significance, collaborative expression, theoretical study, and cross-disciplinary investigation.

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

## Application and Performance Courses

### Camera Arts:

- DMA 51 BEGINNING DIGITAL PHOTOGRAPHY **3 Units**
- DMA 55 GRAPHIC DESIGN I **3 Units**
- DMA 120
- DMA 130
- DMA 140
- DMA 195 ILLUSTRATION **3 Units**
- PHOT 51 BEGINNING DIGITAL PHOTOGRAPHY **3 Units**

### Dance:

- DNCE 1 INTRODUCTION TO DANCE **2 Units**
- DNCE 1A INTRODUCTION TO DANCE A **1 Unit**
- DNCE 1B INTRODUCTION TO DANCE B **1 Unit**
- DNCE 6 BALLET I **2 Units**
- DNCE 7 BALLET II **2 Units**
- DNCE 12 MODERN DANCE I **2 Units**
- DNCE 13 MODERN DANCE II **2 Units**
- DNCE 17 JAZZ DANCE I - OVERVIEW **2 Units**
- (DNCE 17A/DNCE 17B)
- DNCE 18 JAZZ DANCE II **2 Units**
- (DNCE 18A/DNCE 18B)
- DNCE 22 TAP DANCE I **1 Unit**
- DNCE 23 TAP DANCE II **1 Unit**
- DNCE 27 HIP HOP/COMMERCIAL DANCE **1 Unit**
- DNCE 33 MIDDLE EASTERN DANCE I **1 Unit**
- DNCE 34 MIDDLE EASTERN DANCE II **1 Unit**
- DNCE 65
- DNCE 142
- DNCE 170

### Communication Studies:

- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**
- COMM 30 INTRODUCTION TO ORAL INTERPRETATION **3 Units**  
**OR**
- TA 30 INTRODUCTION TO ORAL INTERPRETATION **3 Units**
- COMM 106A FORENSIC ACTIVITY A **1 Unit**
- COMM 106B FORENSIC ACTIVITY B **2.5 Units**
- COMM 106C FORENSIC ACTIVITY C **4 Units**

## Music:

- MUS 39 IRVINE VALLEY MASTER CHORALE **1 Unit**
- MUS 40 WIND SYMPHONY **1 Unit**
- MUS 42 SYMPHONY ORCHESTRA **1 Unit**
- MUS 46 JAZZ ENSEMBLE **1 Unit**
- MUS 54 PIANO I **2 Units**
- MUS 55 PIANO II **2 Units**
- MUS 56 PIANO III **2 Units**
- MUS 57 PIANO IV **2 Units**
- MUS 80 VOICE I **2 Units**
- MUS 81 VOICE II **2 Units**
- MUS 82 VOICE III **2 Units**
- MUS 85 GUITAR III **2 Units**

## Studio Arts:

- ART 40 2-D DESIGN AND COLOR **3 Units**
- ART 41 3D DESIGN **3 Units**
- ART 50 BEGINNING OIL PAINTING **3 Units**
- ART 51 INTERMEDIATE PAINTING **3 Units**
- ART 52 ADVANCED PAINTING **3 Units**
- ART 80 DRAWING FUNDAMENTALS **3 Units**
- ART 81 REPRESENTATIONAL DRAWING **3 Units**
- ART 82 ADVANCED DRAWING **3 Units**
- ART 85 LIFE DRAWING I **3 Units**
- ART 86 ADVANCED LIFE DRAWING **3 Units**
- ART 186 DRAWING THE HEAD AND HANDS **3 Units**
- ART 195 ILLUSTRATION **3 Units**

## Theatre Arts:

- TA 15 REHEARSAL AND PERFORMANCE: DRAMA **2 Units**
- TA 15A INTRODUCTION TO REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 15B CONTINUATION OF REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 16 REHEARSAL AND PERFORMANCE: COMEDY **2 Units**
- TA 16A INTRODUCTION TO REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 16B CONTINUATION OF REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 17 REHEARSAL AND PERFORMANCE: MIXED GENRES **2 Units**
- TA 17A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 17B CONTINUATION OF REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 18 REHEARSAL AND PERFORMANCE-DANCE **2 Units**
- TA 18A INTRODUCTION TO REHEARSAL AND PERFORMANCE-DANCE **1 Unit**
- TA 18B CONTINUATION OF REHEARSAL AND PERFORMANCE-DANCE **1 Unit**
- TA 19 REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **2 Units**
- TA 19A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**

- TA 19B CONTINUATION OF REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**
- TA 40 INTRODUCTION TO THEATRE DESIGN **3 Units**

## History and Theory Courses

### Art History:

- ARTH 1 HISTORY OF PHOTOGRAPHY **3 Units**
- ARTH 4 INTRODUCTION TO ART THEORY **3 Units**
- ARTH 20 ART APPRECIATION **3 Units**
- ARTH 22 SURVEY OF ASIAN ART **3 Units**
- ARTH 23 AFRICAN AND OCEANIC ART **3 Units**
- ARTH 24 ANCIENT ART **3 Units**
- ARTH 25 ART HISTORY SURVEY I: WESTERN **3 Units**
- ARTH 26 ART HISTORY SURVEY II: WESTERN **3 Units**
- ARTH 27 ART HISTORY SURVEY III: NON-WESTERN **3 Units**
- ARTH 28 CONTEMPORARY ART HISTORY **3 Units**
- ARTH 29 19TH AND EARLY 20TH CENTURY ART **3 Units**
- ARTH 30 RENAISSANCE AND BAROQUE ART **3 Units**
  - ARTH 104 INTRODUCTION TO ART MEDIA
- ARTH 110 INTRODUCTION TO MUSEUMS **3 Units**
- ARTH 115 COLLECTIONS MANAGEMENT **3 Units**
- ARTH 130 MUSEUM TECHNOLOGIES **1 Unit**
- ARTH 150 HISTORY OF GRAPHIC DESIGN

### Dance:

- DNCE 55 CHOREOGRAPHY I **3 Units**
- DNCE 77 DANCE HISTORY: TWENTIETH CENTURY **3 Units**
- DNCE 85 MUSIC FOR DANCE **3 Units**

### Music:

- MUS 1 THE BASICS OF MUSIC **3 Units**
- MUS 3 HARMONY I **4 Units**
- MUS 20 MUSIC APPRECIATION **3 Units**
- MUS 21 WORLD MUSIC **3 Units**
- MUS 27 HISTORY OF JAZZ **3 Units**
- MUS 28 HISTORY OF ROCK MUSIC **3 Units**

### Theatre Arts:

- TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW **3 Units**
- TA 21 THEATRE APPRECIATION-CONTEMPORARY **3 Units**
- TA 25 GREAT PLAYS: PRIMITIVE TO RENAISSANCE **3 Units**
- TA 26 GREAT PLAYS: RENAISSANCE TO CONTEMPORARY **3 Units**

**Total Units Required: 18**

To obtain the Associate in Arts degree with an emphasis in Fine Arts Appreciation, students will have to:

1. Complete
  - A. The CSU General Education Certification pattern, a minimum of 39 units.  
*OR*
  - B. The IGETC Certification pattern, a minimum of 36 units.  
*OR*
  - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed in the emphasis, with at least one course taken in three different disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on Associate Degree Graduation Requirements.

Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

## **Program Student Learning Outcomes**

Upon completion of the AA degree with emphasis in fine arts appreciation, students will be able to

- Gain an increased aesthetic awareness and appreciation of the arts from a critical point of view.

### **Humanities and Languages Emphasis, AA**

The intent of this degree is to prepare students for careers and/or higher education in the humanities and languages, generally, or in specific disciplines within this broad designation.

This degree emphasizes the methods and values of humanistic study. Students investigate the role that language, philosophy, literature, religion, history, and the arts play in the shaping of human cultures. The curriculum also encourages students to consider how the central traditions, values, ideas, and texts, and the aesthetic concepts of a culture, reflect the human condition.

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

**Chinese\*:**

- CHI 2 BEGINNING CHINESE II **5 Units**

**French\*:**

- FR 2 BEGINNING FRENCH II **5 Units**

[or 2A+2B]

- FR 3 INTERMEDIATE FRENCH **5 Units**
- FR 4 INTERMEDIATE FRENCH **5 Units**
- FR 10 INTERMEDIATE CONVERSATIONAL FRENCH **3 Units**

## History:

- HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500 **3 Units**
- HIST 2 THE HISTORY OF WORLD CIVILIZATIONS SINCE 1500 **3 Units**
- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE **3 Units**
- HIST 20 AMERICAN HISTORY THROUGH THE CIVIL WAR **3 Units**
- HIST 21 AMERICAN HISTORY SINCE THE CIVIL WAR **3 Units**
- HIST 24 AMERICA AFTER THE BOMB: 1945 TO THE PRESENT **3 Units**
- HIST 33 THE HISTORY OF THE MEXICAN AMERICAN PEOPLE **3 Units**
- HIST 40 THE HISTORY OF EAST ASIA BEFORE 1800 **3 Units**
- HIST 41 THE HISTORY OF EAST ASIA SINCE 1800 **3 Units**
- HIST 51 WOMEN IN AMERICAN HISTORY **3 Units**

## Humanities:

- HUM 2 THE CULTURE OF ANCIENT GREECE AND ROME **3 Units**
- HUM 3 THE CULTURE OF MEDIEVAL AND RENAISSANCE EUROPE **3 Units**
- HUM 4 THE CULTURE OF THE MODERN WORLD: 1700 TO THE PRESENT **3 Units**
- HUM 20 RELIGION AND THE QUEST FOR MEANING **3 Units**
- HUM 21 INTRODUCTION TO ASIAN RELIGIONS **3 Units**
- HUM 22 INTRODUCTION TO JUDAISM, CHRISTIANITY, AND ISLAM **3 Units**
- HUM 27 WORLD RELIGIONS **3 Units**
- HUM 50 MYTHOLOGY **3 Units**
- HUM 70 HISTORY OF FILM **3 Units**
- HUM 71 INTRODUCTION TO FILM **3 Units**
- HUM 72 FILM AND AMERICAN CULTURE **3 Units**
- HUM 73 FILM GENRE STUDIES **3 Units**
- HUM 74 FILM AND LITERATURE **3 Units**

## Japanese\*:

- JA 2 BEGINNING JAPANESE II **5 Units**  
[or 2A+2B]
- JA 3 INTERMEDIATE JAPANESE I **5 Units**
- JA 4 INTERMEDIATE JAPANESE II **5 Units**
- JA 10 INTERMEDIATE CONVERSATIONAL JAPANESE **3 Units**
- JA 21 INTRODUCTION TO JAPANESE CULTURE **3 Units**
- JA 23 JAPANESE ANIME AND MANGA **3 Units**

## Journalism:

- JRNL 40 MASS MEDIA AND SOCIETY **3 Units**

#### Literature:

- LIT 1 INTRODUCTION TO LITERATURE **3 Units**
- LIT 20 SURVEY OF BRITISH LITERATURE TO 1776 **3 Units**
- LIT 21 BRITISH LITERATURE FROM BLAKE TO THE PRESENT **3 Units**
- LIT 22 AMERICAN LITERATURE TO TWAIN **3 Units**
- LIT 23 AMERICAN LITERATURE: TWAIN TO THE PRESENT **3 Units**
- LIT 24 CONTEMPORARY LITERATURE **3 Units**
- LIT 30 INTRODUCTION TO THE NOVEL **3 Units**
- LIT 31 INTRODUCTION TO SHORT FICTION **3 Units**
- LIT 32 INTRODUCTION TO POETRY **3 Units**
- LIT 33 INTRODUCTION TO DRAMA **3 Units**
- LIT 40 INTRODUCTION TO THE HEBREW BIBLE (OLD TESTAMENT) **3 Units**
- LIT 41 INTRODUCTION TO THE NEW TESTAMENT **3 Units**
- LIT 43 INTRODUCTION TO SHAKESPEARE **3 Units**
- LIT 46 INTERCULTURAL LITERATURE **3 Units**
- LIT 110

#### Philosophy:

- PHIL 1 INTRODUCTION TO PHILOSOPHY **3 Units**
- PHIL 2 INTRODUCTION TO ETHICS **3 Units**
- PHIL 3 INTRODUCTION TO LOGIC **3 Units**
- PHIL 5 POLITICAL PHILOSOPHY **3 Units**
- PHIL 10 ANCIENT PHILOSOPHY **3 Units**
- PHIL 11 MODERN PHILOSOPHY **3 Units**

#### Reading:

- RD 174

#### Sign Language\*:

- SIGN 22 BEGINNING AMERICAN SIGN LANGUAGE II **4 Units**
- SIGN 23 INTERMEDIATE AMERICAN SIGN LANGUAGE **4 Units**

#### Spanish\*:

- SPAN 2 BEGINNING SPANISH II **5 Units**
- SPAN 3 INTERMEDIATE SPANISH I **5 Units**
- SPAN 4 INTERMEDIATE SPANISH II **5 Units**
- SPAN 10 INTERMEDIATE CONVERSATIONAL SPANISH **3 Units**

#### Writing:

- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**
- WR 10 INTRODUCTION TO CREATIVE WRITING **3 Units**
- WR 11 WRITING SHORT FICTION **3 Units**
- WR 13 WRITING POETRY **3 Units**

**Total Units Required: 18**

\* *LANGUAGE COURSES, PLEASE NOTE: Students who have acquired fluency in one language may elect to begin or continue in a second language, or to focus on the culture and literature related to the first language.*

To obtain the Associate in Arts degree with an emphasis in Humanities and Languages, students will have to:

1. Complete
  - A. The CSU General Education Certification pattern, a minimum of 39 units.  
*OR*
  - B. The IGETC Certification pattern, a minimum of 36 units.  
*OR*
  - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed in the emphasis, with at least one course taken in three different disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on Associate Degree Graduation Requirements. Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

## **Program Student Learning Outcomes**

Upon completion of the AA degree with emphasis in humanities and languages, students will be able to

- Analyze a representative text and write a well-supported, clearly articulated argument.
- Read primary texts in their target language for general comprehension.

## **Liberal Studies: Teacher Education Emphasis, AA**

The intent of this degree is to prepare students for careers and/or higher education in the field of education, particularly in elementary school teaching. It is adapted from the requirements of the state-approved Multiple Subject Credential Program.

The degree emphasizes the integration of concepts from the arts and humanities, literature, natural sciences, and social sciences, offering a broad foundation in diverse disciplines. This course of study fosters the student's understanding and appreciation of how human knowledge and experience have evolved in historical and cultural contexts. The degree also stresses the development of skills in quantitative reasoning, critical thinking, and communication in the English language, both orally and in writing.

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

Arts and Humanities:

- ARTH 20 ART APPRECIATION **3 Units**
- DNCE 12 MODERN DANCE I **2 Units**
- HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500 **3 Units**
- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- MUS 1 THE BASICS OF MUSIC **3 Units**
- MUS 20 MUSIC APPRECIATION **3 Units**
- TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW **3 Units**
- TA 27 INTRODUCTION TO FINE ARTS IN THEATER **3 Units**

English Communication:

- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**
- COMM 2 PERSUASION **3 Units**
- COMM 3 ARGUMENTATION AND DEBATE **3 Units**
- PHIL 3 INTRODUCTION TO LOGIC **3 Units**
- RD 174 CRITICAL READING
- WR 1 COLLEGE WRITING I **4 Units**
- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**

Literature:

- LIT 1 INTRODUCTION TO LITERATURE **3 Units**
- LIT 7 SURVEY OF CHILDREN'S LITERATURE **3 Units**
- LIT 20 SURVEY OF BRITISH LITERATURE TO 1776 **3 Units**
- LIT 21 BRITISH LITERATURE FROM BLAKE TO THE PRESENT **3 Units**
- LIT 22 AMERICAN LITERATURE TO TWAIN **3 Units**
- LIT 23 AMERICAN LITERATURE: TWAIN TO THE PRESENT **3 Units**

Mathematics:

- CS 6A COMPUTER DISCRETE MATHEMATICS I **3 Units**  
**OR**
- MATH 30 COMPUTER DISCRETE MATHEMATICS I **3 Units**
- CS 6B COMPUTER DISCRETE MATHEMATICS II **3 Units**  
**OR**
- MATH 31 COMPUTER DISCRETE MATHEMATICS II **3 Units**
- ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
**OR**
- MGT 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**

- MATH 2 PRE-CALCULUS **5 Units**
- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**
- MATH 4A ANALYTIC GEOMETRY AND CALCULUS III **5 Units**
- MATH 8 COLLEGE ALGEBRA **5 Units**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**
- MATH 11 A BRIEF COURSE IN CALCULUS **4 Units**
- MATH 24 ELEMENTARY DIFFERENTIAL EQUATIONS **4 Units**
- MATH 26 INTRODUCTION TO LINEAR ALGEBRA **4 Units**
- MATH 124 TRIGONOMETRY **3 Units**
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**

Natural Sciences:

- BIO 1 THE LIFE SCIENCES **3 Units**  
**OR**
- BIO 1 THE LIFE SCIENCES **AND**
- BIO 1L THE LIFE SCIENCES LABORATORY **1 Unit**
- EARTH 20 INTRODUCTION TO EARTH SCIENCE **4 Units**
- GEOL 1 PHYSICAL GEOLOGY **4 Units**
- PHYS 20 THE IDEAS AND EVENTS OF PHYSICS **4 Units**

Social Sciences:

- GEOG 2 CULTURAL GEOGRAPHY **3 Units**
- GEOG 3 WORLD REGIONAL GEOGRAPHY **3 Units**
- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**  
**OR**
- PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**  
**OR**
- SOC 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500 **3 Units**
- HIST 20 AMERICAN HISTORY THROUGH THE CIVIL WAR **3 Units**
- HIST 21 AMERICAN HISTORY SINCE THE CIVIL WAR **3 Units**
- PS 1 AMERICAN GOVERNMENT **3 Units**
- PSYC 13 PSYCHOLOGY OF REASONING AND PROBLEM SOLVING **3 Units**

Total Units Required: 18

To obtain the Associate in Arts degree with an emphasis in Liberal Studies: Teacher Education, students will have to:

1. Complete
    - A. The CSU General Education Certification pattern, a minimum of 39 units.  
OR
    - B. The IGETC Certification pattern, a minimum of 36 units.  
OR
    - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
  2. Complete a minimum of 18 units from the courses listed in the emphasis, with at least one course taken in three different disciplines.
  3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
  4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
  5. Satisfy the residency and competency requirements as stated on Associate Degree Graduation Requirements.
- Students are advised to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths and transfer requirements. Students intending to transfer are generally advised to complete either the CSU General Education Certification pattern or the IGETC Certification pattern.

## Program Student Learning Outcomes

Upon completion of the AA degree with emphasis in liberal studies, students will be able to

- Develop an historical and aesthetic appreciation of human expression and diversity as it reflects the human experience.
- Conceptualize and apply theoretical constructs within the real world as it affects our physical experience.
- Identify, analyze and understand social phenomenon as it affects the human condition.

## Natural Sciences and Mathematics Emphasis, AA

The intent of this degree is to prepare students for careers and/or higher education in the natural sciences and mathematics, generally, or in specific disciplines within this broad designation.

This degree includes training in the scientific method, the fundamental principles of natural science, and the analytical reasoning of mathematics. Emphases of courses for this degree include mathematical, physical and life science concepts, principles, theories, and laws. Some courses acquaint students with the methods of conducting scientific investigations in laboratory field settings through observation, while other courses require students to construct logical arguments, make valid inferences, and acquire quantitative skills essential to many other disciplines.

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

**NOTE:** *For emphases in the sciences and math, a minimum of two courses must have a laboratory or field component. Students interested in pursuing their education in the sciences are advised to complete more laboratory and/or field courses.*

### Biology:

- BIO 1 THE LIFE SCIENCES **3 Units AND**
- BIO 1L THE LIFE SCIENCES LABORATORY **1 Unit**
  
- BIO 2 PLANT BIOLOGY **4 Units**
- BIO 5 PRINCIPLES OF ZOOLOGY

- BIO 10 BIOCHEMISTRY FOR HEALTH SCIENCES **4 Units**
- BIO 15 GENERAL MICROBIOLOGY **5 Units**
  - BIO 93 INTEGRATED BIOLOGY: FROM DNA TO ORGANISMS
  - BIO 94 FROM ORGANISMS TO ECOSYSTEMS
- BIO 97 GENETICS AND EVOLUTIONARY BIOLOGY **3 Units**
- BIO 99 MOLECULAR BIOLOGY AND BIOCHEMISTRY **3 Units**
- BIO 99L MOLECULAR BIOLOGY LABORATORY **1 Unit**

### Chemistry:

- CHEM 1A GENERAL CHEMISTRY I **5 Units AND**
- CHEM 1B GENERAL CHEMISTRY II **5 Units**
- CHEM 12A ORGANIC CHEMISTRY **5 Units AND**
- CHEM 12B ORGANIC CHEMISTRY **5 Units**

### Computer Science:

- CS 36 C PROGRAMMING **3 Units**
- CS 37 C++ PROGRAMMING **3 Units**

### Earth Sciences:

- ERTH 20 INTRODUCTION TO EARTH SCIENCE **4 Units**

### Field Studies and Research:

- BIO 13 INTRODUCTION TO INDEPENDENT RESEARCH: BIOLOGICAL AND HEALTH SCIENCES
- BIO 19 MARINE BIOLOGY **4 Units**
- BIO 30 CALIFORNIA WILDLIFE AND WILDLANDS **3 Units**
- BIO 101 FIELD STUDIES: COASTAL MARINE ECOSYSTEMS **1 Unit**
- BIO 103 FIELD STUDIES: MOUNTAIN ECOSYSTEMS **1 Unit**
- BIO 104 FIELD STUDIES: DESERT ECOSYSTEMS **1 Unit**
- BIO 110
- BIO 140 LAB RESEARCH IN GEOLOGICAL AND BIOLOGICAL SCIENCES
- GEOG 102 GEOGRAPHY FIELD STUDIES: WESTERN UNITED STATES **2 Units**
- GEOL 140 LAB RESEARCH IN GEOLOGICAL AND BIOLOGICAL SCIENCES
- GEOL 170 GEOLOGY FIELD STUDIES: NATIONAL PARKS AND MONUMENTS **1 Unit**
- GEOL 181 GEOLOGY FIELD STUDIES: COASTAL AND OFFSHORE GEOLOGY **1 Unit**
- GEOL 186 GEOLOGY FIELD STUDIES: GEOLOGY OF CALIFORNIA **1 Unit**

### Geology:

- GEOL 1 PHYSICAL GEOLOGY **4 Units**
- GEOL 2 HISTORICAL GEOLOGY **4 Units**
- GEOL 3 GEOLOGY OF CALIFORNIA **3 Units**

## **Mathematics:**

- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**
- MATH 4A ANALYTIC GEOMETRY AND CALCULUS III **5 Units**
- MATH 24 ELEMENTARY DIFFERENTIAL EQUATIONS **4 Units**
- MATH 26 INTRODUCTION TO LINEAR ALGEBRA **4 Units**

## **Marine Science:**

- MS 20 INTRODUCTION TO OCEANOGRAPHY **4 Units**

## **Physics:**

- PHYS 2A INTRODUCTION TO PHYSICS **4 Units AND**
- PHYS 2B INTRODUCTION TO PHYSICS **4 Units**  
**OR**
- PHYS 4A GENERAL PHYSICS **4 Units AND**
- PHYS 4B GENERAL PHYSICS **4 Units**
- PHYS 4C GENERAL PHYSICS **4 Units**

**Total Units Required: 18**

To obtain the Associate in Arts degree with an emphasis in Natural Sciences and Mathematics, students will have to:

1. Complete
  - A. The CSU General Education Certification pattern, a minimum of 39 units.  
*OR*
  - B. The IGETC Certification pattern, a minimum of 36 units.  
*OR*
  - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed in the emphasis, with at least one course taken in three different disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on Associate Degree Graduation Requirements.

Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

## **Program Student Learning Outcomes**

Upon completion of the AA degree with emphasis in natural sciences and mathematics, students will be able to

- Demonstrate comprehension of chemical and biological reality by understanding how fundamental natural science principles underlie the huge variety of natural phenomena and their interconnectedness.
- Apply the scientific method to a concept/lab/current situation by demonstrating the ability to ask a relevant question, create a hypothesis that addresses the question, gather data using either experimentation and/or observation, interpret the data and form a conclusion.
- Demonstrate knowledge of form, function, mechanism, organization, scale, hierarchy, diversity and evolution pertaining to the natural sciences.
- Inspect data and apply basic statistics to their analysis.

## Social and Behavioral Sciences Emphasis, AA

The intent of this degree is to prepare students for careers and/or higher education in the social sciences, generally, or in specific disciplines within this broad designation.

This degree emphasizes the nature of individual and collective human behavior: our interactions; the political, economic, social, and psychological structures and institutions of human beings; and the challenges of developing and sustaining interpersonal and intercultural relationships. Students employ the fundamental principles of the scientific method and apply data collection, synthesis, and analysis to enhance their ability to explain how groups and subgroups operate and to make responsible political, moral, and social decisions.

**Complete a minimum of 18 units from the courses listed below, including a minimum of 9 units selected from at least three of the social and behavioral science disciplines.**

### Social and Behavioral Science Disciplines

#### Administration of Justice:

- AJ 2 INTRODUCTION TO ADMINISTRATION OF JUSTICE **3 Units**
- AJ 4 CRIMINAL LAW **1 3 Units**
- AJ 5 THE COMMUNITY AND THE JUSTICE SYSTEM **3 Units**
- AJ 8 JUVENILE LAW AND PROCEDURES **3 Units**
- AJ 105 INTRODUCTION TO INVESTIGATION **3 Units**
- AJ 106 POLICE FIELD OPERATIONS **3 Units**
- AJ 111 LAW ENFORCEMENT ADMINISTRATION **3 Units**
- AJ 112 POLICE SUPERVISION **3 Units**
- AJ 113 CONSTITUTIONAL LAW AND THE JUSTICE SYSTEM
- AJ 119 INTRODUCTION TO CORRECTIONS
- AJ 150 REPORT WRITING FOR ADMINISTRATION OF JUSTICE **3 Units**
- AJ 161 ORGANIZED CRIME AND CRIMINAL ENTERPRISE IN AMERICA
- AJ 250 P.O.S.T. CERTIFIED-ARREST, SEARCH, SEIZURE, AND FIREARMS **3 Units**

#### Anthropology:

- ANTH 1 INTRODUCTION TO PHYSICAL ANTHROPOLOGY **3 Units**
- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**
- ANTH 3 CULTURE AND LANGUAGE **3 Units**
- ANTH 4 NATIVE AMERICAN CULTURES **3 Units**
- ANTH 7 NATIVE AMERICANS OF SOUTHERN CALIFORNIA **3 Units**

- ANTH 9 INTRODUCTION TO ARCHEOLOGY **3 Units**

### Economics:

- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**
- ECON 6 ENVIRONMENTAL AND RESOURCE ECONOMICS **3 Units**
- ECON 13 GLOBAL ECONOMICS **3 Units**
- ECON 20 INTRODUCTORY ECONOMICS **3 Units**
- ECON 105 PERSONAL FINANCIAL PLANNING **3 Units**

### Geography:

- GEOG 1 PHYSICAL GEOGRAPHY **3 Units**
- GEOG 2 CULTURAL GEOGRAPHY **3 Units**
- GEOG 3 WORLD REGIONAL GEOGRAPHY **3 Units**
- GEOG 38 CALIFORNIA GEOGRAPHY **3 Units**
- GEOG 102 GEOGRAPHY FIELD STUDIES: WESTERN UNITED STATES **2 Units**

### History:

- HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500 **3 Units**
- HIST 2 THE HISTORY OF WORLD CIVILIZATIONS SINCE 1500 **3 Units**
- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE **3 Units**
- HIST 20 AMERICAN HISTORY THROUGH THE CIVIL WAR **3 Units**
- HIST 21 AMERICAN HISTORY SINCE THE CIVIL WAR **3 Units**
- HIST 24 AMERICA AFTER THE BOMB: 1945 TO THE PRESENT **3 Units**
- HIST 33 THE HISTORY OF THE MEXICAN AMERICAN PEOPLE **3 Units**
- HIST 40 THE HISTORY OF EAST ASIA BEFORE 1800 **3 Units**
- HIST 41 THE HISTORY OF EAST ASIA SINCE 1800 **3 Units**
- HIST 51 WOMEN IN AMERICAN HISTORY **3 Units**

### Human Development:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HD 101 OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN **3 Units**
- HD 104 INFANT AND TODDLER DEVELOPMENT
- HD 105 INFANT-TODDLER PROGRAMS **3 Units**
- HD 110 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN **3 Units**
- HD 120 CHILD GUIDANCE AND DISCIPLINE **3 Units**
- HD 131 CREATIVE DEVELOPMENT IN YOUNG CHILDREN **3 Units**
- HD 145 LANGUAGE AND LITERACY FOUNDATIONS **3 Units**
- HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN **3 Units**
- HD 160 ADVANCED CURRICULUM PLANNING **3 Units**

- HD 181 PRACTICUM: EARLY CHILDHOOD PROGRAMS **3 Units**
- HD 266 PROGRAM PLANNING FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 267 STAFF DEVELOPMENT TOPICS FOR SCHOOL-AGE PROGRAMS **1 Unit**
- HD 268 GUIDANCE AND DISCIPLINE FOR SCHOOL-AGE CHILDCARE **1 Unit**
- HD 269 HOLIDAY AND SUMMER PROGRAMS FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 270 ART, MUSIC, AND DRAMA FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 271 RECREATION, SPORTS AND FITNESS FOR SCHOOL-AGE CHILDREN **1 Unit**

### Political Science:

- PS 1 AMERICAN GOVERNMENT **3 Units**
- PS 3 CALIFORNIA GOVERNMENT AND POLITICS **3 Units**
- PS 4 INTRODUCTION TO POLITICAL SCIENCE **3 Units**
- PS 5 POLITICAL PHILOSOPHY **3 Units**
- PS 6 POLITICS AND GOVERNMENT OF THE MIDDLE EAST **3 Units**
- PS 7 THE POLITICS OF COMMUNIST AND POST-COMMUNIST STATES **3 Units**
- PS 12 COMPARATIVE POLITICS **3 Units**
- PS 14 INTERNATIONAL RELATIONS **3 Units**
- PS 17 LATIN AMERICAN POLITICS AND GOVERNMENT **3 Units**
- PS 41 THE HISTORY OF EAST ASIA SINCE 1800 **3 Units**

### Psychology:

- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**
- PSYC 2 RESEARCH METHODS IN PSYCHOLOGY **4 Units**
- PSYC 3 PHYSIOLOGICAL PSYCHOLOGY **3 Units**
- PSYC 5 PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY **3 Units**
- PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- PSYC 13 PSYCHOLOGY OF REASONING AND PROBLEM SOLVING **3 Units**
- PSYC 30 SOCIAL PSYCHOLOGY **3 Units**
- PSYC 37 ABNORMAL BEHAVIOR **3 Units**
- PSYC 106 DEVELOPMENTAL PSYCHOLOGY: LIFESPAN
- PSYC 133 PSYCHOLOGY OF ADJUSTMENT
- PSYC 160 PSYCHOLOGY AS A MAJOR AND A PROFESSION

### Sociology:

- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**
- SOC 2 SOCIAL PROBLEMS **3 Units**
- SOC 10 INTRODUCTION TO MARRIAGE AND FAMILY **3 Units**
- SOC 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- SOC 19 THE SOCIOLOGY OF SEX AND GENDER **3 Units**
- SOC 20 ETHNIC AND MINORITY GROUP RELATIONS **3 Units**
- SOC 30 SOCIAL PSYCHOLOGY **3 Units**

### Women's Studies:

- WS 10 INTRODUCTION TO WOMEN'S STUDIES
- WS 20 WOMEN IN CONTEMPORARY SOCIETY

## Related Disciplines

*Students may count a maximum of 9 units from the courses listed below toward the 18-unit requirement.*

### Accounting:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**

### Biology:

- BIO 1 THE LIFE SCIENCES **3 Units**  
**AND**
- BIO 1L THE LIFE SCIENCES LABORATORY **1 Unit**
- BIO 30 CALIFORNIA WILDLIFE AND WILDLANDS **3 Units**

### Chemistry:

- CHEM 1A GENERAL CHEMISTRY I **5 Units**

### Computer Science:

- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**

### Cooperative Work Experience:

- AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE **1 Unit**
- ECON 167 COOPERATIVE WORK EXPERIENCE: ECONOMICS **1 Unit**
- HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT **1 Unit**
- LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES **1 Unit**
- PSYC 167 COOPERATIVE WORK EXPERIENCE: PSYCHOLOGY **1 Unit**

### Geology:

- GEOL 1 PHYSICAL GEOLOGY **4 Units**

### Health:

- HLTH 1 HEALTH EDUCATION **3 Units**

### Mathematics:

- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**
- MATH 11 A BRIEF COURSE IN CALCULUS **4 Units**
- MATH 26 INTRODUCTION TO LINEAR ALGEBRA **4 Units**

Nutrition:

- NUT 1 PRINCIPLES OF NUTRITION **3 Units**

Philosophy:

- PHIL 2 INTRODUCTION TO ETHICS **3 Units**

Statistics:

- ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
**OR**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**  
**OR**
- MGT 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
**OR**
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**

Writing:

- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**

Total Units Required: 18

To obtain the Associate in Arts degree with an emphasis in Social and Behavioral Sciences, students will have to:

1. Complete
  - A. The CSU General Education Certification pattern, a minimum of 39 units.  
**OR**
  - B. The IGETC Certification pattern, a minimum of 36 units.  
**OR**
  - C. The IVC Associate Degree General Education pattern, a minimum of 31 units.
2. Complete a minimum of 18 units from the courses listed in the emphasis, including a minimum of 9 units selected from at least three of the social and behavioral science disciplines.
3. Complete any elective, degree-applicable courses needed to bring the total number of units to 60.
4. Maintain a 2.0 overall GPA and a grade of "A," "B," "C," or "P" in all courses taken in the area of emphasis.
5. Satisfy the residency and competency requirements as stated on Associate Degree Graduation Requirements.

Students are advised to consult with faculty in the fields of interest within the emphasis to identify career areas and to consult with a counselor to clarify graduation requirements and/or to determine specific transfer paths. The courses within each concentration described in the emphasis represent clusters of courses designed to prepare students for common traditional university major areas of study, for certificate programs, or for technical education certificates.

# **Program Student Learning Outcomes**

Upon completion of the AA degree with emphasis in social and behavioral sciences, students will be able to

- Demonstrate knowledge of research methodology.
- Demonstrate knowledge of global social and political perspectives.
- Demonstrate knowledge of historical and contemporary global issues.

## **Astronomy/Physics**

**Dean:** Lianna Zhao, MD

**Academic Chair:** Alec Sim, PhD

**Faculty:** Justin Komine; Alec Sim, PhD

## **Courses**

The curriculum in Physical Science includes courses in Physics, Chemistry, and Mathematics. The curriculum is designed to cultivate the student's analytical capacity and qualitative/quantitative reasoning in regard to the origin, composition, and mechanics of the universe; the movement of objects in relation with gravitational, magnetic, and electric forces; the interaction between matter and energy; the behavior of light; and the physical characteristics of substance.

The courses offered fulfill the Natural Science and Mathematics requirements, as part of the lower-division requirements, for the various CSU and UC schools. The matriculated Natural Science courses, as part of the Associate in Arts degree in Physical Science, span the disciplines of Physics and Chemistry.

## **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 completing the necessary courses, students will be able to continue their baccalaureate studies in chemistry, physics, engineering and many other fields within the physical sciences.

# **Program Student Learning Outcomes**

## **Astronomy**

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

- Develop understanding of the principle areas of physical science and astronomy including concepts and methods of inquiry at an appropriate level. Subjects include, but are not limited to, the scientific method, historical development of astronomy, laws of motion and gravity, electromagnetic energy, solar system, stellar dynamics, galaxies and cosmology.

- Successfully solve conceptual and numerical problems of a physical nature through the recognition of type of problem, analysis of relevant information, proper application of concepts and techniques applying math through pre-algebra.
- Effectively communicate in writing the fundamental concepts and techniques of astronomy and the physical sciences at an appropriate level.
- Demonstrate appropriate lab skills including the proper use of basic measuring devices. Students will read and accurately interpret lab directions and analyze data for relevance and adherence to theory.
- Students will choose and use appropriate tabular and/or graphical methods to present and analyze physical data.

## **Physics**

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

- Observe processes, repeatable physical events, and interactions and identify their physical origin in a consistent and analytic manner.
- Establish cause-and-effect relationships between physical interactions through progressive scientific modeling using a variety of mathematical techniques.
- Demonstrate the ability to verify models developed through systematic scientific measurement.
- Effectively communicate information, scientific or otherwise, in both written and verbal form.
- Demonstrate the ability to apply foundational knowledge of experimental physics to the solution of problems in physics.

## **Potential Careers (For Non-Transfer Degree Recipients)**

Examples of careers in the physical sciences include the following:

- Aerospace Engineer
- Astronomer
- Astrophysicist
- Defense Planner
- Educator
- Geophysicist
- Laboratory Technician
- Medical Physicist
- National Laboratory Researcher
- Navigation Equipment Specialist
- Nuclear Physicist
- Physicist
- Planetarium Exhibit Planner/Guide
- Research Scientist or Assistant
- Satellite Data Analyst
- Scientific Photographer
- Seismologist
- Telescope Operator
- Test Engineer

## **Physical Science, AA**

Complete the following courses:

- CHEM 1A GENERAL CHEMISTRY I **5 Units**
- CHEM 1B GENERAL CHEMISTRY II **5 Units**
- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
*or*
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**  
*or*
- MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS **5 Units**
- PHYS 4A GENERAL PHYSICS **4 Units**
- PHYS 4B GENERAL PHYSICS **4 Units**

Total Units Required: 28

Recommended Electives:

- MATH 24 ELEMENTARY DIFFERENTIAL EQUATIONS **4 Units**  
*or*
- MATH 24H ELEMENTARY DIFFERENTIAL EQUATIONS HONORS **4 Units**
- MATH 26 INTRODUCTION TO LINEAR ALGEBRA **4 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Physics for Transfer, AS-T**

The Associate in Science in Physics for Transfer degree (AS-T Physics) will provide students preparation for a seamless transfer to a California State University (CSU) to complete a bachelor's degree in Physics. The curriculum in Physics includes courses in Mathematics and Physics. The curriculum is designed to attract and cultivate the student's imagination, analytical capacity, and deductive reasoning regarding the physical nature of the universe. Topics of study include classical mechanics, electricity, magnetism, electricity, magnetism, electrodynamics, the interaction between matter and energy, the quantum mechanical and atomic nature of the universe, and the physical properties of matter.

Specially, courses are designed to build mathematical tools and foundational physical knowledge that provides the basis necessary to advance in the student's education and career.

### Complete the following courses:

- PHYS 4A GENERAL PHYSICS **4 Units**
- PHYS 4B GENERAL PHYSICS **4 Units**
- PHYS 4C GENERAL PHYSICS **4 Units**
  
- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
or
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**
  
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**  
or
- MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS **5 Units**
  
- MATH 4A ANALYTIC GEOMETRY AND CALCULUS III **5 Units**

Total Units Required: 27

### To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## Biological Sciences

**Dean:** Lianna Zhao, MD

**Academic Chair, Biological Sciences, Environmental Studies:** Jefferey Kaufmann, PhD

**Faculty:** Devon Bradley, PhD; Meredith Dorner; David Fretz; Diana Hurlbut, PhD; Jefferey Kaufmann, PhD; Emalee Mackenzie; Amy McWhorter, PhD; Pierre Nguyen; Roland Rodriguez; Katherine Schmeidler, PhD; Justin Wright

## Courses

The School of Life Sciences at Irvine Valley College offers a wide range of courses in the biological sciences as well as courses in environmental studies. Introductory courses focus on theories and concepts in five primary areas: cellular and molecular biology, genetics, evolution, ecology, and whole organism biology. More specialized courses examine extensions of these basic principles as they relate to a variety of specific areas of study, including botany, zoology, human anatomy, human physiology, cellular biology, microbiology, natural history, and marine biology. Students may complete courses within the department in order to fulfill general education requirements, to satisfy prerequisites for health-related programs such as nursing, to meet graduation requirements at prospective transfer institutions, or to complete the Associate in Arts degree with a major in biology or health sciences.

## Major

The requirements for majors in the life sciences are intended to provide a solid foundation for the student who wishes to pursue further study at the baccalaureate level and for some graduate-level programs. They are also intended for students who plan to enter a preprofessional or professional program in a health-related field. The faculty strongly recommends that students without a firm foundation in basic biological principles complete both Biology 93 and Biology 94 in preparation for the more specialized courses. In addition to the core courses for the major or health-related fields, an introduction to other sciences is usually recommended and necessary for more advanced study. The biology faculty therefore suggests that students complete appropriate courses in chemistry, physics, and mathematics concurrently with biology core courses. Students should refer to the requirements of prospective institutions or seek advice from a member of the biology faculty or a counselor before choosing electives. As the job market in the biological sciences and related fields changes, the faculty recommends that students also seek guidance as they select their electives.

## **Program Student Learning Outcomes**

### **Biology**

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

- Communicate scientific processes and ideas effectively in written and oral forms.
- Demonstrate understanding of the mechanisms driving evolution, the role of evolution as the central unifying concept of biology and describe similarities and differences of the major taxonomic groups.
- Effectively apply current technology and scientific methodologies for problem solving.
- Identify and explain relationships between form and function of biological structures at the molecular cellular, organismal, and ecosystem levels.
- Locate and evaluate various types of scientific information including primary research articles, mass media sources and world wide web.
- Recognize and apply basic ethical principles to biological practices and understand the role of scientists and biological science in society.
- Demonstrate understanding of how organisms interact with one another and with their environment, and explain interactions at the population and community levels.
- Demonstrate understanding of the fundamental biological processes of metabolism, homeostasis, growth, reproduction, development, genetics and whole organism physiology.
- Apply the metric system using standard laboratory equipment to systematically collect, organize, interpret, and assess data in graphs, tables or figures then integrate the acquired knowledge to make informed judgments and conclusions.

### **Potential Careers**

An AA degree in biology will prepare students for entry into certificate or technical training programs in:

- Nursing
- Biotechnology
- Dental Assisting/Hygiene

- Emergency Medical Technology
- Paramedic Training
- Laboratory Research
- Physical Therapy Assisting

An AA degree in biology will also allow students to continue their education at a four-year institution, where earning a BA degree in biological sciences can prepare them for careers in:

- Public Health
- Nutrition
- Biotechnology
- Laboratory and Field Research
- Pharmaceutical Sales
- Land Management
- Environmental Studies
- Entry into professional schools that provide training in medicine, dentistry, pharmacy, optometry, physician's assistant, and veterinary medicine

## **Biology for Transfer, AA-T**

The requirements for majors in the life sciences are intended to provide a solid foundation for the student who wishes to pursue further study at the baccalaureate level and for some graduate-level programs. They are also intended for students who plan to enter a pre-professional or professional program in a health-related field.

Complete the following courses:

- BIO 16 CELLULAR BIOLOGY **4 Units**
- BIO 94 FROM ORGANISMS TO ECOSYSTEMS  
**OR**
- BIO 2 PLANT BIOLOGY **4 Units**  
**AND**
- BIO 5 ANIMAL BIOLOGY **4 Units**
  
- CHEM 1A GENERAL CHEMISTRY I **5 Units**
- CHEM 1B GENERAL CHEMISTRY II **5 Units**
  
- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
**OR**
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**
  
- PHYS 2A INTRODUCTION TO PHYSICS **4 Units**  
**AND**
- PHYS 2B INTRODUCTION TO PHYSICS **4 Units**  
**OR**
- PHYS 4A GENERAL PHYSICS **4 Units**  
**AND**
- PHYS 4B GENERAL PHYSICS **4 Units**

Total Units Required: 31-35

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

Note:

**See an IVC counselor for course substitution if a course is not available.**

## Biology, AA

Complete the following courses:

- BIO 93 INTEGRATED BIOLOGY: FROM DNA TO ORGANISMS
- BIO 94 FROM ORGANISMS TO ECOSYSTEMS
- BIO 97 GENETICS AND EVOLUTIONARY BIOLOGY **3 Units**
- BIO 99 MOLECULAR BIOLOGY AND BIOCHEMISTRY **3 Units**

Select 6-10 units from the following courses to complete a total of 20-24 units

- BIO 11 HUMAN ANATOMY **4 Units**
- BIO 12 HUMAN PHYSIOLOGY **4 Units**
- BIO 13 INTRODUCTION TO INDEPENDENT RESEARCH: BIOLOGICAL AND HEALTH SCIENCES
- BIO 15 GENERAL MICROBIOLOGY **5 Units**
- BIO 19 MARINE BIOLOGY **4 Units**  
**or**
- BIO 19H MARINE BIOLOGY HONORS **4 Units**
- BIO 30 CALIFORNIA WILDLIFE AND WILDLANDS **3 Units**
- BIO 44 BIOLOGY OF HUMAN SEXUALITY **3 Units**
- BIO 55 INTRODUCTION TO ECOLOGY: THEORY AND APPLICATION **3 Units**
- CHEM 1A GENERAL CHEMISTRY I **5 Units**  
**and**
- CHEM 1B GENERAL CHEMISTRY II **5 Units**
- CHEM 12A ORGANIC CHEMISTRY **5 Units**  
**and**
- CHEM 12B ORGANIC CHEMISTRY **5 Units**

Total Units Required: 20-24

## To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

## To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Note:

*See an IVC counselor for course substitution if a course is not available.*

## **Biotechnology - Lab Assistant, COA**

Biotechnology is the use of microorganisms or biological substances, such as enzymes, to solve problems; develop or make useful products; or perform specific manufacturing processes. The Biotechnology Laboratory Assistant Certificate of achievement is designed for students who wish to obtain the skills required to gain entry level employment in the biotechnology industry. Upon completion of the Biotechnology Laboratory Assistant Certificate program students will be eligible to obtain entry level employment as laboratory assistants in biotechnology industries such as pharmaceutical labs or research and development laboratories. There are no prerequisites or enrollment limitations for the program. Upon successful completion of the program students will have acquired the following knowledge and skills: Apply the scientific method and appropriate experimental design •Maintain an industry standard laboratory notebook. Use and complete correct Standard Operating Procedures (SOPs), Good Manufacturing Procedures (GMPs) and other required documentation common in a biotechnology laboratory. Demonstrate ability to accurately and safely perform standard lab techniques such as pipetting, metrology, aseptic technique. Maintain a safe, clean contamination-free and clutter-free environment. Communicate information in an appropriate way. Perform calculations relating to work function. Select and use appropriate computer tools.

## Complete the following courses:

- BIOT 70 INTRODUCTION TO BIOTECHNOLOGY **3 Units**
- BIOT 70L INTRODUCTORY BIOTECHNOLOGY LABORATORY **1 Unit**
- BIOT 273 BIOTECHNOLOGY A: BASIC LAB SKILLS **4 Units**
- CHEM 3 FUNDAMENTAL CHEMISTRY **4 Units**

Total Units Required: 12

## To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## Note:

**See an IVC counselor for course substitution if a course is not available.**

## **Biotechnology Biomanufacturing Technician, COP**

This certificate provides the skills and knowledge needed for positions such as biomanufacturing operators, media preparation assistants, purification assistants or manufacturing technicians in the field of biomanufacturing. The emphasis is on preparation and collection of samples, proper use of lab equipment in contamination-free environments, and standard operating procedures in the biomanufacturing industry.

**Complete the following courses:**

- BIOT 70 INTRODUCTION TO BIOTECHNOLOGY **3 Units**
- BIOT 70L INTRODUCTORY BIOTECHNOLOGY LABORATORY **1 Unit**
- BIOT 273 BIOTECHNOLOGY A: BASIC LAB SKILLS **4 Units**
- BIOT 274 BIOTECHNOLOGY B: PROTEINS **4 Units**
- BIOT 276 QUALITY AND REGULATORY COMPLIANCE IN BIOSCIENCE **2 Units**

**Total Units Required: 14**

**To earn the certificate of proficiency:**

See Earning a Certificate for certificate information and requirements.

## **Health Sciences, AA**

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:**

- BIO 11 HUMAN ANATOMY **4 Units**
- BIO 12 HUMAN PHYSIOLOGY **4 Units**
- BIO 15 GENERAL MICROBIOLOGY **5 Units**
  
- BIO 10 BIOCHEMISTRY FOR HEALTH SCIENCES **4 Units**  
**OR**
- CHEM 4 INTRODUCTION TO GENERAL & ORGANIC CHEMISTRY & BIOCHEMISTRY **5 Units**

**Complete one of the following courses:**

- BIO 71 STEM CELLS AND SOCIETY **3 Units**
- BIO 72 HUMAN GENETICS AND MEDICINE **3 Units**
- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**  
**or**
- PSYC 1H INTRODUCTION TO PSYCHOLOGY HONORS **3 Units**

- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**  
*or*
- SOC 1H INTRODUCTION TO SOCIOLOGY HONORS **3 Units**
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**  
*or*
- PSYC 10H STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES HONORS **3 Units**  
*or*
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**

Total Units Required: 20-21

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

Note:

See an IVC counselor for course substitution if a course is not available.

## Business/Management

**Dean:** Traci Fahimi

**Academic Chair:** Bennet Tchaikovsky, CPA, Esq.

**Faculty:** Roopa Mathur, PhD; June McLaughlin, Esq., LLM, LLM; John Russo, MBA; Daniel Scott, DBA, MBA; Bob Urell

## Courses

Students in lower-division management courses focus on the fundamental and intermediate principles and practices of management. Management students receive training that enables them to lead, direct, plan, organize, and make critical managerial decisions. Such training is widely applicable, and knowledge of management principles is essential to all individuals entering the various business fields.

## Major

The program in business management at Irvine Valley College prepares students to enter management positions in the public and private sector in such areas as retail, wholesale, trades, banking, import/export, small business and government. The curriculum includes lower division courses that are transferable to four-year colleges and universities

for those attending to pursue a baccalaureate degree. Completion of this program will give students knowledge and understanding of business management within related fields in the industry.

## **Program Student Learning Outcomes**

### **Business Administration**

Upon completion of the business administration program, students will be able to

- Relate the concept of comparative advantage to the production possibility curve.
- Explain real-world events using supply and demand.
- Identify and prepare basic financial statements and explain how they interrelate.
- Describe different types of cost behavior in relation to production and sales volume.
- Describe the effects of the commerce clause on the government's regulation of business.

### **Business Management**

Upon completion of the business management program, students will be able to

- Integrate basic management theories into supervisory and management functions.
- Differentiate threshold issues involved in the legal, ethical, and social responsibilities of management.

### **Manufacturing Assistant**

Upon completion of the business management program, students will be able to

- Identify various production processes and describe techniques that improve productivity, including computer-aided design and manufacturing, flexible manufacturing, lean manufacturing, and mass customization.
- Describe operations management planning issues including facility location, facility layout, materials requirement planning, purchasing, just-in-time inventory control, and quality control.

### **Retail Management (Certificate of Achievement)**

Upon completion of the business management program, students will be able to

- Describe examples of a market penetration, retail format development, market expansion, and diversification growth strategies that a retail company might use.

### **Supervision**

Upon completion of the business management program, students will be able to

- Compare and contrast job design approaches that increase work efficiency versus work motivation, and describe three strategies for improving employee motivation through job design.
- Identify various barriers (noise) to effective communication, and describe strategies for getting your message across and engaging in active listening.

# Potential Careers (For Non-Transfer Degree Recipients)

Business managers formulate the policies and direct the operations of corporations, nonprofit institutions, and government agencies. They are found in nearly all work settings in a variety of industries, such as the following:

- Accounting
- Advertising and Marketing
- Construction
- Distribution
- Financial Services
- Health Care
- Insurance
- Logistics
- Real Estate
- Retail
- Travel and Hospitality

Upon completion of the baccalaureate degree, students will be prepared for careers in specialized areas such as:

- Marketing
- Advertising
- Sales
- General Management
- Accounting
- Financial Services
- Entrepreneurship
- Human Resources Management
- Purchasing
- Customer Relations Management

Upon completion of the associate degree, students will be prepared for various entry-level positions within these same organizations, for promotion from technical and specialty job functions into management positions, and/or for transfer to a baccalaureate program.

## Business Administration for Transfer, AS-T

This curriculum provides an opportunity to achieve an Associate in Science Degree in Business Administration for Transfer to the California State University System (CSU) while completing the first and second year requirements for transfer to a four-year institution. A baccalaureate degree is recommended preparation for those considering professional careers in business. Complete of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work. This program is designed specifically for the California State University system. Each CSU school, however, reserves a right to accept students with AS-T degree into some (not all) specific specialization under the BS in Business Administration. Lower Division requirements for the University of California system and private four-year colleges vary by transfer school.

Complete the following required core courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**

- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**
- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**

List A: Complete one of the following courses:

- MATH 10 INTRODUCTION TO STATISTICS **3 Units**  
**OR**
- MATH 11 A BRIEF COURSE IN CALCULUS **4 Units**

List B: Complete two of the following courses:

- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**  
**OR**
- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**  
**OR**
- MGT 104 BUSINESS COMMUNICATION **3 Units**

Total Units Required: 26-27

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Business Administration, AA**

Complete the following courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**
- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**

Complete at least two courses from the following:

- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**
- MATH 11 A BRIEF COURSE IN CALCULUS **4 Units**

Total Units Required: 20-21

### **Recommended Electives:**

- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 102 PUBLIC SPEAKING FOR BUSINESS **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 135 PRINCIPLES OF MARKETING **3 Units**
- MATH 9
- PHIL 2 INTRODUCTION TO ETHICS **3 Units**

### **To earn the associate degree:**

See Earning an Associate Degree for associate degree graduation requirements.

### **To transfer:**

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Business Management, AS**

### **Complete the following courses:**

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**  
*or*
- CS 1H INTRODUCTION TO COMPUTER SYSTEMS HONORS **3 Units**
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 135 PRINCIPLES OF MARKETING **3 Units**

Total Units Required: 22

### **Recommended Electives:**

- ACCT 114 BUSINESS MATHEMATICS **3 Units**
- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**

- CIM 117 SOCIAL MEDIA MARKETING **3 Units**  
**OR**
- ENTR 117 SOCIAL MEDIA MARKETING **3 Units**
- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**  
**OR**
- ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**  
**OR**
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**
- MGT 102 PUBLIC SPEAKING FOR BUSINESS **3 Units**
- MGT 115 DIVERSITY, BUSINESS AND THE WORKPLACE **3 Units**
- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **1 Unit**
- MGT 288 HUMAN RESOURCE MANAGEMENT **3 Units**
- WR 1 COLLEGE WRITING **1 4 Units**  
**OR**
- WR 1H COLLEGE WRITING 1 HONORS **4 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Business Management, COA**

Complete the following courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**  
**OR**
- CS 1H INTRODUCTION TO COMPUTER SYSTEMS HONORS **3 Units**
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 135 PRINCIPLES OF MARKETING **3 Units**

Total Units Required: 22

Recommended Electives:

- ACCT 114 BUSINESS MATHEMATICS **3 Units**
- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- CIM 117 SOCIAL MEDIA MARKETING **3 Units** /
- ENTR 117 SOCIAL MEDIA MARKETING **3 Units**
- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**  
**OR**
- ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**  
**OR**
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**
- MGT 102 PUBLIC SPEAKING FOR BUSINESS **3 Units**
- MGT 115 DIVERSITY, BUSINESS AND THE WORKPLACE **3 Units**
- MGT 117
- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **1 Unit**
- MGT 288 HUMAN RESOURCE MANAGEMENT **3 Units**
- WR 1 COLLEGE WRITING **1 4 Units**  
**OR**
- WR 1H COLLEGE WRITING 1 HONORS **4 Units**

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Entrepreneurial Planning and Presentation, COP**

This Certificate of Proficiency is intended to help prepare students interested in pursuing entrepreneurship with the planning and presentation tools needed to develop and communicate a business idea, strategy, and analysis of business objectives.

Complete the following courses:

- ENTR 200 PATHWAYS TO SUCCESS **0 Units**
- ENTR 241 THE SUCCESSFUL BUSINESS PLAN **2 Units**
- ENTR 242 PERSUASIVE PRESENTATIONS **2 Units**

Total Units Required: 5

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Entrepreneurship Skills, COP**

This certificate includes courses that prepare students to discover and develop internal and external characteristics of entrepreneurial success, create a strategy for taking advantage of opportunity, and to take action by starting a business or work as self-employed individuals.

Complete the following courses:

- ENTR 117 SOCIAL MEDIA MARKETING **3 Units**
- ENTR 200 PATHWAYS TO SUCCESS **0 Units**
- ENTR 201 CREATIVITY AND IDEA GENERATION **1 Unit**
- ENTR 221 MONEY, ACCOUNTING AND FINANCE FOR ENTREPRENEURS **2 Units**
- ENTR 222 BUSINESS STRUCTURE AND LEGAL REQUIREMENTS **1 Unit**
- ENTR 223 BUILDING THE ENTREPRENEURIAL TEAM **2 Units**
- ENTR 241 THE SUCCESSFUL BUSINESS PLAN **2 Units**
  
- ENTR 160 ENTREPRENEURSHIP: MANAGING YOUR BUSINESS **3 Units**  
**OR**
- ENTR 211 BUSINESS MODELS: THE DESIGN AND DELIVERY OF VALUE **2 Units**  
**AND**
- ENTR 224 OPERATIONS MANAGEMENT FOR ENTREPRENEURS **1 Unit**

Total Units Required: 16

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Idea Development and Opportunity Recognition for Entrepreneurs, COP**

This certificate of proficiency is intended to help students who are interested in pursuing entrepreneurship to develop new ideas and recognize opportunities as a foundation for creating a new business.

Complete the following courses:

- ENTR 200 PATHWAYS TO SUCCESS **0 Units**
- ENTR 201 CREATIVITY AND IDEA GENERATION **1 Unit**
- ENTR 202 INNOVATIONS AND OPPORTUNITIES **2 Units**

Total Units Required: 4

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Manufacturing Assistant, AS**

Complete the following courses:

- MGT 102 PUBLIC SPEAKING FOR BUSINESS **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **2 Units**  
**or**
- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **3 Units**  
**or**
- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **4 Units**
- MGT 203 BUSINESS ENGLISH **3 Units**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**

Complete 6 units from the following courses:

- ACCT 112.1 SPREADSHEETS I **1.5 Units**
- ACCT 112.2 SPREADSHEETS II **1.5 Units**
- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**

Total Units Required: 20-22

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Manufacturing Assistant, COA**

Complete the following courses:

- MGT 102 PUBLIC SPEAKING FOR BUSINESS **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**

- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **2 Units**  
or
- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **3 Units**  
or
- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **4 Units**
- MGT 203 BUSINESS ENGLISH **3 Units**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**

Complete 6 units from the following courses:

- ACCT 112.1 SPREADSHEETS I **1.5 Units**
- ACCT 112.2 SPREADSHEETS II **1.5 Units**
- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**

Total Units Required: 20-22

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Research Tools for Entrepreneurs, COP**

This certificate of proficiency is intended to help students understand and use research tools and processes used in validating business ideas and marketing strategies.

Complete the following courses:

- ENTR 200 PATHWAYS TO SUCCESS **0 Units**
- ENTR 211 BUSINESS MODELS: THE DESIGN AND DELIVERY OF VALUE **2 Units**
- ENTR 212 MARKET VALIDATION AND RESEARCH **1 Unit**

Total Units Required: 4

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Retail Management, COA**

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. Retail experience is a plus, but is not required to successfully complete this program. Courses assist students in understanding the scope of the retail manager's job and the requirements for success. Completion of the certificate enhances the student's opportunities for entry-level employment as well as advancement in a variety of retail careers. The Western Association of Food Chains

(WAFC) has endorsed this program. Current grocery industry associates are encouraged to contact their Human Resources office for details on the WAFC program.

## Group A-Foundation Courses

- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**

## Group B-Intermediate Courses

- ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING **3 Units**
- MGT 120 PRINCIPLES OF BUSINESS MANAGEMENT **3 Units**
- MGT 135 PRINCIPLES OF MARKETING **3 Units**

## Group C-Advanced Courses

- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 282 RETAIL MANAGEMENT **3 Units**
- MGT 288 HUMAN RESOURCE MANAGEMENT **3 Units**

Total Units Required: 24

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Supervision, AS**

Complete a minimum of 18 units from the following courses:

- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 201A INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD I **1 Unit**
- ENTR 217 Social Media Marketing
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 203 BUSINESS ENGLISH **3 Units**
- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**  
*OR*
- MGT 102 PUBLIC SPEAKING FOR BUSINESS **3 Units**

Total Units Required: 18

Recommended Electives:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 114 BUSINESS MATHEMATICS **3 Units**
- ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING **3 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- CIM 114 Database
- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **1 Unit**
- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Supervision, COA**

Complete a minimum of 18 units from the following courses:

- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 201A INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD I **1 Unit**
  - ENTR 217 Social Media Marketing
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**
- MGT 203 BUSINESS ENGLISH **3 Units**
- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**  
*OR*
- MGT 102 PUBLIC SPEAKING FOR BUSINESS **3 Units**

Total Units Required: 18

Recommended Electives:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 114 BUSINESS MATHEMATICS **3 Units**
- ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING **3 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- CIM 114 Database
- MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT **1 Unit**

- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Understanding Entrepreneurial Operations, COP**

This certificate of proficiency is intended to help students develop knowledge, skills, and resources in the areas of financial management, legal considerations, product and service operations, and personnel management associated with starting and running a small business.

Complete the following courses:

- ENTR 200 PATHWAYS TO SUCCESS **0 Units**
- ENTR 221 MONEY, ACCOUNTING AND FINANCE FOR ENTREPRENEURS **2 Units**
- ENTR 222 BUSINESS STRUCTURE AND LEGAL REQUIREMENTS **1 Unit**
- ENTR 223 BUILDING THE ENTREPRENEURIAL TEAM **2 Units**
- ENTR 224 OPERATIONS MANAGEMENT FOR ENTREPRENEURS **1 Unit**

Total Units Required: **7**

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Chemistry**

**Dean:** Lianna Zhao, MD

**Academic Chair:** John Davison, PhD

**Faculty:** Arthur Ambrose, PhD; Dale Carranza, EdD; Thomas Cullen; John Davison, PhD; Keith Donavan, PhD; Sean Pheasant, PhD

## **Courses**

The chemistry curriculum is designed to foster an understanding of the fundamental principles of chemistry in a variety of applications-medicine, health-care products, energy, food production, body metabolism, structural materials, microelectronics, and the environment. Students learn how chemical knowledge is derived, theorized, and applied in solving problems in everyday life. They perform experiments in a modern chemistry laboratory with state-of-the-art equipment under the guidance of experienced faculty. In addition, students have an opportunity to enhance their understanding of chemical concepts and improve their laboratory skills through a series of computer-aided lessons and exercises. The chemistry curriculum is designed to meet the needs of students who wish to pursue a major in (1) chemistry, biology, marine science, geology, physics, medicine, engineering, or technology; (2) paramedical or allied health science, including nursing, dental hygiene, physical therapy, or nutrition; or (3) liberal arts.

# **Program Student Learning Outcomes**

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

- Apply chemical concepts to identify or predict chemical behavior.
- Apply mathematics and statistics principles to solve chemical problems.
- Identify chemical composition and communicate both chemical properties and principles.

## **Potential Careers**

Examples of careers in chemistry include the following:

- Medicine
- Chemist
- Pharmacist
- Agrochemist
- Biotechnologist
- Ceramics Industry
- Engineer
- Environmental Law
- Forensic Scientist
- Geochemist
- Government Policy
- Metallurgist
- Oceanographer
- Patent Law
- Plastics Industry
- Software Designer
- Space Exploration
- Teaching
- Technical Writer

## **Chemistry, AA**

Complete the following courses:

- CHEM 1A GENERAL CHEMISTRY **5 Units \***
- CHEM 1B GENERAL CHEMISTRY **II 5 Units**
- CHEM 12A ORGANIC CHEMISTRY **5 Units**
- CHEM 12B ORGANIC CHEMISTRY **5 Units**

Total Units Required: 20

\* Students who have not successfully completed high school chemistry should complete CHEM 3 prior to enrolling in CHEM 1A.

## Recommended Electives:

- BIO 2 PLANT BIOLOGY **4 Units**
- BIO 5 ANIMAL BIOLOGY **4 Units**
- Mathematics (at least first-year calculus)

## Physics (choose appropriate series)

- PHYS 2A INTRODUCTION TO PHYSICS **4 Units AND**
- PHYS 2B INTRODUCTION TO PHYSICS **4 Units**  
*OR*
- PHYS 4A GENERAL PHYSICS **4 Units AND**
- PHYS 4B GENERAL PHYSICS **4 Units**

## To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

## To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

# Communication Studies

**Dean:** Joseph Poshek

**Academic Chair:** Gary Rybold, PhD

**Faculty:** Gary Rybold, PhD; Jules French, JD; Edwin Tiongson; Bill Neesen

## Courses

The curriculum focuses on the study of communication, how meaning is exchanged in a variety of contexts to a variety of audiences. The basic course teaches students the skills required for presenting a speech-analyzing an audience, listening, coping with fear, using visual aids-as well as the skills they will need to prepare a speech-researching a topic, analyzing arguments and texts, and organizing and outlining material. Beyond that, advanced courses address issues such as conflict management and the communication that occurs in interpersonal relationships, small group settings, intercultural settings, public debate venues, and other performance environments. Courses offered through the program meet transfer requirements for general education, and they may be applied toward an Associate in Arts degree in Communication Studies for Transfer or the Associate in Arts degree with a major in communication studies.

## Major

Students majoring in communication studies at the lower-division level concentrate on learning the basics of public speaking and performance.

# **Program Student Learning Outcomes**

Upon completion of the communication studies program, students will be able to

- Advocate a specific topic to an audience of any size.
- Critically assess other speakers' format, content, and delivery and articulate constructive criticism in an oral critique.
- Articulate and dissect models of communication and apply such methods in public speaking and interpersonal settings.
- Research and construct positions on a set topic to communicate and advocate a particular point of view.
- Critically think about how meaning is exchanged and the implications of our messages.

## **Speech and Debate Team**

The Irvine Valley College Speech and Debate Team is one of the most respected and accomplished teams in the nation, competing against colleges and universities throughout the United States. Over the past 15 years, the team has placed in the top three at 12 state championships, while winning 12 league championships. Since 2000, the team was crowned the national champions in the community college division of the National Parliamentary Debate Association 11 times. The team also has an international reputation and has hosted debate teams from Europe and Asia on 20 occasions. 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 contact Director of Forensics Jules French at [jfrench7@ivc.edu](mailto:jfrench7@ivc.edu) or Bill Neesen at [wneesen@ivc.edu](mailto:wneesen@ivc.edu).

## **Communication Studies for Transfer, AA-T**

Complete the following course (3 units):

- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**

### **Group A**

Select two courses (6 units) from the following:

- COMM 3 ARGUMENTATION AND DEBATE **3 Units**
- COMM 5 INTERPERSONAL COMMUNICATION **3 Units**

### **Group B**

Select two courses (6 units) from the following:

- COMM 2 PERSUASION **3 Units**
- COMM 9 INTERCULTURAL COMMUNICATION **3 Units**
- COMM 30 INTRODUCTION TO ORAL INTERPRETATION **3 Units**
- JRNL 40 MASS MEDIA AND SOCIETY **3 Units**

Three units of the following:

- COMM 106A FORENSIC ACTIVITY A **1 Unit**
- COMM 106B FORENSIC ACTIVITY B **2.5 Units**
- COMM 106C FORENSIC ACTIVITY C **4 Units**

### Group C

Select one course (3-4 units) from the following:

- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**
- COMM 35 VOICE AND DICTION **3 Units**
- JRNL 41 NEWSWRITING **3 Units**
- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**
- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**
- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**

Total Units Required: 18-19

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## Communication Studies, AA

Complete the following course:

- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**

Complete 15 units from any of the following courses:

- COMM 2 PERSUASION **3 Units**
- COMM 3 ARGUMENTATION AND DEBATE **3 Units**
- COMM 5 INTERPERSONAL COMMUNICATION **3 Units**
- COMM 9 INTERCULTURAL COMMUNICATION **3 Units**
- COMM 30 INTRODUCTION TO ORAL INTERPRETATION **3 Units**
- COMM 35 VOICE AND DICTION **3 Units**
- COMM 106A FORENSIC ACTIVITY A **1 Unit** \*
- COMM 106B FORENSIC ACTIVITY B **2.5 Units** \*

- COMM 106C FORENSIC ACTIVITY C **4 Units** \*
- TA 1 ACTING **3 Units**
- TA 12 DIRECTING **3 Units**

Total Units Required: 18

\* COMM 106A/COMM 106B/COMM 106C is recommended each semester.

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Computer Information Management

**Dean:** Traci Fahimi

**Academic Chair:** Bennet Tchaikovsky, CPA, Esq.

**Faculty:** Carolina Kussoy; Roopa Mathur, PhD; Michael Salviani; Bob Urell

## Courses

The Computer Information Management (CIM) Department in the School of Business Sciences conducts a program designed to offer training in hardware and software applications used in a variety of environments and enterprises. The program encompasses a broad area of study, including computer operating systems, software applications, and networking and internetworking technologies. Courses are designed to prepare students at various levels of competence—from the novice to the expert—for immediate employment, professional careers, and/or transfer. The program combines classroom lecture/demonstration and individual hands-on training in a laboratory setting. Faculty members work closely with local businesses and industries to ensure relevant and state-of-the-art training.

## Major

Students may pursue associate degree majors in administrative assistant, computer applications, local area networks (Cisco), and web authoring; they may also complete certificates of proficiency in A+, Network+, Linux+, CCNA (Cisco Certified Network Associate) Routing and Switching, office assistant, spreadsheets, and web page authoring.

## Program Student Learning Outcomes

### Administrative Assistant

Upon completion of the administrative assistant program, students will be able to

- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.
- Engage in critical thinking to manipulate the features and functions of common business applications to produce a variety of business documents.
- Compose, criticize, evaluate, and revise the content and structure of written business communications.

## **Computer Applications**

Upon completion of the computer applications program, students will be able to

- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.
- Engage in critical thinking to manipulate the features and functions of common business applications to produce a variety of business documents.
- Compose, criticize, evaluate, and revise the content and structure of written business communications.

## **Local Area Networks: Cisco**

Upon completion of the local area networks: Cisco program, students will be able to

- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.
- Engage in critical thinking to manipulate the features and functions of common business applications to produce a variety of business documents.
- Compose, criticize, evaluate, and revise the content and structure of written business communications.

## **Web Authoring**

Upon completion of the web authoring program, students will be able to

- Apply computing techniques to solve common business problems, to manipulate and interpret data, and to disseminate the data, methodology, analysis, and results.
- Engage in critical thinking to manipulate the features and functions of common business applications to produce a variety of business documents.
- Compose, criticize, evaluate, and revise the content and structure of written business communications.

## **Potential Careers**

Examples of careers in the various computer information management areas include the following:

- Secretary, Executive Secretary, Office Assistant, Executive Assistant, Receptionist, Office Clerk, Administrative Assistant, and/or Word Processor/Typist.
- Computer Support Specialist, Technical Support Specialist, Help Desk Technician, Computer Support Assistant, and Computer Operator.

- Computer Network Analyst, Computer Network Administrator, or Computer Network Technician.
- Web Designer, Web Master, and Web Developer.

## **A+, Network+, Linux+, COP**

This program of study starts with the basics of computer hardware (building, maintaining and upgrading PCs) and operating systems (Windows). It introduces computer networking including the fundamentals in small and large networks, including the Internet. It also includes the Linux operating system which is run on many servers on the Internet. This certificate prepares students for the CompTIA A+, Linux+, and Network+ Certification Exams. Students who complete this certificate will be ready for an entry-level position in the industry and/or to undertake further study to advance to more specific industry training.

**Complete the following courses:**

- CIM 110 INFORMATION AND COMMUNICATION TECHNOLOGY ESSENTIALS **4 Units**
- CIM 160 COMPUTER NETWORK FUNDAMENTALS (NETWORK+) **3 Units**
- CIM 161 SYSTEMS AND NETWORK ADMINISTRATOR (LINUX+) **3 Units**

**Total Units Required: 10**

**Recommended Electives**

- CIM 170 INTRODUCTION TO INFORMATION SYSTEMS SECURITY (SECURITY+) **3 Units**
- CIM 172 DIGITAL FORENSICS FUNDAMENTALS **3 Units**

**To earn the certificate of proficiency:**

See Earning a Certificate for certificate information and requirements.

## **Administrative Assistant, AS**

The goal of the Administrative Assistant Certificate of Achievement program is to prepare students for employment as Administrative Assistants or Business Office/Information Specialists in various business sectors in the community. The objectives of the Administrative Assistant program include: composing correspondence, preparing a variety of business documents, scheduling and coordinating meetings/events, creating, updating, and managing word processing files, spreadsheet files, and database files, managing projects, organizing and maintaining paper and electronic files, providing support to colleagues and customers, assisting with all aspects of administrative management, coordinating within departments and operating units, and performing multifaceted office support and all day-to-day operations. Expected outcomes of the Administrative Assistant program include the ability to demonstrate skills needed for entry-level positions in a business office including the ability to: apply computing techniques to solve common business problems; manipulate and interpret data; disseminate the data methodology, analysis, and results; engage in critical thinking; manipulate the features and functions of common business applications to produce a variety of business documents; and to compose, criticize, evaluate, and revise the content and structure of written business communications. Coursework is designed to develop students' communication, keyboarding, word processing, spreadsheet, and database skills. Potential careers include Secretary, Executive Secretary, Office Assistant, Executive Assistant, Receptionist, Office Clerk, Administrative Assistant, and/or Word Processors/Typists.

Complete the following courses:

- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- CIM 115 DATABASES **3 Units**
- CIM 201A INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD I **1 Unit**
- CIM 201B INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD II **1 Unit**
- CIM 210.2 WORD PROCESSING II **1.5 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 203 BUSINESS ENGLISH **3 Units**

Total Units Required: 18.5

Recommended Electives:

- CIM 103 INTRODUCTION TO WINDOWS **1.5 Units**
- CIM 201C INTRODUCTION TO COMPUTERS, KEYBOARDING, AND WORD PROCESSING III **1 Unit**
- CIM 209 INTRODUCTION TO OUTLOOK **0.5 Units**
- CIM 210.1 WORD PROCESSING I **1 Unit**
- CIM 212.3 SPREADSHEETS III - CERTIFICATION **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

Note:

See an IVC counselor for course substitution if a course is not available.

## **Administrative Assistant, COA**

The goal of the Administrative Assistant Certificate of Achievement program is to prepare students for employment as Administrative Assistants or Business Office/Information Specialists in various business sectors in the community. The objectives of the Administrative Assistant program include: composing correspondence, preparing a variety of business documents, scheduling and coordinating meetings/events, creating, updating, and managing word processing files, spreadsheet files, and database files, managing projects, organizing and maintaining paper and electronic files, providing support to colleagues and customers, assisting with all aspects of administrative management, coordinating

within departments and operating units, and performing multifaceted office support and all day-to-day operations. Expected outcomes of the Administrative Assistant program include the ability to demonstrate skills needed for entry-level positions in a business office including the ability to: apply computing techniques to solve common business problems; manipulate and interpret data; disseminate the data methodology, analysis, and results; engage in critical thinking; manipulate the features and functions of common business applications to produce a variety of business documents; and to compose, criticize, evaluate, and revise the content and structure of written business communications. Coursework is designed to develop students' communication, keyboarding, word processing, spreadsheet, and database skills. Potential careers include Secretary, Executive Secretary, Office Assistant, Executive Assistant, Receptionist, Office Clerk, Administrative Assistant, and/or Word Processors/Typists.

### Complete the following courses:

- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- CIM 115 DATABASES **3 Units**
- CIM 201A INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD I **1 Unit**
- CIM 201B INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD II **1 Unit**
- CIM 210.2 WORD PROCESSING II **1.5 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 203 BUSINESS ENGLISH **3 Units**

Total Units Required: 18.5

### Recommended Electives:

- CIM 103 INTRODUCTION TO WINDOWS **1.5 Units**
- CIM 201C INTRODUCTION TO COMPUTERS, KEYBOARDING, AND WORD PROCESSING III **1 Unit**
- CIM 209 INTRODUCTION TO OUTLOOK **0.5 Units**
- CIM 210.1 WORD PROCESSING I **1 Unit**
- CIM 212.3 SPREADSHEETS III - CERTIFICATION **3 Units**

### To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

### Note:

See an IVC counselor for course substitution if a course is not available.

## Business Information Worker, COA

The Business Information Worker Certificate of Achievement provides knowledge and skills demanded in today's workplace. Skills include Keyboarding Proficiency, Microsoft Windows, Microsoft Word, Microsoft Excel, Microsoft Outlook, Information Systems - Basics, Business Communications, and Human Relations/Customer Service. With a solid foundation in Microsoft Windows and Office, as well as strong digital and web literacy skills, the Business

Information Worker brings efficiency and productivity to the workplace. Completion of the BIW Certificate also brings indispensable critical thinking, problem solving, and interpersonal skills to the work environment. Students who complete the BIW Certificate are prepared for entry-level positions in a variety of fields, such as general office clerks, retail salespersons, customer service representatives, receptionists, and information clerks.

Complete the following courses:

- CIM 103 INTRODUCTION TO WINDOWS **1.5 Units**
- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- CIM 201B INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD II **1 Unit**
- CIM 201C INTRODUCTION TO COMPUTERS, KEYBOARDING, AND WORD PROCESSING III **1 Unit**
- CIM 209 INTRODUCTION TO OUTLOOK **0.5 Units**
- CIM 210.1 WORD PROCESSING I **1 Unit**
- CIM 210.2 WORD PROCESSING II **1.5 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 125 ORGANIZATIONAL BEHAVIOR **3 Units**

Total Units Required: 18.5

## **CCNA (Cisco Certified Network Associate) Routing and Switching, COP**

The program of study for the CCNA (Cisco Certified Network Associate) Routing and Switching Certificate includes instruction and practice in the theory, design, configuration, and operation of simple Local and Wide Area Networks (LAN/WAN). This certificate program prepares students for entry-level positions in network administration and to take the third-party Cisco Certified Network Associate (CCNA) exam (640-802).

Complete the following courses:

- CIM 181 CCNA - INTRODUCTION TO NETWORKS **3 Units**
- CIM 182 CCNA 2 - ROUTING AND SWITCHING ESSENTIALS **3 Units**
- CIM 283 CCNA 3 - SCALING NETWORKS **3 Units**
- CIM 284 CCNA 4 - CONNECTING NETWORKS **3 Units**

Total Units Required: 12

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Computer Applications, AS**

This program is designed for those wishing to develop expertise in a variety of computer applications that may be required in almost any business setting. Students will gain real-world experience in Microsoft Windows, Microsoft Word, Microsoft Excel, and Web technologies. Students will learn to troubleshoot hardware and software issues, analyze data, complete basic computing tasks and develop solutions to solve problems. Potential career opportunities include Computer Support Specialists, Technical Support Specialists, Help Desk Technicians, Computer Support Assistants, and Computer Operators.

### Complete the following courses:

- CIM 103 INTRODUCTION TO WINDOWS **1.5 Units**
- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- CIM 115 DATABASES **3 Units**
- CIM 117 SOCIAL MEDIA MARKETING **3 Units**
- CIM 144 WEB DEVELOPMENT - WORDPRESS **3 Units**
- CIM 210.2 WORD PROCESSING II **1.5 Units**

### Complete one course from the following list:

- CIM 141 CREATING A WEB PAGE USING HTML **3 Units**
- CIM 209 INTRODUCTION TO OUTLOOK **0.5 Units**
- CIM 210.1 WORD PROCESSING I **1 Unit**
- CIM 212.3 SPREADSHEETS III - CERTIFICATION **3 Units**

Total Units Required: 18.5-21

### To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

### To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

### Note:

See an IVC counselor for course substitution if a course is not available.

## Computer Applications, COA

This program is designed for those wishing to develop expertise in a variety of computer applications that may be required in almost any business setting. Students will gain real-world experience in Microsoft Windows, Microsoft

Word, Microsoft Excel, and Web technologies. Students will learn to troubleshoot hardware and software issues, analyze data, complete basic computing tasks and develop solutions to solve problems. Potential career opportunities include Computer Support Specialists, Technical Support Specialists, Help Desk Technicians, Computer Support Assistants, and Computer Operators.

Complete the following courses:

- CIM 103 INTRODUCTION TO WINDOWS **1.5 Units**
- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- CIM 115 DATABASES **3 Units**
- CIM 117 SOCIAL MEDIA MARKETING **3 Units**
- CIM 144 WEB DEVELOPMENT - WORDPRESS **3 Units**
- CIM 210.2 WORD PROCESSING II **1.5 Units**

Complete one course from the following list:

- CIM 141 CREATING A WEB PAGE USING HTML **3 Units**
- CIM 209 INTRODUCTION TO OUTLOOK **0.5 Units**
- CIM 210.1 WORD PROCESSING I **1 Unit**
- CIM 212.3 SPREADSHEETS III - CERTIFICATION **3 Units**

Total Units Required: 18.5-21

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

Note:

See an IVC counselor for course substitution if a course is not available.

## **Local Area Networks - Cisco, AS**

The Cisco CCNA (Cisco Certified Network Associate) is one of the most demanded certifications in networking. Cisco has designed a four course 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. The program is designed to meet the needs of students who want 1) to obtain entry-level employment; 2) to advance in their current positions; or 3) to change careers. This program enables students to demonstrate specialization in areas such as computer technical support and networking. After completing the program, the actual CCNA Certification Exam is given by a third party. Potential careers include entry-level positions in such capacities as computer network analysts, computer network administrators, or computer network technicians.

Complete the following courses:

- CIM 106 A+ HARDWARE CONCEPTS
- CIM 108 A+ OPERATING SYSTEM PREPARATION
- CIM 160 COMPUTER NETWORK FUNDAMENTALS (NETWORK+) **3 Units**
- CIM 161 SYSTEMS AND NETWORK ADMINISTRATOR (LINUX+) **3 Units**
- CIM 261.1 CCNA: INTERNETWORKING TECHNOLOGIES I
- CIM 261.2 CCNA: INTERNETWORKING TECHNOLOGIES II
- CIM 261.3 CCNA: INTERNETWORKING TECHNOLOGIES III
- CIM 261.4 CCNA: INTERNETWORKING TECHNOLOGIES IV

**Total Units Required: 24**

**Recommended electives:**

- CIM 170 INTRODUCTION TO INFORMATION SYSTEMS SECURITY (SECURITY+) **3 Units**
- CIM 172 DIGITAL FORENSICS FUNDAMENTALS **3 Units**

**To earn the associate degree:**

See Earning an Associate Degree for associate degree graduation requirements.

**To transfer:**

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

**Note:**

**See an IVC counselor for course substitution if a course is not available.**

## **Local Area Networks - Cisco, COA**

The Cisco CCNA (Cisco Certified Network Associate) is one of the most demanded certifications in networking. Cisco has designed a four course 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. The program is designed to meet the needs of students who want 1) to obtain entry-level employment; 2) to advance in their current positions; or 3) to change careers. This program enables students to demonstrate specialization in areas such as computer technical support and networking. After completing the program, the actual CCNA Certification Exam is given by a third party. Potential careers include entry-level positions in such capacities as computer network analysts, computer network administrators, or computer network technicians.

**Complete the following courses:**

- CIM 106 A+ HARDWARE CONCEPTS

- CIM 108 A+ OPERATING SYSTEM PREPARATION
- CIM 160 COMPUTER NETWORK FUNDAMENTALS (NETWORK+) **3 Units**
- CIM 161 SYSTEMS AND NETWORK ADMINISTRATOR (LINUX+) **3 Units**
- CIM 261.1 CCNA: INTERNETWORKING TECHNOLOGIES I
- CIM 261.2 CCNA: INTERNETWORKING TECHNOLOGIES II
- CIM 261.3 CCNA: INTERNETWORKING TECHNOLOGIES III
- CIM 261.4 CCNA: INTERNETWORKING TECHNOLOGIES IV

Total Units Required: 24

Recommended electives:

- CIM 170 INTRODUCTION TO INFORMATION SYSTEMS SECURITY (SECURITY+) **3 Units**
- CIM 172 DIGITAL FORENSICS FUNDAMENTALS **3 Units**

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

Note:

See an IVC counselor for course substitution if a course is not available.

## **Office Assistant, COP**

This program is designed for those wishing to develop entry-level office occupational skills that may be applied to a variety of business settings.

Complete the following courses:

- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 201A INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD I **1 Unit**
- CIM 201B INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD II **1 Unit**
- CIM 210.2 WORD PROCESSING II **1.5 Units**
- MGT 203 BUSINESS ENGLISH **3 Units**

Total Units Required: 11

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Spreadsheets, COP**

This certificate of proficiency is designed for those wishing to develop spreadsheet and accounting skills that may be applied in a variety of business settings.

### Complete the following courses:

- CIM 112.1 SPREADSHEETS I **1.5 Units**
- CIM 112.2 SPREADSHEETS II **1.5 Units**
- CIM 212.3 SPREADSHEETS III - CERTIFICATION **3 Units**

### Complete a minimum of 3 units from the following courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 114 BUSINESS MATHEMATICS **3 Units**
- ACCT 204 ACCOUNTING APPLICATIONS: QUICKBOOKS **3 Units**
- ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING **3 Units**

Total Units Required: 9-10

### Recommended Electives:

- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**

### To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## Web Authoring, AS

The primary purpose of the web authoring 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 market demand. Potential career options include Web Designer, Web Master, and Web Developer.

### Complete the following courses:

- CIM 141 CREATING A WEB PAGE USING HTML **3 Units**
- CIM 143 WEB DEVELOPMENT - DREAMWEAVER **3 Units**
- CIM 144 WEB DEVELOPMENT - WORDPRESS **3 Units**

### Complete three courses from the following list:

- CIM 145 MOBILE WEB APPLICATIONS USING HTML AND JAVASCRIPT *3 Units*
- CIM 148 WEB DEVELOPMENT - EDGE ANIMATE **3 Units**
- CIM 249 CASCADING STYLE SHEETS (CSS) **3 Units**
- CIM 251 DYNAMIC WEB DATABASE MANAGEMENT *3 Units*

Total Units Required: 18

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

Note:

**See an IVC counselor for course substitution if a course is not available.**

## **Web Authoring, COA**

The primary purpose of the web authoring 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 market demand. Potential career options include Web Designer, Web Master, and Web Developer.

Complete the following courses:

- CIM 141 CREATING A WEB PAGE USING HTML **3 Units**
- CIM 143 WEB DEVELOPMENT - DREAMWEAVER **3 Units**
- CIM 144 WEB DEVELOPMENT - WORDPRESS **3 Units**

Complete three courses from the following list:

- CIM 145 MOBILE WEB APPLICATIONS USING HTML AND JAVASCRIPT *3 Units*
- CIM 148 WEB DEVELOPMENT - EDGE ANIMATE **3 Units**
- CIM 249 CASCADING STYLE SHEETS (CSS) *3 Units*
- CIM 251 DYNAMIC WEB DATABASE MANAGEMENT *3 Units*

Total Units Required: 18

Note:

**See an IVC counselor for course substitution if a course is not available.**

## **Web Page Authoring, COP**

This certificate of proficiency is intended to prepare students for entry-level web authoring positions. The certificate focuses on fundamental web development software and effective web page layout skills.

Complete the following courses:

- CIM 141 CREATING A WEB PAGE USING HTML **3 Units**

- CIM 143 WEB DEVELOPMENT - DREAMWEAVER **3 Units**
- CIM 144 WEB DEVELOPMENT - WORDPRESS **3 Units**

Total Units Required: 9

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## Computer Science

**Dean:** Lianna Zhao, MD

**Academic Co-chairs:** Seth Hochwald; Chan Loke

**Faculty:** Seth Hochwald; Chan Loke; Albert Murtz

## Courses

The Computer Science Department in the School of Mathematics, Computer Science and Engineering conducts a program designed for students who are developing computer programming skills in preparation to transfer to a four-year college or university. Courses are intended to meet the needs of students at various levels of competence, from the novice to the expert. The department acquaints students with the presently available methods of computer science that are useful in solving problems of science, industry, and government; prepares students for the additional formal education and self-education required in this ever-developing field; and fosters students' abilities to solve computer science problems.

## Major

Students may take individual courses to gain expertise in specific areas, or they may take courses collectively to earn the Associate in Science degree in Computer Science. The major introduces a variety of programming languages and each language's many applications.

## Program Student Learning Outcomes

Upon completion of the computer languages program, students will be able to

- Analyze a problem, and identify and define the computing requirements appropriate to its solution.
- Use current techniques, skills, and tools necessary for computing practice.
- Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

## Potential Careers

Examples of careers in computer science include the following:

- Database Administrator

- Programmer
- Software Engineer
- Systems Analyst
- Web Developer

## **Computer Science for Transfer, AS-T**

Complete the following courses:

- CS 6A COMPUTER DISCRETE MATHEMATICS I **3 Units**  
*or*
- MATH 30 COMPUTER DISCRETE MATHEMATICS I **3 Units**
- CS 38 JAVA PROGRAMMING **3 Units**
- CS 40A COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE I **3 Units**
- CS 41 DATA STRUCTURES **3 Units**
- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
*or*
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**  
*or*
- MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS **5 Units**
- PHYS 4A GENERAL PHYSICS **4 Units**
- PHYS 4B GENERAL PHYSICS **4 Units**

Total Units Required: 30

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

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Computer Science, AS**

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 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. This degree differs from the AS-T in Computer Science because it offers a more general program in computer science that prepares students for transfer to University of California campuses, private and out-of-state universities.

Complete the following courses:

- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**
- or**
- CS 1H INTRODUCTION TO COMPUTER SYSTEMS HONORS **3 Units**
- CS 10 INTRODUCTION TO PROGRAMMING USING PYTHON **3 Units**
- CS 37 C++ PROGRAMMING **3 Units**
- CS 38 JAVA PROGRAMMING **3 Units**
- CS 40A COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE I **3 Units**
- CS 41 DATA STRUCTURES **3 Units**

Complete any two of the following courses:

- CS 6A COMPUTER DISCRETE MATHEMATICS I **3 Units**
- CS 6B COMPUTER DISCRETE MATHEMATICS II **3 Units**
- CS 30 VISUAL BASIC PROGRAMMING **3 Units**
- CS 36 C PROGRAMMING **3 Units**
- CS 39 C# PROGRAMMING USING MICROSOFT.NET **3 Units**
- CS 40B COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE II **3 Units**
- CS 50 HTML/XHTML PROGRAMMING **3 Units**

Total Units Required: 24

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Counseling

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

**Academic Chair:** Robert Melendez

**Faculty:** Dalal Farsakh; Mark Franco; Eric Garcia; Yolanda Gomez-Gouldsmith; Rebecca Groff; Judy Henmi; Angel Hernandez; John Licitra, EdD; Vanessa Marquez ; Diana McCullough, EdD; Robert Melendez; Michelle Minkler; Tuan Nguyen; Amanda Romero; Parisa Soltani, EdD; Fawn Tanriverdi; Tiffany Tran; Javier Valdez

## Courses

The curriculum in counseling is designed to enhance students' academic success and personal development. The emphasis in all courses is on teaching processes and skills that students can apply in all facets of their lives. These include self-evaluation, decision making, goal setting and planning, personal awareness, interpersonal communication, and effective self-management.

## Program Student Learning Outcomes

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

- Develop effective self management skills in the areas of time management, decision making, goal setting and academic planning.
- Evaluate techniques to increase personal awareness and interpersonal skills.
- Critically explore career options using self assessments.

## Dance

**Dean:** Joseph Poshek

**Academic Chair:** Jennifer La Curan

**Faculty:** Jennifer La Curan; Kathryn Milostan-Egus

## Courses

The dance curriculum focuses not only on training the student who wishes to transfer to a four-year institution in dance or a dance-related field, achieve an associate degree, or pursue a certificate for immediate employment, but also on providing opportunities for those in other fields to combine interests and/or learn about how to prevent injuries, reduce stress, improve their quality of life, and technique for any movement-based endeavor. The curriculum includes technique courses in ballet, modern dance, jazz dance, tap dance, ballroom dance, Middle Eastern and African dance, and an introductory course that includes many dance genres. It also includes dance science courses in Pilates, condition and correct, yoga, GYROKINESIS®, and academic courses in choreography, music for dance, pedagogy, dance history and dance appreciation. Many of these courses meet general education requirements in the arts, health and wellness, and cultural diversity categories. There are numerous opportunities for students of all levels and interests to perform by enrolling in one of our performing groups. Participation in formal concerts is by audition and enrollment in one of the performance courses or ensembles (see below). *Due to new state regulations, anyone wishing to complete an AA, Mind Body Therapy Certificate, or one of the Dance Certificates should seek the ongoing guidance of the dance faculty.*

## Performing Ensembles

There are two performing ensembles within the IVC Dance Department. The Performing Dance Ensemble (PDE) is for intermediate and advanced dancers who seek a pre-professional company experience. Students learn a varied and challenging repertoire that stretches them technically and artistically. Students define their career aspirations and work on their resumes and professional audition abilities. Students also learn about health issues relative to performing. The Dance Rehearsal and Performance (R&P) Group is for those interested in any genre and those performing at any level. Both groups invite dance professionals to participate in the ensembles to share their experiences in all aspects of the dance profession.

## Major

**The associate degree in dance** is designed for students who are preparing to audition for admission into a dance program at a four-year institution or for those wanting to pursue dance as a career. The major concentrates on developing the student's technical ability to at least the intermediate level in modern dance, ballet and jazz dance. Students also complete courses in music for dance, choreography, dance history, conditioning for dance, and dance rehearsal and performance to develop their awareness of the artistry and rigor of dance. To fulfill the unit requirement for the major, students may choose among courses in tap, African and/or ballroom dance.

**The certificate of achievement in commercial dance** is designed for students seeking professional dance opportunities in the entertainment field. This comprehensive program trains the student in a variety of dance techniques coupled with vocal and acting courses. Training sessions/workshops with a number of the performance-based entertainment agencies will allow students to have an insider's understanding of the demands of the industry.

**The certificate of proficiency in dance technique** is designed for students interested in vocational opportunities in the local entertainment job market. The program allows students to study a variety of dance techniques and styles to prepare them to audition at any of the numerous performance-based entertainment venues in the region or pursue further study.

**The certificate of proficiency in mind body therapy** provides the training necessary for self employment or entry level employment within in any organization that focuses on mind-body therapies. These holistic methods focus on the interrelationship between the various anatomical systems and the energetic self, eastern and western medicine, or mind/body/spirit connections.

Each year both faculty and students are selected to participate in various choreographic and performance festivals, competitions and events, such as the American College Dance Festival. Selection is based upon the quality of the performers and the choreography of the dance.

Ballet classes can be taken for transfer credit for a total of four semesters. For the AA degree or any dance certificate, Ballet II is required. In those cases, Ballet I should be taken a maximum of three times for transfer credit. Please see one of co-chairs before enrolling in Ballet for the second time.

Modern classes can be taken for transfer credit for a total of four semesters. For the AA degree or any dance certificate, Modern II is required. In those cases, Modern I should be taken a maximum of three times for transfer credit. Please see one of co-chairs before enrolling in Modern for the second time.

## Program Student Learning Outcomes

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

- Analyze, evaluate, and correlate various dance vocabulary, observations of dance performances, artistic and/or historical concepts and movement principles.

## Certificate of Achievement - Commercial Dance

Upon completion of the program in commercial dance, students will be able to

- Analyze, evaluate, and correlate the dance techniques from various commercial dance genres in order to be able to interpret and perform them at a proficiency level relevant to the professional commercial dance field.

## Potential Careers

Examples of careers in dance or dance-related fields include the following. Note: Some of the careers listed require further education.

- Artistic Director/Rehearsal Director
- Arts Administrator
- Arts Advocacy Agent
- Arts Council Director
- Arts Lawyer
- Athletic Trainer
- Choreographer
- College/University Educator
- Costume or Lighting Designer
- Dance and Arts Administration
- Dance Company Manager
- Dance Critic
- Dance Ethnologist/Historian
- Dance Instructor
- Dance Medicine Osteopath
- Dance Notator/Reconstructor
- Dance Physical Therapist
- Dance Researcher
- Dance Scientist
- Dance Studio Owner
- Dance Therapist
- Dance Writer
- Grant Writer
- Instructional Aide - Dance; Somatics
- Mind-Body Therapy Practitioner
- Nutritionist/Dietician

- Physical Therapy Assistant
- Producer/Talent Agent
- Production Manager
- Professional Dancer
- Publicist
- Sales/Marketing Representative
- Special Events Coordinator
- Stage Manager
- Studio Owner
- Tour Manager
- Yoga/Pilates/GYROKINESIS® Instructor

## **Commercial Dance, COA**

Complete the following courses (8 units):

- DNCE 18 JAZZ DANCE II **2 Units**
- DNCE 23 TAP DANCE II **1 Unit**
- DNCE 55 CHOREOGRAPHY I **3 Units**

Complete the following dance science courses (5 units):

- DNCE 51 PILATES **2 Units**
- DNCE 142 Dance Movement Technique and Analysis: Floor Barre
- DNCE 253 GYROKINESIS (R) THE ART OF EXERCISING AND BEYOND **0.5 Unit**

Complete the following technique courses (4 units):

- DNCE 7 BALLET II **2 Units**
- DNCE 13 MODERN DANCE II **2 Units**

Complete a minimum of 1 unit from the following courses:

- DNCE 27 HIP HOP/COMMERCIAL DANCE **1 Unit**
- DNCE 36 BALLROOM STYLES OF THE 19TH AND 20TH CENTURY **1 Unit**
- DNCE 37 INTERMEDIATE BALLROOM **2 Units**
- DNCE 40 HIP HOP I: HISTORY OVERVIEW **1 Unit**

Complete a minimum of 2 units from the following courses:

- DNCE 33 MIDDLE EASTERN DANCE I **1 Unit**
- DNCE 34 MIDDLE EASTERN DANCE II **1 Unit**
- DNCE 35 FOLK DANCES OF EGYPT AND LEBANON **1 Unit**
- DNCE 61 PAN-AFRICAN DANCE/THE DIASPORA **1 Unit**

Complete a minimum of 2 units with a maximum of 1 unit from DNCE 65:

- DNCE 65 Dance Rehearsal and Performance
- DNCE 170 IVC Performing Dance Ensemble

Complete a minimum of 2 units from the following courses:

- MUS 80 VOICE I **2 Units**
- MUS 81 VOICE II **2 Units**
- MUS 82 VOICE III **2 Units**
- TA 1 ACTING **3 Units**

Total Units Required: 24

*Please see full-time dance faculty about waivers or replacements for courses with no active link.*

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

Note:

**See an IVC counselor for course substitution if a course is not available.**

## **Dance Technique, COP**

Complete the following course:

- DNCE 55 CHOREOGRAPHY I **3 Units**

Complete one of the following courses:

- DNCE 77 DANCE HISTORY: TWENTIETH CENTURY **3 Units**
- DNCE 85 MUSIC FOR DANCE **3 Units**

Complete 2 units from the following performance courses:

- DNCE 65 DANCE REHEARSAL AND PERFORMANCE **0.5-2 Units**
- DNCE 66A DANCE REHEARSAL AND PERFORMANCE-ANALYSIS OF CREATIVE PROCESSES A **1 Unit**
- DNCE 67B DANCE REHEARSAL AND PERFORMANCE-SOLOS TO VARIOUS GROUPS B **1.5 Units**

Complete one of the following courses:

- DNCE 86 CONDITION AND CORRECT: BODY ALIGNMENT **3 Units**
- DNCE 87 CONDITION AND CORRECT: ANALYSIS AND BODY THERAPIES **3 Units**
- DNCE 88 CONDITION AND CORRECT: MIND-BODY TECHNIQUES **3 Units**

Complete 4 units in two different styles from the following dance technique courses:

- DNCE 7 BALLET II **2 Units**
- DNCE 13 MODERN DANCE II **2 Units**
- DNCE 16 JAZZ DANCE BROADWAY STYLES **2 Units**
  
- DNCE 17 JAZZ DANCE I - OVERVIEW **2 Units**  
**OR**
- DNCE 17A/DNCE 17B
- DNCE 18 JAZZ DANCE II **2 Units**  
**OR**
- DNCE 18A/DNCE 18B
- DNCE 22 TAP DANCE I **1 Unit**
- DNCE 23 TAP DANCE II **1 Unit**
- DNCE 24 TAP: TRADITIONAL BROADWAY BASICS **1 Unit**
- DNCE 25 TAP: BEGINNING RHYTHM TECHNIQUE AND INTERMEDIATE BROADWAY STEPS **1 Unit**
- DNCE 26 INTERMEDIATE TAP TECHNIQUES AND IMPROVISATION **1 Unit**

Complete 1 unit from the following world dance courses:

- DNCE 27 HIP HOP/COMMERCIAL DANCE **1 Unit**
- DNCE 33 MIDDLE EASTERN DANCE I **1 Unit**
- DNCE 34 MIDDLE EASTERN DANCE II **1 Unit**
- DNCE 36 BALLROOM STYLES OF THE 19TH AND 20TH CENTURY **1 Unit**
- DNCE 40 HIP HOP I: HISTORY OVERVIEW **1 Unit**
- DNCE 61 PAN-AFRICAN DANCE/THE DIASPORA **1 Unit**

Complete 2 units from the following courses:

- DNCE 51 PILATES **2 Units**  
**OR**
- DNCE 51A PILATES A **1 Unit**  
**AND**

- DNCE 51B PILATES B **1 Unit**
- DNCE 90 DANCE TRAINING: THERABAND RESISTANCE WORKOUT **2 Units**
- DNCE 91 DANCE TRAINING: ROLLERS AND ROTATING DISCS WORKOUT **2 Units**
- DNCE 92 DANCE TRAINING: FLOOR BARRE **2 Units**
- DNCE 93 GYROKINESIS (R): ART OF EXERCISING AND BEYOND, OVERVIEW **2 Units**
- DNCE 94 GYROKINESIS (R): 90 MINUTE FORMAT **2 Units**
- DNCE 95 GYROKINESIS (R): 60 MINUTE FORMAT AND OTHER SEQUENCES **2 Units**
- DNCE 96 GYROKINESIS (R): ALTERNATIVE FORMATS AND MUSIC **2 Units**
- DNCE 253 GYROKINESIS (R) THE ART OF EXERCISING AND BEYOND **1 Unit**

Total Units Required: 17

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Dance, AA**

Complete the following core courses (20 units):

- DNCE 6 BALLET I **2 Units**
- DNCE 7 BALLET II **2 Units**
- DNCE 12 MODERN DANCE I **2 Units**
- DNCE 13 MODERN DANCE II **2 Units**
- DNCE 55 CHOREOGRAPHY **1 3 Units**
- DNCE 77 DANCE HISTORY: TWENTIETH CENTURY **3 Units**
- DNCE 85 MUSIC FOR DANCE **3 Units**
- DNCE 86 CONDITION AND CORRECT: BODY ALIGNMENT **3 Units**

Complete a minimum of 2 units from the following performance courses (2 units):

- DNCE 65 Dance Rehearsal and Performance
- DNCE 69 INTRODUCTION TO DANCE ENSEMBLE PRACTICES **2 Units**

Complete a minimum of 2 units from the following courses (2 units):

- DNCE 3 MIDDLE EASTERN DANCE FUNDAMENTALS **1 Unit**
- DNCE 22 TAP DANCE I **1 Unit**
- DNCE 23 TAP DANCE II **1 Unit**
- DNCE 24 TAP: TRADITIONAL BROADWAY BASICS **1 Unit**
- DNCE 25 TAP: BEGINNING RHYTHM TECHNIQUE AND INTERMEDIATE BROADWAY STEPS **1 Unit**
- DNCE 27 HIP HOP/COMMERCIAL DANCE **1 Unit**

- DNCE 33 MIDDLE EASTERN DANCE I **1 Unit**
- DNCE 35 FOLK DANCES OF EGYPT AND LEBANON **1 Unit**
- DNCE 37 INTERMEDIATE BALLROOM **2 Units**
- DNCE 93 GYROKINESIS (R): ART OF EXERCISING AND BEYOND, OVERVIEW **2 Units**

**Total Units, Minimum Required: 24**

**To earn the associate degree:**

See Earning an Associate Degree for associate degree graduation requirements.

**To transfer:**

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

**Note:**

**See an IVC counselor for course substitution if a course is not available.**

## **Mind Body Therapy, COP**

This certificate, offered by the Department of Dance, provides the training necessary for self employment or entry level employment within in any organization that focuses on mind-body therapies. These holistic methods focus on the interrelationship between the various anatomical systems and the energetic self, eastern and western medicine, or mind/body/spirit connections. Employment factors are variable based upon criteria that is both objective and subjective in nature. There is work within several different fields. Some job titles upon completion of the certificate could include yoga instructor, wellness specialist, physical therapy assistant, or occupational assistant. In addition, this certificate satisfies the curriculum required for pre-training course within the level 1 certification process for GYROKINESIS® teacher trainings. The program focuses on developing a practical knowledge of anatomy, methodologies of various body therapies, the science behind the methods, how to assess individual needs and goals, and how to modify and adapt techniques to meets these needs and goals. A major emphasis is on injury care and prevention, how to increase or decrease the challenge based upon an individuals abilities and limitations, and how to implement an evolving specialized program that is designed to empower the client and enhance the quality of their life.

**Complete the following course (2 units):**

- DNCE 95 GYROKINESIS (R): 60 MINUTE FORMAT AND OTHER SEQUENCES **2 Units**

**Complete a minimum of 2 units from the following Work Related courses (2 units):**

- DNCE 168 COOPERATIVE WORK EXPERIENCE: DANCE **1 Unit**
- DNCE 168 COOPERATIVE WORK EXPERIENCE: DANCE **2 Units**

- ENTR 200 PATHWAYS TO SUCCESS **0 Units**

Complete 3 of the following courses (6 units):

- DNCE 45 YOGA AND STRESS MANAGEMENT **2 Units**
- DNCE 46 INTRODUCTION TO YOGA **2 Units**
- DNCE 47 RAJA YOGA-HATHA YOGA **2 Units**
- DNCE 48 YOGA: CONTEMPORARY AND TRADITIONAL EASTERN FORMS **2 Units**

Complete one of the following courses (3 units):

- DNCE 50 CONDITION AND CORRECT: OVERVIEW **3 Units**
- DNCE 86 CONDITION AND CORRECT: BODY ALIGNMENT **3 Units**
- DNCE 87 CONDITION AND CORRECT: ANALYSIS AND BODY THERAPIES **3 Units**
- DNCE 88 CONDITION AND CORRECT: MIND-BODY TECHNIQUES **3 Units**

Complete one of the following courses (2 units):

- DNCE 51 PILATES **2 Units**
- DNCE 52 PILATES - MAT **2 Units**
- DNCE 53 PILATES-REFORMER WITH MAT **2 Units**
- DNCE 54 PILATES: DESIGNED FOR YOU **2 Units**

Complete one of the following courses (2 units):

- DNCE 93 GYROKINESIS (R): ART OF EXERCISING AND BEYOND, OVERVIEW **2 Units**
- DNCE 94 GYROKINESIS (R): 90 MINUTE FORMAT **2 Units**
- DNCE 96 GYROKINESIS (R): ALTERNATIVE FORMATS AND MUSIC **2 Units**

Total Units Required: 17

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Design Model Making and Rapid Prototyping**

**Interim Dean:** Lianna Zhao, MD

**Academic Chair:** Matt Wolken

**Faculty:** Brett McKim

## **Courses**

Rapid model making and prototype design is a valued part of many industries, including transportation, architecture, product and packaging, media, and entertainment. The growth of digital technology has opened up new areas of development in design representation, such as digital simulation and rapid prototyping.

Courses in the program study the elements of creative thinking and interpretation used in the design process, including the techniques and methods used to construct prototypes and models. In advanced courses, students choose a field of specialization to explore methods and materials in a number of options in digital simulation, modeling and rapid prototyping.

## **Major**

The certificate program is designed to prepare students with the skills necessary for product design with both traditional and emerging technologies. Students will be given a unique insight into both the physical and digital disciplines of design, cultivating technical and art skills based on critical thinking.

## **Program Student Learning Outcomes**

Upon completion of the design model making and rapid prototyping program, students will be able to

- Have the necessary technical knowledge and communication skills to identify, articulate and solve problems pertaining to the product development environment and perform the tasks required within the product design and development professions.
- Design a simple object within constraints.
- Construct a portfolio that communicates their body of work while in the program.
- Use techniques, processes, and tools needed in the product development practice.
- Create two-dimensional and three-dimensional products and designs using appropriate tools, materials, methods and techniques.
- Analyze and critically evaluate two-dimensional and three-dimensional products using the current principles and language of art and design.

## **Potential Careers**

An associate level degree in computer-aided design or certificate in civil or mechanical computer-aided design will prepare students for direct entry into a career or technical training program within these fields:

- Automotive Design and Manufacturing
- Biomedical and Healthcare Manufacturing
- Computer Product Manufacturing
- Construction
- Environmental Design
- Machinery Manufacturing
- Metal Manufacturing
- Military and Aerospace
- Professional and Scientific Technical Services

- Robotics and Automation
- Telecommunications and Electrical Circuit Design
- Utilities and Local Government

An associate level degree in computer-aided design or certificate in pre-engineering will also prepare students for continuing their education at a four-year institution, where earning a BS degree in the engineering field can prepare them for careers in:

- Mechanical Engineering
- Civil Engineering
- Electrical Engineering
- Structural Engineering
- Chemical Engineering
- Biomedical Engineering
- Environmental Engineering
- Materials Science Engineering

A certificate in design model making and prototyping will prepare students for direct entry into a career or technical training program within these fields:

- Amusement park design
- Automotive design and manufacture
- Machining and manufacturing
- Architecture
- Media and entertainment
- Product development
- Package design
- The toy industry
- Transportation design

## **Design Model Making and Rapid Prototyping, AS**

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:

- DMP 200 INTRODUCTION TO MODEL MAKING AND DESIGN **1.5 Units**
- DMP 210 RAPID VISUALIZATION **3 Units**
- DMP 220 BASIC MODEL MAKING **3 Units**
- DMP 221 ADVANCED MODEL MAKING I **3 Units**
- DMP 222 ADVANCED MODEL MAKING II **3 Units**
- DMP 230 3D COMPUTER DESIGN **3 Units**
- DMP 240 3D RAPID MODEL MAKING AND PROTOTYPE DEVELOPMENT I **3 Units**
- DMP 241 3D RAPID MODEL MAKING AND PROTOTYPE DEVELOPMENT II **3 Units**
- DMP 260 MODELING AND PROTOTYPING METHODS AND MATERIALS **2 Units**

Total Units Required: 24.5

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Design Model Making and Rapid Prototyping, COA**

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:

- DMP 200 INTRODUCTION TO MODEL MAKING AND DESIGN **1.5 Units**
- DMP 210 RAPID VISUALIZATION **3 Units**
- DMP 220 BASIC MODEL MAKING **3 Units**
- DMP 221 ADVANCED MODEL MAKING I **3 Units**
- DMP 222 ADVANCED MODEL MAKING II **3 Units**
- DMP 230 3D COMPUTER DESIGN **3 Units**
- DMP 240 3D RAPID MODEL MAKING AND PROTOTYPE DEVELOPMENT I **3 Units**
- DMP 241 3D RAPID MODEL MAKING AND PROTOTYPE DEVELOPMENT II **3 Units**
- DMP 260 MODELING AND PROTOTYPING METHODS AND MATERIALS **2 Units**

Total Units Required: 24.5

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Digital Media Art**

**Dean:** Joseph Poshek

**Academic Chair, Visual Arts:** Julie Kirk

**Faculty:** Terry Chatkupt

## **Courses**

The curriculum includes courses in digital photography, graphic design, typography, video production, 2D/3D animation, 3D modeling, game design, toy design and motion graphics. All courses in the curriculum are intended to

develop the student's understanding and appreciation of the historical, aesthetic, conceptual, and technical aspects of digital media and interactive art within the larger context of art-making. These studio-based courses teach students the fundamentals of a range of digital skills while developing an original creative portfolio in preparation for working in the industry or transferring to a four-year college or university.

## **Major**

Students majoring in Digital Media Art are provided with a rich foundation in design fundamentals while focusing on the creative process of digital art. Additionally, students are encouraged to explore a range of digital media art courses that suit their interests in graphic design, digital photography, video, game/toy design and animation.

The current Digital Media Art/Interactive Media Art certificate program includes a Certificate of Proficiency in Animation for Games. This certificate is intended to produce relevant hires for the games and film industry.

## **Program Student Learning Outcomes**

Upon completion of the Digital Media Art/Interactive Media Art program, students will be able to

- Participate in class critiques of student projects and demonstrate a comprehension of the vocabulary and language of digital/interactive media art.
- Analyze and integrate the fundamentals of digital/interactive media art with art theory and aesthetics.
- Demonstrate a technical proficiency of industry-standard digital/interactive media art software to create professional design and multimedia projects.
- Apply a digital/interactive media art workflow including research, project development, and presentation considerations.
- Produce a professional digital media art portfolio.

## **Potential Careers**

Examples of careers in digital media art and interactive media art include the following:

- Animator for 3D Games and Film
- Digital Photographer
- Digital Videographer
- Game Designer
- Graphic Designer
- Motion Graphics Designer
- Pre-Visualization Artist for Games and Film
- 3D Asset Creator for Games and Film

## **Digital Media Art, AA**

This program is occupational in nature. While most of the courses are transferable to CSU and some to UC, students should consult with their counselors or the Transfer Center to determine the extent to which courses may apply to specific programs at four-year institutions.

**Complete the following courses:**

- DMA 51 BEGINNING DIGITAL PHOTOGRAPHY **3 Units**
- DMA 55 GRAPHIC DESIGN I **3 Units**
- DMA 65 TYPOGRAPHY **3 Units**
  - DMA 140 DIGITAL 2D DESIGN AND COLOR THEORY
- DMA 175 CORPORATE IDENTITY- TRADEMARKS AND LOGOS **3 Units**

Complete a total of 6 units from the following courses:

- DMA 52 INTERMEDIATE DIGITAL PHOTOGRAPHY **3 Units**
- DMA 70 DIGITAL VIDEO PRODUCTION **3 Units**
- DMA 120 Motion Graphics Animation
- IMA 130 3D Animation
- DMA 150 History of Graphic Design
- DMA 170 Publication Design and Prepress
- DMA 180 Visual Design for the Web
- DMA 195 ILLUSTRATION **3 Units**

Total Units Required: 24

Recommended Electives:

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Digital Media Art, COA**

This program is occupational in nature. While most of the courses are transferable to CSU and some to UC, students should consult with their counselors or the Transfer Center to determine the extent to which courses may apply to specific programs at four-year institutions.

Complete the following courses:

- DMA 51 BEGINNING DIGITAL PHOTOGRAPHY **3 Units**
- DMA 55 GRAPHIC DESIGN I **3 Units**
- DMA 65 TYPOGRAPHY **3 Units**
- DMA 140 Digital 2D Design and Color Theory
- DMA 160 Graphic Design II

- DMA 175 CORPORATE IDENTITY- TRADEMARKS AND LOGOS **3 Units**

Complete a total of 6 units from the following courses:

- DMA 52 INTERMEDIATE DIGITAL PHOTOGRAPHY **3 Units**
- DMA 70 DIGITAL VIDEO PRODUCTION **3 Units**
- DMA 120 Motion Graphics Animation
- IMA 130 3D Animation
- DMA 150 History of Graphic Design
- DMA 170 Publication Design and Prepress
- DMA 180 Visual Design for the Web
- DMA 195 ILLUSTRATION **3 Units**

Total Units Required: 24

Recommended Electives:

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## Drafting Technology and Engineering

**Interim Dean:** Lianna Zhao, MD

**Academic Chair:** Matt Wolken

**Faculty:** Zahra Noroozi; Matt Wolken

## Major

Computer-aided design (CAD) is not only a broad-based discipline but also a rapidly growing segment of the technical job market. Students who wish to transfer to a university engineering program or build a career in computer modeling should seek enrollment in one or more CAD courses.

The complete computer-aided design certificate introduces students to mechanical, civil, electrical and architectural modeling techniques that conform to US and international industry standards. In addition to gaining intermediate and advanced knowledge of common CAD software platforms, students receive instruction on modern manufacturing methods, materials of construction, and inspection procedures. Using traditional as well as three-dimensional computer-based graphic modeling applications, laboratory assignments are designed to develop the skills that are required to produce, revise, test, animate, and interpret typical parts or assemblies.

Working professionals or students who have previous CAD experience may choose to enroll in industry-specific advanced courses or complete a certificate of proficiency to better meet their short- and long-term needs. By completing any one of the available certificates, students ensure a high level of competency within the technology while developing a strong foundation for their professional advancement.

## Program Student Learning Outcomes

# **Computer-Aided Design**

Upon completion of the drafting technology program, students will be able to

- Create ANSI and ISO standard orthographic drawings with all necessary layers, dimensions, and call-outs to industry standards using a common CAD software platform.
- Develop the basic knowledge of manufacturing, mechanical processes, and materials of construction used in design.
- Develop a working knowledge of manufacturing, mechanical processes, and materials of construction used in modern design in order to efficiently discuss and draft concepts for a common manufactured part or assembly.

## **Potential Careers**

Examples of industry segments hiring drafters include the following:

- Automotive Design and Manufacturing
- Biomedical and Healthcare Manufacturing
- Computer Product Manufacturing
- Construction
- Environmental Design
- Machinery Manufacturing
- Metal Manufacturing
- Military and Aerospace
- Professional and Scientific Technical Services
- Robotics and Automation
- Telecommunications
- Utilities and Local Government

## **Civil Computer-Aided Design, COP**

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

Complete the following courses:

- ENGR 21 INTRODUCTION TO ENGINEERING AND TECHNOLOGY **1 Unit**
- ENGR 23 ENGINEERING GRAPHICS AND DESCRIPTIVE GEOMETRY **3 Units**
- GEOG 1 PHYSICAL GEOGRAPHY **3 Units**
- GEOG 1L PHYSICAL GEOGRAPHY LABORATORY **1 Unit**
- GEOG 110 Introduction to Geographic Information Systems
- MATH 124 TRIGONOMETRY **3 Units**

Total Units Required: 16

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Computer-Aided Design, AS**

Complete the following courses:

- DR 50 INTRODUCTION TO COMPUTER-AIDED DRAFTING **3 Units**
- DR 101 ENGINEERING DRAWING AND DESIGN
- DR 203 INTRODUCTION TO ARCHITECTURAL DRAFTING **3 Units**
- ENGR 21 INTRODUCTION TO ENGINEERING AND TECHNOLOGY **1 Unit**
- ENGR 23 ENGINEERING GRAPHICS AND DESCRIPTIVE GEOMETRY **3 Units**
- ENGR 54 PRINCIPLES OF MATERIALS SCIENCE AND ENGINEERING **3 Units**
- ENGR 83 COMPUTER-AIDED DESIGN TECHNIQUES **3 Units**
- MATH 124 TRIGONOMETRY **3 Units**

Total Units Required: 22

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Computer-Aided Design, COA**

Complete the following courses:

- DR 50 INTRODUCTION TO COMPUTER-AIDED DRAFTING **3 Units**
- DR 101 ENGINEERING DRAWING AND DESIGN
- DR 203 INTRODUCTION TO ARCHITECTURAL DRAFTING **3 Units**
- ENGR 21 INTRODUCTION TO ENGINEERING AND TECHNOLOGY **1 Unit**
- ENGR 23 ENGINEERING GRAPHICS AND DESCRIPTIVE GEOMETRY **3 Units**
- ENGR 54 PRINCIPLES OF MATERIALS SCIENCE AND ENGINEERING **3 Units**
- ENGR 83 COMPUTER-AIDED DESIGN TECHNIQUES **3 Units**
- MATH 124 TRIGONOMETRY **3 Units**

Total Units Required: 22

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Mechanical Computer-Aided Design, COP**

The mechanical computer-aided design certificate of proficiency is designed to give students a basic understanding of the terminology, methods, and analytical techniques which are used in the design and manufacture of mechanical parts and assemblies.

Complete the following courses:

- DR 50 INTRODUCTION TO COMPUTER-AIDED DRAFTING **3 Units**
- DR 101 ENGINEERING DRAWING AND DESIGN
- ENGR 21 INTRODUCTION TO ENGINEERING AND TECHNOLOGY **1 Unit**
- ENGR 54 PRINCIPLES OF MATERIALS SCIENCE AND ENGINEERING **3 Units**
- ENGR 83 COMPUTER-AIDED DESIGN TECHNIQUES **3 Units**
- MATH 124 TRIGONOMETRY **3 Units**

Total Units Required: 16

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Pre-Engineering, COP**

This program is designed to enhance students' interest in mathematics and sciences by pursuing a career in engineering. The program's core curriculum requires students to take mathematics and physics classes that are the foundation for all engineering projects. The certificate is composed of courses in engineering design, engineering statics and dynamics, material science, network analysis, thermodynamics and programming.

Complete the following courses:

- CS 36 C PROGRAMMING **3 Units**  
**or**
- ENGR 20 INTRODUCTION TO PROGRAMMING AND PROBLEM SOLVING WITH MATLAB **3 Units**
- ENGR 30 STATICS OF RIGID BODIES AND STRUCTURES **3 Units**  
**or**
- ENGR 80 ENGINEERING DYNAMICS **3 Units**
- ENGR 54 PRINCIPLES OF MATERIALS SCIENCE AND ENGINEERING **3 Units**
- ENGR 70 INTRODUCTION TO NETWORK ANALYSIS **3 Units**  
**or**
- ENGR 91 INTRODUCTION TO THERMODYNAMICS **3 Units**

- ENGR 83 COMPUTER-AIDED DESIGN TECHNIQUES **3 Units**

**Total Units Required:** 15

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## Economics

**Dean:** Traci Fahimi

**Academic Chair:** Adam Ghouloum

**Faculty:** Adam Ghouloum; Mark McNeil

## Courses

Economics is the study of how people make choices when faced with scarcity. It is therefore the study of the process of decision-making by individuals, businesses, governments, or any other group that must make such choices, and the study of the institutional context in which these decisions are made.

Students will learn the following: 1) the economic problem of scarcity and its consequences for marginal decision making by individuals, firms and society; 2) Basic economic modeling, mathematical and graphical analysis will evaluate resource allocation and changes within markets and the economy; and 3) Government policies for solutions to market failure will assess advantages and disadvantages of government policy on markets and the economy.

## Program Student Learning Outcomes

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

- Define and explain the fundamental economic problem of scarcity and its consequences relating to opportunity cost and marginal decision making of individuals, firms, and society.
- Use the basic tools of economic modeling and graphing to evaluate the market system, the efficiency of resource allocation, and to predict changes within the market and economy.
- Identify government policies with an emphasis on solutions to market failures and assess the impact, advantages, and disadvantages of government policies on market outcomes and the economy.

## Potential Careers

Examples of careers in economics include the following:

- Account Manager
- Actuary
- Area Sales Manager
- Bank Officer

- Budget Analyst
- Business Forecaster
- Business Manager
- Buyer
- City Manager
- Claims 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

## **Economics for Transfer, AA-T**

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.

Students will learn the following: 1) the economic problem of scarcity and its consequences for marginal decision making by individuals, firms and society; 2) Basic economic modeling, mathematical and graphical analysis will evaluate resource allocation and changes within markets and the economy; and 3) Government policies for solutions to market failure will assess advantages and disadvantages of government policy on markets and the economy.

**Required Core (13-14 units):**

- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**  
**or**
- ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**  
**or**
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**
- ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
**or**
- ECON 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS **3 Units**  
**or**
- MGT 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
**or**
- MGT 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS **3 Units**
- MATH 11 A BRIEF COURSE IN CALCULUS **4 Units**  
**or**
- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
**or**
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**

List A: Select one course (3-5 units):

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**  
**or**
- ACCT 1BH MANAGERIAL ACCOUNTING HONORS **4 Units**
- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**  
**or**
- CS 1H INTRODUCTION TO COMPUTER SYSTEMS HONORS **3 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**  
**or**
- MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS **5 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**

List B: Select one course (3-5 units):

- ECON 6 ENVIRONMENTAL AND RESOURCE ECONOMICS **3 Units**
- ECON 13 GLOBAL ECONOMICS **3 Units**
- MATH 4A ANALYTIC GEOMETRY AND CALCULUS III **5 Units**
- MATH 26 INTRODUCTION TO LINEAR ALGEBRA **4 Units**

Total Units Required: 19-24

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## Economics, AA

This degree differs from the AA-T in economics because it offers a more general program in economics that prepares students for transfer to UCs, private colleges or the AA in Economics as a terminal degree.

Complete the following courses:

- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**  
*or*
- ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**  
*or*
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**
- ECON 6 ENVIRONMENTAL AND RESOURCE ECONOMICS **3 Units**
- ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**
- ECON 13 GLOBAL ECONOMICS **3 Units**

Complete one of the following courses:

- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
*or*
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**
- MATH 11 A BRIEF COURSE IN CALCULUS **4 Units**

Complete one of the following courses:

- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- CS 1 INTRODUCTION TO COMPUTER SYSTEMS **3 Units**  
*or*
- CS 1H INTRODUCTION TO COMPUTER SYSTEMS HONORS **3 Units**
- ECON 105 PERSONAL FINANCIAL PLANNING **3 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**  
*or*
- MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS **5 Units**

Total Units Required: 22-25

Recommended Electives:

- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**
- ACCT 1BH MANAGERIAL ACCOUNTING HONORS **4 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MATH 26 INTRODUCTION TO LINEAR ALGEBRA **4 Units**
- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**
- WR 2H COLLEGE WRITING 2: CRITICAL THINKING, WRITING HONORS **4 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Electrical Technology**

**Interim Dean:** Lianna Zhao, MD

**Academic Chair:** Matt Wolken

**Faculty:** Massimo Mitolo, PhD

## **Courses**

The curriculum in electrical and solar technology equips students with the skills necessary for working in a rapidly expanding and changing electrical and solar technological field. The core curriculum provides the theory necessary to understand existing and developing electrical technologies. Students learn to apply available technology to the solution of specific problems, with an emphasis on residential and commercial wiring design and troubleshooting of wiring systems. The curriculum provides for application of theory using hands-on learning environments. Transfer level mathematics will be employed.

## **Major**

The electrician trainee certificate program equips students for entry into the electrical industry in areas such as residential wiring, commercial wiring, facility maintenance, and troubleshooting electrical circuits and equipment. The solar trainee program is designed to both prepare students new to the industry and upgrade skills of those already employed in the electrical and solar photovoltaic industry.

The electrical and solar technology certificate programs provide a solid foundation for immediate employment or further study in either of these fields. After obtaining a certificate in either program, a student may seek employment as an electrical trainee, or solar installer; who designs, tests and services, residential wiring, commercial wiring, photovoltaic systems, facility maintenance, and installation of electrical equipment.

The solar photovoltaic systems technician certificate of proficiency is designed to provide the knowledge and skills required to work as an entry-level technician for a photovoltaic (PV) dealer, installer, or contractor. The student is introduced to residential wiring, system design, installation methods, safety and OSHA requirements, and maintenance

practices through coursework and fieldwork applications. This certificate is recommended for individuals who intend to work in the solar PV industry.

Completion of the electrician and solar trainee certificates gives the student an even broader opportunity for personal, academic, and career growth. Students may also transfer into the California State University system and complete a bachelor's degree in electrical engineering or alternative energy.

## Program Student Learning Outcomes

Upon completion of the electronic technology program, students will be able to

- Analyze (predict or calculate the behavior or performance of) a specified electrical, residential or commercial wiring circuits, or solar photovoltaic system.
- Design (specifies all components, values, interconnections and, where applicable, associated hardware or software for) a solar or electrical circuit control system given standards or blueprints.
- Troubleshoot (locate and identify a faulty electrical component or wiring circuit in) a given non-functioning piece of electrical equipment or residential wiring circuit or solar photovoltaic system, and indicate the nature of the fault and remedy of the fault.
- Properly perform specified tests and measurements on current, voltage, resistance, and efficiency, on electrical motors, power panels, lighting circuits, electrical outlets, transformers, electrical devices, control circuits, and commercial operating systems.

## Potential Careers

Examples of careers in electrical and solar technology include the following:

- Apprentice Electrician Trainee
- Apprentice Maintenance Technician
- Residential Electrician Trainee
- Solar PV Technician Trainee
- Solar PV Installer Trainee
- Solar PV Contractor

With a bachelor's degree:

- Bachelor of Science in Electrical Engineering
- Electrical Engineering Technology Bachelor Degree

## California Electrician Certification Training

Irvine Valley College is an approved provider of Electrician Training under Assembly Bill 1087. Irvine Valley College provides instruction in part of the Curriculum Standards adopted by the Electrician Certification Curriculum Committee (ECCC) but does not provide instruction in all of the Curriculum Standards. The Electrician Training curriculum offered by Irvine Valley College covers the following Curriculum Standards adopted by the ECCC:

- III. Math
- IV. Electrical Theory

## **Electrician Trainee, COP**

Complete the following courses:

- ET 102 BASIC ELECTRIC CIRCUITS I
- ET 104 BASIC ELECTRIC CIRCUITS II **4 Units**
- ELEC 200A OSHA 10 **1 Unit**
- ELEC 201 RESIDENTIAL WIRING **4 Units**
- ELEC 203 COMMERCIAL AND INDUSTRIAL WIRING **4 Units**

Total Units Required: 17

Recommended Electives:

- ET 101 ELECTRONICS IN EVERYDAY LIFE **3 Units**

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Energy Solar Photovoltaic Systems Technician, COP**

Complete the following courses:

- ELEC 200 OSHA STANDARDS FOR CONSTRUCTION SAFETY **3 Units**
- ELEC 201 RESIDENTIAL WIRING **4 Units**
- ELEC 211 GRID-TIED SOLAR PHOTOVOLTAIC SYSTEMS **4 Units**
- ELEC 212 ADVANCED SOLAR PHOTOVOLTAICS **3 Units**

Total Units Required: 17

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Electronic Technology**

**Interim Dean:** Lianna Zhao, MD

**Academic Chair:** Matt Wolken

**Faculty:** Ray Chandos; Massimo Mitolo, PhD

## **Goals and Objectives**

The Electronic Technology program provides high quality instruction leading to a certificate of proficiency or achievement, an associate in science degree, and/or transfer to university programs in engineering technology. The program also prepares students for employment or advancement in the electronics and related industries.

## Courses

The curriculum in electronic technology equips students with the skills necessary for coping with a rapidly expanding and changing technological field. A core curriculum seeks to identify and emphasize those principles which are basic to the understanding of current and emerging technologies. In advanced courses, students learn to apply available technology to the solution of specific problems, with an emphasis on creative design and troubleshooting. The curriculum emphasizes a practical rather than an abstract mathematical understanding of electronics, focusing heavily on laboratory study, while still maintaining a level of mathematical rigor appropriate to four-year programs in engineering technology.

## Major

A student majoring in Electronic Technology may choose from a number of career paths. The electronics aide certificate program equips the student for entry into the electronics industry in areas such as testing, quality assurance, customer support, production support, equipment maintenance and technical sales.

The Electronic Technology certificate of achievement program provides a solid foundation for immediate employment or further study in the field. After obtaining a certificate of achievement 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 with employers who seek the additional oral and written communication skills acquired through general education courses. A student may also transfer into the California State University system and complete a bachelor's degree in engineering technology.

NOTE: While the Electronic Technology program instructs students in the knowledge and skills generally expected of workers entering the electronics and related fields, successful employment in industry depends on labor market conditions and other factors, and cannot be guaranteed.

## Prerequisite Skills

No previous knowledge of or experience with electronics is required for entry into the Electronic Technology program. It is recommended that students seeking to enter the program have or acquire basic mathematical skills at or above the pre-algebra level, equivalent to MATH 351 (Arithmetic Review and Pre-Algebra Mathematics).

## Enrollment Limitations

None.

## Program Student Learning Outcomes

Upon completion of the electronic technology program, students will be able to

- Analyze (predict or calculate the behavior or performance of) a specified electronic or electromechanical component, circuit, or system studied.
- Design (specify all components, values, interconnections and, where applicable, associated firmware or software for) an electronic or electromechanical circuit or system to perform a specified function to given standards.
- Troubleshoot (locate and identify a faulty component or functional block in) a given non-functioning electronic or electromechanical circuit or system, and indicate the nature of the fault.
- Properly perform specified tests and measurements on the electronic and electromechanical devices, circuits, and systems studied, using standard laboratory equipment and procedures.

## Career Options

Examples of careers in electronic technology include the following:

- Bench (Repair), Biomedical Instrument, Customer Support, Field Service, Research and Development or Test Technician

With a bachelor's degree:

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

## Electronic Technology, AS

Complete the following courses:

- ET 99 DIGITAL ELECTRONIC CIRCUITS **4 Units**
- ET 102 BASIC ELECTRIC CIRCUITS I
- ET 104 BASIC ELECTRIC CIRCUITS II **4 Units**
- ET 105 ELECTRONIC DEVICES AND CIRCUITS I **4 Units**
- ET 107 ELECTRONIC DEVICES AND CIRCUITS II **4 Units**

Complete at least 4 units from among the following courses:

- ET 116 INDUSTRIAL ELECTRONICS **4 Units**
- ET 119 INDUSTRIAL AUTOMATION USING PLCS **2 Units**
- ET 120 INTRODUCTION TO MICROPROCESSORS AND MICROCONTROLLERS **4 Units**
- ET 122A EMBEDDED CONTROL SYSTEMS I **2 Units**
- ET 122B EMBEDDED CONTROL SYSTEMS II **2 Units**
- ET 168 COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY **1 Unit**
- ET 168 COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY **2 Units**
- ET 168 COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY **3 Units**

Total Units Required: 24

Recommended Electives:

- CS 36 C PROGRAMMING **3 Units**
- ET 101 ELECTRONICS IN EVERYDAY LIFE **3 Units**
- PHYS 20 THE IDEAS AND EVENTS OF PHYSICS **4 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Electronic Technology, COA**

Complete the following courses:

- ET 99 DIGITAL ELECTRONIC CIRCUITS **4 Units**
- ET 102 BASIC ELECTRIC CIRCUITS I
- ET 104 BASIC ELECTRIC CIRCUITS II **4 Units**
- ET 105 ELECTRONIC DEVICES AND CIRCUITS I **4 Units**
- ET 107 ELECTRONIC DEVICES AND CIRCUITS II **4 Units**

Complete at least 4 units from among the following courses:

- ET 116 INDUSTRIAL ELECTRONICS **4 Units**
- ET 119 INDUSTRIAL AUTOMATION USING PLC'S **2 Units**
- ET 120 INTRODUCTION TO MICROPROCESSORS AND MICROCONTROLLERS **4 Units**
- ET 122A EMBEDDED CONTROL SYSTEMS I **2 Units**
- ET 122B EMBEDDED CONTROL SYSTEMS II **2 Units**
- ET 168 COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY **1 Unit**
- ET 168 COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY **2 Units**
- ET 168 COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY **3 Units**

Total Units Required: 24

Recommended Electives:

- CS 36 C PROGRAMMING **3 Units**
- ET 101 ELECTRONICS IN EVERYDAY LIFE **3 Units**
- PHYS 20 THE IDEAS AND EVENTS OF PHYSICS **4 Units**

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Electronics Aide, COP**

Complete the following courses:

- ET 99 DIGITAL ELECTRONIC CIRCUITS **4 Units**
- ET 102 BASIC ELECTRIC CIRCUITS I
- ET 104 BASIC ELECTRIC CIRCUITS II **4 Units**
- ET 105 ELECTRONIC DEVICES AND CIRCUITS I **4 Units**

Total Units Required: 16

Recommended Electives:

- ET 101 ELECTRONICS IN EVERYDAY LIFE **3 Units**

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **English**

**Interim Dean:** Brooke Bui, PhD

**Academic Co-Chairs, English:** Lewis Long and Virginia Shank, PhD

**Faculty:** Lisa Alvarez; Daniel deRoulet, PhD; William Etter, PhD; Julie Evans; Melissa Garcia Knoll, PhD; Jeffrey Johnson, PhD; Rebecca Kaminsky; Emily Liu, PhD; Lewis Long; Kurt Meyer; Kay Ryals, PhD; Deanna Scherer, PhD; Summer Serpas; Virginia Shank, PhD

## **Courses**

The department offers a range of courses for native speakers (*non-native speakers of English are advised to take the ESL writing sequence*). The English curriculum includes remedial and preparatory courses in reading and writing; college-level composition and reading courses for transfer and associate degree students; and courses in creative writing and literature. The curriculum emphasizes the integration of reading and writing throughout its courses, reflecting the faculty's concern that students not divorce the study of language from the study of cultures nor lose sight of the uses or abuses of writing within a cultural context. The courses offered through the department meet general education and transfer requirements in English, critical thinking, literature, and humanities.

Fall 2018 Writing Sequence:

Spring 2019 Writing Sequence:

## **Major**

Students majoring in English at the lower division level concentrate on learning how to interpret literature critically and imaginatively, and how to write prose that is clear, exact, and expressive. Thus the major is appropriate for students who desire or require the ability to be closely attentive to language and to its ramifications. Students anticipating careers in law, education, communications, governmental affairs, and business may find the English major especially helpful. The wide versatility of the English major makes it generally appropriate for students who 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.

The curriculum emphasizes the integration of reading and writing throughout its courses reflecting the faculty's belief that the study of language includes the study of culture. English students examine a broad range of topics within composition, creative writing and literature.

Upon completion of the Associate in Arts in English for Transfer (AA-T in English) students will be able to read, write, and think critically in producing essays and original work that demonstrates the craft of a given genre. Additionally, students will be able to interpret literary texts within their contexts, reflecting diversity in genre, historical period, and cultural expression.

The proposed Associate in Arts in English for Transfer (AA-T) is designed to assist students in the seamless transferring to a CSU and complete a Bachelor Degree in English.

## **Program Student Learning Outcomes**

### **Literature**

Upon completion of the English program in literature, students will be able to

- Interpret literature critically and imaginatively, and respond in writing that is clear, exact, and expressive.
- Demonstrate through both speaking and writing how literature might embody and generate meaning, reflect and create culture, and engage the human imagination.
- Analyze the major types of literary expression as well as recurrent conventions, concerns, and values central to literature and to the understanding of literary texts and contexts.
- Possess knowledge of literary materials reflecting diversity in genre, historical period, and cultural expression.
- Possess knowledge of foundational classical and modern texts; major literary periods and traditions; major genres and literary forms; and non-canonical texts, including those of marginalized peoples and emergent cultures whose literature has traditionally been ignored.

### **Writing**

Upon completion of the English program in writing, students will be able to

- Demonstrate proficiency in essential, course-appropriate skills in reading, research, critical and creative problem solving, speaking, and writing in order to produce, within a literary genre, original work that demonstrates an understanding of both the writing process and the stylistic craft choices of the genre.

## **Associate in Arts in English for Transfer (AA-T)**

Upon completion of the Associate in Arts in English for Transfer (AA-T in English), students will be able to:

### **Literature**

- Interpret literature critically and imaginatively, and respond in writing that is clear, exact, and expressive.
- Demonstrate through both speaking and writing how literature might embody and generate meaning, reflect and create culture, and engage the human imagination.
- Analyze the major types of literary expression as well as recurrent conventions, concerns, and values central to literature and to the understanding of literary texts and contexts.
- Possess knowledge of literary materials reflecting diversity in genre, historical period, and cultural expression.
- Possess knowledge of foundational classical and modern texts; major literary periods and traditions; major genres and literary forms; and non-canonical texts, including those of marginalized peoples and emergent cultures whose literature has traditionally been ignored.

### **Writing**

- Demonstrate proficiency in essential, course-appropriate skills in reading, research, critical and creative problem solving, speaking, and writing in order to produce, within a literary genre, original work that demonstrates an understanding of both the writing process and the stylistic craft choices of the genre.

## **Potential Careers**

Employers and the marketplace value people who can write, research, organize, rewrite, and edit. English majors possess these skills. English majors learn to read and write carefully and thoughtfully, paying close attention to words, their exact meanings, and their connotations. Examples of careers include but are not limited to the following:

- Administrative Assistant
- Advertising Copy Writer
- Arts Administrator
- Attorney
- Business Analyst
- Communication Consultant
- Copy Editor
- Educator
- Fiction Writer

- Marketing Coordinator
- Paralegal
- Project Manager
- Public Relations Office
- Publications Editor
- Reporter
- Research Assistant
- Technical Writer

## **English - Creative Writing, AA**

Complete the following courses:

- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**  
**OR**
- WR 2H COLLEGE WRITING 2: CRITICAL THINKING, WRITING HONORS **4 Units**
- WR 10 INTRODUCTION TO CREATIVE WRITING **3 Units**
- LIT 1 INTRODUCTION TO LITERATURE **3 Units**
- LIT 24 CONTEMPORARY LITERATURE **3 Units**

Complete 3 units from the following courses:

- WR 11 WRITING SHORT FICTION **3 Units**
- WR 13 WRITING POETRY **3 Units**

Complete 3 units from the following courses:

- LIT 30 INTRODUCTION TO THE NOVEL **3 Units**
- LIT 31 INTRODUCTION TO SHORT FICTION **3 Units**
- LIT 32 INTRODUCTION TO POETRY **3 Units**
- LIT 33 INTRODUCTION TO DRAMA **3 Units**

Complete 3 units from the following courses:

- LIT 40 INTRODUCTION TO THE HEBREW BIBLE (OLD TESTAMENT) **3 Units**
- LIT 41 INTRODUCTION TO THE NEW TESTAMENT **3 Units**
- LIT 43 INTRODUCTION TO SHAKESPEARE **3 Units**

Complete one of the following courses:

- LIT 7 SURVEY OF CHILDREN'S LITERATURE **3 Units**
- LIT 45 WOMEN IN LITERATURE **3 Units**
- LIT 48 FILM AND LITERATURE **3 Units**
- LIT 49 POPULAR LITERATURE **3 Units**

**Total Units Required: 25**

**Recommended Electives:**

- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE **3 Units**
- PHIL 1 INTRODUCTION TO PHILOSOPHY **3 Units**
- Any humanities or literature course, or courses in the history and criticism of the arts, or foreign language courses

**To earn the associate degree:**

See Earning an Associate Degree for associate degree graduation requirements.

**To transfer:**

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **English - Literature, AA**

**Complete the following courses:**

- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**  
**OR**
- WR 2H COLLEGE WRITING 2: CRITICAL THINKING, WRITING HONORS **4 Units**
- LIT 1 INTRODUCTION TO LITERATURE **3 Units**
- LIT 46 INTERCULTURAL LITERATURE **3 Units**

**Complete 6 units from the following courses:**

- LIT 20 SURVEY OF BRITISH LITERATURE TO 1776 **3 Units**
- LIT 21 BRITISH LITERATURE FROM BLAKE TO THE PRESENT **3 Units**
- LIT 22 AMERICAN LITERATURE TO TWAIN **3 Units**
- LIT 23 AMERICAN LITERATURE: TWAIN TO THE PRESENT **3 Units**

**Complete 3 units from the following courses:**

- LIT 30 INTRODUCTION TO THE NOVEL **3 Units**
- LIT 31 INTRODUCTION TO SHORT FICTION **3 Units**
- LIT 32 INTRODUCTION TO POETRY **3 Units**
- LIT 33 INTRODUCTION TO DRAMA **3 Units**

Complete 3 units from the following courses:

- LIT 40 INTRODUCTION TO THE HEBREW BIBLE (OLD TESTAMENT) **3 Units**
- LIT 41 INTRODUCTION TO THE NEW TESTAMENT **3 Units**
- LIT 43 INTRODUCTION TO SHAKESPEARE **3 Units**

Total Units Required: 22

Recommended Electives:

- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- PHIL 1 INTRODUCTION TO PHILOSOPHY **3 Units**
- PHIL 10 ANCIENT PHILOSOPHY **3 Units**
- PHIL 11 MODERN PHILOSOPHY **3 Units**
- RD 174 Critical Reading
- WR 10 INTRODUCTION TO CREATIVE WRITING **3 Units**
- WR 11 WRITING SHORT FICTION **3 Units**
- WR 13 WRITING POETRY **3 Units**
- Any humanities or literature course, or courses in the history and criticism of the arts, or foreign language courses

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **English for Transfer, AA-T**

*This program was revised for the August 2017 edition of the IVC catalog. Please consult a counselor if you have any questions.*

Complete the following courses:

- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**  
**OR**
- WR 2H COLLEGE WRITING 2: CRITICAL THINKING, WRITING HONORS **4 Units**
- LIT 1 INTRODUCTION TO LITERATURE **3 Units**

List A: Select two (6 units):

- LIT 20 SURVEY OF BRITISH LITERATURE TO 1776 **3 Units**
- LIT 21 BRITISH LITERATURE FROM BLAKE TO THE PRESENT **3 Units**
- LIT 22 AMERICAN LITERATURE TO TWAIN **3 Units**
- LIT 23 AMERICAN LITERATURE: TWAIN TO THE PRESENT **3 Units**

List B: Select one (3 units) - Any course from List A not already used, or the following:

- LIT 33 INTRODUCTION TO DRAMA **3 Units**
- LIT 46 INTERCULTURAL LITERATURE **3 Units**
- WR 10 INTRODUCTION TO CREATIVE WRITING **3 Units**
- WR 11 WRITING SHORT FICTION **3 Units**
- WR 13 WRITING POETRY **3 Units**

List C: Select one (3 units) - Any course from List A or B not already used, or the following:

- LIT 7 SURVEY OF CHILDREN'S LITERATURE **3 Units**
- LIT 24 CONTEMPORARY LITERATURE **3 Units**
- LIT 30 INTRODUCTION TO THE NOVEL **3 Units**
- LIT 31 INTRODUCTION TO SHORT FICTION **3 Units**
- LIT 32 INTRODUCTION TO POETRY **3 Units**
- LIT 40 INTRODUCTION TO THE HEBREW BIBLE (OLD TESTAMENT) **3 Units**
- LIT 41 INTRODUCTION TO THE NEW TESTAMENT **3 Units**
- LIT 43 INTRODUCTION TO SHAKESPEARE **3 Units**
- LIT 45 WOMEN IN LITERATURE **3 Units**
- LIT 48 FILM AND LITERATURE **3 Units**
- LIT 49 POPULAR LITERATURE **3 Units**

Total Units Required: 19

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **English as a Second Language**

**Interim Dean:** Brooke Bui, PhD

**Academic Co-Chairs:** Rebecca Beck; Jeff Wilson

**Faculty:** Rebecca Beck; Brent Warner; Jeff Wilson

## **Courses**

The English as a Second Language (ESL) curriculum offers courses in reading, writing, conversation, and pronunciation for beginning, intermediate, and advanced second-language students. Beginning ESL courses will introduce students to English and lay a foundation upon which to build more sophisticated grammar structures and vocabulary. Upon completion of the advanced ESL sequence, students will be prepared to take college-level English composition courses and/or mainstream into the general college curricula.

## Program Student Learning Outcomes

Upon completion of the English as a Second Language program, students will be able to

- Write clearly and accurately in a variety of contexts and formats in English.
- Read and comprehend authentic texts in a variety of contexts and formats in English.
- Listen and comprehend spoken English in a variety of contexts and formats in English.
- Speak with comprehensibility and a high degree of fluency in English.

## Fine Arts

**Dean:** Joseph Poshek

**Academic Chair, Communication Studies:** Gary Rybold, PhD

**Academic Chair, Music:** Matthew Tresler, DMA

**Academic Chair, Theatre:** M. Scott Grabau

**Academic Chair, Visual Arts:** Julie Kirk

**Faculty:** Patricia Beckman-Wells, EdD; Susan Boettger, DMA; Terry Chatkupt; Ron Ellison; Joseph Gerges; M. Scott Grabau; Amy Grimm; Julie Kirk; Jennifer La Curan; Daniel Luzko, DMA; Jerry McGrath; Bill Neesen; Gary Rybold, PhD; Edwin Tiongson; Julianna Throckmorton-French, JD; Matthew Tresler, DMA

## Courses

The program in fine arts is an interdepartmental major in the fine and performing arts: music, dance, theatre, speech, visual arts, and photography.

## Major

The degree in fine arts is intended to provide the student with an arts education emphasizing the diversity and yet commonality within the traditional and nontraditional arts. To the extent that we recognize a distinct "artistic" capacity or form of perception-different from analysis and apart from language-we assume that the artist may realize similar ends in a variety of media and that all the arts are in this sense profoundly interconnected. The fine arts major provides students with the opportunity to seek this interconnection. The diversity and flexibility of the major make it appropriate for a range of career alternatives, especially within fields demanding a high degree of expressive and creative ability. The major is also a fine choice for the general arts student who does not want to specialize within a single medium at the lower-division level.

## Program Student Learning Outcomes

Upon completion of the fine arts program, students will be able to

- Gain an increased aesthetic awareness and appreciation of the arts from a critical point of view.

# Potential Careers

Career options in fine arts incorporate a variety of professional paths that address the creative process in education, business, or nonprofit organizations. These might include, but are not limited to, the following:

- Galleries or Museums
- Music Industry
- Public Arts Instruction
- Theatre Management

## Fine Arts, AA

The program in fine arts is an interdepartmental major in the fine and performing arts: music, dance, theatre, speech, visual arts, and photography. 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. 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 33-34 for further information.

### Complete the following courses:

- ARTH 4 INTRODUCTION TO ART THEORY **3 Units**
- TA 27 INTRODUCTION TO FINE ARTS IN THEATER **3 Units**

### Complete at least one of the following courses:

- MUS 1 THE BASICS OF MUSIC **3 Units**
- MUS 3 HARMONY I **4 Units**
- MUS 20 MUSIC APPRECIATION **3 Units**

### Complete at least one of the following courses:

- TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW **3 Units**
- TA 21 THEATRE APPRECIATION-CONTEMPORARY **3 Units**

### Complete at least one of the following

- PHOT 1 HISTORY OF PHOTOGRAPHY **3 Units**  
**OR**
- ARTH 1 HISTORY OF PHOTOGRAPHY **3 Units**

- PHOT 54 BEGINNING PHOTOGRAPHY 3 Units

Complete at least one of the following courses:

- COMM 30 INTRODUCTION TO ORAL INTERPRETATION 3 Units

Total Units Required: 18-20

Recommended electives may be selected from among the transfer-level courses in the following programs:

Art, Art History, Communication Studies, Music, Photography, and Theatre Arts.

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Gender Studies

**Interim Dean:** Brooke Bui, PhD

**Academic Chair:** Jamie Poster, PhD

**Faculty:** Brittany Adams, PhD; Melissa Knoll, PhD; Jamie Poster, PhD

## Courses

Gender Studies is an interdisciplinary field of inquiry that examines the intersection between gender with race, sexuality, ethnicity, nationality, class, and/or other inequalities. The field examines structures of power as it relates to gender in the context of historical and contemporary struggles for social, political, cultural, and economic change. Students will examine the social construction of femininity, masculinity, sexual identity, and gender identity from a feminist perspective.

## Program Student Learning Outcomes

Upon completion of the gender studies program, students will be able to

- Students will analyze and assess historical, social, political, cultural, economic, and psychological forces that have led to the construction of gender in both global and national contexts.

- Students will identify and evaluate the development of feminist theories as well as the contemporary and historical experiences of difference including but not limited to economic classes, sexual orientations, age, ability, and cultural and racial backgrounds.

# Geography

**Dean:** Traci Fahimi

**Academic Chair:** Jodi Titus

**Faculty:** Jodi Titus

## Courses

Geography is the academic discipline which studies the earth and its people in their many mutual relationships and regional variations. Geography students examine a broad range of topics-from the physical nature of the earth's surface and atmosphere to the varied human activities which interrelate with the physical environment and result in a distinct spatial imprint on the land. As a result of its interdisciplinary nature, geography is an outstanding discipline for students who wish to integrate the physical and social sciences.

## Major

An undergraduate major in geography can prepare the student for a professional career in urban and community planning, resource management, earth and atmospheric sciences, cartography and geographic information systems, education, and regional analysis. With careful planning, students who complete a four-year degree in geography are discovering an expanding variety of employment possibilities.

## Program Student Learning Outcomes

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

- Identify and demonstrate an understanding of "Five Themes of Geography."
- Demonstrate an understanding of Earth's physical landscape, human activities, and how they shape each other at various scales over time.

## Potential Careers (For Non-Transfer Degree Recipients)

Examples of careers for the geography major include the following:

## Cartography/GIS (Geographic Information Systems)

- Cartographer/Computer Mapper
- Geographic Information Specialist
- Remote-Sensing Analyst
- Surveyor

## **Cultural and Human Geography**

- Community Developer
- Map Librarian
- Peace Corps Volunteer

## **Economic Geography**

- Location Expert
- Market Researcher
- Real Estate Agent/Broker/Appraiser
- Traffic Manager (Shipper)/Route Delivery Manager

## **Environmental Studies**

- Environmental Manager
- Forestry Technician
- Hazardous Waste Planner
- Park Ranger

## **Geographic Education**

- College Professor
- Elementary/Secondary School Teacher
- Overseas Teacher

## **Physical Geography and Earth Science**

- Coastal Zone Manager
- Hydrologist
- Outdoor Guide
- Soil Conservationist/Agricultural Extension Agent
- Weather Forecaster

## **Regional Geography**

- Area Specialist
- International Business Representative
- Travel Agent

## **Urban and Regional Planning**

- Health Services Planner

- Transportation Planner
- Urban and Community Planner

## **Geography for Transfer, AA-T**

*This program was revised for the July 2018 edition of the IVC catalog. Please consult a counselor if you have any questions.*

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. Upon completion of the Associate in Arts in Geography for Transfer, students will be able to demonstrate an understanding of Earth's complex physical landscape, human activities and how they shape each other at various scales over time. The use of the "Five Themes of Geography" provide students with a framework to study these diverse human and physical landscapes and processes. As a result of its interdisciplinary nature, geography is an outstanding discipline for students who wish to integrate the physical and social sciences.

### **Core Courses:**

- GEOG 1 PHYSICAL GEOGRAPHY **3 Units**
- GEOG 1L PHYSICAL GEOGRAPHY LABORATORY **1 Unit**
- GEOG 2 CULTURAL GEOGRAPHY **3 Units**

### **List A: Select two to three courses (6-9 units)**

- GEOG 3 WORLD REGIONAL GEOGRAPHY **3 Units**  
*OR*
- GEOG 3H WORLD REGIONAL GEOGRAPHY HONORS **3 Units**
- GEOG 10 INTRODUCTION TO WEATHER AND CLIMATE **3 Units**  
*OR*
- GEOG 10H INTRODUCTION TO WEATHER AND CLIMATE HONORS **3 Units**
- GEOG 12 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS **2 Units**
- GEOG 38 CALIFORNIA GEOGRAPHY **3 Units**
- GEOG 102 GEOGRAPHY FIELD STUDIES: WESTERN UNITED STATES **2 Units**

### **List B: Select two courses (6 units). Any List A course not already used**

- GEOG 20 GLOBAL ENVIRONMENTAL PROBLEMS **3 Units**
- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**  
*OR*
- ANTH 2H CULTURAL ANTHROPOLOGY HONORS **3 Units**

**Total Units Required: 19-22**

**To earn the associate for transfer degree:**

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Geography, AA**

Complete the following courses:

- GEOG 1 PHYSICAL GEOGRAPHY **3 Units**
- GEOG 1L PHYSICAL GEOGRAPHY LABORATORY **1 Unit**
- GEOG 2 CULTURAL GEOGRAPHY **3 Units**
- GEOG 3 WORLD REGIONAL GEOGRAPHY **3 Units**
- GEOG 20 GLOBAL ENVIRONMENTAL PROBLEMS **3 Units**
- GEOG 38 CALIFORNIA GEOGRAPHY **3 Units**

Complete one of the following courses:

- GEOG 10 INTRODUCTION TO WEATHER AND CLIMATE **3 Units**
- GEOG 12 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS **2 Units**
- GEOG 102 GEOGRAPHY FIELD STUDIES: WESTERN UNITED STATES **2 Units**

Total Units Required: 18-19

Recommended Electives:

- MATH 10 INTRODUCTION TO STATISTICS **3 Units**
- WR 1 COLLEGE WRITING 1 **4 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Geology**

**Dean:** Lianna Zhao, MD

**Academic Chair:** Alec Sim, PhD

**Faculty:** Amy Stinson

## **Courses**

Geology courses at Irvine Valley College provide academic instruction in basic geological concepts and theories, and provide a solid foundation for students' preparing for further academic study of the discipline.

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 baccalaureate institution by completing the Associate in Arts in Geology. 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.

## **Program Student Learning Outcomes**

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

- Identify the major rock-forming minerals, and classify the three types of rocks.
- Locate and identify the major lithospheric plates and plate boundaries.
- Evaluate earthquake and volcanic activity on global and local scales, and relate this activity to plate tectonic processes.
- Identify and discuss the major evolutionary changes that define the divisions of the geologic time scale.

## **Potential Careers (For Non-Transfer Degree Recipients)**

Examples of careers for the geology major include the following:

- City or County Geologist
- Engineering Geologist
- Environmental Geologist
- Exploration Geologist with an oil or mineral's company
- Geology teacher

## **Geology for Transfer, AS-T**

Geology courses at Irvine Valley College provide academic instruction in basic geological concepts and theories, and provide a solid foundation for students' preparing for further academic study of the discipline. 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 baccalaureate institution by completing the Associate in Science in Geology for Transfer (AS-T in Geology).

## Required core:

- GEOL 1 PHYSICAL GEOLOGY **4 Units**
- GEOL 2 HISTORICAL GEOLOGY **4 Units**
- CHEM 1A GENERAL CHEMISTRY **I 5 Units**
- CHEM 1B GENERAL CHEMISTRY **II 5 Units**
  
- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
*OR*
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**
  
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**  
*OR*
- MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS **5 Units**

Total Units Required: 28

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## Geology, AA

Geology courses at Irvine Valley College provide academic instruction in basic geological concepts and theories, and provide a solid foundation for students' preparing for further academic study of the discipline. 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. 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 baccalaureate institution by completing the Associate in Arts in Geology. 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. Career Options: Examples of careers in geology include the following: City or County Geologist; Engineering Geologist; Environmental Geologist; Exploration Geologist with an oil or mineral's company; Geology teacher.

Complete the following courses:

- CHEM 1A GENERAL CHEMISTRY **I 5 Units**
- CHEM 1B GENERAL CHEMISTRY **II 5 Units**
  
- GEOL 1 PHYSICAL GEOLOGY **4 Units**  
*OR*
- ERTH 20 INTRODUCTION TO EARTH SCIENCE **4 Units**  
*OR*
- MS 20 INTRODUCTION TO OCEANOGRAPHY **4 Units**

- GEOL 2 HISTORICAL GEOLOGY **4 Units**
- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
**OR**
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**  
**OR**
- MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS **5 Units**

Complete two of the following courses:

- PHYS 2A INTRODUCTION TO PHYSICS **4 Units**  
**AND**
- PHYS 2B INTRODUCTION TO PHYSICS **4 Units**  
**OR**
- PHYS 4A GENERAL PHYSICS **4 Units**  
**AND**
- PHYS 4B GENERAL PHYSICS **4 Units**

Complete one of the following courses:

- GEOL 165 GEOLOGY FIELD STUDIES: YOSEMITE NATIONAL PARK **1 Unit**
- GEOL 169 GEOLOGY FIELD STUDIES-ZION NATIONAL PARK, UTAH **1 Unit**
- GEOL 170 GEOLOGY FIELD STUDIES: NATIONAL PARKS AND MONUMENTS **1 Unit**
- GEOL 181 GEOLOGY FIELD STUDIES: COASTAL AND OFFSHORE GEOLOGY **1 Unit**
- GEOL 186 GEOLOGY FIELD STUDIES: GEOLOGY OF CALIFORNIA **1 Unit**

Total Units Required: 37

Recommended Electives:

- GEOL 3 GEOLOGY OF CALIFORNIA **3 Units**
- GEOL 23 NATURAL DISASTERS **4 Units**
- ENGR 23 ENGINEERING GRAPHICS AND DESCRIPTIVE GEOMETRY **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

# **Global Studies**

## **Global Studies for Transfer, AA-T**

Global Studies is an interdisciplinary program designed to enhance student knowledge and understanding of global processes and their implications for societies, markets, governments, cultures, and environments around the world. The program also introduces students to the study of global issues and perspectives while providing the methodological tools and techniques necessary to analyze them at multiple (local, regional, and international) levels. An understanding of the world's social, economic, political, cultural, and natural systems and their growing interdependence will not only enable students to think globally, but prepare them to live, work, and participate in an increasingly globalized world as well. The goal of the Associate in Arts in Global Studies for Transfer Degree (AA-T in Global Studies) at Irvine Valley College is to prepare students for further work in international studies and world affairs through the study of other cultures, social, economic, and political systems, world history and geography. The program is designed to encourage students to think beyond local perspectives and to think globally. Students will learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect the international community as a whole. The Associate in Arts in Global Studies for Transfer is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Global Studies.

**Complete the following core courses:**

- GLBL 1 INTRODUCTION TO GLOBAL STUDIES **3 Units**
- GLBL 2 INTRODUCTION TO GLOBAL ISSUES **3 Units**

**LIST A:** Select five courses from at least four of the following areas (15-16 units)

### **Area 1: Culture and Society**

- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**  
OR
- ANTH 2H CULTURAL ANTHROPOLOGY HONORS **3 Units**
- HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500 **3 Units**  
OR
- HIST 1H THE HISTORY OF WORLD CIVILIZATIONS TO 1500 HONORS **3 Units**
- HIST 2 THE HISTORY OF WORLD CIVILIZATIONS SINCE 1500 **3 Units**

### **Area 2: Geography**

- GEOG 1 PHYSICAL GEOGRAPHY **3 Units**
- GEOG 1L PHYSICAL GEOGRAPHY LABORATORY **1 Unit**
- GEOG 2 CULTURAL GEOGRAPHY **3 Units**
- GEOG 3 WORLD REGIONAL GEOGRAPHY **3 Units**  
OR
- GEOG 3H WORLD REGIONAL GEOGRAPHY HONORS **3 Units**

### **Area 3: Economics**

- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**  
OR
- ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**  
OR
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**
- ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
OR
- ECON 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS **3 Units**  
OR
- MGT 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
OR
- MGT 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS **3 Units**  
OR
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**  
OR
- PSYC 10H STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES HONORS **3 Units**  
OR
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**

### **Area 4: Politics**

- PS 12 COMPARATIVE POLITICS **3 Units**  
OR
- PS 12H COMPARATIVE POLITICS HONORS **3 Units**
- PS 14 INTERNATIONAL RELATIONS **3 Units**  
OR
- PS 14H INTERNATIONAL RELATIONS HONORS **3 Units**

### **Area 5: Humanities**

- CHI 3 INTERMEDIATE CHINESE I **5 Units**
- FR 3 INTERMEDIATE FRENCH **5 Units**
- FR 4 INTERMEDIATE FRENCH **5 Units**
- HUM 1 INTRODUCTION TO HUMANITIES **3 Units**  
OR
- HUM 1H INTRODUCTION TO HUMANITIES HONORS **3 Units**
- HUM 27 WORLD RELIGIONS **3 Units**
- JA 3 INTERMEDIATE JAPANESE I **5 Units**
- JA 4 INTERMEDIATE JAPANESE II **5 Units**
- SPAN 3 INTERMEDIATE SPANISH I **5 Units**

- SPAN 4 INTERMEDIATE SPANISH II **5 Units**

Total Units Required: 21-25

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Global Studies, AA**

Global Studies is an interdisciplinary program designed to enhance student knowledge and understanding of global processes and their implications for societies, markets, governments, cultures, and environments around the world. The program also introduces students to the study of global issues and perspectives while providing the methodological tools and techniques necessary to analyze them at multiple (local, regional, and international) levels. An understanding of the world's social, economic, political, cultural, and natural systems and their growing interdependence will not only enable students to think globally, but prepare them to live, work, and participate in an increasingly globalized world as well. The goal of the Global Studies Program at Irvine Valley College is to prepare students for further work in international studies and world affairs through the study of other cultures, social, economic, and political systems, world history and geography. The program is designed to encourage students to think beyond local perspectives and to think globally. Students will learn how to relate their knowledge of a particular part of the world to be larger trends and issues that affect the international community as a whole.

Complete the following core courses:

- GLBL 1 INTRODUCTION TO GLOBAL STUDIES **3 Units**
- GLBL 2 INTRODUCTION TO GLOBAL ISSUES **3 Units**
- PS 14 INTERNATIONAL RELATIONS **3 Units**  
**or**
- PS 14H INTERNATIONAL RELATIONS HONORS **3 Units**

Complete 6 units from the courses below:

- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**  
**or**
- ANTH 2H CULTURAL ANTHROPOLOGY HONORS **3 Units**
- GEOG 3 WORLD REGIONAL GEOGRAPHY **3 Units**  
**or**
- GEOG 3H WORLD REGIONAL GEOGRAPHY HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**  
**or**
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**

Complete 6 units from the courses below:

- ECON 6 ENVIRONMENTAL AND RESOURCE ECONOMICS **3 Units**
- ECON 13 GLOBAL ECONOMICS **3 Units**
- GEOG 2 CULTURAL GEOGRAPHY **3 Units**
- GEOG 20 GLOBAL ENVIRONMENTAL PROBLEMS **3 Units**
- HIST 2 THE HISTORY OF WORLD CIVILIZATIONS SINCE 1500 **3 Units**
- PS 12 COMPARATIVE POLITICS **3 Units**  
**or**
- PS 12H COMPARATIVE POLITICS HONORS **3 Units**

Complete one of the following:

- PS 21 MODEL UNITED NATIONS **3 Units**
- ECON 167 COOPERATIVE WORK EXPERIENCE: ECONOMICS **1 Unit**
- ECON 167 COOPERATIVE WORK EXPERIENCE: ECONOMICS **2 Units**  
**or**
- ECON 167 COOPERATIVE WORK EXPERIENCE: ECONOMICS **3 Units**
- PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE **1 Unit**
- PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE **2 Units**  
**or**
- PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE **3 Units**

Total Units Required: 22-24

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Health Science

**Dean:** Lianna Zhao, MD

**Academic Chair:** Roland Rodriguez

**Faculty:** Devon Bradley, PhD; Meredith Dorner; David Fretz; Diana Hurlbut, PhD; Jefferey Kaufmann, PhD; Emalee Mackenzie; Amy McWhorter, PhD; Roland Rodriguez; Katherine Schmeidler, PhD; Justin Wright

## Major

The requirements for majors in the life sciences are intended to provide a solid foundation for the student who wishes to pursue further study at the baccalaureate level and for some graduate-level programs. They are also intended for students who plan to enter a preprofessional or professional program in a health-related field. The faculty strongly recommends that students without a firm foundation in basic biological principles complete both Biology 93 and Biology 94 in preparation for the more specialized courses. In addition to the core courses for the major or health-related fields, an introduction to other sciences is usually recommended and necessary for more advanced study. The biology faculty therefore suggests that students complete appropriate courses in chemistry, physics, and mathematics concurrently with biology core courses. Students should refer to the requirements of prospective institutions or seek advice from a member of the biology faculty or a counselor before choosing electives.

## **Program Student Learning Outcomes**

### **Biology**

Upon completion of the AA in Health Sciences, students will be able to

- Communicate scientific processes and ideas effectively in written and oral forms.
- Demonstrate understanding of the mechanisms driving evolution, the role of evolution as the central unifying concept of biology and describe similarities and differences of the major taxonomic groups.
- Effectively apply current technology and scientific methodologies for problem solving.
- Identify and explain relationships between form and function of biological structures at the molecular, cellular, organismal, and ecosystem levels.
- Locate and evaluate various types of scientific information including primary research articles, mass media sources and world wide web.
- Recognize and apply basic ethical principles to biological practices and understand the role of scientists and biological science in society.
- Demonstrate understanding of how organisms interact with one another and with their environment, and explain interactions at the population and community levels.
- Demonstrate understanding of the fundamental biological processes of metabolism, homeostasis, growth, reproduction, development, genetics and whole organism physiology.
- Apply the metric system using standard laboratory equipment to systematically collect, organize, interpret, and assess data in graphs, tables or figures then integrate the acquired knowledge to make informed judgments and conclusions.

### **Potential Careers**

The Health Sciences Program is dedicated to offering a quality program that will meet the lifelong learning needs of our students and prepare them for transfer to a CSU or a UC in order for them to obtain their Bachelor of Science in Nursing or other allied health professions.

An AA degree in the Health Sciences will prepare students for entry into certificate or technical training programs including:

- Nursing
- Biotechnology
- Dental Assisting/Hygiene
- Emergency Medical Technology
- Paramedic Training
- Laboratory Research
- Physical Therapy Assisting
- Medical Laboratory Technician
- Pharmaceutical sales representative
- Occupational therapy
- Pharmacy
- Vision Care
- Radiology Technician

Local and state regulations govern the licensing of nurses and other health professions. Eligibility for employment depends upon performance in competitive examinations as well as performance in education and experience levels. In general, any job which has its focus in helping to cure or prevent disease and/or ailment falls into this cluster of jobs.

Students that earn the Associate of Arts in Health Sciences may find immediate work in the following fields:

- Public relations
- Long-term care facilities
- Community organizations
- Biotechnology research
- State and Federal Health departments
- Home Health Care

## History

**Interim Dean:** Brooke Bui, PhD

**Academic Chair:** Jamie Poster, PhD

**Faculty:** Brittany Adams, PhD; Henry Carnie, PhD; Toshio Whelchel

## Courses

Courses are offered in American history, European history, and the history of selected non-European and non-Western cultures. The curriculum emphasizes not the rote recognition of facts, but the study of history as a means of developing critical intelligence and fostering an awareness of ourselves and our world through examination of the past, including examination of ways in which human beings have attempted to understand the meaning of historical events and issues. Courses offered through the department meet general education and transfer requirements in American history, humanities, and certain facets of the social sciences. In addition, courses may be taken to satisfy requirements for an Associate in Arts degree with a major in history.

## Major

Students majoring in history at the lower-division level concentrate on learning how to use the skills of critical thinking to identify basic historical themes, but more importantly to analyze the nature in which these themes interact within any given society to determine its values, legitimize its authority, and perpetuate its existence. Thus the major is appropriate for students who wish to acquire an understanding of the ideas that have shaped the culture of this country, or for

students who wish to transcend their own cultural limits and, by a study of other societies in other ages, to open their eyes to the diversity of the human environment.

History majors develop an ability to communicate well, both orally and in writing, and the capacity to think clearly and analytically. Therefore, students anticipating careers in law, education, communications, and governmental affairs may find the history major especially beneficial. The versatility of the major makes it appropriate for students whose career decisions may be uncertain or indefinite. The major is also designed for transfer students intending upper-division study in history and related areas.

Students may major in American or European history. In either case, students should also complete history courses in areas outside their field of emphasis. The faculty of the School of Humanities recommends that history majors not select a history course to meet the humanities requirement for general education, but explore related subjects in the humanities that may be of interest to them.

## **Program Student Learning Outcomes**

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

- Identify multiple causes of events and historical processes, and will be able to describe and analyze historical contexts of events, ideas and/or social and cultural practices.
- Comprehend and criticize established scholarly methods in investigating and interpreting the past.
- Locate, interpret and analyze primary and secondary sources relevant to research questions.

## **Potential Careers (For Non-Transfer Degree Recipients)**

The study of history is not designed simply to teach us interesting facts about the past or even to explain how our present world emerged from its murky origins in other times or places. It is a useful subject in ways that students may not always anticipate but employers often understand. Openness to research, awareness of the complexity of events, and appreciation for the diverse nature of cultural contexts are exactly what decision making in business, government, law, journalism, education, and other fields often requires. Consequently, history majors are well prepared for careers in:

- Archival and Cultural Resources Management
- Documentary Editing
- Education
- Historic Preservation
- History
- International Relations
- Market Analysis
- Museum Curatorship
- Politics
- Print and Broadcast Journalism
- Public Policy
- Research
- Social Ecology

## **American History, AA**

Complete the following courses:

- HIST 20 AMERICAN HISTORY THROUGH THE CIVIL WAR **3 Units**
- HIST 21 AMERICAN HISTORY SINCE THE CIVIL WAR **3 Units**
- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**

Complete one of the following courses:

- HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500 **3 Units**
- HIST 2 THE HISTORY OF WORLD CIVILIZATIONS SINCE 1500 **3 Units**
- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE **3 Units**

Complete two of the following courses:

- HIST 24 AMERICA AFTER THE BOMB: 1945 TO THE PRESENT **3 Units**
- HIST 33 THE HISTORY OF THE MEXICAN AMERICAN PEOPLE **3 Units**
- HIST 51 WOMEN IN AMERICAN HISTORY **3 Units**
- JRNL 40 MASS MEDIA AND SOCIETY **3 Units**
- LIT 22 AMERICAN LITERATURE TO TWAIN **3 Units**
- LIT 23 AMERICAN LITERATURE: TWAIN TO THE PRESENT **3 Units**
- PS 1 AMERICAN GOVERNMENT **3 Units**

Total Units Required: 19

Recommended Electives:

- LIT 22 AMERICAN LITERATURE TO TWAIN **3 Units**
- LIT 23 AMERICAN LITERATURE: TWAIN TO THE PRESENT **3 Units**
- PHIL 1 INTRODUCTION TO PHILOSOPHY **3 Units**
- PHIL 5 POLITICAL PHILOSOPHY **3 Units**
- PHIL 10 ANCIENT PHILOSOPHY **3 Units**
- PHIL 11 MODERN PHILOSOPHY **3 Units**
- PS 1 AMERICAN GOVERNMENT **3 Units**
- PS 14 INTERNATIONAL RELATIONS **3 Units**
- RD 174 Critical Reading
- Any humanities course

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## European History, AA

Complete the following courses:

- HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500 **3 Units**
- HIST 2 THE HISTORY OF WORLD CIVILIZATIONS SINCE 1500 **3 Units**
- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE **3 Units**
- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**

Complete one of the following courses:

- HUM 2 THE CULTURE OF ANCIENT GREECE AND ROME **3 Units**
- HUM 3 THE CULTURE OF MEDIEVAL AND RENAISSANCE EUROPE **3 Units**
- HUM 22 INTRODUCTION TO JUDAISM, CHRISTIANITY, AND ISLAM **3 Units**
- PHIL 10 ANCIENT PHILOSOPHY **3 Units**
- PHIL 11 MODERN PHILOSOPHY **3 Units**

Total Units Required: 19

Recommended Electives:

- ARTH 25 ART HISTORY SURVEY I: WESTERN **3 Units**
- ARTH 26 ART HISTORY SURVEY II: WESTERN **3 Units**
- ARTH 29 19TH AND EARLY 20TH CENTURY ART **3 Units**
- ARTH 30 RENAISSANCE AND BAROQUE ART **3 Units**
- ARTH 31 MEDIEVAL ART **3 Units**
- LIT 20 SURVEY OF BRITISH LITERATURE TO 1776 **3 Units**
- LIT 21 BRITISH LITERATURE FROM BLAKE TO THE PRESENT **3 Units**
- LIT 40 INTRODUCTION TO THE HEBREW BIBLE (OLD TESTAMENT) **3 Units**
- LIT 41 INTRODUCTION TO THE NEW TESTAMENT **3 Units**
- LIT 43 INTRODUCTION TO SHAKESPEARE **3 Units**
- LIT 46 INTERCULTURAL LITERATURE **3 Units**
- PHIL 1 INTRODUCTION TO PHILOSOPHY **3 Units**
- PHIL 5 POLITICAL PHILOSOPHY **3 Units**
- PS 4 INTRODUCTION TO POLITICAL SCIENCE **3 Units**
- RD 174 Critical Reading
- any humanities course

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **History for Transfer, AA**

Complete the following courses:

- HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500 **3 Units**
- HIST 2 THE HISTORY OF WORLD CIVILIZATIONS SINCE 1500 **3 Units**
- HIST 20 AMERICAN HISTORY THROUGH THE CIVIL WAR **3 Units**
- HIST 21 AMERICAN HISTORY SINCE THE CIVIL WAR **3 Units**

Complete one of the following courses:

- HIST 33 THE HISTORY OF THE MEXICAN AMERICAN PEOPLE **3 Units**
- HIST 40 THE HISTORY OF EAST ASIA BEFORE 1800 **3 Units**
- HIST 41 THE HISTORY OF EAST ASIA SINCE 1800 **3 Units**
- HIST 51 WOMEN IN AMERICAN HISTORY **3 Units**

Complete one of the following courses:

- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE **3 Units**
- HIST 24 AMERICA AFTER THE BOMB: 1945 TO THE PRESENT **3 Units**
- HIST 25 HISTORY OF CALIFORNIA **3 Units**

Total Units Required: 18

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Human Development**

**Dean:** Traci Fahimi

**Academic Chair:** Donna King

**Faculty:** Donna King, Mary McDonough

## Courses

Courses in the human development program focus primarily on the development of the child from infancy through school age and explore programs and activities designed to promote children's overall growth and well-being. Students learn, both in theory and through direct observation, ways of meeting the emotional, physical, social, and cognitive needs of the young child. Courses in the program are relevant for those seeking training for employment in childcare facilities, as well as for parents and potential parents, recreation leaders, and elementary school teachers.

## Major

Students majoring in child development build a strong theoretical and practical background working with preschool-age children and their families. The program prepares students for immediate employment working as teachers or aides in childcare or other early childhood care-giving environments and provides a foundation of understanding and skills for those interested in careers providing services to children and families. Ample employment opportunities exist and salaries are increasing. Students may also prepare to transfer to four-year schools to pursue advanced degrees in child development with the eventual goal of becoming preschool directors, elementary school teachers, resource specialists, or consultants, or finding employment in related human service fields working with or in behalf of children.

## Program Student Learning Outcomes

Upon completion of the human development program, students will be able to

- Know and understand young children's characteristics and needs.
- Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
- Know and understand the multiple influences on development and learning.
- Know about and understand family and community characteristics.
- Support and engage families and communities through respectful, reciprocal relationships.
- Involve families and communities in their children's development and learning.
- Understand the goals, benefits, and uses of assessment.
- Know about and use observation, documentation, and other appropriate assessment tools and approaches.
- Understand and practice responsible assessment to promote positive outcomes for each child.
- Know about assessment partnerships with families and with professional colleagues.
- Understand positive relationships and supportive interactions as the foundation of their work with children.
- Know and understand effective strategies and tools for early education.
- Use a broad repertoire of developmentally appropriate teaching/learning approaches.
- Reflect on their own practice to promote positive outcomes for each child.

## Potential Careers

Examples of careers in child development include the following:

**With an associate degree or certificate of achievement-**

- Associate Teacher in Early Childhood Education
- Master Teacher in Early Childhood Education
- Teacher in Early Childhood Education

**With a bachelor's or advanced degree-**

- Consultant to Early Childhood Education Programs
- Parent Educator
- Site Supervisor/Director in Early Childhood Education
- Teen Parent Educator
- Workshop Facilitator

## **Child Development, AS**

Complete the following courses:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HD 101 OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN **3 Units**
- HD 110 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN **3 Units**
- HD 120 CHILD GUIDANCE AND DISCIPLINE **3 Units**
- HD 131 CREATIVE DEVELOPMENT IN YOUNG CHILDREN **3 Units**
- HD 145 LANGUAGE AND LITERACY FOUNDATIONS **3 Units**
- HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN **3 Units**
- HD 160 ADVANCED CURRICULUM PLANNING **3 Units**
- HD 181 PRACTICUM: EARLY CHILDHOOD PROGRAMS **3 Units**
- HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT **1 Unit**

Total Units Required: 30

Recommended Electives:

- HLTH 1 HEALTH EDUCATION **3 Units**
- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**
- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Child Development, COA**

Complete the following courses:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HD 101 OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN **3 Units**
- HD 110 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN **3 Units**
- HD 120 CHILD GUIDANCE AND DISCIPLINE **3 Units**
- HD 131 CREATIVE DEVELOPMENT IN YOUNG CHILDREN **3 Units**
- HD 145 LANGUAGE AND LITERACY FOUNDATIONS **3 Units**
- HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN **3 Units**
- HD 160 ADVANCED CURRICULUM PLANNING **3 Units**
- HD 181 PRACTICUM: EARLY CHILDHOOD PROGRAMS **3 Units**
- HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT **1 Unit**

Total Units Required: 30

Recommended Electives:

- HLTH 1 HEALTH EDUCATION **3 Units**
- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**
- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Early Childhood Assistant Teacher, COP**

Completion of the Early Childhood Teacher Assistant certificate enables the student to meet basic Title 22 course requirements for preschool teaching. Title 22 licensing also requires work experience of a minimum of 50 days of 3 hours per day in an Early Childhood setting. This requirement may be met through a 3-unit HD 168: Human Development course.

Complete the following courses:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**  
**OR**
- PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**  
**OR**
- SOC 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**

Complete 6 units from the following courses:

- HD 110 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN **3 Units**
- HD 115 INTRODUCTION TO CURRICULUM **3 Units**
- HD 120 CHILD GUIDANCE AND DISCIPLINE **3 Units**
- HD 131 CREATIVE DEVELOPMENT IN YOUNG CHILDREN **3 Units**
- HD 145 LANGUAGE AND LITERACY FOUNDATIONS **3 Units**
- HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN **3 Units**

Total Units Required: 12

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Early Childhood Associate Teacher, COP**

*This program was revised for the July 2018 edition of the IVC catalog. Please consult a counselor if you have any questions.*

The Early Childhood Associate Teacher Certificate of Proficiency meets the academic requirements of the California Child Development Associate Teacher Permit, which enables teachers to work in state or federally funded programs. This permit also requires work experience of a minimum of 50 days of 3 hours per day in an Early Childhood setting. This requirement may be met through a 3-unit HD 168: Human Development course.

Complete the following courses:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**  
**OR**
- PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**  
**OR**
- SOC 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HD 115 INTRODUCTION TO CURRICULUM **3 Units**
- HD 120 CHILD GUIDANCE AND DISCIPLINE **3 Units**

Complete 2 units from the following courses:

- HD 231 CHILD MALTREATMENT: IDENTIFICATION AND TREATMENT **1 Unit**
- HD 232 CHILDREN AND DIVORCE **1 Unit**
- HD 250 TEACHING MATHEMATICS IN PLAY-BASED EARLY CHILDHOOD PROGRAMS **1 Unit**
- HD 251 TEACHING SCIENCE IN A PLAY-BASED EARLY CHILDHOOD PROGRAM **1 Unit**
- HD 252 TEACHING LITERACY IN A PLAY-BASED EARLY CHILDHOOD PROGRAM **1 Unit**
- HD 253 DEALING WITH CHALLENGING CHILDREN **1 Unit**

**Total Units Required: 17**

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Early Childhood Education for Transfer, AS-T**

Complete the following courses:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**  
**or**
- PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**  
**or**
- SOC 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HD 101 OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN **3 Units**
- HD 110 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN **3 Units**
- HD 115 INTRODUCTION TO CURRICULUM **3 Units**
- HD 130 TEACHING IN A DIVERSE SOCIETY **3 Units**
- HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN **3 Units**
- HD 181 PRACTICUM: EARLY CHILDHOOD PROGRAMS **3 Units**

**Total Units Required: 24**

\* HD 7/PSYC 7 and HD 15/SOC 15 are cross-listed courses. Area credit given in one area only.

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Elementary Teacher Education for Transfer, AA-T**

The intent of this degree is to prepare students for career in teaching, particularly elementary teacher education. The program is designed for students who are planning to transfer to a California State University as Liberal Studies or Child and Adolescent majors. Courses consist of the elementary subject matter competence requirements as established by the California Teacher Credentialing Commission and would prepare students to take the California Subject Examinations for Teachers (CSET) of Multiple Subjects.

Required core:

- BIO 1 THE LIFE SCIENCES **3 Units**  
**or**

- BIO 1H THE LIFE SCIENCES HONORS **3 Units**  
**and**
- BIO 1L THE LIFE SCIENCES LABORATORY **1 Unit**
  
- COMM 1 COMMUNICATION FUNDAMENTALS **3 Units**  
**or**
- COMM 1H COMMUNICATION FUNDAMENTALS HONORS **3 Units**
  
- EARTH 20 INTRODUCTION TO EARTH SCIENCE **4 Units**
  
- GEOG 3 WORLD REGIONAL GEOGRAPHY **3 Units**  
**or**
- GEOG 3H WORLD REGIONAL GEOGRAPHY HONORS **3 Units**
  
- HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500 **3 Units**  
**or**
- HIST 1H THE HISTORY OF WORLD CIVILIZATIONS TO 1500 HONORS **3 Units**
  
- HIST 20 AMERICAN HISTORY THROUGH THE CIVIL WAR **3 Units**
  
- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**  
**or**
- PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
  
- HD 10 INTRODUCTION TO ELEMENTARY TEACHING **3 Units**
- LIT 1 INTRODUCTION TO LITERATURE **3 Units**
- MATH 120 MATHEMATICS FOR ELEMENTARY TEACHERS
- PHYS 20 THE IDEAS AND EVENTS OF PHYSICS **4 Units**
  
- PS 1 AMERICAN GOVERNMENT **3 Units**  
**or**
- PS 1H AMERICAN GOVERNMENT HONORS **3 Units**
  
- WR 1 COLLEGE WRITING 1 **4 Units**  
**or**
- WR 1H COLLEGE WRITING 1 HONORS **4 Units**

**List A (Select one course, 3-4 units):**

- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**
- WR 2H COLLEGE WRITING 2: CRITICAL THINKING, WRITING HONORS **4 Units**

**List B (Select one course, 3 units):**

- ARTH 20 ART APPRECIATION **3 Units**
  
- MUS 20 MUSIC APPRECIATION **3 Units**  
**or**
- MUS 20H MUSIC APPRECIATION HONORS **3 Units**

- TA 22 INTRODUCTION TO THEATER **3 Units**

List C (Select two courses, 6 units):

- LIT 7 SURVEY OF CHILDREN'S LITERATURE **3 Units**
- LIT 20 SURVEY OF BRITISH LITERATURE TO 1776 **3 Units**
- LIT 21 BRITISH LITERATURE FROM BLAKE TO THE PRESENT **3 Units**
- LIT 22 AMERICAN LITERATURE TO TWAIN **3 Units**
- LIT 23 AMERICAN LITERATURE: TWAIN TO THE PRESENT **3 Units**

Total Units Required: 54-56

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Infant/Toddler, AS**

Complete the following courses:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HD 104 Infant and Toddler Development
- HD 105 INFANT-TODDLER PROGRAMS **3 Units**
- HD 120 CHILD GUIDANCE AND DISCIPLINE **3 Units**
- HD 131 CREATIVE DEVELOPMENT IN YOUNG CHILDREN **3 Units**
- HD 145 LANGUAGE AND LITERACY FOUNDATIONS **3 Units**
- HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN **3 Units**
- HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT **3 Units**

Total Units Required: 27

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

## **Infant/Toddler, COA**

Complete the following courses:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HD 104 Infant and Toddler Development
- HD 105 INFANT-TODDLER PROGRAMS **3 Units**
- HD 120 CHILD GUIDANCE AND DISCIPLINE **3 Units**
- HD 131 CREATIVE DEVELOPMENT IN YOUNG CHILDREN **3 Units**
- HD 145 LANGUAGE AND LITERACY FOUNDATIONS **3 Units**
- HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN **3 Units**
- HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT **3 Units**

Total Units Required: 27

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **School-Age Child, AS**

Complete the following courses:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HD 120 CHILD GUIDANCE AND DISCIPLINE **3 Units**
- HD 131 CREATIVE DEVELOPMENT IN YOUNG CHILDREN **3 Units**
- HD 145 LANGUAGE AND LITERACY FOUNDATIONS **3 Units**
- HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN **3 Units**
- HD 266 PROGRAM PLANNING FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 267 STAFF DEVELOPMENT TOPICS FOR SCHOOL-AGE PROGRAMS **1 Unit**
- HD 268 GUIDANCE AND DISCIPLINE FOR SCHOOL-AGE CHILDCARE **1 Unit**
- HD 269 HOLIDAY AND SUMMER PROGRAMS FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 270 ART, MUSIC, AND DRAMA FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 271 RECREATION, SPORTS AND FITNESS FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT **3 Units**

Total Units Required: 27

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

## To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## School-Age Child, COA

Complete the following courses:

- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- HD 120 CHILD GUIDANCE AND DISCIPLINE **3 Units**
- HD 131 CREATIVE DEVELOPMENT IN YOUNG CHILDREN **3 Units**
- HD 145 LANGUAGE AND LITERACY FOUNDATIONS **3 Units**
- HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN **3 Units**
- HD 266 PROGRAM PLANNING FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 267 STAFF DEVELOPMENT TOPICS FOR SCHOOL-AGE PROGRAMS **1 Unit**
- HD 268 GUIDANCE AND DISCIPLINE FOR SCHOOL-AGE CHILDCARE **1 Unit**
- HD 269 HOLIDAY AND SUMMER PROGRAMS FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 270 ART, MUSIC, AND DRAMA FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 271 RECREATION, SPORTS AND FITNESS FOR SCHOOL-AGE CHILDREN **1 Unit**
- HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT **3 Units**

Total Units Required: 27

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## Humanities

**Interim Dean:** Brooke Bui, PhD

**Academic Chair:** Jamie Poster, PhD

**Faculty:** Stephen Felder, PhD; Jamie Poster, PhD

## Courses

The humanities curriculum integrates the study of history, literature, philosophy, and the arts in an effort to address the fundamental questions of cultural meaning and value common to humanistic fields and methods. Courses are offered in selected major themes or issues that frequently cut across traditional cultural or historical boundaries. The curriculum emphasizes the close study of a variety of cultural texts, artifacts, and events in order to explore not only traditional assertions regarding the values of culture but also the criticism of those assertions, in a historical as well as

contemporary light. Courses offered in the curriculum meet general education and transfer requirements in humanities and may be applied to a major in humanities for an Associate in Arts degree.

## Major

The humanities major allows students generally interested in literature, history, philosophy, film studies, and art history and criticism to elect a general rather than specific emphasis to their degree. The major offers much diversity in terms of choices, and thus provides the opportunity for students to tailor the degree to meet their own interests and concerns. Humanities majors learn in particular how to read and write critically and how to synthesize complex ideas from a variety of sources, often diverse in kind and in time.

The major is appropriate for students interested in a "general studies" degree at the lower-division level; its focus on the close study and criticism of culture makes the major applicable for students seeking careers in law, education, government, public affairs, journalism, and writing. The humanities major is also an excellent choice for students whose educational intentions are uncertain or undecided, or for students intending to pursue an upper-division education in literature, history, philosophy, or study of the arts.

Students majoring in the humanities should complete both Writing 1 and Writing 2 in fulfillment of the language and rationality requirements within the general education package. The department recommends that humanities majors do not select a humanities course to meet the humanities requirement for general education, but explore related subjects in the humanities that may be of interest to them.

## Program Student Learning Outcomes

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

- Identify, analyze, and evaluate the epistemological assertions, metaphysical assumptions, and shared understandings that undergird particular cultural understandings as reflected in works of literature, art, architecture, and philosophy.
- Demonstrate the ability to apply a given theoretical model to a representative text of cultural significance.
- Demonstrate willingness and ability to analyze ideas, historical events, and cultural texts from diverse origins.
- Demonstrate the ability to construct a critical argument synthesizing multiple perspectives or points of view.

## Potential Careers

Humanities majors are well prepared for careers that require the application of strong interpretive skills. Examples include the following:

- Advertising
- Education
- Film
- International Relations
- History
- Law
- Law Enforcement
- Politics
- Public Relations
- Public Policy

- Publishing
- Radio
- Religion
- Television
- Writing

Furthermore, humanities majors may be attractive to employers seeking individuals who understand the complexities and diversities of human culture and can communicate cross-culturally.

## **Humanities, AA**

Complete the following courses:

- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**
- HUM 1 INTRODUCTION TO HUMANITIES **3 Units**
- HUM 2 THE CULTURE OF ANCIENT GREECE AND ROME **3 Units**
- HUM 3 THE CULTURE OF MEDIEVAL AND RENAISSANCE EUROPE **3 Units**
- HUM 4 THE CULTURE OF THE MODERN WORLD: 1700 TO THE PRESENT **3 Units**
- HUM 50 MYTHOLOGY **3 Units**

Total Units Required: 19

Recommended Electives:

Any course in literature, philosophy, history, or history and criticism of the arts

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Interactive Media Arts**

**Dean:** Joseph Poshek

**Academic Chair, Visual Arts:** Julie Kirk

**Faculty:** Patricia Beckman-Wells, EdD

## **Courses**

The Interactive Media Arts curriculum is predominately project based, and includes courses in 3D/2D Animation, Game Design, Character Design and Layout, 3D Modeling and Printing, Interactive Toy Design, Visual Programming, and Story as they pertain to emerging technologies. Project based learning expands critical thinking skills. These CSU and UC transferable studio-based art courses are intended to prepare students for industry, as well as provide a foundational understanding of the aesthetic and technical aspects of emerging technologies. Students interested in Interactive Media Arts are strongly encouraged to also take foundation art courses in traditional drawing, sculpting, and painting.

## Majors

Interactive Media Arts strives to pull user interactions from within the computer out into the physical world. This studio-based curriculum appeals to interests in the emerging technologies of game design, microcontrollers, 3D printing, virtual reality, webgl, augmented reality, and traditional animated film and visual effects. Certificates concentrate on pipeline production positions of employment, so that the student may concentrate on skill-driven academic success that is pertinent to the local job market, and provide the student with a targeted focus when transferring to a four year college or university. The student may take as many tracks as they are interested in, as all provide the student with a more well-rounded understanding of emerging technologies and an expanded, original creative portfolio.

The current Interactive Media Arts certificate program includes three one-year certificates of proficiency in 3D Animation, 2D Animation, and Game Design. These certificates are intended to produce relevant hires for the games, emerging technology, and entertainment industries. Each certificate culminates into a portfolio course sponsored by industry. In this course, students create a team project under the practice of Agile Management theory, a production technique used in team-centered arts production. Example projects in this course include: a short animated film, a virtual reality experience, or an external microcontroller driven interactive display like those seen at theme parks. The final portfolio project is driven by the skills sets and interests of the students attending.

## Program Student Learning Outcomes

Upon completion of the Interactive Media Arts program, students will be able to

- Apply an interactive media art workflow including research, project development, relevant production work methods, adherence to a production schedule, and final output considerations.
- Produce a professional Interactive Media Arts Portfolio, to include one team-driven product.
- Demonstrate a technical proficiency of industry-standard interactive media art software to create professional emerging technology products.
- Analyze and integrate the fundamentals of Interactive Media Art with art theory and aesthetics.
- Participate in class critiques of student projects and demonstrate a comprehension of the vocabulary and language of interactive media arts.
- Demonstrate a commitment to on-time delivery of projects in adherence to deadlines.

## Potential Careers

Examples of careers in interactive media arts and emerging technology:

- Animator for games, film, virtual reality, webgl, and all emerging media.
- 3D Modeler for games, film, virtual reality, webgl, and all emerging media.
- Game designer for games, film, virtual reality, webgl, and all emerging media.
- Pre-visualization artist for games, film, virtual reality, webgl, and all emerging media.
- 3D Asset Manager for games, film, virtual reality, webgl, and all emerging media.
- Interactive display designer for theme parks and all emerging technologies.
- Producer for games, film, virtual reality, webgl, and all emerging media.

## **Immersive Design - 2D Animation, COP**

This certificate is intended to produce relevant hires for the immersive design industries prevalent in Irvine. Immersive Design - 2D Animation narrows focus to digital hand drawn 2D movement, layout and interface design prepared in an industry standard software, as well as story, character, and the 12 Principles of Animation as it relates to manipulating 2D motion assets. Students who complete this certificate will produce a demo reel of 2D motion studies, layout and interface design prepared for immersive media, and a 2D drawing portfolio that demonstrates visual storytelling and communication skills. Students will graduate with a group project wherein 'Agile' production skills are practiced and mastered in a team production environment driven by self-defined goals, production documentation, and final project deadlines. Occupations in Immersive Design are highly competitive and require dedication to mastering professional skills beyond mere classroom immersion. Students are encouraged to create assignments outside of class, pursue advanced material online, continue with foundation drawing courses, and participate in team projects on a continual basis in order to obtain a competitive edge.

Complete the following courses:

- ART 85 LIFE DRAWING I **3 Units**
- IMA 20 WRITING AND STORYBOARDING FOR GAMES **3 Units**
- IMA 96 2D ANIMATION PRINCIPLES **3 Units**
- IMA 193 PORTFOLIO DEVELOPMENT - 2D MOTION **2.5 Units**

Total Units Required: 14.5

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Immersive Design - 3D Animation, COP**

This certificate is intended to produce relevant hires for the immersive design industries prevalent in Irvine. Immersive Design - 3D Motion requires focus on imagined, captured, and emphasized movement prepared in an industry standard software, as well as story, character, and the 12 Principles of Animation as it relates to manipulating captured motion. Students who complete this certificate will produce a demo reel of imaged, captured, and emphasized 3D motion prepared for immersive media that demonstrates a proficiency of manipulating motion data, as well as basic model rigging, and a 2D drawing portfolio that demonstrates visual communication skills. Students will graduate with a group

project wherein 'Agile' production skills are practiced and mastered in a team production environment driven by self-defined goals, production documentation, and final project deadlines. Occupations in Immersive Design are highly competitive and require dedication to mastering professional skills beyond mere classroom immersion. Students are encouraged to create assignments outside of class, pursue advanced material online, continue with foundation drawing courses, and participate in team projects on a continual basis in order to obtain a competitive edge.

Complete the following courses:

- IMA 20 WRITING AND STORYBOARDING FOR GAMES **3 Units**
- IMA 30 3D ANIMATION **3 Units**
- IMA 88 3D CHARACTER ANIMATION II **3 Units**
- IMA 89 RIGGING FOR 3D ANIMATION **3 Units**
- IMA 192 PORTFOLIO DEVELOPMENT - 3D ANIMATION **2.5 Units**

Total Units Required: 17.5

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Immersive Design - Game Design, COP**

This certificate is intended to produce relevant hires for the game and internet industries. Game Design requires focus on the application and development of game fundamentals, story, character, industry relevant software, and development of the playcentric experience playtesting. Students who complete this certificate will produce a demo reel of interactive games created in an industry standard software, level designs and board games that demonstrate a proficiency of the playcentric process, interactive projects utilizing visual scripting, a portfolio of short storyboard constructions demonstrating creative writing skills, a 3D print demonstrating an understanding of the prototyping process, and a 2D drawing portfolio. Students will participate in a final group class wherein they will construct a team project in their discipline. The project will be mentored by industry and provide a valuable addition to the portfolio.

Complete the following courses:

- IMA 20 WRITING AND STORYBOARDING FOR GAMES **3 Units**
- IMA 22 VISUAL SCRIPTING FROM GAMES **3 Units**
- IMA 40 INTRODUCTION TO GAME DESIGN **3 Units**
- IMA 98 3D MODELING FOR GAMES AND FILM **3 Units**
- IMA 99 GAME DESIGN II **3 Units**
- IMA 191 PORTFOLIO DEVELOPMENT - GAME LEVEL DESIGN **2.5 Units**

Total Units Required: 17.5

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

# Kinesiology, Health and Athletics

**Dean:** Keith Shackleford, JD

**Academic Co-Chairs:** Jerry Hernandez and Tom Pestolesi

**Faculty:** Simon Davies, PhD; Julie Hanks; Jerry Hernandez; Kent Madole; Martin McGrogan; Tom Pestolesi; Jovan Stojanovski; Ted Weatherford

## Courses

The School of Kinesiology, Health and Athletics (KHA) offers programs designed for students interested in transfer, degree and career opportunities in these disciplines. Students are introduced to topics related to exercise science, such as the physiology and anatomy of the body, nutrition, injury prevention, health enhancement, fitness and exercise. The program serves all students, regardless of age, fitness level, or previous experience.

Classes are offered in both the lecture and activity settings. Lecture courses are designed to provide a basis for the future professional and lifelong learner, with concepts and ideas easily applicable to the university, graduate school, and lifestyle experiences. Activity courses mirror this philosophy while putting these same concepts into motion. Cardiovascular fitness, strength training, individual/paired sports, team sports, intramurals, and intercollegiate athletics are offered in each term to permit the practice of the theoretical knowledge gained in the classroom. The school also provides special services courses for physically challenged individuals seeking corrective and rehabilitative exercise. All activity classes are designed not only to provide for physiological development but also to educate students about the principals involved in that process and to introduce them to the related topics of nutrition, injury prevention, and health enhancement.

The School of KHA's complex includes baseball and soccer fields, lighted outdoor tennis courts, sand volleyball courts, and outdoor basketball courts. Hart Gymnasium serves as the home court for the Lasers basketball, badminton, and volleyball teams. The PE 200 building also houses a strength training center, dance studio, and the KNES classroom. The PE 100 building includes the Life Fitness Center (LFC), a dance studio, and locker rooms. Students may use the LFC by enrolling in KNES 3A/KNES 3B/KNES 3C and completing the required orientation session.

## Major

Students intending to transfer to a four-year institution with a major in kinesiology, or with an intent to pursue study in recreation or leisure studies, should consult with a faculty member in the School of Kinesiology, Health and Athletics.

The AA in Kinesiology for Transfer is the traditional degree pathway for those interested in a career encompassing studies in this discipline. Steeped in a broad array of topics such as anatomy, physiology, biology and the baseline courses of kinesiology, this degree is for the student with designs on a university experience in Kinesiology, and/or graduate school options that include medical school, physical therapy, sports medicine, rehabilitation, research and teaching.

Those seeking employment in an industrial fitness/club fitness setting are advised to explore the fitness professional certificate program. This one-year program is designed to qualify students to serve as personal trainers, aerobics instructors, and/or strength-training instructors. Those who pursue this program will be educated in the principles of exercise science that apply to fitness evaluation, exercise recommendation, and application of appropriate exercise methods.

## Program Student Learning Outcomes

## **Kinesiology**

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

- Demonstrate a beginning level of knowledge and skill in at least one sport or physical activity.
- Explain and apply basic physiological principles of human movement in exercise and sports settings.
- Demonstrate an understanding of the structure and function of the body in human performance.
- Recognize the principles of physical fitness development and maintenance as well as the body's responses to physical activity.
- Acquire an understanding of those factors instrumental in the development and performance of motor skills.
- Demonstrate an understanding of the value and significance of physical activity for human development, human interactions, and quality of life.
- Use campus and/or community resources to participate actively in their own education.
- Display leadership, cooperation and sportsmanship through active participation in sports.
- Encourage and promote a high quality of life through sport, fitness and physical activity.
- Encourage and appreciate the value of lifelong fitness with an emphasis in activities that support a healthy lifestyle.

## **Fitness Professional**

Upon completion of the fitness professional program, students will be able to

- Assist clients, students, or participants in assessing their level of physical fitness, and setting and reaching fitness or physical activity goals
- Organize and direct appropriate exercise or recreational activities, including instruction in fitness techniques, aerobic exercise, dance, games, sports
- Retain appropriate records of client/student progress, equipment use, and scheduled activities.

## **Potential Careers (For Non-Transfer Degree Recipients)**

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

- Athletic Trainer
- Coach
- Commercial Recreation
- Dietician/Nutrition Specialist
- Exercise Physiologist
- Fitness/Physical Education Instructor
- Occupational Therapist
- Personal Trainer
- Positions in the Leisure, Wellness and Health Industries
- Recreation Leader
- Referee
- Rehabilitation Specialist
- Sports Marketing

- Sports Medicine
- Sports Scout
- Strength-Conditioning Coach

## **Coaching, COP**

Complete the following courses:

- KNES 85 INTRODUCTION TO ATHLETIC TRAINING **3 Units**
- KNES 86 THEORY OF COACHING **3 Units**

Choose one unit from the following courses:

### **Strength and Fitness Training**

- KNES 4 WEIGHT TRAINING I **0.5 Unit**
- KNES 4 WEIGHT TRAINING I **1 Unit**
- KNES 5 WEIGHT TRAINING II **0.5 Unit**
- KNES 5 WEIGHT TRAINING II **1 Unit**
- KNES 6 WEIGHT TRAINING III **0.5 Unit**
- KNES 6 WEIGHT TRAINING III **1 Unit**

Choose two units from the following:

### **Individual or Team Sports**

- KNES 11 BADMINTON I **0.5 Unit**  
**OR**  
• KNES 11 BADMINTON I **1 Unit**
- KNES 12 BADMINTON II **0.5 Unit**  
**OR**  
• KNES 12 BADMINTON II **1 Unit**
- KNES 20 BEGINNING GOLF **0.5 Unit**  
**OR**  
• KNES 20 BEGINNING GOLF **1 Unit**
- KNES 22 INTERMEDIATE GOLF **0.5 Unit**  
**OR**  
• KNES 22 INTERMEDIATE GOLF **1 Unit**
- KNES 23 ADVANCED GOLF **1 Unit**
- KNES 32 INTRAMURAL ACTIVITIES **0.5 Unit**  
**OR**  
• KNES 32 INTRAMURAL ACTIVITIES **1 Unit**

- KNES 71 SOCCER I **1 Unit**
- KNES 72 SOCCER II **1 Unit**
- KNES 73 SOCCER III **1 Unit**
  
- KNES 74 SOCCER IV **0.5 Unit**  
**OR**
- KNES 74 SOCCER IV **1 Unit**
  
- KNES 76 VOLLEYBALL I **0.5 Unit**  
**OR**
- KNES 76 VOLLEYBALL I **1 Unit**
  
- KNES 77 VOLLEYBALL II **0.5 Unit**  
**OR**
- KNES 77 VOLLEYBALL II **1 Unit**
  
- KNES 78 VOLLEYBALL III **0.5 Unit**  
**OR**
- KNES 78 VOLLEYBALL III **1 Unit**

## First Aid

**Health 2 may be waived by the Department Chair with proof of current American Heart Association and/or American Red Cross certification in both First Aid and CPR training:**

- HLTH 2 FIRST AID: RESPONDING TO EMERGENCIES **3 Units**

Total Units Required: 15

## Fitness Professional, COA

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. *This program was revised for the August 2017 edition of the IVC catalog. Please consult a counselor if you have any questions.*

Complete the following courses:

- KNES 103 MOVEMENT ANATOMY **3 Units**
- KNES 104 EXERCISE PHYSIOLOGY **3 Units**
- KNES 105 PRINCIPLES OF STRENGTH AND CONDITIONING **3 Units**
- KNES 106 EXERCISE TESTING AND PRESCRIPTION **3 Units**
- KNES 215 FITNESS PROFESSIONAL INTERNSHIP **3 Units**
- NUT 2 SPORT NUTRITION **3 Units**

Total Units Required: 18

## Recommended Electives:

- KNES 85 INTRODUCTION TO ATHLETIC TRAINING **3 Units**
- KNES 86 THEORY OF COACHING **3 Units**
- KNES 100 INTRODUCTION TO THERAPY AND CAREER EXPLORATION OF REHABILITATION **3 Units**

## To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

### Note:

Students are advised to consult with faculty or a counselor to clarify graduation requirements, and/or for course substitution if a course is not available.

## Kinesiology for Transfer, AA-T

### Complete the following courses:

- BIO 11 HUMAN ANATOMY **4 Units**
- BIO 12 HUMAN PHYSIOLOGY **4 Units**
- KNES 102 Introduction to Physical Education, Fitness and Sport

### Complete a maximum of 3 units from the following courses

with at least one course taken from three different areas (Dance, Fitness, Individual Sports, Team Sports):

#### Dance

- DNCE 1 INTRODUCTION TO DANCE **2 Units**
- DNCE 6 BALLET I **2 Units**
- DNCE 7 BALLET II **2 Units**
- DNCE 12 MODERN DANCE I **2 Units**
- DNCE 13 MODERN DANCE II **2 Units**
- DNCE 17 JAZZ DANCE I - OVERVIEW **2 Units**
- DNCE 17A Jazz Dance 1A
- DNCE 17B Jazz Dance 1B
- DNCE 18 JAZZ DANCE II **2 Units**
- DNCE 18A Jazz Dance 1A
- DNCE 18B Jazz Dance 1B
- DNCE 22 TAP DANCE I **1 Unit**
- DNCE 23 TAP DANCE II **1 Unit**
- DNCE 27 HIP HOP/COMMERCIAL DANCE **1 Unit**
- DNCE 33 MIDDLE EASTERN DANCE I **1 Unit**

- DNCE 34 MIDDLE EASTERN DANCE II **1 Unit**
- DNCE 36 BALLROOM STYLES OF THE 19TH AND 20TH CENTURY **1 Unit**
- DNCE 46 INTRODUCTION TO YOGA **2 Units**
- DNCE 47 RAJA YOGA-HATHA YOGA **2 Units**
- DNCE 51 PILATES **2 Units**
- DNCE 51A PILATES A **1 Unit**
- DNCE 51B PILATES B **1 Unit**

## Fitness

- KNES 3A LIFE FITNESS CENTER I **1 Unit**
- KNES 3B LIFE FITNESS CENTER II **1.5 Units**
- KNES 3C LIFE FITNESS CENTER III **2 Units**
- KNES 4 WEIGHT TRAINING I **1 Unit**
- KNES 5 WEIGHT TRAINING II **1 Unit**

## Individual Sports

- IA 6 Intercollegiate Men's Golf
- IA 7 Intercollegiate Women's Golf
- IA 9 Intercollegiate Men's Tennis
- IA 13 Intercollegiate Women's Tennis
- KNES 11 BADMINTON I **1 Unit**
- KNES 12 BADMINTON II **1 Unit**
- KNES 20 BEGINNING GOLF **0.5 Unit**
  
- KNES 22 INTERMEDIATE GOLF **0.5 Unit**  
**OR**
- KNES 22 INTERMEDIATE GOLF **1 Unit**
  
- KNES 23 ADVANCED GOLF **1 Unit**
- KNES 25 TENNIS I **1 Unit**
- KNES 26 TENNIS II **1 Unit**

## Team Sports

- IA 2 Intercollegiate Men's Basketball
- IA 3 Intercollegiate Men's Baseball
- IA 10 Intercollegiate Women's Volleyball
- IA 12 Intercollegiate Women's Basketball
- IA 15 Intercollegiate Men's Soccer
- IA 18 Intercollegiate Women's Soccer
- IA 19 Intercollegiate Men's Volleyball
- KNES 63 BASKETBALL III **0.5 Unit**  
**OR**
- KNES 63 BASKETBALL III **1 Unit**

- KNES 73 SOCCER III **1 Unit**
- KNES 76 VOLLEYBALL I **0.5 Unit**  
**OR**
- KNES 76 VOLLEYBALL I **1 Unit**
- KNES 77 VOLLEYBALL II **0.5 Unit**  
**OR**
- KNES 77 VOLLEYBALL II **1 Unit**
- KNES 78 VOLLEYBALL III **0.5 Unit**  
**OR**
- KNES 78 VOLLEYBALL III **1 Unit**
- KNES 83 BASEBALL III **1 Unit**

Complete two (6-9 units) from the following courses:

- ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
**OR**
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**  
**OR**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**
- BIO 1 THE LIFE SCIENCES **3 Units**  
**AND**
- BIO 1L THE LIFE SCIENCES LABORATORY **1 Unit**
- CHEM 1A GENERAL CHEMISTRY I **5 Units**  
**OR**
- CHEM 4 INTRODUCTION TO GENERAL & ORGANIC CHEMISTRY & BIOCHEMISTRY **5 Units**
- PHYS 2A INTRODUCTION TO PHYSICS **4 Units**  
**OR**
- PHYS 4A GENERAL PHYSICS **4 Units**
- HLTH 2 FIRST AID: RESPONDING TO EMERGENCIES **3 Units**

Total Units Required: 20-23

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## Languages

**Interim Dean:** Brooke Bui, PhD

**Academic Chair:** Jeanne Egasse, Beatrice Tseng

**Faculty:** Joanne Chen; Jeanne Egasse; Keith Gamache; Fumiko Ishii; Emiko Kiyochi; Anca Popescu, PhD; Beatrice Tseng

## Courses

The department offers courses from beginning through intermediate level courses in French, Chinese, Japanese, and Spanish. In addition, the department offers courses in American Sign Language at all levels for those wishing to develop receptive and expressive skills for communicating with the hearing impaired. All courses are designed to develop the student's listening comprehension, speaking, reading, and writing skills, as well as to provide a general overview of civilization and culture. Curriculum in all languages includes lower-division courses that are fully transferable to a four-year college or university.

## Major

Students who major in a foreign language at the lower-division level concentrate on learning to understand, speak, read, and write a foreign language. In the process, students develop a more profound understanding of the world and gain insights into its complexities-culturally, politically, economically, and socially. Of course, as our world grows increasingly interdependent and international travel readily accessible, the knowledge of a foreign language will prove of benefit to all.

Students at Irvine Valley College may choose to major in Chinese, French, Japanese or Spanish. The faculty recommends that majors do not select a language course to meet the arts and languages general education requirement, but instead choose a course in one of the arts that is of interest to them.

## Program Student Learning Outcomes

### American Sign Language

Upon completion of the American Sign Language program, students will be able to

- Identify and use ASL manual alphabet.
- Analyze and interpret meaning of narrative passage in ASL based on the topics in the course outline of record.
- Compose and perform a narrative using conceptually accurate ASL.

### Chinese

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

- Listen and comprehend a passage in the target language in a variety of contexts and formats.
- Write clearly and accurately in a variety of contexts and formats in the target language.
- Read and comprehend a passage in the target language from a variety of contexts and formats.
- Speak clearly and accurately in both formal and informal settings in the target language.
- Demonstrate awareness of cultural conventions.

### French

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

- Interpret a passage of native spoken French in a variety of contexts and formats.
- Read and interpret written material in French of at least six paragraphs.
- Write a four-paragraph essay in French, clearly and accurately, in a variety of contexts and formats.

## **Japanese**

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

- Communicate with native speakers of Japanese using appropriate language, styles, sensitivity and level of respectfulness for various situations.
- Read and write Japanese symbols clearly and accurately in a variety of contexts and formats.
- Demonstrate knowledge of Japanese society, culture and history, and will be able to analyze and discuss cultural differences and similarities.

## **Spanish**

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

- Interpret native spoken Spanish in a variety of contexts and formats.
- Use grammar effectively to communicate with native speakers.
- Read and interpret written material of at least six paragraphs in length.
- Write a clear and accurate four-paragraph essay in Spanish, in a variety of contexts.

## **Potential Careers**

In the past, many students who majored in foreign languages chose a teaching career. This continues to be an excellent option, given the shortage of well-qualified teachers, especially in the areas of bilingual and bicultural education. In an increasingly economically interdependent environment, however, market globalization has opened up many new and exciting opportunities for foreign language majors in areas such as the following:

- Communications
- Foreign Service
- International Affairs
- International Business and Banking
- International Studies
- Journalism
- Marketing and Sales
- Publishing and Editing
- Social Work
- Translation and Interpretation
- Transportation and Travel

In combination with other areas of study, the foreign languages major provides a very strong preparation for professional schools such as business, law, and diplomacy.

## **French, AA**

Complete the following courses:

- FR 1 BEGINNING FRENCH I **5 Units** †  
*OR*
- FR 1H BEGINNING FRENCH I HONORS **5 Units** †
- FR 2 BEGINNING FRENCH II **5 Units**
- FR 3 INTERMEDIATE FRENCH **5 Units**
- FR 4 INTERMEDIATE FRENCH **5 Units**
- FR 10 INTERMEDIATE CONVERSATIONAL FRENCH **3 Units**
- FR 11 ADVANCED CONVERSATIONAL FRENCH **3 Units**

Total Units Required: 26

† Students who have completed equivalent courses or who have acquired fluency may substitute a second foreign language or may begin with FR 2 or FR 3.

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Japanese, AA**

Complete the following courses:

- JA 1 BEGINNING JAPANESE I **5 Units** †  
*OR*
- JA 1H BEGINNING JAPANESE I HONORS **5 Units** †
- JA 2 BEGINNING JAPANESE II **5 Units**
- JA 3 INTERMEDIATE JAPANESE I **5 Units**
- JA 4 INTERMEDIATE JAPANESE II **5 Units**
- JA 10 INTERMEDIATE CONVERSATIONAL JAPANESE **3 Units**

Total Units Required: 23

† Students who have completed equivalent courses or who have acquired fluency may substitute a second foreign language.

## To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

## To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Spanish for Transfer, AA-T**

The ability to understand, speak, read and write in another language is increasingly important as global interaction expands. The Spanish curriculum includes courses appropriate for a general liberal arts education and for the major in Spanish.

Completion of Spanish courses will assist students in meeting their career, transfer and life-long learning goals and prepare them to interact with Spanish-speaking communities. Additionally, students who complete the Spanish program will gain valuable insights into the process of language learning, empowering them to pursue future language study. The study of Spanish is relevant to student's lives today and provides them with skills needed to communicate effectively as global citizens. Extra-curricular cultural events enhance student understanding of language and culture.

Upon completion of the Spanish Program, students will be able to interpret native spoken Spanish in a variety of contexts and formats and use grammar effectively to communicate with native speakers. In addition, students will also be able to read and interpret written material of at least six paragraphs in length and write a clear and accurate, four-paragraph essay in Spanish, in a variety of contexts.

The Associate in Arts in Spanish for Transfer is to assist students in the seamless transferring to a CSU (California State University).

### Complete the following courses:

- SPAN 1 BEGINNING SPANISH I **5 Units**  
**or**
- SPAN 1H BEGINNING SPANISH I HONORS **5 Units**
  
- SPAN 2 BEGINNING SPANISH II **5 Units**
- SPAN 3 INTERMEDIATE SPANISH I **5 Units**
- SPAN 4 INTERMEDIATE SPANISH II **5 Units**

### Complete one of the following courses:

- SPAN 10 INTERMEDIATE CONVERSATIONAL SPANISH **3 Units**
- SPAN 11 ADVANCED CONVERSATIONAL SPANISH **3 Units**
  
- FR 1 BEGINNING FRENCH I **5 Units**

**or**

- FR 1H BEGINNING FRENCH I HONORS **5 Units**
- FR 2 BEGINNING FRENCH II **5 Units**
- FR 3 INTERMEDIATE FRENCH **5 Units**
- FR 4 INTERMEDIATE FRENCH **5 Units**

**Total Units Required: 23**

**Note:**

Students who have completed equivalent courses or who have acquired fluency may substitute a second foreign language.

**To earn the associate for transfer degree:**

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Spanish, AA**

The ability to understand, speak, read and write in another language is increasingly important as global interaction expands. The Spanish curriculum includes courses appropriate for a general liberal arts education and for the major in Spanish.

Completion of Spanish courses will assist students in meeting their career, transfer and life-long learning goals and prepare them to interact with Spanish-speaking communities. Additionally, students who complete the Spanish program will gain valuable insights into the process of language learning, empowering them to pursue future language study. The study of Spanish is relevant to student's lives today and provides them with skills needed to communicate effectively as global citizens. Extra-curricular cultural events enhance student understanding of language and culture.

Upon completion of the Spanish Program, students will be able to interpret native spoken Spanish in a variety of contexts and formats and use grammar effectively to communicate with native speakers. In addition, students will also be able to read and interpret written material of at least six paragraphs in length and write a clear and accurate, four-paragraph essay in Spanish, in a variety of contexts.

**Complete the following courses:**

- SPAN 1 BEGINNING SPANISH I **5 Units**  
*OR*
- SPAN 1H BEGINNING SPANISH I HONORS **5 Units**
- SPAN 2 BEGINNING SPANISH II **5 Units**
- SPAN 3 INTERMEDIATE SPANISH I **5 Units**
- SPAN 4 INTERMEDIATE SPANISH II **5 Units**

**Complete one of the following courses:**

- SPAN 10 INTERMEDIATE CONVERSATIONAL SPANISH **3 Units**

- SPAN 11 ADVANCED CONVERSATIONAL SPANISH **3 Units**

**Total Units Required: 23**

Students who have completed equivalent courses or who have acquired fluency may substitute a second foreign language.

**To earn the associate degree:**

See Earning an Associate Degree for associate degree graduation requirements.

**To transfer:**

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Laser Technology**

**Interim Dean:** Lianna Zhao, MD

**Academic Chair:** Matt Wolken

## **Major**

Nearly all modern devices interact with light. Photonics technology covers the creation and application of devices that use light. Such devices are ubiquitous in modern society, so students will be taught how these components and systems are fabricated and tested. These hands-on courses have a strong emphasis on laboratories, demonstrations, and real-world examples. Industrial-grade equipment is part of every class. These courses are taught using curricula developed by the National Science Foundation. They are based on direct industry feedback on the skill sets most in demand. Opportunities to network and earn internships with IVC's network of local industrial partners will be provided as part of this curriculum via company presentations, tours, and field trips. Students will gain the applied skills necessary to immediately become a valuable technician in industry. These skills will help students succeed in a four-year engineering program and they will help to expedite graduate school lab work. Employed professionals will have opportunity to learn the skills necessary to advance their careers and master more technically demanding job duties.

## **Program Student Learning Outcomes**

Upon completion of a laser technology certificate, students will be able to

- Assemble, align, and operate a laser system safely, per industrial ANSI Z136 standards.
- Select and configure a suitable optical source for an illumination application.
- Connect the circuitry required to operate an optical detector.
- Understand the differences in application among various optical display technologies.
- Characterize the imaging performance of a camera system.
- Test the quality of optical components, including lenses, mirrors, prisms, windows, and diffraction gratings.

- Understand the processes and tests required to turn raw materials into precision optics.
- Read and write technical drawings of precision optics per ISO 10110 standards.

## Potential Careers

Examples of the industry segments hiring photonics technicians include the following:

- Laser System Technology
- Remote Sensing
- Optical Manufacturing (glass, semiconductors, plastics)
- Electronics Technology
- Semiconductor Technology
- Medical Equipment
- Chemical and Forensics Analysis
- Military, Defense, and Aerospace Technology
- Robotics, Automation, and Unmanned Aerial Vehicles (UAVs)
- Telecommunications
- Illumination
- Automotive
- Telescopes and Astronomy
- Scientific Technical Services

## Laser Technology: Optoelectronics, COP

An employee with skills in optoelectronics is capable of working in the fields of semiconductor electronics, where computer circuitry and chips are made. In addition, camera and sensor technology relies heavily on optoelectronic devices to detect light optical source technology markets use optoelectronic components in the making of laser diode and light-emitting diode (LED) sources.

Complete the following courses:

- ET 99 DIGITAL ELECTRONIC CIRCUITS **4 Units**
- ET 92 BASIC ELECTRIC CIRCUITS I **4 Units**
- LASR 25 FUNDAMENTALS OF LIGHT **3 Units**
- LASR 215 FUNDAMENTALS OF PHOTONICS **3 Units**

Total Units Required: 14

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## Laser Technology: Photonics, COP

Completing the requirements for this Certificate of Proficiency will prepare students with the first, basic skills needed to gain employment in photonics technology. Based in hands-on laboratories and demonstrations, this Certificate emphasizes realworld technology. Students will work with local industry toward employment designing, testing and servicing photonic systems with diverse applications including remote sensing, manufacturing, defense, telecommunications, aerospace, medicine and entertainment.

Complete the following courses:

- LASR 25 FUNDAMENTALS OF LIGHT **3 Units**
- LASR 215 FUNDAMENTALS OF PHOTONICS **3 Units**

Total Units Required: 6

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Laser Technology: Precision Optics, COP**

Precision manufacturing is a multifaceted field that covers fields from material science to high-resolution measurement. Precision optics are found in nearly all modern devices. An employee with skills in precision optic manufacturing will be involved with the production and testing of high-quality camera lenses, telescope mirrors, optical fibers, lithography stepper lenses, optical displays and laser crystals.

Complete the following courses:

- LASR 25 FUNDAMENTALS OF LIGHT **3 Units**
- LASR 215 FUNDAMENTALS OF PHOTONICS **3 Units**
- LASR 225 QUALITY ASSURANCE FOR PRECISION OPTICS **4 Units**
- LASR 235 OPTICAL METROLOGY AND INTERFEROMETRY **3 Units**

Total Units Required: 13

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Photonics Technology, COA**

*This program was revised for the July 2018 edition of the IVC catalog. Please consult a counselor if you have any questions.*

The IVC Photonics Technology Certificate of Achievement will teach students the hands-on skills necessary to thrive in corporate labs that use or manufacture photonics systems. These courses have a strong emphasis on laboratory work, and hardware demonstrations. Students will gain the applied skills required to succeed in four-year engineering

programs, graduate school, and industries, including medicine, remote sensing, manufacturing, telecommunications, and entertainment.

### Complete the following courses:

- ET 92 BASIC ELECTRIC CIRCUITS I **4 Units**
- ET 105 ELECTRONIC DEVICES AND CIRCUITS I **4 Units**
- LASR 25 FUNDAMENTALS OF LIGHT **3 Units**
- LASR 215 FUNDAMENTALS OF PHOTONICS **3 Units**
- LASR 225 QUALITY ASSURANCE FOR PRECISION OPTICS **4 Units**
- LASR 235 OPTICAL METROLOGY AND INTERFEROMETRY **3 Units**

Total Units Required: 21

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## Library and Tutoring Services

**Dean:** Joseph Poshek

**Academic Chair:** Cheryl Bailey

**Library Faculty:** Cheryl Bailey; Celina Lee; Anthony Lin

**Sr. Lab Tech:** Alice Griffin

## Courses

Library courses are designed to assist and instruct students in accessing and using the resources they need to successfully complete classroom assignments. The library research courses (LIB 10 and LIB 11) fulfills general education requirements for the associate degree and is transferable to CSU and UC.

Tutoring courses teach students to become effective tutors ( TU 100) and also offer students an opportunity to receive tutoring through the college's Student Success Center ( TU 301).

## Program Student Learning Outcomes

Upon completion of the library program, students will be able to locate the appropriate resources for their information needs.

Upon participation in tutoring at the Student Success Center, students will improve the effectiveness of their study skills.

## Potential Careers

With an associate degree or certificate in library technology, students may be able to pursue careers in the following fields:

- Library Assistant
- Library Technician
- Library Page

With an advanced degree (MLS) in Library Science, students will be prepared for careers in the following fields:

- Librarian
- Archivist
- Information Specialist
- Cloud/Metadata Support Specialist
- User-Service Specialist

## Mathematics

**Dean:** Lianna Zhao, MD

**Academic Co-Chairs:** Brett Monte, PhD; Lan Pham, PhD

**Faculty:** Miriam Castroconde; Carlo Chan, PhD; Terry Cheng; Joshua Danufsky; RJ Dolbin, PhD; Ilknur Erbas-White; Catherine Famiglietti, PhD; Sanjai Gupta, PhD; Kenn Huber, PhD; Brent Monte, PhD; Lan Pham, PhD; Joel Sheldon; Benjamin Vargas, PhD; Richard Zucker

## Courses

The Mathematics Department at Irvine Valley College offers a wide range of courses to meet the varied needs of students pursuing their academic and vocational goals. The department offers a comprehensive curriculum for students who plan to transfer to four-year colleges and universities. In addition, the department offers developmental courses taught in a variety of formats. Students can enroll in these courses for personal enrichment and/or to get ready to take courses at the college level. The department offers support for all mathematics students in the Mathematics Center, a facility staffed by faculty and tutors.

## Major

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

## Program Student Learning Outcomes

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

- Perform arithmetic operations proficiently.
- Demonstrate proficiency in algebra.
- Solve application problems at the level of the course in which they are enrolled.
- Interpret the solution of an application problem and provide an answer appropriate to the context of the problem.
- Demonstrate proficiency in the material of the course in which they are enrolled.
- Use technology in the problem-solving process, when appropriate.

# Potential Careers (For Non-Transfer Degree Recipients)

A two-year degree in mathematics equips students with problem-solving skills that employers in many fields find attractive. Some of the jobs that a person with an AS in mathematics could obtain are:

- Accounts payable or receivables clerk
- Assistant to a certified public accountant
- Auditing clerk
- Bank teller
- Bookkeeper
- Clerk in a brokerage firm
- Computer technician
- Insurance sales agent
- Loan processor
- New accounts clerk
- Payroll clerks
- Tutor

Additionally, an AS in mathematics will give students a strong background to continue their education in four-year colleges in any STEM field. Below is a list of some career paths that a student with an AS degree in mathematics could follow.

- Astronomy
- Business Administration
- Chemistry
- Computer Science
- Economy
- Engineering
- Mathematics
- Operations Research
- Physics
- Psychology
- Statistics
- Teaching

## Mathematics for Transfer, AS-T

Complete the following courses:

- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
**or**
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**  
**or**
- MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS **5 Units**

- MATH 4A ANALYTIC GEOMETRY AND CALCULUS III **5 Units**

Complete one course from the following:

- MATH 24 ELEMENTARY DIFFERENTIAL EQUATIONS **4 Units**  
**or**
- MATH 24H ELEMENTARY DIFFERENTIAL EQUATIONS HONORS **4 Units**
- MATH 26 INTRODUCTION TO LINEAR ALGEBRA **4 Units**

Complete one course from the following (any course not used above):

- CS 6B COMPUTER DISCRETE MATHEMATICS II **3 Units** \* *OR*
- MATH 31 COMPUTER DISCRETE MATHEMATICS II **3 Units** \*
- CS 30 VISUAL BASIC PROGRAMMING **3 Units**
- CS 36 C PROGRAMMING **3 Units**
- CS 37 C++ PROGRAMMING **3 Units**
- CS 38 JAVA PROGRAMMING **3 Units**
- CS 40A COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE I **3 Units**
- CS 40B COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE II **3 Units**
- CS 41 DATA STRUCTURES **3 Units**
- CS 130 Visual Basic Programming
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**
- PHYS 4A GENERAL PHYSICS **4 Units**

Total Units Required: 22-23

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

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Mathematics, AA**

Complete the following courses:

- MATH 3A ANALYTIC GEOMETRY AND CALCULUS I **5 Units**  
**or**
- MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS **5 Units**
- MATH 3B ANALYTIC GEOMETRY AND CALCULUS II **5 Units**  
**or**
- MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS **5 Units**

- MATH 4A ANALYTIC GEOMETRY AND CALCULUS III **5 Units**
- MATH 24 ELEMENTARY DIFFERENTIAL EQUATIONS **4 Units**  
**or**
- MATH 24H ELEMENTARY DIFFERENTIAL EQUATIONS HONORS **4 Units**
- MATH 26 INTRODUCTION TO LINEAR ALGEBRA **4 Units**

Complete one of the following courses:

- PHYS 4A GENERAL PHYSICS **4 Units**
- CS 10 INTRODUCTION TO PROGRAMMING USING PYTHON **3 Units**
- CS 36 C PROGRAMMING **3 Units**
- CS 37 C++ PROGRAMMING **3 Units**

Total Units Required: 26-27

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Music

**Dean:** Joseph Poshek

**Academic Chair:** Matthew Tresler, DMA

**Faculty:** Susan Boettger, DMA; Daniel Luzko, DMA; Matthew Tresler, DMA

**Lab Tech:** Mark Petersen

**Staff Accompanist:** Kate Lin; Julia Oh

## Courses

The music curriculum is designed to provide a thorough and high-quality course of study for the transferring music major, as well as opportunities for students in other fields to learn about music through courses and through participation in performing groups. Courses offered in the music curriculum meet major transfer requirements, and many also meet general education requirements in the arts and/or humanities. The curriculum includes courses in music performance, theory, history, and appreciation, as well as a variety of fine vocal and instrumental ensembles. Additionally, courses of instruction are offered in guitar, piano and voice.

## Music Major Program

The department offers this program to qualified music students who wish to develop their performance abilities. Admission to the program is done by auditions, which are scheduled before the start of fall and spring semesters. Students must complete certain course requirements including specific classes in order to receive one-on-one vocal, instrumental, or piano instruction, the main concentrations of the program. For more information call 949-451-5538 or email mtresler@ivc.edu.

## Music Transfer Degree

The Associate in Arts in Music for Transfer (AA-T in Music) is designed to provide a thorough and high-quality course of study for the transferring music major, as well as opportunities for students in other fields to learn about music through courses and through participation in performing groups. Courses offered in the music curriculum meet major transfer requirements, and many also meet general education requirements in the arts. The curriculum includes courses in music performance, theory, as well as a variety of fine vocal and instrumental ensembles. Additionally, courses of instruction are offered in guitar, piano, and voice.

Students in the major will receive leveled performance training on their given instrument with emphasis on technical skills and stylistic context. Instruction focuses on developing a connection with the expressive and creative self.

## Program Student Learning Outcomes

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

- Demonstrate literacy in both music notation and discourse about music.
- Develop an understanding of the historical and cultural context of musical style.
- Demonstrate artistic and creative growth as a musician.

## Instrumental Performance

The mission of the IVC 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 programs of the college. IMA performance ensembles serve as a nexus between music students, the college and local communities, and student and professional composers and soloists. Currently there are performance opportunities in the Jazz Ensemble, Symphony Orchestra, Wind Symphony, and Guitar Program. IMA Alumni have transferred to each of the region's universities as well as to out of state universities and into the United States Military Music Programs and are now working in the vast array of music professions.

The Jazz Ensemble, Symphony Orchestra, Wind Symphony, and guitar classes are exemplary of the California Community Colleges. Membership is drawn from traditional college-aged students as well as from community members of all ages and experiences. Graduates have transferred to all of the region's major universities and are active in many professions of music.

### Instrumental Performance Rehearsal Days and Times

**Jazz Ensemble:** Mondays, 7:00-9:50 p.m.

**Orchestra:** Tuesdays, 7:00-9:50 p.m.

**Wind Symphony:** Wednesdays, 7:00-9:50 p.m.

**Guitar:** Thursdays, 7:00-9:50 p.m.

The Jazz Ensemble, Symphony Orchestra and Wind Symphony 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 [srochford@ivc.edu](mailto:srochford@ivc.edu) or 949-451-5366.

## **Guitar Program and Ensemble**

Under the direction of Mr. Kevin Jellison, the guitar program offers recital opportunities for students to perform as soloists and in small and large ensembles in three levels of class guitar and the new guitar ensemble. For further information, please contact Mr. Jellison at [kjellison@ivc.edu](mailto:kjellison@ivc.edu).

## **Jazz Ensemble**

The Jazz Ensemble was formed in 1998 and has remained an active and vibrant part of the college since. The ensemble performs newly composed works as well as music from the repertoire of the jazz big band tradition. The Jazz Ensemble is also the featured performance at the annual IVC Jazz Picnic. For further information, please contact conductor Dan St. Marseille at [dstmarseille@ivc.edu](mailto:dstmarseille@ivc.edu).

## **Symphony Orchestra**

The IVC Symphony Orchestra is a traditional ensemble of orchestral strings (violin, viola, cello, and bass), woodwinds, brass and percussion. The Symphony 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. The Symphony Orchestra also features the Ill-Tempered Chamber Players, a small select pull-out ensemble that performs mid-sized ensemble music from the Baroque period to the 21st century, often without conductor. Finally, the Symphony Orchestra features professional and student guest conductors as well as featured concerto soloists each season. For further information, please contact Prof. Iman Khosrowpour at [ikhosrowpour@ivc.edu](mailto:ikhosrowpour@ivc.edu).

## **Wind Symphony**

The IVC Wind Symphony is the oldest instrumental ensemble at IVC. It is an ensemble of traditional band/orchestra wind and percussion instruments. The Wind Symphony performs repertoire from the Renaissance period to the 21st century, including original wind music; quality transcriptions of folk, orchestral, choral and other music; as well as brand new music composed for the medium. Since 1991 the ensemble has performed over 50 world, state, or regional premieres of new music, including over 10 works commissioned directly from professional composers and from IVC composition students. In addition to the large Wind Symphony, the ensemble also performs in smaller ensembles and features professional and student guest conductors and soloists each season. For further information, please contact Dr. Stephen Rochford at [srochford@ivc.edu](mailto:srochford@ivc.edu).

## **Keyboard Performance**

The IVC Keyboard Department is a vibrant program with renowned piano faculty and visiting artists, impeccably maintained Steinway pianos, and a busy calendar of concerts. **The Piano Performance and Ensemble course and Piano Major** train top local and international students to perform and transfer to elite conservatories and music programs. Students from this course have been accepted to Juilliard, Stanford University, USC, and other music

conservatories. Visiting artists have included teachers from USC, Curtis, UC Irvine, and the Colburn School. All students in the performance course and major have the opportunity to perform on the main stage of the Performing Arts Center, which boasts two new Steinway D concert grands. **The Keyboard Series** brings a strong performance component to the department, featuring many of our Juilliard-trained IVC piano faculty and internationally renowned guest keyboard artists. **Group Lessons:** Group piano classes are offered for every level of student, from the absolute beginner to the advanced. The Piano I, II, III, and IV courses offer a comprehensive and effective piano program which provides a solid foundation in reading notation, technique, and repertoire. Our brand new Yamaha Keyboard Lab ensures that every student has their own keyboard, with students receiving individual as well as group training. For more information, please contact Dr. Susan Boettger at [sboettger@ivc.edu](mailto:sboettger@ivc.edu).

#### **Piano Performance and Ensemble Course Days and Times**

Thursdays,  
**Piano Ensemble:** 4:00-6:45  
p.m.

## **Choral Performance**

### **Master Chorale**

The Master Chorale was the first music ensemble at IVC, performing for the first time in 1979. Since that time, the Master Chorale has offered performances from the great masterworks of the Western canon to the Great American Songbook, to the vast treasury of choral music from the world's cultures. The choir has traveled to Europe and South America, and choir members have performed on the stage of Carnegie Hall. This auditioned, mixed-voice choir continues to present concerts of masterworks with orchestra and concerts of varied repertoire from chant and motets, to folk songs and commissioned works. For further information or to audition, please contact Dr. Matthew Tresler at 949-451-5538 or [mtresler@ivc.edu](mailto:mtresler@ivc.edu).

#### **Choral Performance Rehearsal Days and Times**

Tuesdays,  
**Master Chorale:** 7:00-9:50  
p.m.

## **Group Class Music Lessons**

The Music Department recognizes that, for many students, learning how to play an instrument or sing can be a source of great enrichment in their college education. Class lessons in **guitar, piano and voice** are offered by expert teachers-performers of the highest caliber who can be seen and heard in professional venues around Southern California. Not only do students learn the rudiments of performance; they are able to proceed from beginning to intermediate and advanced levels of instruction. Class instruction in performance has proven educational benefits, enhancing learning as well as providing peer support and motivation. An additional benefit is that class lessons are economical for IVC students.

## **Music History**

The Department of Music offers general education breadth courses in music history. These courses are appropriate as part of a student's general education transfer preparation or as part of a student's interest in learning more about the diverse disciplines of the arts. Music Appreciation (MUS 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 (MUS 21) covers musical style and genre, and historical and sociological aspects of music from non-European sources. History of Rock Music (MUS 28), one of the most popular courses in the program, covers musical style and genre, as well as historical, biographical, and political aspects of this important contemporary art form. All of these courses are transferable to both the UC and CSU systems.

## **Music Theory and Composition**

IVC offers a spectrum of music theory classes for all levels. Students may complement their studies with The Basics of Music (MUS 1). 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 (MUS 3, MUS 4, MUS 5, MUS 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. Moreover, IVC music students can develop their creative knowledge and artistic skills in a supportive environment and have numerous opportunities to receive performances and readings of their music in concerts, recitals and rehearsals. These activities include the annual composer's concert every April and readings by major IVC music ensembles each semester. Finally, a yearly composition competition invites not only IVC music students, but also student composers from other institutions to compete and earn cash prizes at the IVC Music Student Composers Competition. For more information on music theory and composition classes, please contact Dr. Daniel Luzko at 949-451-5762 or dluzko@ivc.edu.

## **Potential Careers**

Examples of careers in music include the following:

- Accompanist
- Agent
- Arranger
- Arts Attorney
- Arts Journalist/Reviewer
- Arts Management
- Arts Marketing and Sales
- Composer
- Conductor
- Contract Attorney
- Copyist
- Curator (Arts, Instruments and Manuscripts)
- Editor
- Foley Artist
- Instrument Designer and Builder
- Instrument Manufacturer
- Instrument Repair

- Intellectual Property Rights Attorney
- Keyboard Technician
- Music Consultant
- Music Librarian
- Music Psychology
- Music Store Owner
- Music Theoretician
- Music Therapy
- Musicologist
- Organ Builder/Tuner/Technician
- Part Preparer
- Performer
- Piano Tuner
- Producer
- Proofreader
- Publisher
- Sound and Stage Technician
- Sound Designer
- Sound Engineer
- Teacher
- Web Sound Designer

## **Music for Transfer, AA-T**

Complete the following courses:

### First Semester

- MUS 3 HARMONY I **4 Units**

*One of the following:*

- MUS 39 IRVINE VALLEY MASTER CHORALE **1 Unit**
- MUS 40 WIND SYMPHONY **1 Unit**
- MUS 42 SYMPHONY ORCHESTRA **1 Unit**
- MUS 44 GUITAR ENSEMBLE **1 Unit**
- MUS 46 JAZZ ENSEMBLE **1 Unit**  
**or**
- MUS 59 PIANO PERFORMANCE AND ENSEMBLE **1 Unit**

*One of the following:*

- MUS 50 APPLIED MUSIC: INSTRUMENTAL **0.5 Unit**
- MUS 51 APPLIED MUSIC: KEYBOARD **0.5 Unit**  
**or**
- MUS 52 APPLIED MUSIC: VOICE **0.5 Unit**
- MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP **0.5 Unit**

## Second Semester

- MUS 4 HARMONY II **4 Units**

*One of the following:*

- MUS 39 IRVINE VALLEY MASTER CHORALE **1 Unit**
- MUS 40 WIND SYMPHONY **1 Unit**
- MUS 42 SYMPHONY ORCHESTRA **1 Unit**
- MUS 44 GUITAR ENSEMBLE **1 Unit**
- MUS 46 JAZZ ENSEMBLE **1 Unit**
- or
- MUS 59 PIANO PERFORMANCE AND ENSEMBLE **1 Unit**

*One of the following:*

- MUS 50 APPLIED MUSIC: INSTRUMENTAL **0.5 Unit**
- MUS 51 APPLIED MUSIC: KEYBOARD **0.5 Unit**
- or
- MUS 52 APPLIED MUSIC: VOICE **0.5 Unit**
- MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP **0.5 Unit**

## Third Semester

- MUS 5 HARMONY III **4 Units**

*One of the following:*

- MUS 39 IRVINE VALLEY MASTER CHORALE **1 Unit**
- MUS 40 WIND SYMPHONY **1 Unit**
- MUS 42 SYMPHONY ORCHESTRA **1 Unit**
- MUS 44 GUITAR ENSEMBLE **1 Unit**
- MUS 46 JAZZ ENSEMBLE **1 Unit**
- or
- MUS 59 PIANO PERFORMANCE AND ENSEMBLE **1 Unit**

*One of the following:*

- MUS 50 APPLIED MUSIC: INSTRUMENTAL **0.5 Unit**
- MUS 51 APPLIED MUSIC: KEYBOARD **0.5 Unit**
- or
- MUS 52 APPLIED MUSIC: VOICE **0.5 Unit**
- MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP **0.5 Unit**

## Fourth Semester

- MUS 6 HARMONY IV **4 Units**

*One of the following:*

- MUS 39 IRVINE VALLEY MASTER CHORALE **1 Unit**

- MUS 40 WIND SYMPHONY **1 Unit**
- MUS 42 SYMPHONY ORCHESTRA **1 Unit**
- MUS 44 GUITAR ENSEMBLE **1 Unit**
- MUS 46 JAZZ ENSEMBLE **1 Unit**  
**or**
- MUS 59 PIANO PERFORMANCE AND ENSEMBLE **1 Unit**

*One of the following:*

- MUS 50 APPLIED MUSIC: INSTRUMENTAL **0.5 Unit**
- MUS 51 APPLIED MUSIC: KEYBOARD **0.5 Unit**  
**or**
- MUS 52 APPLIED MUSIC: VOICE **0.5 Unit**
- MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP **0.5 Unit**

Total Units Required: 24

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## Music, AA

Complete the following courses (see note below):

- MUS 54 PIANO I **2 Units**
- MUS 55 PIANO II **2 Units**

**NOTE:** Students who have acquired fluency in piano may substitute MUS 56, Piano III, and/or MUS 57, Piano IV.

Complete the following courses:

First Semester

- MUS 3 HARMONY I **4 Units**
- MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP **0.5 Unit**

Performance Ensembles

Complete one of the following courses:

- MUS 39 IRVINE VALLEY MASTER CHORALE **1 Unit**
- MUS 40 WIND SYMPHONY **1 Unit**
- MUS 42 SYMPHONY ORCHESTRA **1 Unit**
- MUS 44 GUITAR ENSEMBLE **1 Unit**
- MUS 46 JAZZ ENSEMBLE **1 Unit**

- MUS 59 PIANO PERFORMANCE AND ENSEMBLE **1 Unit**

### Applied Music: Instrumental, Keyboard or Voice

Complete one of the following courses:

- MUS 50 APPLIED MUSIC: INSTRUMENTAL **0.5 Unit**
- MUS 51 APPLIED MUSIC: KEYBOARD **0.5 Unit**
- MUS 52 APPLIED MUSIC: VOICE **0.5 Unit**

### Second Semester

- MUS 4 HARMONY II **4 Units**
- MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP **0.5 Unit**

### Performance Ensembles

Complete one of the following courses:

- MUS 39 IRVINE VALLEY MASTER CHORALE **1 Unit**
- MUS 40 WIND SYMPHONY **1 Unit**
- MUS 42 SYMPHONY ORCHESTRA **1 Unit**
- MUS 44 GUITAR ENSEMBLE **1 Unit**
- MUS 46 JAZZ ENSEMBLE **1 Unit**
- MUS 59 PIANO PERFORMANCE AND ENSEMBLE **1 Unit**

### Applied Music: Instrumental, Keyboard or Voice

Complete one of the following courses:

- MUS 50 APPLIED MUSIC: INSTRUMENTAL **0.5 Unit**
- MUS 51 APPLIED MUSIC: KEYBOARD **0.5 Unit**
- MUS 52 APPLIED MUSIC: VOICE **0.5 Unit**

### Third Semester

- MUS 5 HARMONY III **4 Units**
- MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP **0.5 Unit**

### Performance Ensembles

Complete one of the following courses:

- MUS 39 IRVINE VALLEY MASTER CHORALE **1 Unit**
- MUS 40 WIND SYMPHONY **1 Unit**
- MUS 42 SYMPHONY ORCHESTRA **1 Unit**
- MUS 44 GUITAR ENSEMBLE **1 Unit**

- MUS 46 JAZZ ENSEMBLE **1 Unit**
- MUS 59 PIANO PERFORMANCE AND ENSEMBLE **1 Unit**

### Applied Music: Instrumental, Keyboard or Voice

Complete one of the following courses:

- MUS 50 APPLIED MUSIC: INSTRUMENTAL **0.5 Unit**
- MUS 51 APPLIED MUSIC: KEYBOARD **0.5 Unit**
- MUS 52 APPLIED MUSIC: VOICE **0.5 Unit**

### Fourth Semester

- MUS 6 HARMONY IV **4 Units**
- MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP **0.5 Unit**

### Performance Ensembles

Complete one of the following courses:

- MUS 39 IRVINE VALLEY MASTER CHORALE **1 Unit**
- MUS 40 WIND SYMPHONY **1 Unit**
- MUS 42 SYMPHONY ORCHESTRA **1 Unit**
- MUS 44 GUITAR ENSEMBLE **1 Unit**
- MUS 46 JAZZ ENSEMBLE **1 Unit**
- MUS 59 PIANO PERFORMANCE AND ENSEMBLE **1 Unit**

### Applied Music: Instrumental, Keyboard or Voice

Complete one of the following courses:

- MUS 50 APPLIED MUSIC: INSTRUMENTAL **0.5 Unit**
- MUS 51 APPLIED MUSIC: KEYBOARD **0.5 Unit**
- MUS 52 APPLIED MUSIC: VOICE **0.5 Unit**

### Total Units Required: 28

### To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

### To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Piano Pedagogy, COP**

The Piano Pedagogy Certificate prepares music teachers for future employment in local music schools as an independent private teacher. This certificate examines a variety of pedagogy methods and music conservatory traditions for teaching beginner, intermediate, and advanced piano students. This certificate covers how to teach group piano courses, master classes, and explores the business side of running a piano studio. Additional courses in piano accompanying, collaborative piano, entrepreneurial skills, and childhood and adolescence development psychology are also included.

Complete the following courses:

- MUS 255 BEGINNING PIANO PEDAGOGY **3 Units**
- MUS 256 INTERMEDIATE AND ADVANCED PIANO PEDAGOGY **3 Units**

Complete any of the following courses (6 units):

- MUS 59 PIANO PERFORMANCE AND ENSEMBLE **1 Unit**
- MUS 65 PIANO ACCOMPANYING **1.5 Units**
- MUS 51 APPLIED MUSIC: KEYBOARD **0.5 Unit**  
**AND**
- MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP **0.5 Unit**
- MUS 62 COLLABORATIVE PIANO **1.5 Units**
- ENTR 200 PATHWAYS TO SUCCESS **0 Units**
- PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**

Total Units Required: 12-12.5

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Paralegal Studies**

**Dean:** Traci Fahimi

**Academic Chair:** Bennet Tchaikovsky, CPA, Esq.

**Faculty:** June McLaughlin, Esq., LLM, LLM

## **Courses**

Courses in the paralegal studies program provide students with the skills and knowledge needed to work as a paralegal in civil litigation, bankruptcy or estate planning law firms; an understanding of ethical rules and regulations applicable to legal professionals; an overview of legal theory; and a practical introduction to legal research and writing.

# **Major**

A paralegal is an individual who, although not a member of the legal profession, is qualified through education, training, and/or work experience to be employed or retained by a lawyer, law office, governmental agency, or other entity. The paralegal performs specifically delegated substantive legal work under the direction and supervision of an attorney. Some of the services that the paralegal provides for an attorney include legal research; development of law office systems; client interviews; drafts; pleadings; case briefs; legal calendaring; preparing discovery for litigated cases; preparing drafts of wills and trusts; and maintaining client records and files.

The paralegal program at Irvine Valley College prepares students to assist attorneys as paralegals in administrative agencies, corporations, insurance companies, private law firms, government and other legal environments. Emphasis is on training students in the practical application and development of up-to-date paralegal related job skills. In addition, the program introduces students to legal theory.

## **Program Student Learning Outcomes**

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

- Employ legal terminology competently and generally define the major legal systems and the functions of the law in American society.
- Explain and cite examples of the ethical rules and concerns in the legal profession.

## **Potential Careers**

Most paralegals are employed by law firms, corporate legal departments, and various government offices. In these organizations, they can work in many different areas of the law, including litigation, personal injury, corporate law, criminal law, employee benefits, intellectual property, labor law, bankruptcy, immigration, family law, and real estate.

## **Paralegal Associate of Sciences Degree & Certificate of Achievement Requirements**

Students who do not already possess an associate or bachelor degree from a regionally accredited college or university must complete an associate degree (60 units) to receive the Certificate of Achievement. This requirement is in compliance with the ABA Guidelines for paralegal programs. Degree & Certificate of Achievement candidate students are required to attend a paralegal orientation or a counseling session. Students must achieve a grade point average of 2.0 or higher in each paralegal studies course.

Paralegal studies course work taken at other institutions in an ABA approved program, with approval by the paralegal studies department, will qualify for no more than nine (9) units of transfer credit in legal specialty courses in the paralegal studies certificate program. Upon completion of the degree program, students will be awarded an associate degree in Paralegal Studies and a Certificate of Achievement in Paralegal Studies approved by the American Bar Association.

Students possessing a transferable associate or bachelor degree from a regionally accredited college or university, with official transcripts on file at Irvine Valley College, will be awarded a Certificate of Achievement in Paralegal Studies approved by the American Bar Association upon completion of the required courses..

## **Paralegal Studies, AS**

Complete the following courses:

- LGL 201 INTRODUCTION TO PARALEGAL STUDIES AND ETHICS **2 Units**
- LGL 202 COMPUTER TECHNOLOGY AND ELECTRONIC RESEARCH **3.5 Units**
- LGL 203 BUSINESS LAW CONTRACTS AND TORTS **3 Units**
- LGL 205 INTRODUCTION TO LEGAL RESEARCH AND WRITING **3 Units**
- LGL 206A CIVIL LITIGATION I **3 Units**
- LGL 206B CIVIL LITIGATION II **3 Units**

Complete a minimum of 9 semester units from the following courses:

- ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING **3 Units**
- AJ 2 INTRODUCTION TO ADMINISTRATION OF JUSTICE **3 Units** †
- LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES **1 Unit**
- LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES **2 Units**
- LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES **3 Units**
- LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES **4 Units**
- LGL 208 WILLS, TRUSTS, AND ESTATES **3 Units**
- LGL 209 BANKRUPTCY **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units** †
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- RE 174A LEGAL ASPECTS OF REAL ESTATE I **3 Units** †

Total Units Required: 26.5

† Recommended

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Paralegal Studies, COA**

Complete the following courses:

- LGL 201 INTRODUCTION TO PARALEGAL STUDIES AND ETHICS **2 Units**
- LGL 202 COMPUTER TECHNOLOGY AND ELECTRONIC RESEARCH **3.5 Units**
- LGL 203 BUSINESS LAW CONTRACTS AND TORTS **3 Units**
- LGL 205 INTRODUCTION TO LEGAL RESEARCH AND WRITING **3 Units**
- LGL 206A CIVIL LITIGATION I **3 Units**
- LGL 206B CIVIL LITIGATION II **3 Units**

Complete a minimum of 9 semester units from the following courses:

- ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING **3 Units**
- AJ 2 INTRODUCTION TO ADMINISTRATION OF JUSTICE **3 Units** †
- LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES **1 Unit**
- LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES **2 Units**
- LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES **3 Units**
- LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES **4 Units**
- LGL 208 WILLS, TRUSTS, AND ESTATES **3 Units**
- LGL 209 BANKRUPTCY **3 Units**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units** †
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- RE 174A LEGAL ASPECTS OF REAL ESTATE I **3 Units** †

Total Units Required: 26.5

† Recommended

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Pre-Law, COP**

*See an IVC counselor for course substitution if a course is not available.*

Complete the following courses:

- LGL 205 INTRODUCTION TO LEGAL RESEARCH AND WRITING **3 Units**
- LGL 215 Environmental Law and Policy
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**
- RD 174 Critical Reading

Total Units Required: 12

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

# **Philosophy**

**Interim Dean:** Brooke Bui, PhD

**Academic Chair:** Jamie Poster, PhD

**Faculty:** Roy Bauer

## **Courses**

Each of the courses in the philosophy curriculum starts out with substantial instruction in reasoning skills. In the subsequent examinations of specific issues, students gradually develop their capacity to join in the examination with logical rigor. Students develop this capacity both in frequent class discussions and in writing assignments. Philosophy courses may be used to meet general education and transfer requirements in critical thinking and humanities.

## **Major**

The student of philosophy seeks to uncover the assumptions underlying our understanding of the world and to subject those assumptions to careful scrutiny using the tools of logic. Thus, in doing philosophy, one asks such fundamental questions as, "Can I really know anything about the world?" "What is my relationship to government and to society?" "Have I a free will?" "What is the relationship between the language I use and the world?" In pursuing such questions systematically, one may approach the Socratic ideal of living the "examined life": a life in which one attempts to arrive at those beliefs best supported by reason.

## **Program Student Learning Outcomes**

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

- Identify, analyze, and evaluate the epistemological assertions, metaphysical assumptions, and shared understandings that undergird particular cultural understandings as reflected in works of philosophy.
- Demonstrate willingness and ability to analyze ideas, events, and cultural texts from diverse origins.
- Demonstrate the ability to construct a critical argument synthesizing multiple perspectives and points of view.

## **Potential Careers**

The precision of thought and expression that philosophy requires makes excellent preparation for a variety of careers. Those who do well in philosophy can expect to think more clearly and logically and to approach problems or issues more systematically. Philosophy students are encouraged to develop a clear, precise, and direct writing style. Increasingly, the ability to write in this fashion is valued by employers.

Philosophy majors are among the most successful law students, owing to philosophy's emphasis on analysis, argumentation, and evaluation. Analytical skills developed in philosophy are also useful in a variety of fields, such as computer programming, business, policy analysis, government, and teaching. The major also provides a sound foundation for transfer students intending upper-division study in philosophy.

## **Philosophy for Transfer, AA-T**

Complete two of the following courses:

- PHIL 1 INTRODUCTION TO PHILOSOPHY **3 Units**
- PHIL 2 INTRODUCTION TO ETHICS **3 Units**
- PHIL 3 INTRODUCTION TO LOGIC **3 Units**

Complete one course from the following (any course not used above):

- PHIL 10 ANCIENT PHILOSOPHY **3 Units**
- PHIL 11 MODERN PHILOSOPHY **3 Units**

Complete two courses from the following, or PHIL 10 or 11:

- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE **3 Units**
- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**  
**OR**
- WR 2H COLLEGE WRITING 2: CRITICAL THINKING, WRITING HONORS **4 Units**

Complete the following course, or PHIL 10 or 11, or any course from the above list:

- PHIL 5 POLITICAL PHILOSOPHY **3 Units**

Total Units Required: 18-19

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Philosophy, AA**

Complete the following courses:

- PHIL 1 INTRODUCTION TO PHILOSOPHY **3 Units**
- PHIL 3 INTRODUCTION TO LOGIC **3 Units**
- PHIL 10 ANCIENT PHILOSOPHY **3 Units**
- PHIL 11 MODERN PHILOSOPHY **3 Units**
- WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING **4 Units**

Complete one of the following courses:

- PHIL 2 INTRODUCTION TO ETHICS **3 Units**
- PHIL 5 POLITICAL PHILOSOPHY **3 Units**

Total Units Required: 19

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Political Science

**Dean:** Traci Fahimi

**Academic Chair:** Joon Kil, PhD

**Faculty:** Joon Kil, PhD

## Courses

Since exposure to other political systems and ideas is vital in this increasingly interdependent world, students of all interests and backgrounds will find political science courses relevant and of value. The political science curriculum includes both required and elective courses appropriate for a general liberal arts education and for the major in political science. The core course, American Government, meets the general education requirement in American Institutions and lays a broad analytical framework that may be employed in examining political issues. Other courses in the curriculum meet general education requirements in the social sciences.

## Major

Most social, economic and moral issues have political implications; and governmental policy affects most aspects of daily life. Political science is an excellent liberal arts major for students interested in learning how groups of people govern themselves; how policies are made; and how we can improve our government policies at the local, state, national, and international levels. Those interested in American politics, international affairs, critical issues such as civil rights, health care, the environment and the deficit should consider this course of study.

## Program Student Learning Outcomes

Upon completion of the political science program, students will be able to

- Identify the institutions, actors and processes in both American national and state government.
- Understand the importance of citizenship and political participation.
- Analyze the exercise of power in formal governmental institutions and non-governmental institutions.

- Differentiate and classify political systems, their historical context and development, and the social and economic systems with which they interact.
- Compare the U.S. political system to the political systems of European, Asian, African, Latin American, and Middle Eastern states.
- Describe the political and economic relations among states and the transnational relations practiced by people, organizations, and institutions.
- Identify the methods, approaches, or theories used in accumulating and interpreting information applicable to the discipline of political science.
- Demonstrate knowledge of contemporary political issues and be able to present differing viewpoints.
- Demonstrate critical thinking skills and formulate and defend an argument about politics in a written and/or oral format.
- Demonstrate the basic research skills necessary to write a paper in the discipline of political science.
- Demonstrate basic knowledge of the content of the major subfields in political science: American Politics, Comparative Politics, International Relations, and Political Theory.

## **Potential Careers (For Non-Transfer Degree Recipients)**

Examples of careers for the political science major include the following:

- Teaching in Secondary and Post-secondary Schools
- Law
- Government Employment
  - Campaign Manager
  - Legislative Staff Member
  - State, Local, and Federal Elected Office Holder
  - Government Agency Employee
- Business and Private Agencies
  - Insurance
  - Agriculture
  - Finance
  - Consulting
  - Research
- Communications and Journalism
- International Trade and Organizations
  - United Nations
  - International Business
  - International Relief and Aid Group

## **Political Science for Transfer, AA-T**

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. 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.

### Complete the following courses:

- PS 1 AMERICAN GOVERNMENT **3 Units**
- OR
- PS 1H AMERICAN GOVERNMENT HONORS **3 Units**

### Complete 9 units from the following courses:

- PS 4 INTRODUCTION TO POLITICAL SCIENCE **3 Units**
- PS 5 POLITICAL PHILOSOPHY **3 Units**
- PS 12 COMPARATIVE POLITICS **3 Units**
- OR
- PS 12H COMPARATIVE POLITICS HONORS **3 Units**
- PS 14 INTERNATIONAL RELATIONS **3 Units**
- OR
- PS 14H INTERNATIONAL RELATIONS HONORS **3 Units**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**
- OR
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**
- OR
- PSYC 10H STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES HONORS **3 Units**

### Complete 6 units from the following courses:

- PS 3 CALIFORNIA GOVERNMENT AND POLITICS **3 Units**
- PS 6 POLITICS AND GOVERNMENT OF THE MIDDLE EAST **3 Units**
- PS 7 THE POLITICS OF COMMUNIST AND POST-COMMUNIST STATES **3 Units**
- PS 17 LATIN AMERICAN POLITICS AND GOVERNMENT **3 Units**
- PS 21 MODEL UNITED NATIONS **3 Units**
- PS 41 THE HISTORY OF EAST ASIA SINCE 1800 **3 Units**
- PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE **1 Unit**
- OR
- PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE **2 Units**
- OR
- PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE **3 Units**
- OR
- PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE **4 Units**

Total Units Required: 18-19

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Political Science, AA**

Required Core Courses

Complete the following:

- PS 1 AMERICAN GOVERNMENT **3 Units**
- PS 3 CALIFORNIA GOVERNMENT AND POLITICS **3 Units**
- PS 4 INTRODUCTION TO POLITICAL SCIENCE **3 Units**
- PS 5 POLITICAL PHILOSOPHY **3 Units**
- PS 12 COMPARATIVE POLITICS **3 Units**
- PS 14 INTERNATIONAL RELATIONS **3 Units**

Required Options, Regional Studies

Complete one of the following courses:

- PS 6 POLITICS AND GOVERNMENT OF THE MIDDLE EAST **3 Units**
- PS 17 LATIN AMERICAN POLITICS AND GOVERNMENT **3 Units**
- PS 41 THE HISTORY OF EAST ASIA SINCE 1800 **3 Units**

Total Units Required: 21

Recommended Electives:

- PS 168
- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**
- ECON 20 INTRODUCTORY ECONOMICS **3 Units**
- HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION **3 Units**
- HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE **3 Units**
- HIST 20 AMERICAN HISTORY THROUGH THE CIVIL WAR **3 Units**
- HIST 21 AMERICAN HISTORY SINCE THE CIVIL WAR **3 Units**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**
- PHIL 2 INTRODUCTION TO ETHICS **3 Units**
- PS 21 MODEL UNITED NATIONS **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

## To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

# Psychology

**Dean:** Traci Fahimi

**Academic Chair:** Yemmy Taylor, PhD

**Faculty:** Michael Cassens; Benjamin Mis, PhD; Yemmy Taylor, PhD; Kari Tucker, PhD

## Courses

Psychology courses at Irvine Valley College provide academic instruction in basic psychology concepts, theories, terminology and research methods, and promote students' life skills, personal growth and interpersonal effectiveness.

## Major

Students majoring in psychology at the lower-division level focus on understanding human personality and behavior, cognition, and emotions, as well as researching psychological issues of current concern. The critical insight that psychology requires makes this major especially appropriate for those considering careers in any of the helping professions, teaching, or behavioral research; or for those seeking a widely applicable liberal arts background.

## Program Student Learning Outcomes

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

- List and describe the national, regional, and local psychological organizations which serve as informational resources and offer student memberships.
- State they were well-prepared to succeed in upper division coursework at their transfer university.
- Present a paper and/or a poster describing their psychological research study. A given presentation will take place in front of a classroom and/or at a local, regional, or national psychology conference and will conform to APA presentation guidelines.
- Identify the most appropriate statistical procedure, given different research scenarios.
- Demonstrate knowledge of proper content and formatting for an APA style manuscript.
- Use Statistical package for the Social Sciences (SPSS) Statistical software to perform the basic descriptive and inferential statistical procedures taught in introductory statistical courses.
- Describe several occupations within the field of psychology and the academic pathways leading to those occupations.
- Demonstrate knowledge of psychology's different perspectives.
- Cite and interpret current research evidence for alternative positions regarding key psychological issues.

# Potential Careers (For Non-Transfer Degree Recipients)

Because psychology seeks to understand many aspects of the individual (e.g., biological, motivational, cognitive, perceptual, attitudinal, developmental, personality, social influences, among others), it has many subdivisions or areas of specialization. Thus, the field of psychology offers many career choices and much flexibility.

In addition to interesting, challenging, and financially stable jobs, graduates in psychology spend a majority of their time understanding and/or helping others in many different settings. For example, graduates in psychology (especially those with graduate degrees) work in such settings as the following:

- Business and Industry
  - Market Research Analyst
  - Customer Service Director
  - Advertising Manager
  - Human Resources Administrator
  - Labor Relations Specialist
  - Nursing Home Administrator
  - Personnel Manager
  - Public Relations Manager
  - Sales Representative
- Computer Applications
- Correctional institutions
  - Probation/Parole Officer
- Counseling and Psychology
  - Admissions Counselor
  - Career Counselor
  - Guidance Counselor
  - Marriage Counselor
  - Psychiatrist
  - Psychologist
  - Rehabilitation Counselor
  - Substance Abuse Counselor
  - Youth Counselor
- Education
- Health
  - Gerontologist
  - Hospital Administrator
  - Mental Health Worker
  - Speech Pathologist
- Law
- Medicine
- Military or Other Governmental Work
- Pharmaceuticals
- Public Relations
- Research
- Social Work

- Child Welfare Worker
- Community Services Agency Director
- Social Worker
- Sports

Some choose to work in more than one of these areas over their career, and most psychologists (those with an earned doctorate degree) earn above the median salary in the United States. No matter which area or setting a psychology graduate chooses, the field will always provide opportunities to understand and help others—the hallmark of the career in psychology.

## Psi Beta: National Honor Society in Psychology

The mission of the Psi Beta Honor Society is the professional development of psychology students in two-year colleges through the recognition and promotion of excellence in scholarship, leadership, research, and community service. Psi Beta members experience educational enrichment through service activities, participation in professional psychological conferences, and competition for national awards.

To qualify for membership in Psi Beta, students must have completed at least one college psychology course with a grade of "B" or higher, have completed 12 semester units at the college level, and have a cumulative grade point average of 3.25 or higher. After paying a one-time-only fee, membership is for life. For more information about Psi Beta, students may email ktucker@ivc.edu or call (949) 451-5447.

## Psychology for Transfer, AA-T

Complete the following courses:

- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**
- PSYC 2 RESEARCH METHODS IN PSYCHOLOGY **4 Units**
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**

Complete the following course:

- PSYC 3 PHYSIOLOGICAL PSYCHOLOGY **3 Units**

Complete one course (3 or more units) from the following:

- PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**
- PSYC 30 SOCIAL PSYCHOLOGY **3 Units**
- PSYC 106 Developmental Psychology: Lifespan
- PSYC 160 Psychology as a Major and a Profession

Complete one course (3 or more units) from the following:

- PSYC 5 PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY **3 Units**
- PSYC 13 PSYCHOLOGY OF REASONING AND PROBLEM SOLVING **3 Units**
- PSYC 32 PSYCHOLOGY OF PERSONALITY **3 Units**
- PSYC 33 PSYCHOLOGY OF ADJUSTMENT **3 Units**

- PSYC 37 ABNORMAL BEHAVIOR **3 Units**

Total Units Required: 18

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

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Psychology, AA**

*This program was revised for the July 2018 edition of the IVC catalog. Please consult a counselor if you have any questions.*

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.

Complete the following required core courses:

- PSYC 1 INTRODUCTION TO PSYCHOLOGY **3 Units**  
**OR**
- PSYC 1H INTRODUCTION TO PSYCHOLOGY HONORS **3 Units**
- PSYC 2 RESEARCH METHODS IN PSYCHOLOGY **4 Units**
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**  
**OR**
- PSYC 10H STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES HONORS **3 Units**  
**OR**
- ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
**OR**
- ECON 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS **3 Units**  
**OR**
- MGT 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
**OR**
- MGT 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS **3 Units**  
**OR**
- MATH 10 INTRODUCTION TO STATISTICS **3 Units**

Category A: Complete 3-4 units from the following:

- PSYC 3 PHYSIOLOGICAL PSYCHOLOGY **3 Units**  
**OR**
- PSYC 3H PHYSIOLOGICAL PSYCHOLOGY HONORS **3 Units**

- PSYC 3L PHYSIOLOGICAL PSYCHOLOGY LAB **1 Unit**  
**Must be taken with PSYC 3 or PSYC 3H**
- PSYC 6 DEVELOPMENTAL PSYCHOLOGY-LIFESPAN **3 Units**
- PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**  
**OR**
- HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE **3 Units**

Category B- Complete 3 units from the following:

- PSYC 9 INTRODUCTION TO COGNITION **3 Units**
- PSYC 11 INTRODUCTION TO LANGUAGE ACQUISITION **3 Units**
- PSYC 13 PSYCHOLOGY OF REASONING AND PROBLEM SOLVING **3 Units**  
**OR**
- PSYC 13H PSYCHOLOGY OF REASONING AND PROBLEM SOLVING HONORS **3 Units**
- PSYC 32 PSYCHOLOGY OF PERSONALITY **3 Units**
- PSYC 33 PSYCHOLOGY OF ADJUSTMENT **3 Units**
- PSYC 37 ABNORMAL BEHAVIOR **3 Units**  
**OR**
- PSYC 37H ABNORMAL BEHAVIOR HONORS **3 Units**

Category C- Complete 2-3 units from the following:

- PSYC 5 PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY **3 Units**  
**OR**
- PSYC 5H PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY HONORS **3 Units**
- PSYC 20 THE PSYCHOLOGY OF GENDER **3 Units**
- PSYC 30 SOCIAL PSYCHOLOGY **3 Units**  
**OR**
- SOC 30 SOCIAL PSYCHOLOGY **3 Units**
- PSYC 15A FACULTY MENTORED INDEPENDENT RESEARCH IN PSYCHOLOGY A **2 Units**
- PSYC 115B FACULTY MENTORED INDEPENDENT RESEARCH IN PSYCHOLOGY B **2 Units**
- PSYC 100 CAREERS IN PSYCHOLOGY **1.5 Units**

Total Units Required: 18-20

Recommended Electives:

- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**  
**OR**

- ANTH 2H CULTURAL ANTHROPOLOGY HONORS **3 Units**
- BIO 5 ANIMAL BIOLOGY **4 Units**
- BIO 12 HUMAN PHYSIOLOGY **4 Units**
- CHEM 1A GENERAL CHEMISTRY I **5 Units**
- PHIL 1 INTRODUCTION TO PHILOSOPHY **3 Units**
  
- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**  
**OR**
- SOC 1H INTRODUCTION TO SOCIOLOGY HONORS **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Reading

**Interim Dean:** Brooke Bui, PhD

## Courses

The Reading Program at Irvine Valley College prepares students for the demands of reading expectations in their college course work, increases their reading rate and comprehension levels, and allows them to read and write critically and analytically, including college level reading found in both college text books and articles. RD 74 is a critical reading course designed to teach students to read and write analytically. This course focuses on analysis of written arguments.

## Program Student Learning Outcomes

Upon completion of the reading courses, students will be able to

- Correctly identify the main idea in each of five paragraphs.
- Create a main idea sentence when given a topic.

## Real Estate

**Dean:** Traci Fahimi

**Academic Chair:** Bennet Tchaikovsky, CPA, Esq.

**Faculty:** Rick H. Boone, MBA

# Courses

The IVC Real Estate program includes courses in business, real estate and finance. Students learn the principles, techniques and problems related to the transfer of real property, personal property, businesses and franchises, including appraising and financing.

# Major

Students who complete the core curriculum are equipped with not only immediately marketable skills but also the coursework necessary to sit for the California Real Estate Broker's Examination. They also earn transferable lower-division credit that may be applied toward a baccalaureate degree in business-related areas. In addition, individual courses in such areas as appraisal, property management, and real estate finance will provide students with entry-level skills in these areas. Courses are offered either online or during the evening to allow individuals with family and employment commitments the opportunity to study for a new or re-entry career.

## Program Student Learning Outcomes

Upon completion of the real estate program, students will be able to

- Explain how state and federal antidiscrimination laws impact real estate activities.
- Identify the various ways of holding title to real property including any rights of survivorship.
- Explain how agency relationships affect a real estate licensee's disclosure requirements.

## Potential Careers

Numerous career opportunities exist for all students in the program, both those who take individual courses and those who complete the coursework for the major. Examples of careers include the following:

- Appraiser
- Escrow Officer
- Loan Officer
- Property Manager
- Real Estate Broker
- Real Estate Salesperson

Students must meet the prerequisites and pass the necessary exams that may be required for licensing. Check the California Bureau of Real Estate for updates ([www.dre.ca.gov](http://www.dre.ca.gov)).

## Real Estate Sales, COP

This certificate of proficiency parallels the state's requirement for the Real Estate Salesperson license. It is recommended for anyone wishing to obtain a real estate sales license which allows for immediate vocational employment.

Complete the following courses:

- RE 170 REAL ESTATE PRINCIPLES **3 Units**

- RE 172 REAL ESTATE PRACTICE **3 Units**

Select one course from the following:

- RE 174A LEGAL ASPECTS OF REAL ESTATE I **3 Units**
- RE 175 REAL ESTATE FINANCE **3 Units**
- RE 176A REAL ESTATE APPRAISAL I **3 Units**
- RE 190 ESCROW I **3 Units**
- RE 195 PROPERTY MANAGEMENT I **3 Units**

Total Units Required: 9

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Real Estate, AS**

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 Salesperson and Broker Examinations. The goal of the program is to prepare the student for entry into the real estate field in such career areas as Real Estate Sales Agent, Real Estate Broker, Loan Officer, Property Manager, Title Examiner, Leasing Agent, Escrow Officer and other real-estate-related fields. Students also earn transferable lower-division credit that may be applied toward a baccalaureate degree in business-related areas. In addition, individual courses in such areas as appraisal, property management, and real estate finance will provide students with entry-level skills in these areas. Courses are offered either online or during the evening to allow individuals with family and employment commitments the opportunity to study for a new or re-entry career.

Complete the following courses:

- RE 172 REAL ESTATE PRACTICE **3 Units**
- RE 174A LEGAL ASPECTS OF REAL ESTATE I **3 Units**
- RE 175 REAL ESTATE FINANCE **3 Units**
- RE 176A REAL ESTATE APPRAISAL I **3 Units**

Complete one of the following courses:

- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**  
*OR*
- ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**  
*OR*
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**
- ECON 13 GLOBAL ECONOMICS **3 Units**

- ECON 20 INTRODUCTORY ECONOMICS **3 Units**  
**OR**
- ECON 20H INTRODUCTORY ECONOMICS HONORS **3 Units**
- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**  
**OR**
- ACCT 1BH MANAGERIAL ACCOUNTING HONORS **4 Units**
- ACCT 204 ACCOUNTING APPLICATIONS: QUICKBOOKS **3 Units**
- ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING **3 Units**

Complete four of the following courses:

- RE 170 REAL ESTATE PRINCIPLES **3 Units**
- RE 190 ESCROW **1 3 Units**
- RE 195 PROPERTY MANAGEMENT **1 3 Units**
- RE 250 REAL ESTATE SALESPERSON'S LICENSE PREPARATION **1 Unit**
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**  
**OR**
- MGT 12AH THE LEGAL ENVIRONMENT OF BUSINESS HONORS **3 Units**

Total Units Required: 25-28

Recommended Electives:

- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- CIM 117 SOCIAL MEDIA MARKETING **3 Units**  
**OR**
- ENTR 117 SOCIAL MEDIA MARKETING **3 Units**
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 135 PRINCIPLES OF MARKETING **3 Units**
- RE 168 COOPERATIVE WORK EXPERIENCE: REAL ESTATE **4 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer

school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Real Estate, COA

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 Salesperson and Broker Examinations. The goal of the program is to prepare the student for entry into the real estate field in such career areas as Real Estate Sales Agent, Real Estate Broker, Loan Officer, Property Manager, Title Examiner, Leasing Agent, Escrow Officer and other real-estate-related fields. Students also earn transferable lower-division credit that may be applied toward a baccalaureate degree in business-related areas. In addition, individual courses in such areas as appraisal, property management, and real estate finance will provide students with entry-level skills in these areas. Courses are offered either online or during the evening to allow individuals with family and employment commitments the opportunity to study for a new or re-entry career.

Complete the following courses:

- RE 172 REAL ESTATE PRACTICE **3 Units**
- RE 174A LEGAL ASPECTS OF REAL ESTATE I **3 Units**
- RE 175 REAL ESTATE FINANCE **3 Units**
- RE 176A REAL ESTATE APPRAISAL I **3 Units**

Complete one of the following courses:

- ECON 1 PRINCIPLES OF ECONOMICS - MICRO **3 Units**  
*OR*
- ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS **3 Units**
- ECON 2 PRINCIPLES OF ECONOMICS - MACRO **3 Units**  
*OR*
- ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS **3 Units**
- ECON 13 GLOBAL ECONOMICS **3 Units**
- ECON 20 INTRODUCTORY ECONOMICS **3 Units**  
*OR*
- ECON 20H INTRODUCTORY ECONOMICS HONORS **3 Units**
- ACCT 1A FINANCIAL ACCOUNTING **4 Units**
- ACCT 1B MANAGERIAL ACCOUNTING **4 Units**  
*OR*
- ACCT 1BH MANAGERIAL ACCOUNTING HONORS **4 Units**
- ACCT 204 ACCOUNTING APPLICATIONS: QUICKBOOKS **3 Units**
- ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING **3 Units**

Complete four of the following courses:

- RE 170 REAL ESTATE PRINCIPLES **3 Units**
- RE 190 ESCROW **I 3 Units**
- RE 195 PROPERTY MANAGEMENT **I 3 Units**
- RE 250 REAL ESTATE SALESPERSON'S LICENSE PREPARATION **1 Unit**
  
- MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS **3 Units**  
*OR*
- MGT 12AH THE LEGAL ENVIRONMENT OF BUSINESS HONORS **3 Units**

Total Units Required: 25-28

Recommended Electives:

- CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS **3 Units**
- CIM 117 SOCIAL MEDIA MARKETING **3 Units**  
*OR*
- ENTR 117 SOCIAL MEDIA MARKETING **3 Units**
  
- MGT 1 INTRODUCTION TO BUSINESS **3 Units**
- MGT 104 BUSINESS COMMUNICATION **3 Units**
- MGT 135 PRINCIPLES OF MARKETING **3 Units**
- RE 168 COOPERATIVE WORK EXPERIENCE: REAL ESTATE **4 Units**

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## Sociology

**Dean:** Traci Fahimi

**Academic Chair:** Elizabeth Chambers, PhD

**Faculty:** Elizabeth Chambers, PhD; Robert Hollenbaugh, PhD

## Courses

Sociology focuses on patterns of human behavior within social contexts, seeking to understand both the forces that mold us as individuals and the elements that govern our social existence. Sociology's subject arena ranges from the intimate family to the hostile mob, from crime to religion, from the divisions of race, gender, and social class to the shared beliefs of a common culture. Courses offered in the curriculum may be taken to fulfill general education requirements in the social sciences, and they may be applied toward an Associate in Arts degree in Sociology for Transfer or the departmental Associate in Arts degree with a major in sociology.

## Major

In studying sociology, students develop an understanding of the cultural and social influences that interact in the world and that affect people's lives. Thus those who are considering careers in such professions as law, business, education, architecture, medicine, social work, politics, public administration, or related areas will find that the sociology major provides a rich fund of knowledge directly concerning each of these fields.

## **Program Student Learning Outcomes**

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

- Discuss human behavior using the sociological perspective.
- Articulate the role of theory in sociology.
- Articulate the role of social research methods in sociology.
- Define and illustrate key sociological concepts.
- Summarize basic knowledge, questions, and issues in substantive areas of sociology.
- Communicate effectively about sociology.

## **Potential Careers (For Non-Transfer Degree Recipients)**

According to the American Sociological Association, a bachelor's (BA/BS) degree in sociology provides an excellent liberal arts foundation. Undergraduate training in sociology can open a variety of doors in business and the human services. Sociology majors who enter the business world work in sales, marketing, customer relations, or human resources. Those who enter human services work with youths at risk, the elderly, or people experiencing problems related to poverty, substance abuse, or the justice system.

An advanced degree (MA, MS or PhD) qualifies a student to compete for a position teaching and/or conducting research in academic settings, or for a wide variety of research, policy, and applied sociology positions in the private and public sectors.

Examples of specific industries in which a graduate of sociology may choose to work are the following:

- Business
- Business Consultation
- Child Welfare
- City Management
- Consulting-Education
- Criminal Justice
- Education-Administration
- Evaluation Research
- Federal Government
- Gerontology
- Healthcare
- International Relations
- Law
- Military
- Public Relations
- Seminar and Workshop Consultations
- State Agencies

- State Government
- Urban Social Work

## Sociology for Transfer, AA-T

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 in Sociology for Transfer.

### Required Core (9 units):

- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**  
OR
- SOC 1H INTRODUCTION TO SOCIOLOGY HONORS **3 Units**

Complete 6 units from the following list of courses:

- MATH 10 INTRODUCTION TO STATISTICS **3 Units**  
OR
- PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES **3 Units**  
OR
- PSYC 10H STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES HONORS **3 Units**  
OR
- ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
OR
- ECON 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS **3 Units**  
OR
- MGT 10 STATISTICS FOR BUSINESS AND ECONOMICS **3 Units**  
OR
- MGT 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS **3 Units**
- SOC 2 SOCIAL PROBLEMS **3 Units**

### List A: Select two (6 units)

- SOC 10 INTRODUCTION TO MARRIAGE AND FAMILY **3 Units**
- SOC 19 THE SOCIOLOGY OF SEX AND GENDER **3 Units**
- SOC 20 ETHNIC AND MINORITY GROUP RELATIONS **3 Units**
- SOC 30 SOCIAL PSYCHOLOGY **3 Units**  
*OR*
- PSYC 30 SOCIAL PSYCHOLOGY **3 Units**

### List B: Select one not already used in List A or from the following (3 units)

- SOC 3 GLOBAL SOCIOLOGY: CHANGE IN THE MODERN WORLD SYSTEM **3 Units**
- SOC 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**  
*OR*
- HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**

Total Units Required: 18

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## **Sociology, AA**

Complete the following courses:

- SOC 1 INTRODUCTION TO SOCIOLOGY **3 Units**  
*or*
- SOC 1H INTRODUCTION TO SOCIOLOGY HONORS **3 Units**
- SOC 2 SOCIAL PROBLEMS **3 Units**
- SOC 10 INTRODUCTION TO MARRIAGE AND FAMILY **3 Units**
- SOC 20 ETHNIC AND MINORITY GROUP RELATIONS **3 Units**
- ANTH 2 CULTURAL ANTHROPOLOGY **3 Units**  
*or*
- ANTH 2H CULTURAL ANTHROPOLOGY HONORS **3 Units**

Total Units Required: 21

Recommended Electives:

- SOC 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY **3 Units**
- SOC 19 THE SOCIOLOGY OF SEX AND GENDER **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

# Sustainability and Resource Management

**Dean:** Traci Fahimi

**Faculty Coordinator:** Jodi Titus

## Courses

Sustainability and resource management is among the largest and most rapidly growing industries in America. As more cities and businesses develop sustainability and zero waste policies, the need increases for personnel who can properly manage resource use and recycling. Utilizing resources efficiently can enable businesses to increase their economic bottom line, improve community relations, and contribute to environmental health.

The sustainability and resource management curriculum emphasizes an interdisciplinary approach, exploring recycling and resource management from a variety of perspectives and in a variety of settings. Core curriculum will provide students with an in-depth study of waste and resource management, emphasizing cultural, community, and business applications. Courses cover governmental and organizational policies, practices, and procedures in waste resource management, including best management practices and successful community and educational programs.

## Program Student Learning Outcomes

Upon completion of the sustainability and resource management program, students will be able to

- Demonstrate a comprehensive perspective on the role that recycling and waste diversion plays in solving economic and environmental issues.
- Identify employment resources across multiple industry sectors related to recycling and resource management.
- Successfully integrate recycling and resource management strategies.
- Understand that global culture, economics and sustainability are part of managing resources.
- Promote programs through community-based social marketing.
- Apply social marketing and resource management strategies in business and community plans.
- Write zero waste business and community plans from goals to implementation.
- Have the environmental and science background to initiate these new directions.

## Potential Careers

Sustainability and resource management jobs can be found in a growing number of sectors, including government agencies, manufacturing firms, nonprofit organizations, recycling companies, hauling companies, re-use businesses, grocery store chains, colleges and universities, healthcare industries, property management, consulting agencies, marketing firms, and restaurants. Examples of careers in sustainability and resource management include the following:

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

## **Recycling and Resource Management, COA**

The recycling and resource management certificate program is designed to provide students with the skills and knowledge necessary to obtain employment or advancement in sustainable resource management or a zero waste-related field. Course requirements are designed to provide students with a holistic perspective on the relationship of recycling and zero waste to a changing global economy and climate.

Complete the following courses:

- SRM 180 INTRODUCTION TO RECYCLING AND RESOURCE MANAGEMENT **3 Units**
- SRM 185 CULTURE AND ZERO WASTE **3 Units**
- SRM 190 RESOURCE MANAGEMENT AND ZERO WASTE FOR COMMUNITIES **3 Units**
- SRM 195 BUSINESS CASE FOR SUSTAINABILITY **3 Units**

Complete at least one of the following courses:

- ECON 6 ENVIRONMENTAL AND RESOURCE ECONOMICS **3 Units**  
*OR*
- ENV 6 ENVIRONMENTAL AND RESOURCE ECONOMICS **3 Units**
- GEOG 20 GLOBAL ENVIRONMENTAL PROBLEMS **3 Units**

Complete the following:

- SRM 168 COOPERATIVE WORK EXPERIENCE: SUSTAINABILITY AND RESOURCE MANAGEMENT **1 Unit**  
*or*
- SRM 168 COOPERATIVE WORK EXPERIENCE: SUSTAINABILITY AND RESOURCE MANAGEMENT **2 Units**  
*or*
- SRM 168 COOPERATIVE WORK EXPERIENCE: SUSTAINABILITY AND RESOURCE MANAGEMENT **3 Units**

Total Units Required: 18

To earn the certificate of achievement:

See Earning a Certificate for certificate information and requirements.

## **Sustainability and Resource Management, COP**

This certificate is intended to prepare students for entry-level positions in sustainability and resource management or job advancement within that field. Courses will focus on presenting skills and knowledge needed to prepare students for a wide range of work opportunities in the industry.

Complete the following courses:

- SRM 80 INTRODUCTION TO THE PRINCIPLES OF SUSTAINABILITY **3 Units**
- SRM 85 SOCIETY AND SUSTAINABILITY **3 Units**
- SRM 90 SUSTAINABLE PRACTICES AND RESOURCE MANAGEMENT FOR COMMUNITIES **3 Units**
- SRM 195 BUSINESS CASE FOR SUSTAINABILITY **3 Units**

Total Units Required: 12

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## Theatre Arts

**Dean:** Joseph Poshek

**Academic Chair:** M. Scott Grabau

**Faculty:** Ron Manuel-Ellison; M. Scott Grabau

**Costume Designer:** Nancy Bracken

**Production Manager:** Patric Taylor

**Operations Manager:** Cecil Armstrong

## Courses

The theatre curriculum at Irvine Valley includes courses in acting, directing, theatre production and theatre design. Theatre students are encouraged to participate in a variety of theatrical performances, among them dramas, comedies and musical theatre. The Department of Theatre emphasizes the development of the many and various skills required in the theatre-including stagecraft, lighting, costuming, and production. The curriculum also includes courses in theatre appreciation, voice and diction, and musical theater.

## Major

Students majoring in theatre arts concentrate on developing the expressive, interpretive, artistic and practical skills fundamental to the production of various types of dramatic literature. Students who wish to complete an Associate in Arts degree in theatre may select one of the following four options to fulfill the major requirement: (1) Theatre Arts, (2) Acting, (3) Technical Theatre, or (4) Theatre Arts for Transfer.

## Program Student Learning Outcomes

Upon completion of the theatre arts, acting, or technical theatre program, students will be able to do one of the following:

- Perform a role in a theatrical production.
- Construct theatrical elements.
- Manage a theatrical production.

- Apply fundamentals of theatrical design.

## Potential Careers (For Non-Transfer Degree Recipients)

Theatre Arts majors develop an ability to project and present themselves before audiences in formal performances. Thus the major is appropriate both for students who are anticipating careers in acting, directing or theatre production, and for those who may choose careers with a high profile such as law, teaching, sales or management.

### Acting, AA

Complete the following courses:

- TA 1 ACTING **3 Units**
- TA 2 BEGINNING SCENE STUDY **3 Units**

Complete one of the following courses:

- TA 3 ADVANCED SCENE STUDY **3 Units**
- TA 4 ACTING STYLES: CLASSICAL **3 Units**
- TA 5 ACTING STYLES: CONTEMPORARY **3 Units**

Complete one of the following courses:

- TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW **3 Units**
- TA 25 GREAT PLAYS: PRIMITIVE TO RENAISSANCE **3 Units**
- TA 26 GREAT PLAYS: RENAISSANCE TO CONTEMPORARY **3 Units**

Complete 3 units from the following courses:

- TA 15 REHEARSAL AND PERFORMANCE: DRAMA **2 Units**
- TA 15A INTRODUCTION TO REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 15B CONTINUATION OF REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 16 REHEARSAL AND PERFORMANCE: COMEDY **2 Units**
- TA 16A INTRODUCTION TO REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 16B CONTINUATION OF REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 17 REHEARSAL AND PERFORMANCE: MIXED GENRES **2 Units**
- TA 17A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 17B CONTINUATION OF REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 18 REHEARSAL AND PERFORMANCE-DANCE **2 Units**
- TA 18A INTRODUCTION TO REHEARSAL AND PERFORMANCE-DANCE **1 Unit**

- TA 18B CONTINUATION OF REHEARSAL AND PERFORMANCE-DANCE **1 Unit**
- TA 19 REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **2 Units**
- TA 19A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**
- TA 19B CONTINUATION OF REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**
- TA 241A IRVINE VALLEY CONSERVATORY **6 Units**
- TA 241B IRVINE VALLEY CONSERVATORY **3 Units**
- TA 241C IRVINE VALLEY CONSERVATORY **1 Unit**

Complete 3 units from the following courses:

- TA 40 INTRODUCTION TO THEATRE DESIGN **3 Units**
  - TA 40C SCENIC DESIGN FOR THE THEATRE
- TA 41 STAGE LIGHTING DESIGN **3 Units**
- TA 42 COSTUME DESIGN **3 Units**

Total Units Required: 18

Recommended Electives:

- TA 4 ACTING STYLES: CLASSICAL **3 Units**
- TA 5 ACTING STYLES: CONTEMPORARY **3 Units**
- TA 8 ADVANCED ACTING **3 Units**
- TA 10 MUSICAL THEATRE WORKSHOP **3 Units**
- TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## **Assistant Stage Manager, COP**

This Certificate of Proficiency is for students looking to acquire the basic skills necessary to begin a career as a stage manager in the broad-based field of live entertainment. Students learn the fundamentals of rehearsal procedures, union contracts, production organization, and performance procedures. In addition, students who gain experience by participating in live productions at IVC's Performing Arts Center. The program includes placement in an internship with local live entertainment companies. Students completing this certificate can pursue work as stage managers,

assistant stage managers, and production assistants with employers such as regional theaters, theme parks, convention centers, concert producers, opera companies, dance companies, cruise ships, and cirque troupes.

### Complete the following courses:

- TA 48C ADVANCED STAGE MANAGEMENT **1 Unit**
- TA 168 COOPERATIVE WORK EXPERIENCE: LIVE ENTERTAINMENT **1 Unit**

### Complete one course from each of the following specializations:

#### Acting and Directing:

- TA 1 ACTING **3 Units**
- TA 10 MUSICAL THEATRE WORKSHOP **3 Units**
- TA 12 DIRECTING **3 Units**

#### Theatre Design:

- TA 40 INTRODUCTION TO THEATRE DESIGN **3 Units**

#### Theatre Production:

Total Units Required: 13-15

#### To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## Live Entertainment Technician, COP

The Certificate of Proficiency is for students looking to acquire the basic skills necessary to begin a career in the broad-based field of live entertainment. Students learn the fundamentals of stage lighting, scenery construction, sound reinforcement, and rigging. In addition, students gain experience in rehearsal and performance procedures by participating in live productions at IVC's Performing Arts Center. The program includes placement in an internship with local live entertainment companies. Students completing this certificate can pursue work as an entertainment technician with employers such as regional theaters, theme parks, convention centers, concert producers, opera companies, dance companies, cruise ships and cirque troupes.

### Complete the following courses:

- TA 41 STAGE LIGHTING DESIGN **3 Units**
- TA 44 STAGECRAFT **3 Units**
- TA 47 SOUND REINFORCEMENT FOR LIVE ENTERTAINMENT **3 Units**
- TA 168 COOPERATIVE WORK EXPERIENCE: LIVE ENTERTAINMENT **1 Unit**

Choose one from the following production courses:

- TA 142A SCENIC PRODUCTION A
- TA 142B SCENIC PRODUCTION B
- TA 142C SCENIC PRODUCTION C

Choose one from the following performance courses:

- TA 141A THEATER CREW: SCENIC 1  
OR
- TA 141C THEATER CREW: LIGHTING 1  
OR
- TA 141D THEATER CREW: AUDIO VIDEO

Total Units Required: 12-14

To earn the certificate of proficiency:

See Earning a Certificate for certificate information and requirements.

## **Technical Theatre, AA**

Complete this course:

- TA 1 ACTING **3 Units**

Complete one of the following courses:

- TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW **3 Units**
- TA 25 GREAT PLAYS: PRIMITIVE TO RENAISSANCE **3 Units**
- TA 26 GREAT PLAYS: RENAISSANCE TO CONTEMPORARY **3 Units**

Complete 3 units from the following courses:

- TA 15 REHEARSAL AND PERFORMANCE: DRAMA **2 Units**
- TA 15A INTRODUCTION TO REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 15B CONTINUATION OF REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 16 REHEARSAL AND PERFORMANCE: COMEDY **2 Units**
- TA 16A INTRODUCTION TO REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 16B CONTINUATION OF REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 17 REHEARSAL AND PERFORMANCE: MIXED GENRES **2 Units**

- TA 17A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 17B CONTINUATION OF REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 18 REHEARSAL AND PERFORMANCE-DANCE **2 Units**
- TA 18A INTRODUCTION TO REHEARSAL AND PERFORMANCE-DANCE **1 Unit**
- TA 18B CONTINUATION OF REHEARSAL AND PERFORMANCE-DANCE **1 Unit**
- TA 19 REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **2 Units**
- TA 19A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**
- TA 19B CONTINUATION OF REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**
- TA 241A IRVINE VALLEY CONSERVATORY **6 Units**
- TA 241B IRVINE VALLEY CONSERVATORY **3 Units**
- TA 241C IRVINE VALLEY CONSERVATORY **1 Unit**

Complete 9 units from the following courses:

- TA 40 INTRODUCTION TO THEATRE DESIGN **3 Units**
- TA 40C SCENIC DESIGN FOR THE THEATRE
- TA 41 STAGE LIGHTING DESIGN **3 Units**
- TA 42 COSTUME DESIGN **3 Units**

Total Units Required: 18

Recommended Electives:

- TA 10 MUSICAL THEATRE WORKSHOP **3 Units**
- TA 12 DIRECTING **3 Units**
- TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW **3 Units**

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Theatre Arts for Transfer, AA-T

Complete the required core:

## Introduction to Theatre or Theatre History I (3 units)

*Complete one of the following courses:*

- TA 22 INTRODUCTION TO THEATER **3 Units**
- TA 25 GREAT PLAYS: PRIMITIVE TO RENAISSANCE **3 Units**  
**or**
- TA 25H GREAT PLAYS: PRIMITIVE TO RENAISSANCE HONORS **3 Units**

## Acting (3 units)

**Complete the following course:**

- TA 1 ACTING **3 Units**
- TA 2 BEGINNING SCENE STUDY **3 Units**

Rehearsal and Performance (3 units maximum) or Technical Theatre Practicum (3 units maximum)

**Complete 3 units from the following courses:**

- TA 15 REHEARSAL AND PERFORMANCE: DRAMA **2 Units**
- TA 15A INTRODUCTION TO REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 15B CONTINUATION OF REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 16 REHEARSAL AND PERFORMANCE: COMEDY **2 Units**
- TA 16A INTRODUCTION TO REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 16B CONTINUATION OF REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 17 REHEARSAL AND PERFORMANCE: MIXED GENRES **2 Units**
- TA 17A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 17B CONTINUATION OF REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 19 REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **2 Units**
- TA 19A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**
- TA 19B CONTINUATION OF REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**
- TA 48C ADVANCED STAGE MANAGEMENT **1 Unit**

Select 9 units from the following courses:

- TA 8 ADVANCED ACTING **3 Units**
- TA 40 INTRODUCTION TO THEATRE DESIGN **3 Units**
- TA 41 STAGE LIGHTING DESIGN **3 Units**
- TA 42 COSTUME DESIGN **3 Units**
- TA 44 STAGECRAFT **3 Units**
- TA 49 STAGE MAKEUP DESIGN **3 Units**

If not taken to meet earlier degree requirements, the following courses may contribute up to 3 units toward the above 9-unit requirement:

- TA 15 REHEARSAL AND PERFORMANCE: DRAMA **2 Units**
- TA 15A INTRODUCTION TO REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 15B CONTINUATION OF REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
  
- TA 16 REHEARSAL AND PERFORMANCE: COMEDY **2 Units**
- TA 16A INTRODUCTION TO REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 16B CONTINUATION OF REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
  
- TA 17 REHEARSAL AND PERFORMANCE: MIXED GENRES **2 Units**
- TA 17A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 17B CONTINUATION OF REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
  
- TA 19 REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **2 Units**
- TA 19A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**
- TA 19B CONTINUATION OF REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**
  
- TA 48C ADVANCED STAGE MANAGEMENT **1 Unit**

Total Units Required: 18

To earn the associate for transfer degree:

See Earning an Associate Degree for associate degree for transfer graduation requirements.

## Theatre Arts, AA

*This program was revised for the July 2018 edition of the IVC catalog. Please consult a counselor if you have any questions.*

This degree offers students a broad range of specialized courses. This additional breadth is appropriate for students seeking transfer to bachelor degree programs where admission is highly competitive. All students completing this degree will take courses in six key areas: history and cultural traditions of theater, acting technique, performance procedures, stage design or stage management, production crew, and shop work. Examples of specialized coursework include vocal skills, musical theater, audio production, costume construction, stage management and contemporary theater history and criticism. By developing skills used across many forms of live entertainment, students build a portfolio of employable skills applicable to professions such as live entertainment technician, production manager, actor, singer, and dancer. Students will have the opportunity to participate in live performances on stage and as a member of the production crew. Students will spend time in the IVC theater shops learning how to build scenery and costumes. However, specific entry level employment opportunities may require additional education or experience.

### History and Cultural Traditions of Theater: Classical (3 units)

Complete one of the following courses:

- TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW **3 Units**  
**OR**
- TA 22 INTRODUCTION TO THEATER **3 Units**  
**OR**
- TA 25 GREAT PLAYS: PRIMITIVE TO RENAISSANCE **3 Units**  
**OR**
- TA 25H GREAT PLAYS: PRIMITIVE TO RENAISSANCE HONORS **3 Units**

## History and Cultural Traditions of Theater: Contemporary (3 units)

Complete one of the following courses:

- TA 21 THEATRE APPRECIATION-CONTEMPORARY **3 Units**  
**OR**
- TA 26 GREAT PLAYS: RENAISSANCE TO CONTEMPORARY **3 Units**  
**OR**
- TA 26H GREAT PLAYS: RENAISSANCE TO CONTEMPORARY HONORS **3 Units**

## Acting Technique (3 units)

Complete one of the following courses:

- TA 1 ACTING **3 Units**  
**OR**
- TA 8 ADVANCED ACTING **3 Units**  
**OR**
- TA 12 DIRECTING **3 Units**

## Rehearsal and Performance Procedures

Complete 2 units from the following courses:

- TA 15 REHEARSAL AND PERFORMANCE: DRAMA **2 Units**  
**OR**
- TA 15A INTRODUCTION TO REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**  
**AND**
- TA 15B CONTINUATION OF REHEARSAL AND PERFORMANCE: DRAMA **1 Unit**
- TA 16 REHEARSAL AND PERFORMANCE: COMEDY **2 Units**  
**OR**
- TA 16A INTRODUCTION TO REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**  
**AND**
- TA 16B CONTINUATION OF REHEARSAL AND PERFORMANCE: COMEDY **1 Unit**
- TA 17 REHEARSAL AND PERFORMANCE: MIXED GENRES **2 Units**  
**OR**
- TA 17A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**

*AND*

- TA 17B CONTINUATION OF REHEARSAL AND PERFORMANCE: MIXED GENRES **1 Unit**
- TA 18 REHEARSAL AND PERFORMANCE-DANCE **2 Units**  
*OR*
- TA 18A INTRODUCTION TO REHEARSAL AND PERFORMANCE-DANCE **1 Unit**  
*AND*
- TA 18B CONTINUATION OF REHEARSAL AND PERFORMANCE-DANCE **1 Unit**
- TA 19 REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **2 Units**  
*OR*
- TA 19A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**  
*AND*
- TA 19B CONTINUATION OF REHEARSAL AND PERFORMANCE: MUSICAL THEATRE **1 Unit**

## Production Crew

Complete one of the following courses:

- TA 51 STAGE MANAGEMENT PRACTICUM **1 Unit**
- TA 53 ADVANCED STAGE MANAGEMENT **3 Units**
- TA 61 THEATER CREW: SCENIC **1 Unit**
- TA 62 THEATER CREW: COSTUME **1 Unit**
- TA 63 THEATER CREW: LIGHTING **1 Unit**
- TA 64 THEATER CREW: AUDIO/VIDEO **1 Unit**

## Stage Design and Stage Management

Complete one of the following courses:

- TA 40 INTRODUCTION TO THEATRE DESIGN **3 Units**
- TA 41 STAGE LIGHTING DESIGN **3 Units**
- TA 42 COSTUME DESIGN **3 Units**
- TA 43 SCENIC DESIGN FOR THE THEATRE **2 Units**
- TA 47 SOUND REINFORCEMENT FOR LIVE ENTERTAINMENT **3 Units**
- TA 49 STAGE MAKEUP DESIGN **3 Units**
- TA 52 STAGE MANAGEMENT SEMINAR **3 Units**

## Production Shop

Complete 2 or 3 units from the following courses:

- TA 44 STAGECRAFT **3 Units**
- TA 45 SCENE PAINTING **3 Units**
- TA 71 COSTUME SEWING **1 Unit**
- TA 72 COSTUME SEWING AND PRODUCTION **2 Units**

- TA 73 COSTUME SEWING, PRODUCTION, AND WARDROBE **3 Units**
- TA 74 SCENE SHOP BASICS **1 Unit**
- TA 75 SCENIC PRODUCTION PRACTICUM **2 Units**
- TA 76 SCENIC PRODUCTION AND PERFORMANCE PRACTICUM **3 Units**

Complete 3 or 4 units from the following courses. Courses taken that appear in the areas above may not be used again to fulfill requirements in this area.

- TA 2 BEGINNING SCENE STUDY **3 Units**
- TA 3 ADVANCED SCENE STUDY **3 Units**
- TA 7 SCREEN ACTING TECHNIQUES **3 Units**
- TA 9 MUSICAL REVUE **1 Unit**
- TA 10 MUSICAL THEATRE WORKSHOP **3 Units**
- TA 29 SCRIPT ANALYSIS **3 Units**
- TA 29H SCRIPT ANALYSIS: HONORS **3 Units**
- TA 35 VOICE AND DICTION **3 Units**
- TA 40 INTRODUCTION TO THEATRE DESIGN **3 Units**
- TA 41 STAGE LIGHTING DESIGN **3 Units**
- TA 42 COSTUME DESIGN **3 Units**
- TA 43 SCENIC DESIGN FOR THE THEATRE **2 Units**
- TA 46 INTRODUCTION TO TECHNICAL THEATER **3 Units**
- TA 47 SOUND REINFORCEMENT FOR LIVE ENTERTAINMENT **3 Units**
- TA 49 STAGE MAKEUP DESIGN **3 Units**
- TA 52 STAGE MANAGEMENT SEMINAR **3 Units**
- TA 65 THEATER CREW: MAKE-UP **1 Unit**
- TA 72 COSTUME SEWING AND PRODUCTION **2 Units**
- TA 75 SCENIC PRODUCTION PRACTICUM **2 Units**

Total Units Required: 19-24

To earn the associate degree:

See Earning an Associate Degree for associate degree graduation requirements.

To transfer:

Courses required for the associate degree major at IVC may not be the same as those required for the major at a four-year school. If you plan to transfer, consult a counselor to identify the courses needed for the major at your transfer school and to develop a plan that will best meet your goals. View more information about transferring at Transfer to a Four-Year Institution.

## Course Information

# Course Numbers

## 1-299

**Courses intended for associate degrees, occupational certificates, and transfer purposes (see further explanations below).**

## 1-99

**Courses that generally transfer to both CSU and UC.** UC credit provisos, if any, are explained on the 2018-19 UC Course List. Many general education courses are numbered in this range.

## 100-199

**Courses that generally transfer to CSU but not to UC.** Many general education courses are numbered in this range.

## 200-299

**Courses that may occasionally carry transfer credit to four-year institutions; it is up to the receiving institution to make that determination.** Courses in this range include those intended for skill development and for continuing education (whether related to employment or personal development).

**Please note:** Students may count only one English course below transfer-level freshman composition as credit toward the associate degree. Writing 1 is the first transfer-level composition course at Irvine Valley College; Writing 201 is the only 200-level English course that may be applied for associate degree credit.

## 300-399

**Basic skills courses.** Courses in this range are not applicable to associate degrees or certificates, nor do they carry transfer credit to four-year institutions. These courses do not count toward the 60-unit requirement for graduation and are not used in calculating students' grade point averages for associate degrees or certificates. There is also a state-imposed restriction limiting students to taking no more than 30 units of basic skills classes.

## 400-499

**Courses that are typically designed for older adults.** These courses do not apply toward degrees or certificates and do not carry transfer credit to four-year institutions.

## 500-599

**Non-credit courses.**

## EXP 289

**Courses that are being considered for, but are not yet officially part of, the regular college curriculum.** For this reason, these courses are considered "experimental" and are not published in the college catalog. EXP 289 courses may carry transfer credit to four-year institutions; it is up to the receiving institution to make that determination.

## EXP 389

**Experimental courses below transfer level.** Experimental courses are not published in the college catalog.

## C-ID Numbers

Some courses in the IVC catalog include a "C-ID" number at the end of the course description. The Course Identification Numbering System (C-ID) number identifies a lower-division, transferable course commonly articulated between the California Community Colleges and four-year universities, including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities. This statewide numbering system is independent from the course numbers assigned by local California community colleges.

A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. Thus, if a schedule of classes or catalog lists a course bearing a C-ID number, for example COMM 110, students at that college can be assured that it will be accepted

in lieu of a course bearing the C-ID COMM 110 designation at another community college. In other words, the C-ID designation can be used to identify comparable courses at different community colleges. However, students should always go to [www.assist.org](http://www.assist.org) to confirm how each college's course will be accepted at a particular four-year college or university for transfer credit.

The C-ID numbering system is useful for students attending more than one community college and is applied to many of the transferable courses students need as preparation for transfer. Because these course requirements may change and because courses may be modified and qualified for or deleted from the C-ID database, students should always check with a counselor to determine how C-ID designated courses fit into their educational plans for transfer.

## UC Transfer Statements

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

**Transfers: UC - Courses accepted for elective credit by the University of California.** UC transferable courses do not necessarily apply toward major credit. Students should consult a counselor and/or visit [www.assist.org](http://www.assist.org) for information about course articulation for a particular major.

**Transfers: UC credit pending - New IVC courses numbered 1-99 that are currently under review by the University of California.** Students should consult [www.assist.org](http://www.assist.org) and/or the Counseling Center for the most up-to-date information about whether the course has been approved for UC transfer.

**Transfers: UC credit proviso - Courses numbered 1-99 for which the University of California has noted a transfer condition.** Credit provisos may include the amount of credit allowed when a course is taken in combination with other courses; corequisite courses required in order for a course to be UC transferable; limitations on transfer credit granted for activity courses; limitations on credit granted for courses with overlapping content; and other similar conditions.

**For the 2017-2018 UC Approved Course List, see** 2018-19 UC Course List. 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 a total of three times. Repeatable models are as follows:

**Model A (R-A)**

These courses are part of a family. They are separate and distinct courses in a skill-building sequence. Any combination of courses within the family may be taken for the maximum number of times indicated in the course description.

**Model E (R-E)**

These courses have one course number and title but use a different syllabus each time the course is offered. The course may be taken a specified number of times to afford development through supervised practice or group assignments.

**Model I (R-I)**

These courses often have a number of versions with varying unit values. A student may repeat the course up to a maximum number of units as specified in the course description in the catalog.

**NR**

The course **may not be repeated**.

Please read here for important information about repeating courses.

# Course List

*Below is a list of all courses available at IVC.*

## Accounting

### ACCT 1A FINANCIAL ACCOUNTING

**4 Units - 4 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Recommended Preparation: MATH 253*

This course presents the basic theory and structure of financial accounting as an information system focusing on the corporate form of business ownership. The course covers all aspects of the accounting cycle: using spreadsheets to generate financial statements, cash flow, and the adjusting and closing process. It also covers topics related to financial activity, including asset management (including cash and receivables, investments, and inventories); liabilities; debt and equity valuation; internal controls; accounting for capital acquisition through debt or equity financing; and generally acceptable industry standards of ethics and principles in all aspects of financial accounting. C-ID: ACCT 110. *NR*

### ACCT 1B MANAGERIAL ACCOUNTING

**4 Units - 4 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Prerequisite: ACCT 1A*

This course covers information used by managers to plan, direct operations, control costs, and make decisions, focusing on manufacturing and service-related businesses. The course stresses key managerial principles and how they are applied to decisions related to fixed vs. variable costs, cost-volume-profit relationships, fixed vs. flexible budgeting,

differential analysis, and product pricing strategies. Credit may be earned in either ACCT 1B or ACCT 1BH , but not both. C-ID: ACCT 120. *NR*

## **ACCT 1BH MANAGERIAL ACCOUNTING HONORS**

### **4 Units - 4 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Prerequisite: ACCT 1A*

This course covers information used by managers to plan, direct operations, control costs, and make decisions for manufacturing and service-related businesses. In this honors course students will be taught academic research methods, determination of authoritative sources, writing papers with APA format, and oral business presentations. Credit may be earned in either ACCT 1B or 1BH, but not both. C-ID: ACCT 120. *NR*

## **ACCT 112.1 SPREADSHEETS I**

### **1.5 Units - 1.5 hours lecture**

*Transfers: CSU*

This course is designed for individuals seeking to develop introductory skills in using spreadsheet software. Students will use a spreadsheet program to organize and manage financial data. Topics include formulas and functions, charts and graphs, and developing well-formatted worksheets. ACCT 112.1 is also listed as CIM 112.1; credit will be given in either area, not both. *NR*

## **ACCT 112.2 SPREADSHEETS II**

### **1.5 Units - 1.5 hours lecture**

*Transfers: CSU*

*Recommended Preparation: ACCT 112.1/CIM 112.1*

This course provides instruction and training in the use of spreadsheet software at the intermediate level. Students will produce sophisticated spreadsheet documents for a variety of business applications. Topics include working with lists and pivot tables, consolidating multiple worksheets and workbooks, integrating the spreadsheet software with other software programs and the web, and creating macros. ACCT 112.2 is also listed as CIM 112.2; credit will be given in either area, not both. *NR*

## **ACCT 114 BUSINESS MATHEMATICS**

### **3 Units - 3 hours lecture**

*Transfers: CSU*

This course provides an overview of basic mathematical concepts and their application in such areas as banking, discounts, markups and markdowns, payroll, interest, notes, present value, financial statements, installment buying, taxes, insurance, and other topics related to business. *NR*

## **ACCT 202A INTERMEDIATE ACCOUNTING I**

### **3 Units - 3 hours lecture**

*Prerequisite: ACCT 1A*

This course provides an overview of the fundamental accounting processes and an in-depth study of the income statement, balance sheet, and related accounts including: cash, receivables, inventory, plant assets, intangible assets, and long-term investments. *NR*

## **ACCT 202B INTERMEDIATE ACCOUNTING II**

**3 Units - 3 hours lecture**

*Prerequisite: ACCT 202A*

This course provides an in-depth overview of income statement, statement of cash flows and balance sheet accounts including: current and contingent liabilities, long-term debt, revenue recognition, income taxes, pensions, leases, pensions and accounting changes and error analysis. *NR*

**ACCT 203 COST ACCOUNTING****3 Units - 3 hours lecture**

*Prerequisite: ACCT 1B or ACCT 1BH*

This course offers a comprehensive study of the theory, principles and practices of cost accounting. Topics covered include job order cost systems; process cost accounting; direct costing; and managerial use of cost data in decision making. The course may be used to qualify students to sit for the CPA exam. *NR*

**ACCT 204 ACCOUNTING APPLICATIONS: QUICKBOOKS****3 Units - 3 hours lecture**

*Recommended Preparation: ACCT 1A*

This course focuses on converting from a manual to a computerized accounting system. Students learn to assess system requirements and software using current industry-standard accounting applications. They learn how to perform accounting transactions in the areas of general ledger, accounts receivable, and accounts payable; generate reports and financial statements; solve a variety of accounting problems; and develop an audit trail. This course provides training in the use of QuickBooks software in the Windows environment. *NR*

**ACCT 205 PAYROLL ACCOUNTING AND TAXATION****3 Units - 3 hours lecture**

*Recommended Preparation: ACCT 1A or ACCT 215*

This course covers the theory and practices pertaining to payroll preparation and accounting, including federal and state payroll tax forms, and laws and regulations affecting the payroll function. Students gain experience in computing wages; calculating social security, income, and unemployment taxes; preparing payroll tax forms; analyzing payroll transactions; and posting transactions in the general ledger. The course is designed to assist those preparing for a career in accounting, finance, or business management; a career concentration in payroll; or certifications such as the Payroll Fundamental Certification (PFC) or the Certified Payroll Professional (CPP). *NR*

**ACCT 206 INDIVIDUAL INCOME TAXATION - FEDERAL AND STATE****3 Units - 3 hours lecture**

This course covers the theory and application of income tax laws and regulations, including tax strategies and relevant ethical issues. The course explains the preparation of federal and state personal income tax returns, using actual forms, when appropriate. It is intended to be one of two courses that, combined, meet the curriculum guidelines promulgated by the California Tax Education Council (CTEC). Upon successful completion of both courses, students will qualify for a CTEC-approved certificate that enables the holder to prepare income tax returns for compensation in California. In addition, the course meets the "accounting-related" or "business-related" course requirements needed to sit for the CPA exam. *NR*

**ACCT 207 BUSINESS INCOME TAXATION - FEDERAL AND STATE****3 Units - 3 hours lecture**

This course covers the theory and application of income tax laws and regulations, including tax strategies and relevant ethical issues. The course explains the preparation of federal and state business income tax returns, using actual forms

when appropriate. It is intended to be one of two courses that, combined, meet the curriculum guidelines promulgated by the California Tax Education Council (CTEC). Upon successful completion of both courses, students will qualify for a CTEC-approved certificate that enables the holder to prepare income tax returns for compensation in California. In addition, the course meets the "accounting-related" or "business-related" course requirements needed to sit for the CPA exam. *NR*

## **ACCT 209 INTERNAL CONTROLS UNDER SARBANES-OXLEY**

### **3 Units - 3 hours lecture**

*Prerequisite: ACCT 1A and ACCT 1B or ACCT 1BH*

This course provides an introduction to the history, intent, and implementation of the Sarbanes Oxley Act of 2002. It includes the study of the design, documentation, implementation and maintenance of internal controls required by the Sarbanes-Oxley law. *NR*

## **ACCT 210 ACCOUNTING FOR BUSINESS COMBINATIONS**

### **3 Units - 3 hours lecture**

*Prerequisite: ACCT 1A*

This course teaches the methods of accounting for mergers, acquisitions, and consolidations of business entities. It explores pre-combination activities and business considerations. It also teaches post combination accounting, financial statement presentation and financial disclosure requirements. *NR*

## **ACCT 211 ACTIVITY BASED COSTING - CALCULATING CUSTOMER PROFITABILITY**

### **3 Units - 3 hours lecture**

*Prerequisite: ACCT 1B or ACCT 1BH*

*Recommended Preparation: Knowledge of the fundamentals of spreadsheet software*

This course will teach students a method used to quantify the profitability of individual business customers using a model based on activity-based costing concepts and which uses financial information and other key data on each customer. Analysis results will identify growth potential in customer segments, unprofitable customer segments, and the cost of servicing customers. The course explores aligning, promoting, and pricing customer products or services and dealing with unprofitable customer segments. *NR*

## **ACCT 212.3 SPREADSHEETS III - CERTIFICATION**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ACCT 112.2/CIM 112.2*

This course provides students with advanced study and training required to qualify for Microsoft Office Specialist(MOS) certification in spreadsheet software. Students will review and learn to integrate all of the features of the spreadsheet program and incorporate data from other software programs and the World Wide Web. The course is designed to prepare students for the MOS Certification exam for spreadsheets. ACCT 212.3 is also listed as CIM 212.3; credit will be given in either area, not both. *NR*

## **ACCT 215 BOOKKEEPING AND GENERAL ACCOUNTING**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ACCT 114*

This course presents the basic principles and theory of elementary accounting pertinent to a sole proprietorship and partnership. This course introduces students as to 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/or a general accounting knowledge. *NR*

## **ACCT 220 ACCOUNTING ETHICS**

### **4 Units - 4 hours lecture**

Prerequisite: ACCT 1B or ACCT 1BH

This course will expose students to ethical and professional issues encountered by those practicing in the accounting field. Study of ethical framework includes the American Institute of Certified Public Accountants (AICPA) Code of Professional Ethics, audit responsibilities and accounting fraud, legal and regulatory obligations, corporate governance, and internal financial reporting. *NR*

## **ACCT 275 AUDITING**

### **3 Units - 3 hours lecture**

Prerequisite: ACCT 1B or ACCT 1BH

This course examines the use of financial statement audits and details the audit process. Topics include professional responsibilities of auditors, audit design, sampling approaches, substantive testing and tests of control. *NR*

## **Administration of Justice**

### **AJ 2 INTRODUCTION TO ADMINISTRATION OF JUSTICE**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course offers an introduction to the history and philosophy of the administration of justice system as it has evolved over time. The course studies in-depth the American system of criminal justice and its various subsystems; the roles and role expectations of criminal justice agents; theories and concepts of crime, crime causation, punishment, rehabilitation, victimization, and disparity in treatment of offenders; local and federal court systems; and ethics, education, and training for professionalism in the criminal justice system. C-ID: AJ 110. *NR*

### **AJ 3 INTRODUCTION TO EVIDENCE**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*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. AJ 3 was formerly offered as AJ 103. C-ID: AJ 124 *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. C-ID: AJ 120. *NR*

## AJ 5 THE COMMUNITY AND THE JUSTICE SYSTEM

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Recommended Preparation: AJ 106*

This course examines the complex, dynamic relationship between the community and the justice system. Focus will be on the working relationship between the community and the components of the justice system in managing crime and conflict, with emphasis on the challenges and prospects of dealing with diverse multicultural and socioeconomic populations. This course emphasizes the roles of the police and the community and strategies for building positive working relationships. Topics include problem solving, crime prevention, and diversity. C-ID: AJ 160. *NR*

## AJ 6 CRIMINAL PROCEDURES

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*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. AJ 6 was formerly offered as AJ 102. C-ID: AJ 122. *NR*

## AJ 7 CRIMINAL LAW II

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*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. AJ 7 was formerly offered as AJ 107. *NR*

## AJ 8 JUVENILE LAW AND PROCEDURES

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Recommended Preparation: AJ 2*

This course provides a thorough introduction to the juvenile justice system. The course addresses the history and philosophy of juvenile law and delinquency; the role of police in handling juvenile offenders and preventing and repressing delinquency; the ability of the police and juvenile justice system to adapt to changing youth criminal patterns; techniques and procedures involved in apprehending young offenders and prosecuting juvenile cases; and the relationship between community agencies, the police, and juvenile justice resources, with special emphasis on California. C-ID: AJ 220. *NR*

## AJ 13 CONSTITUTIONAL LAW AND THE JUSTICE SYSTEM

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*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 19 INTRODUCTION TO CORRECTIONS

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is an overview of the corrections subsystem of the criminal justice system. It examines the historical development of correctional theory, practice, and punishment; current concepts, trends, and practices; explanations of criminal behavior; legal issues, general laws, and general operations related to correctional institutions; and functions and objectives of the criminal justice system concerned with institutional, probation, parole, and community correctional processes as they modify the offender's behavior.

The course explores professional career opportunities in public and private agencies. C-ID: AJ 200. *NR*

## AJ 61 ORGANIZED CRIME AND CRIMINAL ENTERPRISE IN AMERICA

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* AJ 2

This course provides the student with an introduction to the study of organized crime and criminal enterprise. Students examine the influence of covert criminal activities, including street gangs, prison gangs, and traditional organized crime upon social structure; symptoms and recognition of organized crime activity, including the interrelationship with drugs/narcotics, white-collar crime, and vice operations; and the historical and contemporary problems faced by criminal justice agencies combating these criminal enterprises in the United States. *NR*

## AJ 105 INTRODUCTION TO INVESTIGATION

### **3 Units - 3 hours lecture**

*Transfers:* CSU

*Recommended Preparation:* AJ 2

This course introduces the fundamentals of investigation, including techniques of crime scene search and recording; recognition, collection and preservation of physical evidence; interviewing of suspects, victims, and witnesses; modus operandi; and court preparation and presentation. C-ID: AJ 140. *NR*

## AJ 106 POLICE FIELD OPERATIONS

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course presents an overview of patrol operations, the primary enforcement unit of the police. The course outlines the development of the patrol enforcement philosophy and role expectations of the line enforcement officer. It introduces students to current models and practices of patrol enforcement including basic patrol and traffic duties; handling requests for services; conducting field interviews, searches, and arrests; interceding in civil and domestic disturbances; and other community problems. Field trips may be required. *NR*

## AJ 111 LAW ENFORCEMENT ADMINISTRATION

**3 Units - 3 hours lecture***Transfers:* CSU

This course studies organizational elements and administration in the criminal justice system. Topics include police selection and promotion, human resource management, principles of communication, personnel and liability issues, and police operations. The course addresses such structural elements as planning, staffing, records, budget, processing of grievances, and personnel discipline techniques. *NR*

**AJ 112 POLICE SUPERVISION****3 Units - 3 hours lecture***Transfers:* CSU

This course examines the role and responsibility of the supervisor in law enforcement agencies. The course discusses the primary duties of a law enforcement supervisor - including employee discipline, training, performance appraisal, and personnel complaint investigations - and provides a basic foundation for theories of organization, administration, and management. Leadership and ethics are emphasized. *NR*

**AJ 150 REPORT WRITING FOR ADMINISTRATION OF JUSTICE****3 Units - 3 hours lecture***Transfers:* CSU*Recommended Preparation:* AJ 2 , WR 301, and WR 380

This course is an introduction to the basic concepts of technical report writing and the preliminary investigation methods used to prepare various types of criminal justice system reports, letters, memoranda, directives and administrative reports. Students will be required to prepare simulated reports based upon fictitious scenarios and assigned related readings, applying the rules of English grammar, spelling, sentence structure, punctuation, and word usage, and the format appropriate for successful criminal justice writing. Students will become familiar with technical terminology and research sources commonly used in the criminal justice field. *NR*

**AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE****1 Unit - 1 hour lab***Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE****2 Units - 2 hours lab***Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. AJ 168 was formerly offered as CWE 168. *NR*

## **AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE**

### **3 Units - 3 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **AJ 168 COOPERATIVE WORK EXPERIENCE: ADMINISTRATION OF JUSTICE**

### **4 Units - 4 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **AJ 250 P.O.S.T. CERTIFIED-ARREST, SEARCH, SEIZURE, AND FIREARMS**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Recommended Preparation:* AJ 150

This California Police Officer Standards and Training (P.O.S.T.) course is designed to orient students to the laws of arrest, search, seizure, and firearms as they relate to peace officers. The course covers laws and techniques of arrest, search, and seizure; the practical aspects of firearms use; and other specialized training as may be necessary. Students will be responsible for their own firing range fees and ammunition. Successful completion of this course satisfies the minimum training standards of California peace officers defined under Section 832 of the California Penal Code. Open to all students. *NR*

## **AJ 260 INVESTIGATION AND TRIAL PREPARATION - DISTRICT ATTORNEY**

### **4 Units - 4 hours lecture**

*Prerequisite:* Completion of a California Peace Officers Standard of Training (POST) basic academy or its equivalent. This course is designed for police officers who have been, or are about to be, assigned to the investigative staff of the district attorney's office. Course topics include the role and authority of the district attorney investigator; proper techniques and procedures for interviewing victims, witnesses, and informants; professional, ethical, and legal responsibilities of the investigator; and consequences for unprofessional behavior. *NR*

## **AJ 281 CODE ENFORCEMENT MODULE 1**

### **0.5 Units - 2.5 Hours Lab**

Limitation: Must be able to move through potentially hazardous areas including rugged terrain and possible contaminated sites safely.

This is one of four modules in the Code Enforcement Officer Training Program.

Students are introduced to basic concepts in municipal codes pertaining to various types

of properties. Course topics include: basic inspection protocols, planning and community development, officer safety, vehicle abatement, zoning/nuisance, right of entry and inspection warrants, case preparation and overview, abatement of dangerous buildings and substandard housing, legal remedies in code enforcement, dealing with difficult people, and interviews and interrogations. New CA state standards will be reviewed for compliance purposes with revised state regulations. Course prepares the student to take the Basic Certification of Code Enforcement. Field trips may be required. *NR*

## **AJ 282 CODE ENFORCEMENT MODULE 2**

### **0.5 Units - 2.5 hours lab**

Limitation: Must be able to move through potentially hazardous areas including rugged terrain and possible contaminated sites safely.

This is the second of four modules in the Code Enforcement Officer Training Program. This Code Enforcement Officer Course is a 40-hour course designed for current Code Enforcement Officers or an individual who is seeking employment as a Code Enforcement Officer. Course topics include: effective communications, use of chemical and technical means as deterrents, legal updates, multi-agency task force inspections, animal awareness and related hazards. Field trips may be required. *NR*

## **AJ 283 CODE ENFORCEMENT MODULE 3**

### **0.5 Units - 2.5 hours lab**

Limitation: Students are expected to walk through rugged terrain and may be exposed to hazardous situations in any potential field trip

This is the third module in the Code Enforcement Officer training program. This Code Enforcement Officer Course is a 40 hour course designed to provide technical knowledge for Current Code Enforcement Officers that will require the interpretation and application of the Health and Safety and Building Codes. Course topics include: legal aspects with constitutional considerations including the Fourth Amendment, Vectors, Microbial Contamination, Building, Plumbing, Electrical, Mechanical, Fire Code and Officer Safety pertaining to Drug and Gang Awareness. Field trip may be required. *NR*

## **AJ 284 CODE ENFORCEMENT MODULE 4**

### **0.5 Units - 1.5 hours lab**

Limitation: Must be able to move through hazardous areas safely during any potential field trips

This is the fourth of four modules in the Code-Enforcement Officer training program.

This course is designed to provide technical knowledge for current Code Enforcement Officers that address supervisor responsibilities and management. Course topics include: budgeting and finance, community relations, working with the media, human resources, communication, cost recovery, report writing and case studies in supervision. Field trips may be required.

*NR*

## **Adult English as a Second Language**

## **AESL 501 BEGINNING ADULT ESL LEVEL 1**

### **0 Units - 10 hours lecture**

Recommended Preparation: Students should be literate in native spoken language, semi-literate in native written language.

This is the first course in the adult education, ESL non-credit sequence. Low beginning English learners will practice listening, speaking, reading, and writing skills focused on everyday situations and U.S. civics and culture. Students will work on basic English skills to be able to function in an English speaking community, such as recognizing and using common words, following directions, recognizing and using commands, and filling out simple forms. This is an open-entry/open-exit course. *R-E-99*

## **AESL 502 BEGINNING ADULT ESL LEVEL 2**

### **0 Units - 10 hours lecture 1 hour lab**

Recommended Preparation: AESL 501 or by ESL assessment

This is the second course in the adult education ESL non-credit sequence. High beginning English learners will continue practicing listening, speaking, reading, and writing skills focused on everyday situations and U.S. civics and culture. Students work on developing Basic English skills for everyday needs, such as shopping, enrolling children in school, filling out simple applications, and going to the bank/post office.

Students are encouraged to speak and write about their personal interests and life experiences. This is an open-entry/open-exit course. *R-E-99*

## **AESL 503 BEGINNING ADULT ESL LEVEL 3**

### **0 Units - 10 hours lecture**

Recommended Preparation: AESL 502 or by ESL assessment

This is the third course in the adult education ESL non-credit sequence. Intermediate English learners will continue to practice listening, speaking, reading, and writing skills focused on life and career goals, U.S. civics, and culture. Students will work with integrated English skills used in situations that require interaction with the public including parent-teacher conferences, simple job interviews, and the doctor's office.

Students at this level increase their conversational fluency, vocabulary development, and grammar accuracy. This is an open-entry/open-exit course. *R-E-99*

## **AESL 504 INTERMEDIATE ADULT ESL LEVEL 4**

### **0 Units - 10 hours lecture**

Recommended Preparation: AESL 503 or by ESL assessment

This is the fourth course in the adult education, ESL non-credit sequence. Intermediate learners will practice listening, speaking, reading, and writing skills focused on life skills, career development, and U.S. civics and community. Students will build on their communication skills and will learn how to monitor their own language learning process. Focus will be on English for job preparation and more complex interactions with the community. Example activities will be writing professional emails and cover letters, interviewing for a job, volunteering in the community, and responding to legal/community correspondence. This is an open-entry/open-exit course. *R-E-99*

## **AESL 505 ADVANCED ADULT ESL LEVEL 5**

### **0 Units - 10 hours lecture**

Recommended Preparation: AESL 504 or by ESL assessment

This is the fifth course in the adult education, ESL non-credit sequence. Advanced English learners will practice listening, speaking, reading, and writing skills focused on career goals, college readiness, and have an in depth review of U.S. civics and community. Lessons integrate language skills with long-term strategies necessary for

successful transition into college credit programs and career advancement. Sample activities include making presentations for work, writing academically, exploring college options, and planning for a career/major. This is an open-entry/open-exit course. *R-E-99*

## AESL 599 AESL LEARNING CENTER

### **0 Units - 12 hours learning center**

Corequisite: AESL 501, AESL 502, AESL 503, AESL 504, or AESL 505

An open-entry/open-exit, non-credit course for students enrolled in specific corequisite AESL courses. Supports student learning by reinforcing speaking, listening, reading, writing, and digital literacy skills through the use of computer-based English learning software and conference instruction. *R-E-99*

## Anthropology

### ANTH 1 INTRODUCTION TO PHYSICAL ANTHROPOLOGY

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course is the study of human biology within the framework of evolution, with an emphasis on the interaction between biology and culture. The course introduces students to the principles of evolution and natural selection, the fossil evidence of human evolution, primate behavior, and the biological basis of human variation. Credit may be earned in either ANTH 1 or ANTH 1H, but not both. *NR*

### ANTH 1H INTRODUCTION TO PHYSICAL ANTHROPOLOGY HONORS

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

ANTH 1H is the study of human biology within the framework of evolution, with an emphasis on the interaction between biology and culture. The course introduces students to the principles of evolution and natural selection, the fossil evidence of human evolution, primate behavior, and the biological basis of human variation. This honors course will be enriched through limited class size, seminar format and more extensive reading and analysis of primary research, culminating in a final research project and oral presentation. Credit may be earned in either ANTH 1 or 1H, but not both. C-ID: ANTH 110. *NR*

### ANTH 1L PHYSICAL ANTHROPOLOGY LAB

#### **1 Unit - 3 hours lab**

*Transfers: CSU, UC credit pending*

Prerequisite/Corequisite: Prior completion of, or concurrent enrollment in, ANTH 1 or ANTH 1H  
ANTH 1L is the companion course to ANTH 1 or ANTH 1H (Introduction to Physical Anthropology) and may be taken concurrently with ANTH 1 or ANTH 1H or in a subsequent semester. The lab course includes in depth exploration of the scientific method, evolutionary theory, natural selection, cellular and population genetics, osteology, osteometry, primate behavior and evolution, hominin evolution. Field trips may be required. *NR*

### ANTH 2 CULTURAL ANTHROPOLOGY

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course presents a cross-cultural, comparative study of human behavior including current ethical obligations of

anthropologists. The course investigates the relationship between language and culture; subsistence strategies; social organization; marriage and family patterns; systems of kinship and descent; economic, political, and religious systems; psychological anthropology; components of cultural change and the impact of globalization on language and culture. Credit may be earned for either ANTH 2 or ANTH 2H, but not both. *NR*

## **ANTH 2H CULTURAL ANTHROPOLOGY HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course presents a cross-cultural, comparative study of human behavior including current ethical obligations of anthropologists. The course investigates the relationship between language and culture; subsistence strategies; social organization; marriage and family patterns; systems of kinship and descent; economic, political, and religious systems; psychological anthropology; components of cultural change and the impact of globalization on language and culture. This honors course will be enriched through limited class size, seminar format, more extensive reading and analysis of primary research, participation in first hand fieldwork culminating in a final project - can be conducted on campus, and oral presentation. Credit may be earned for either ANTH 2 or 2H, but not both. *NR*

## **ANTH 3 CULTURE AND LANGUAGE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course explores the relationship between language and culture. The course examines characteristics of human language versus animal communication, contemporary theories of language acquisition, the impact of language on thought, the relationship between language and gender, techniques used in descriptive and historical linguistics, major language families, and linguistic diversity. *NR*

## **ANTH 4 NATIVE AMERICAN CULTURES**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course examines the origin, major language families, and cultures of the Native Americans from traditional and contemporary perspectives. Topics include various subsistence strategies, social organization, political systems, and religious customs and beliefs, as well as Native American music and art. *NR*

## **ANTH 7 NATIVE AMERICANS OF SOUTHERN CALIFORNIA**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course examines the origin, major language families, and cultures of the Native Americans of Southern California. Topics will include the various subsistence strategies, social organization, political systems, and religious customs and beliefs, as well as Native American music and art. *NR*

## **ANTH 9 INTRODUCTION TO ARCHEOLOGY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course examines the theoretical framework, historical development, and methods of anthropological archeology. The course introduces students to archeological site location and analysis, data collection, excavation techniques, artifact identification and classification, and interpretation of cultural sequences. This course will discuss archeological ethics and community relations as well as cultural resource management. C-ID: ANTH 150. *NR*

## **ANTH 13 MAGIC, WITCHCRAFT AND RELIGION**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course emphasizes the nature, origins and purposes of religion through a broad range of cultural examples. Emphasis will be placed on the identification of myth and symbolism, the analysis of roles of varied religious practitioners, the relevance of magic, witchcraft and sorcery and evaluation of religious change. *NR*

## **Art**

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

#### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

This course is an introduction to two-dimensional design and color. Students learn to organize the visual elements of line, shape, color, value, and texture according to established principles of art. Emphasis is placed on manual skill and dexterity. ART 40 is required of art majors but is open to all students. *NR*

### **ART 41 3D DESIGN**

#### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* ART 40

This course introduces the principles of three-dimensional design. Students work with a variety of materials, exploring the elements of line, plane, volume and mass and their composition in space. ART 41 is required of art majors but is open to all students. Attendance at field trips may be required. C-ID: ARTS 101. *NR*

### **ART 42 COLOR THEORY**

#### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

This course investigates the various characteristics of color including theory, psychology, history, and the expressive aspects of color. Students will explore aspects of color mixing, matching, analysis, and relationships as it applies to the visual arts. *NR*

### **ART 50 BEGINNING OIL PAINTING**

#### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* ART 40 and ART 80 strongly recommended.

This is a basic course in the craft and practice of oil painting. The course stresses the fundamentals of composition, value and color theory, instructing students to paint traditional subject matter from direct observation. ART 50 is required of art majors but is open to all students. Field trips may be required. *NR*

### **ART 51 INTERMEDIATE PAINTING**

#### **3 Units - 2 hours lecture, 4 hours lab**

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

*Recommended Preparation:* ART 40 and ART 50

This course is designed to further the development of the student's painting skills. The course explores the creative

process of developing a painting through the use of contemporary color and design, as well as furthering more advanced classical painting techniques. *NR*

## **ART 52 ADVANCED PAINTING**

### **3 Units - 2 hours lecture, 4 hours lab**

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

*Recommended Preparation: ART 50, ART 51, and ART 80*

Students explore representational and non-representational subject matter in a variety of media, including acrylic, oil, and mixed media. The course focuses on the development of concepts and themes in a series of paintings. *NR*

## **ART 53 BEGINNING LIFE PAINTING**

### **3 Units - 2 hours lecture, 4 hours lab**

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

*Prerequisite: ART 85*

*Recommended Preparation: ART 50, ART 51, ART 85, and ART 86*

This course is an introduction to painting the human figure. Emphasis is placed on the application of light, color, and palette systems to the figure, and the development of composition within the painting. The course is designed to develop the student's ability to portray the live model in a representational manner using the traditional methods of oil painting. *NR*

## **ART 60 INTRODUCTION TO PRINTMAKING**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

*Prerequisite: ART 80*

*Recommended Preparation: ART 40*

This course explores the fundamentals of the fine art of printmaking. Processes explore relief and intaglio printmaking methods. Emphasis is placed on developing skills, creative exploration in black and white, an introduction to color printmaking techniques, and technical analysis of printmaking aesthetics. Students will produce limited editions and survey the history of printmaking. *NR*

## **ART 61 INTERMEDIATE PRINTMAKING**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

*Prerequisite: ART 80*

*Recommended Preparation: ART 40*

ART 61 explores the fine art printmaking process, including both relief and intaglio methods. Emphasis is placed on further developing skills, creative exploration into monochromatic and color palettes, and in depth technical analysis of printmaking techniques. Emphasis is placed on enhancing basic printmaking skills. *NR*

## **ART 62 PRINTMAKING: PAINTERLY TECHNIQUES**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

*Prerequisite: ART 60*

*Recommended Preparation: ART 80*

ART 62 continues the exploration of the fine art printmaking process begun in ART 60, including both relief and

intaglio methods. Emphasis is placed on edition printing (color), advanced technical skills of multiplate printing, color printing, monoprinting, and continued development of personal imagery and techniques. *NR*

## **ART 64 PRINTMAKING: ALTERNATIVE PROCESSES**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* ART 60

*Recommended Preparation:* ART 80

ART 64 explores contemporary printmaking processes using a variety of light sensitive polymer plates and other alternatives to classical printmaking techniques. Images are prepared digitally and manually combining new and old methods of printed image creation. Emphasis is placed on developing visual statements, design sensibility, technical skills, printmaking aesthetics, historical contexts, and craftsmanship through projects, discussions, and oral and written criticism. *NR*

## **ART 80 DRAWING FUNDAMENTALS**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

This is a basic course in representational drawing. It introduces students to the process of perceiving natural forms and rendering the illusion of three-dimensional reality on a two-dimensional surface. Students apply the principles, elements and practices of representational drawing using black and white, wet and dry media. ART 80 is required of art majors but is open to all students. Students are limited to taking four drawing courses (ART 80, 81, 82, 85, 86, 88 or 186) for a maximum of 12 units. *NR*

## **ART 81 REPRESENTATIONAL DRAWING**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* ART 80

This course is designed to build upon skills acquired in ART 80, Drawing Fundamentals. The course centers on the study of contemporary and traditional realistic drawing concepts, with emphasis on their creative application. Students work with dry and fluid media to create a variety of drawings. The course presents and explores the possibility of content and meaning and introduces the use of color in drawing. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 88 or 186) for a maximum of 12 units. C-ID: ARTS 205. *NR*

## **ART 82 ADVANCED DRAWING**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* ART 81

This advanced course emphasizes the process of drawing as a form of creative expression. Students explore a variety of media, including gesso, colored chalks, ink, watercolor, and collage, and traditional and contemporary drawing styles. The course is designed to develop each student's personal drawing style. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 88 or 186) for a maximum of 12 units. *NR*

## **ART 85 LIFE DRAWING I**

### **3 Units - 2 hours lecture, 4 hours lab**

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

*Recommended Preparation:* ART 80

This is a basic course in life drawing. It introduces students to the methods of rendering the illusion of the human form on a two-dimensional surface. Students apply the principles, elements and practices of representational drawing using black and white, wet and dry media in drawings of the live model. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 88 or 186) for a maximum of 12 units. *NR*

## **ART 86 ADVANCED LIFE DRAWING**

**3 Units - 2 hours lecture, 4 hours lab**

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

This is an advanced course in life drawing. Students apply the principles, elements and practices of representational drawing using black and white, wet and dry media to render the human form emphasizing its musculature. The course is designed to develop students' facility in perceiving the human form and rendering the illusion of three-dimensional reality on a two-dimensional surface. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 88 or 186) for a maximum of 12 units. C-ID: ARTS 200. *NR*

## **ART 88 FIGURE DRAWING FOR ANIMATION**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

*Prerequisite: ART 80*

*Recommended Preparation: ART 85 and/or ART 86*

This is an intermediate course in figure drawing. Students will explore the principles, methods, and concepts relative to drawing the human figure for the purpose of animation and figure invention. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 88, or 186) for a maximum of 12 units. *NR*

## **ART 91 PORTFOLIO DEVELOPMENT**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

This course covers the development and presentation of a professional fine art and graphic design portfolio. Emphasis on the selection of appropriate work, conceptual improvement, and methods of presentation, including digital and traditional formats. Students will complete a professional resume, cover letter, and artist's statement suitable for transfer or the job market. ART 191 is also listed as DMA 191; credit will be given in either area, not both. ART 91 was formerly offered as ART 191. *NR*

## **ART 186 DRAWING THE HEAD AND HANDS**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU*

*Recommended Preparation: ART 50 and ART 86*

This drawing course studies the anatomy and form of the human head and hand, and explores how to represent these most complex forms of the human figure in a two-dimensional medium. Students work with a variety of construction models and study how the application of light affects image and perspective. They apply the basic principles of construction to create an illusion of a three-dimensional form. Students may take four drawing courses (ART 80, 81, 82, 85, 86, 88 or 186) for a maximum of 12 units. *NR*

## **ART 195 ILLUSTRATION**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU*

*Prerequisite: ART 80*

*Recommended Preparation: ART 50 and ART 85*

This course introduces students to the fundamental principles and practices of illustration and the process of developing and communicating visual ideas and imagery. Emphasis is on refining the student's personal visual vocabulary and addressing practical issues within the professional world of illustration. ART 195 is also listed as DMA 195; credit will be given in either area, not both. *NR*

## **Art History**

### **ARTH 1 HISTORY OF PHOTOGRAPHY**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course presents an overview of the history, technology, and aesthetics of the science/art of photography from the earliest experiments in the medium to the present. The course analyzes trends that led to the contemporary expression of the medium in the late twentieth century. Students must attend at least one major photography exhibition. This course is required of photography majors. ARTH 1 is also listed as PHOT 1; credit will be given in either area, not both. *NR*

### **ARTH 4 INTRODUCTION TO ART THEORY**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Recommended Preparation: WR 1*

This course explores the fundamental elements and principles of art. It introduces the terms, theoretical methodologies and evaluative strategies used in the evaluation of art, various artistic media and artistic devices. The course addresses problems of organization and structure in a work of art as well as the relationship between a work of art and the social and intellectual context from which it emerges. Visits to off-campus galleries/museums may be required. *NR*

### **ARTH 5 INTRODUCTION TO ART MEDIA**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

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. ARTH 5 was formerly offered as ARTH 104. *NR*

### **ARTH 20 ART APPRECIATION**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Recommended Preparation: Completion of or concurrent enrollment in WR 1 or WR 1H*

This course provides a general introduction to the visual arts that offers a look at works of art and architecture through the study of theory, aesthetics, terminology, themes, design principles, media, techniques across time, global locations, and diverse cultures. The course includes the critical analysis of works of art as well as art historical methodology. Attendance at scheduled field trips may be required. C-ID: ARTH 100. *NR*

### **ARTH 22 SURVEY OF ASIAN ART**

**3 Units - 3 hours lecture***Transfers: CSU, UC*

Recommended Preparation: ARTH 27 and WR 1 or WR 1H

This course is a chronological and comparative survey of the artistic traditions of India, Korea, China and Japan from prehistory to the twenty-first century. The course will examine Asian art and architecture within the cultural and historical framework in which they were produced. Attendance at scheduled field trips may be required. *NR*

**ARTH 23 AFRICAN AND OCEANIC ART****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course is a chronological, thematic and comparative study of the indigenous art of sub-Saharan Africa, the African diaspora, Polynesia, Melanesia, Micronesia, and Australia. The course addresses prehistoric to contemporary forms of artistic expression in these regions within their historical, geographical, religious and sociocultural contexts. In addition, the course will assess the politics of colonialism, the impact of globalization, and the Western world's economic and religious hegemony over once self-reliant kingdoms and the states in the third world. *NR*

**ARTH 24 ANCIENT ART****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course is a survey of the painting, sculpture, and architecture produced throughout the ancient world of the eastern Mediterranean and Near East. Beginning with the Neolithic peoples of Anatolia, the course examines the first great civilizations of Mesopotamia, the spread of the Bronze Age, and the increasing power of both Persian and Egyptian cultures. The investigation continues with the pre-classical and classical civilizations of the Aegean basin, and culminates with a survey of Roman expansion. Works of art and architecture are discussed in light of their unique cultural and historical context. *NR*

**ARTH 25 ART HISTORY SURVEY I: WESTERN****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course is a chronological and comparative survey of the painting, sculpture, craft and architecture of the pre-modern, developing Western regions of the world: Prehistoric Europe, Mesopotamia, Egypt, the Greek and Roman worlds, and Medieval Europe. In addition, this course will investigate the Byzantine Empire and its influence on the art and architecture of Western Europe. Surveyed from prehistoric through late Middle Ages, these aesthetic works will be examined within the cultural and historical framework in which they were produced. Attendance at scheduled field trips may be required. C-ID: ARTH 110. *NR*

**ARTH 26 ART HISTORY SURVEY II: WESTERN****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course is a chronological and comparative survey of the painting, sculpture, craft and architecture of the modern Western regions of the world: Renaissance Europe through the United States of the twentieth century. In addition, this course will investigate the new non-western model as it influences the art and architecture of modern Western Europe. Surveyed from the fourteenth through the twentieth centuries, these aesthetic works will be examined within the cultural and historical framework in which they were produced. Attendance at scheduled field trips may be required. C-ID: ARTH 120. *NR*

**ARTH 27 ART HISTORY SURVEY III: NON-WESTERN**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is a chronological and comparative survey of the painting, sculpture, craft and architecture of non-Western regions of the world: Asia, Africa, Oceania, and the Americas. In addition, the course investigates Islamic artistic expansion in the Near East and its influence on the art and architecture of Spain. Aesthetic works from prehistoric to contemporary times are discussed in light of their unique cultural and historical context. *NR*

**ARTH 28 CONTEMPORARY ART HISTORY****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* ARTH 26

This course offers a historical perspective of art and architecture from circa 1940 through the twenty-first century. The course begins with an overview of the arts in Europe and America in the first half of the century and continues through the second World War, exploring stylistic changes that occurred with a quickening pace and came to define late modernism and postmodernism. The course concludes with an emphasis on contemporary issues in an ever-shrinking global artistic community. All works of art and architecture will be examined within the cultural and historical framework in which they are produced. Attendance at scheduled field trips may be required. *NR*

**ARTH 29 19TH AND EARLY 20TH CENTURY ART****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is a survey of the painting, sculpture, and architecture produced in Europe and America from the French Revolution to World War II. Beginning with the neoclassical movement of the late eighteenth century, the course examines the rise of modernity and its innovative assumptions about art, aesthetics, and criticism. The course concentrates on the evolution of the modern definition of art and how changing criteria modify the value of art to society. Works of art and architecture are discussed in light of their unique cultural and historical context. *NR*

**ARTH 30 RENAISSANCE AND BAROQUE ART****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is a survey of the painting, sculpture, and architecture produced throughout Europe between the fourteenth and eighteenth centuries. Beginning with the cultural changes of the late Gothic period, the course examines the reintroduction of the classical aesthetic by Renaissance artists, the rise of humanism, and the subsequent visual response of the Catholic Church to developing Protestant institutions during the Baroque period. The course concludes with a survey of late Baroque (Rococo) art as defined by the French court. Works of art and architecture are discussed in light of their unique cultural and historical context. *NR*

**ARTH 31 MEDIEVAL ART****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is a survey of European painting, sculpture, and architecture from the decline and fall of the Roman Empire through the rise of the great Gothic cathedrals. In addition, the course explores the Golden Age of Byzantium and its influences on the Latin West. The course investigates this epoch in history not as a "Dark Age" but rather as a major factor in the establishment and authority of Christianity throughout the world and today's organization of modern Europe. Works of art and architecture are discussed in light of their unique cultural and historical context. *NR*

**ARTH 32 HISTORY OF WORLD ARCHITECTURE**

**3 Units - 3 hours lecture***Transfers:* CSU, UC

This course is a chronological and comparative survey of world architecture and urban design from prehistory through the Modern World. Examples of the built environment and civic plans are discussed inside their unique aesthetic, cultural and historical contexts. Field trips may be required. *NR*

**ARTH 33 AMERICAN ART****3 units - 3 hours lecture***Transfers:* CSU, UC

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. ARTH 33 was formerly offered as ARTH 133. *NR*

**ARTH 50 HISTORY OF GRAPHIC DESIGN****3 Units - 3 hours lecture***Transfers:* CSU, UC

This concise history traces the development of graphic design from the invention of writing to the digital revolution. The course explores the origins of printing and book design from early medieval manuscripts to Renaissance, Victorian and Art Nouveau graphics, and the evolution of twentieth century design styles and theories from the modernist era through postmodernism and the digital age. ARTH 50 is also listed as DMA 50; credit will be given in either area, not both. *NR*

**ARTH 110 INTRODUCTION TO MUSEUMS****3 Units - 3 hours lecture***Transfers:* CSU

This course is designed to develop students' understanding of the dynamic and complex world of museums, past and present. It provides a broad introduction to a diverse range of museums and collections, including museums of art, science and history. The course examines the history of museums; how a museum runs, specifically focusing on the duties and responsibilities of museum staff and volunteers; museum management; virtual exhibitions; and museum careers. Attendance at scheduled field trips may be required. *NR*

**ARTH 115 COLLECTIONS MANAGEMENT****3 Units - 3 hours lecture***Transfers:* CSU

This course provides an introduction to the practical applications of collections management, including how collections are developed, catalogued and used. The course examines the roles and responsibilities of those involved in collections management; acquisition and deaccession processes; record-keeping methodologies; and how objects and records are accessed for ongoing research and exhibitions. Field trips may be required. *NR*

**ARTH 120 CURATORIAL PRACTICE****3 Units - 3 hours lecture***Transfers:* CSU

This course examines the roles and responsibilities of a museum curator. Topics include types of museum curators; the

curatorial department and team; exhibition development, research, proposals, contracts, publicity, and supervision; and curatorial writing, research, and career preparation. Attendance at field trips may be required. *NR*

## **ARTH 125 VISITOR SERVICES AND MUSEUM EDUCATION**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course examines the roles and responsibilities of those involved in museum education and visitor services. Topics such as docent training, grade-based curriculum and methods for evaluating the visitor experience will be reinforced by examining the current trend of working museum professionals. Attendance at scheduled field trips may be required. *NR*

## **ARTH 127 EXHIBITION DEVELOPMENT-TECHNOLOGIES AND OBJECT HANDLING**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

ARTH 127 provides students with the best standards and practices in exhibition development, object handling and technologies. This course examines the complex collaborative team process necessary for exhibition development in a variety of settings such as galleries, science centers and museums. Attendance at field trips may be required. *NR*

## **ARTH 130 MUSEUM TECHNOLOGIES**

### **1 Unit - 1 hour lecture**

*Transfers:* CSU

This course examines the role of technology in museum careers. The course provides an overview of technologies used in museum website development, exhibition technology applications and collection databases. It is designed to develop the skills necessary to work in a variety of museum-related jobs. Attendance at scheduled field trips may be required. *NR*

## **ARTH 135 ART HANDLING AND PREPARATOR STUDIES**

### **1 Unit - 1 hour lecture**

*Transfers:* CSU

This course is designed to provide students with the knowledge and skills to successfully handle museum collections in a wide range of circumstances such as packing, handling, exhibition installations and moving collections. The course examines the role of a museum preparator as it relates to the installation of collections for exhibitions. *NR*

## **ARTH 140 MUSEUM PUBLICITY AND MARKETING**

### **2 Units - 2 hours lecture**

*Transfers:* CSU

This course examines the components of museum publicity and the role of professional staff members in promotional campaigns. The course is designed to develop knowledge and skills in areas such as press writing and marketing development, and to prepare students to work successfully in a wide range of careers in museum publicity and marketing. Attendance at scheduled field trips may be required. *NR*

## **ARTH 145 MUSEUM FUNDRAISING AND DEVELOPMENT**

### **1 Unit - 1 hour lecture**

*Transfers:* CSU

This course examines the roles and responsibilities of a museum fundraiser and/or development officer. Students will learn how museums develop museum memberships, and other donor relationships. This course is a required course for a certificate of achievement in applied museum studies and for the certificate of proficiency in Museum Marketing and Publicity. Attendance at scheduled field trips may be required. *NR*

## **ARTH 168 COOPERATIVE WORK EXPERIENCE: APPLIED MUSEUM STUDIES**

### **1 Unit - 1 hour lab**

*Transfers:* CSU

Prerequisite: Student must have completed 9 units in the Applied Museum Studies Program.

Limitation: Students must be concurrently enrolled in 7 units, including 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. *NR*

## **Astronomy**

### **ASTR 20 GENERAL ASTRONOMY**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This introductory course traces the development of astronomy from ancient times to the present. The course examines the solar system, including the moon, sun, and planets; the composition and evolution of stars and galaxies; and theories of the origin of the universe. Field trips may be required to fulfill the objectives of this course. *NR*

### **ASTR 25 OBSERVATIONAL ASTRONOMY**

#### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

This course is designed primarily to acquaint students with astronomical measurements, instruments and techniques. Students will use telescopes, spectrosopes and other instrumentation to observe and study the moon, planets, stars, binary and multiple stars, star clusters, nebulae, and galaxies. Field trips may be required to fulfill the course objectives. *NR*

## **Biology**

### **BIO 1 THE LIFE SCIENCES**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is an integrated survey of the major principles of biology. Students focus on cellular and molecular biology, physiology, reproduction, genetics, evolution, population biology, and ecology. This course is recommended for students seeking to fulfill the general education requirement in life sciences or as an introductory course for students pursuing advanced study in life sciences. Credit may be earned in either BIO 1 or 1H, but not both. *NR*

### **BIO 1H THE LIFE SCIENCES HONORS**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This Honors course is an integrated survey of the major principles of biology. Students focus on cellular and molecular biology, biochemistry, reproduction, genetics, evolution, population biology, and ecology. This course is recommended for students seeking to fulfill the general education requirement in life sciences or as an introductory course for students pursuing advanced study in life sciences. In this Honors course, students are expected read and summarize topical articles, perform literature searches and reviews, and complete associated writing assignments. Credit may be earned in either BIO 1 or 1H, but not both. *NR*

**BIO 1L THE LIFE SCIENCES LABORATORY****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* Prior completion of, or concurrent enrollment in BIO 1 or BIO 1H

This is a laboratory survey of the major principles of biology. It is the recommended course to accompany BIO 1 or BIO 1H . Topics include the application of laboratory equipment and procedures to the investigation of biological systems from the biochemical, cellular, organismal, ecological, and evolutionary perspective. Students may take BIO 1L concurrently with the BIO 1 or BIO 1H lecture or after, but not prior to either. *NR*

**BIO 2 PLANT BIOLOGY****4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* BIO 1 and MATH 253

This course presents the structure, function, diversity and phylogeny of plant, fungal, and protistan taxa. Topics include comparative plant structure and function, physiology, development, evolution, phylogeny, and taxonomy. Principles of population, community, and ecosystem ecology are emphasized. The laboratory component of the course emphasizes observation, experimentation, and field techniques. Field trips may be required to fulfill course objectives. C-ID: BIOL 155. *NR*

**BIO 3 HUMANS AND THE BIOLOGICAL WORLD****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This general education course examines the basic principles of the biological sciences as it relates to humans. Topics range from cellular biology, physiology, genetics, evolution, ecology and the environment. This course is intended for those non-majors students seeking a comprehensive course in the biological sciences. *NR*

**BIO 4 RESEARCH METHODS IN THE BIOLOGICAL SCIENCES****2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* BIO 1 and BIO 1L

*Limitation:* Permission by the instructor.

*Recommended Preparation:* MATH 10

This course instructs students in the fundamentals of biological research methodologies. Students will be introduced to the Scientific Method, scientific literature searches and critiques, the design and implementation of biological experimentation, the analysis of results, and the preparation of a report of findings. Students will conclude their coursework by performing their own biological research project. *NR*

## **BIO 5 ANIMAL BIOLOGY**

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: MATH 253 and BIO 1 or BIO 1H

This course is a survey of protozoans and animals. Lectures focus on the form and function, physiology, development, classification, evolution, ecology, behavior, and natural history of major animal and protozoan taxa. Field trips may be required to fulfill the course objectives. C-ID: BIOL 150. *NR*

## **BIO 7 Statistics and Experimental Design for the Biological and Health Sciences**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 253 with a 'C' or better.

This course provides an introduction to statistical theory and experimental methods as applied to the biological and health sciences. Topics include experimental design for the study of biological systems in the field and the laboratory, hypothesis testing, graphical and numerical approaches to presenting data sets, statistical methods, discrete and continuous data, and the distinction between parametric and nonparametric data. The course includes instruction in the presentation and interpretation of results. *NR*

## **BIO 10 BIOCHEMISTRY FOR HEALTH SCIENCES**

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* MATH 350A, MATH 350B, MATH 350C, MATH 350D, MATH 350E, MATH 350F, MATH 350G, MATH 350H

This course addresses the application of chemical principles to biological systems, especially at the cellular level of structure and function. Essential topics include the nature of biologically important solutions and colloids; structure, functions and interactions of biological macromolecules; interactions of biological molecules in formation and functions of biological membranes; intracellular metabolism and enzyme functions; and genetic control of biological functions. The course is intended for health science students who have no previous background in sciences. *NR*

## **BIO 11 HUMAN ANATOMY**

**4 Units - 2 hours lecture, 6 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: WR 1

This course presents an analysis of human structure integrating cellular, tissue, organ, and organ system levels of structure and relates structure to function. Laboratory emphasis is on histology and gross anatomy. The course is designed for pre-professional students and biology majors. C-ID: BIOL 110B. *NR*

## **BIO 12 HUMAN PHYSIOLOGY**

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* BIO 11 and either BIO 10 or CHEM 4

*Recommended Preparation:* WR 1 and MATH 253

This course applies an integrated systems approach to the study of function in the human body. Emphasis is on major organ systems, their negative feedback controls, and their significance in maintaining homeostasis of the whole body. Each system is analyzed at the molecular, cellular, tissue and organ levels of function. The lab component of the course

emphasizes experimental design, data collection and analysis, and evaluation and interpretation of experimental results.  
C-ID: BIOL 120B. *NR*

## BIO 12D HUMAN PHYSIOLOGY - DISCUSSION

### 1 Unit - 1 hour lecture

*Transfers: CSU, UC*

*Corequisite: BIO 12*

This discussion course affords students enrolled in Biology 12, Human Physiology, the opportunity to discuss, analyze, and exchange ideas concerning human function. Discussions focus on negative feedback control systems and other key topics covered in BIO 12, as well as background information not generally covered in the lecture. BIO 12D is offered on a pass/no-pass basis only. *NR*

## BIO 14 ADVANCED RESEARCH IN BIOLOGICAL AND HEALTH SCIENCES

### 2 Units - 1 hour lecture, 3 hours lab

*Transfers: CSU, UC*

*Prerequisite: BIO 4*

This course provides more advanced training in the design and implementation of laboratory and field research in the biological and health sciences. Its focus is on more complex protocol, experimental design and instrumentation.

Students will be introduced to more advanced statistical tests and prepare a final manuscript of findings. Students will also be required to report their findings at a special student research symposium at the conclusion of the semester. *NR*

## BIO 15 GENERAL MICROBIOLOGY

### 5 Units - 3 hours lecture, 6 hours lab

*Transfers: CSU, UC*

*Recommended Preparation: BIO 10 and BIO 11*

This course is an examination of the fundamental biological concepts as they apply to viruses, bacteria, fungi, and protozoans. Theoretical as well as practical applications are discussed in such topics as bacterial morphology, metabolism, genetics, chemotherapy, and antibiotics. Also discussed are resistance and immunity, health and disease, and the role of microorganisms in the environment. Laboratory work will reinforce topics covered in lecture. Field trips may be required to fulfill course objectives. *NR*

## BIO 16 CELLULAR BIOLOGY

### 4 Units - 3 hours lecture, 3 hours lab

*Transfers: CSU, UC*

*Prerequisite: CHEM 1A*

*Recommended Preparation: WR 1*

This course, intended for majors but open to all students, will cover principles and applications of prokaryotic and eukaryotic cell structure and function, biological molecules, homeostasis, cell reproduction and its controls, molecular genetics, classical /Mendelian genetics, cell metabolism including photosynthesis and respiration, and cellular communication. The philosophy of science, methods of scientific inquiry and experimental design are foundational to the course. C-ID: BIOL 190. *NR*

## BIO 19 MARINE BIOLOGY

### 4 Units - 3 hours lecture, 3 hours lab

*Transfers: CSU, UC*

This course presents the biology and natural history of marine organisms within an ecological context. A habitat

approach emphasizes the physical features of each marine environment, the community structure of the habitat and adaptations of the constituent organisms. Emphasis is on California marine life. The laboratory component of the course emphasizes observation and experimentation. Experiments address general biological/ecological principles in the context of the marine environment. Students study the classification, anatomy, physiology and behavior of marine organisms. Field trips, an integral part of the course, focus on the structure of marine ecosystems. Credit may be earned in either BIO 19 or BIO 19H, but not both. *NR*

## **BIO 19H MARINE BIOLOGY HONORS**

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

Marine Biology Honors presents the biology and natural history of marine organisms. A habitat approach emphasizes the physical features of each marine environment, the community structure of the habitat and adaptations of organisms. Emphasis is on California marine life. The laboratory component of the course emphasizes observation and experimentation. Experiments address general biological principles in the context of the marine environment. Students study the classification, anatomy, physiology and behavior of marine organisms. Field trips focus on the structure of marine ecosystems. This honors course is enriched through additional reading of primary literature, critical thinking, investigative experimentation, and a research presentation. Credit may be earned in either BIO 19 or BIO 19H, but not both. *NR*

## **BIO 21 HUMAN ANATOMY AND PHYSIOLOGY**

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: BIO 1

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. BIO 21 was formally offered as BIO 121. *NR*

## **BIO 30 CALIFORNIA WILDLIFE AND WILDLANDS**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This lecture course introduces students to the natural history of California flora and fauna in the context of the many ecosystems that occur in the state. The course presents both ecological and evolutionary perspectives as it examines the role of climate, geology, species interactions, and adaptation in creating California's world famous biodiversity. The course includes both prehistoric and historical changes to California wildlands and the role humans have played in shaping the current landscape. Field trips may be required to fulfill course objectives. *NR*

## **BIO 32 MICROORGANISMS AND YOU: ALLIES OR ENEMIES**

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This general survey course explores the complex role of microbes in keeping us alive, making us sick, supplying our food, and regulating our biosphere. The course investigates the types and diverse habitats of microbes; their mutations and adaptations; and their impact on medicine, public health, and the environment. The course is intended for non-science majors and is not applicable for allied health majors. *NR*

## **BIO 43 BEING AN ANIMAL: THE SCIENCE OF ANIMAL BEHAVIOR**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course offers an integrated analysis of the physiological, ecological and evolutionary bases of animal behavior. The course considers in detail the psychobiological, ecological, developmental and sociobiological determinants of animal behavior in the context of adaptive evolution. Field trips may be required to fulfill course objectives. *NR*

## **BIO 44 BIOLOGY OF HUMAN SEXUALITY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course provides a thorough introduction to the development and practice of sexuality in humans. Topics include biochemical function, developmental and sexual differentiation from fertilization through the age of 16 years, and psychosexual and physiological development from birth through adulthood. Field trips may be required to fulfill the objectives of this course. *NR*

## **BIO 55 INTRODUCTION TO ECOLOGY: THEORY AND APPLICATION**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course examines the interactions between organisms and their abiotic and biotic environments from an ecological, physiological, and evolutionary perspective. Topics include evolutionary ecology, behavioral ecology, the physical environment and adaptive responses to environmental challenges, population biology, community interactions and dynamics, species diversity, ecosystem ecology, and human impacts to ecological systems. Field trips may be required. *NR*

## **BIO 71 STEM CELLS AND SOCIETY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course offers an introduction to stem cell research, including the origins and potential uses of stem cells in medicine, research, reproduction, agriculture, environment preservation, and other applications. Course topics include different sources and forms of stem cells, the technologies used to generate these remarkable cells, their use in a wide variety of fields, and the ethical and social concerns that have been and continue to be raised about the use of stem cells and related biotechnologies. This course is intended for majors and non-majors. *NR*

## **BIO 72 HUMAN GENETICS AND MEDICINE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: MATH 253

This course offers an introduction to basic genetic concepts as they apply to humans. The course analyzes genetic pedigrees and hereditary relationships, genetic maps, genes, chromosomes, molecular aspects of human diseases and disorders related to genetics, and the role of databases including the Human Genome Project in forensics and medicine. Discussions include future potentials, as well as legal and ethical considerations, of genetic analysis and "genetic engineering." Intended for both majors and non-majors. *NR*

## **BIO 80 INTEGRATED BIOLOGY: ORGANISMS TO ECOSYSTEMS**

**4 Units - 3 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course introduces students to the diversity of life and provides the framework to understand its origins from underlying processes in organic evolution. Topics include natural selection, population genetics, systematics, speciation, history of life of Earth, morphological, physiological, and behavioral adaptation, and the principles of evolutionary ecology. Field trips may be required to fulfill objectives of this course.

BIO 80 was formerly offered as BIO 94. Credit for BIO 80 or 80H, but not both. C-ID: BIOL 140. *NR*

**BIO 80H INTEGRATED BIOLOGY: ORGANISMS TO ECOSYSTEMS HONORS****4 Units - 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit pending*

This Honors course introduces students to the diversity of life and provides the framework to understand its origins from underlying processes in organic evolution. Topics include natural selection, population genetics, systematics, speciation, history of life of Earth, morphological, physiological, and behavioral adaptation, and the principles of evolutionary ecology. As an Honors course, students will be completing advanced reading and writing assignments, will conduct more rigorous laboratory exercises, and perform more in-depth data analyses than in BIO 80. Field trips may be required to fulfill objectives of this course. BIO 80 was formerly offered as BIO 94. Credit for BIO 80 or BIO 80H, but not both. *NR*

**BIO 81 INTEGRATED BIOLOGY: FROM DNA TO ORGANISMS****4 Units - 3 hours lecture, 3 hours lab***Transfers: CSU, UC**Prerequisite: CHEM 1A**Recommended Preparation: High school biology or chemistry*

This combined lecture and lab course integrates four broadly defined levels of organismal structure and function into a coherent framework. Biochemistry, cell biology, genetics, and organismal structure and function (with emphasis on organ systems and physiology) are woven together using basic themes of structural/functional hierarchy, energetics, and information flow. BIO 81 was formerly offered as BIO 93 and 93L. Credit for BIO 81 or 81H, but not both. *NR*

**BIO 81H INTEGRATED BIOLOGY: DNA TO ORGANISMS****4 Units - 3 hours lecture, 3 hours lab***Transfers: CSU, UC credit pending**Prerequisite: CHEM 1A**Recommended Preparation: High School biology or chemistry*

This combined lecture and lab course integrates four broadly defined levels of organismal structure and function into a coherent framework. Biochemistry, cell biology, genetics, and organismal structure and function (with emphasis on organ systems and physiology) are woven together using basic themes of structural/functional hierarchy, energetics, and information flow. As an Honors course, students will be completing advanced reading and writing assignments, will conduct more rigorous laboratory exercises, and perform more in-depth data analyses than in BIO 81. BIO 81 was formerly offered as BIO 93 and 93L. Credit for BIO 81 or BIO 81H, but not both. *NR*

**BIO 82 GENETICS**

**4 Units - 3 hours lecture 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: BIO 80 , BIO 81 and CHEM 1B

This lecture/lab course is a comprehensive survey of genetics. Students evaluate the basic tenets of molecular, transmission, and population genetics, and use the science of genetics to appraise the relationship of genetics to the processes and products of microevolution and macroevolution. Topics include molecular aspects of DNA replication and gene expression including RNA and protein biosynthesis; genetic code and organization of genome; regulation of expression of genetic information; cell division; genetic recombination and mutation in prokaryotes and eukaryotes; and biochemical evolution as it relates to microevolution and macroevolution. BIO 82 was formerly offered as BIO 97 and BIO 97L. *NR*

**BIO 83 BIOCHEMISTRY AND MOLECULAR BIOLOGY****4 Units - 3 hours lecture 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: BIO 82 (BIO 97) CHEM 12A

This course focuses on the structure and functions of major classes of intracellular macromolecules with special focus on protein structure and function; the metabolic pathways for the synthesis, degradation, and interconversion of carbohydrates, lipids, nucleic acids, and proteins; energy use and capture, and the molecular mechanisms which control and direct intracellular metabolic processes; genetic information storage and retrieval, and concepts and theories of molecular evolution. Previously offered as BIO 99 and 99L *NR*

**BIO 93L INTEGRATED BIOLOGY-FROM DNA TO ORGANISMS LABORATORY****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: BIO 93

*Recommended Preparation:* WR 1 or WR 1H

The emphasis of this laboratory course is on experimental design, hypothesis testing, data collection and analysis, and interpretation/ evaluation of data. Laboratory experiments focus on the principles of cellular and molecular biology, biochemistry and genetics, along with integration of these principle areas to effect whole organism function. This course is specifically for students who have previously completed the lecture only BIO 93. *NR*

**BIO 97 GENETICS AND EVOLUTIONARY BIOLOGY****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: CHEM 1B, BIO 80 and BIO 81

This course is a comprehensive survey of genetics. Through an examination of current and historical experimental evidence, students evaluate the basic tenets of molecular, transmission, and population genetics, and use the science of genetics to appraise the relationship of genetics to the processes and products of microevolution and macroevolution. Topics include molecular aspects of DNA replication and gene expression including RNA and protein biosynthesis; genetic code and organization of genome; regulation of expression of genetic information; cell division; genetic recombination and mutation in prokaryotes and eukaryotes; and biochemical evolution as it relates to microevolution and macroevolution. *NR*

**BIO 97L GENETICS AND EVOLUTIONARY BIOLOGY LABORATORY**

**1 Unit - 3 hours lab**

*Transfers:* CSU, UC

*Corequisite:* BIO 97

This course is the laboratory companion to Biology 97. It is designed to introduce students to the techniques of classical and modern genetic analysis. Techniques may include gel electrophoresis; spectrophotometry; gene transfer; polymerase chain reaction; DNA fingerprinting, analysis of mating outcomes, and analysis of simulated systems. The primary emphasis is on analysis of diverse genetic systems and approaches. *NR*

**BIO 99 MOLECULAR BIOLOGY AND BIOCHEMISTRY****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Prerequisite:* BIO 97 and CHEM 12A

This course focuses on the structure and functions of major classes of intracellular macromolecules; the metabolic pathways for the synthesis, degradation, and interconversion of carbohydrates, lipids, and proteins; and the molecular mechanisms which control and direct intracellular metabolic processes. Concepts and theories of molecular evolution are also considered. The course assumes prior knowledge of the structure and expression of genetic information. *NR*

**BIO 99L MOLECULAR BIOLOGY LABORATORY****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* Prior completion of or concurrent enrollment in BIO 99

This course is the laboratory companion to the Biology 99 lecture course. It is designed to introduce students to the techniques of modern cell biology as they relate to the study of intracellular structure and function, genetic expression and transmission, and cell-environment interactions. Techniques may include organelle and macro-molecule isolation and purification; chromatography; electrophoresis; spectrophotometry; enzymology; histology; cytochemistry; gene transfer; polymerase chain reaction; DNA fingerprinting; immunology and cell culture and cloning. *NR*

**BIO 101 FIELD STUDIES: COASTAL MARINE ECOSYSTEMS****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

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

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

This field course introduces students to interrelationships among plant/animal communities and physical environments that characterize coastal marine ecosystems. Topics will include natural history, ecology and diversity of coastal and island flora and human impacts to coastal and island ecosystems. Introductory lectures complement direct field observations and field experiments, data collection and analysis. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, BIO 102, BIO 103, BIO 104, BIO 105, or BIO 109) for a maximum of 5 units. *NR*

**BIO 102 FIELD STUDIES: ISLAND ECOSYSTEMS****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

*Limitation:* Students must be able to travel by boat, hike, camp (tents, sleeping bags, limited facilities, etc.) and traverse steep and/or rocky habitats.

*Recommended Preparation:* An introductory college level biology course or BIO 30 and WR 1

This field course introduces students to island ecosystem and the interrelationships among plant and animal communities and the physical environments that characterize island ecosystems. Topics will include natural history,

ecology and diversity of island flora and fauna, and human impacts to island ecosystems. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, BIO 102, BIO 103, BIO 104, BIO 105, or BIO 109) for a maximum of 5 units. *NR*

## BIO 103 FIELD STUDIES: MOUNTAIN ECOSYSTEMS

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

Limitation: Students must be able to hike, camp (tents, sleeping bags, limited showers, camp cooking) and traverse steep and/or rocky trails.

*Recommended Preparation:* An introductory college-level biology course or BIO 30 and WR 1

This field course introduces students to interrelationships among plant/animal communities and physical environments that characterize mountain habitats. Topics will include natural history, ecology and diversity of mountain flora and fauna, and human impacts to mountain ecosystems. Introductory lectures complement direct field observations and experiments, data collection and analysis. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, BIO 102, BIO 103, BIO 104, BIO 105, or BIO 109) for a maximum of 5 units. *NR*

## BIO 104 FIELD STUDIES: DESERT ECOSYSTEMS

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

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

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

This field course introduces students to interrelationships among plant/animal communities and physical environments that characterize desert habitats. Topics will include natural history, ecology and diversity of desert flora and fauna, and human impacts to desert ecosystems. Introductory lectures complement direct field observations and experiments, data collection and analysis. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, BIO 102, BIO 103, BIO 104, BIO 105, or BIO 109) for a maximum of 5 units. *NR*

## BIO 105 FIELD STUDIES: VALLEY AND GRASSLAND ECOSYSTEMS

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

Limitation: Students must be able to travel, hike, camp, and traverse rocky and/or steep trails.

*Recommended Preparation:* BIO 1 and/or BIO 30 and WR 1

This field course introduces students to the valley and grassland ecosystems of California. The course emphasizes interrelationships among plant/animal communities and physical environments that characterize valley and grassland ecosystems. Topics will include natural history, ecology, diversity, and human impacts. Introductory lectures complement direct field observations and field experiments, data collection and analysis. The course is taught primarily in the field. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101, BIO 102, BIO 103, BIO 104, BIO 105, or BIO 109) for a maximum of 5 units. *NR*

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

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU

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

*Recommended Preparation:* Introductory college-level biology courses such as BIO 1 or BIO 30, and WR 1

This field course introduces students to the flora and fauna of selected natural sites that

have been the focus of influential natural history writers over the last 200 years. The course is taught as an expedition, as students plan and implement a trek to these sites, compare the flora and fauna of today to that described in historical books and essays, and prepare their own natural history journals. Introductory lectures in natural history, biology, ecology, and community structure complement direct field experiences. It is intended for both science majors and non-majors. Students are limited to taking four field study courses in life sciences (BIO 101 , BIO 102 , BIO 103 , BIO 104 , BIO 105 or 109 for a maximum of 5 units. Students must be able to hike cross-country/narrow trails and camp. *NR*

## **BIO 167 COOPERATIVE WORK EXPERIENCE: BIOLOGY**

### **1 Unit - 1 hour lab**

*Transfers:* CSU

*Prerequisite:* Student must have taken or must be currently taking a college-level course in life sciences, biology and/or environmental science.

Limitation: Students must be concurrently enrolled in 7 units, including BIO 167. Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. *NR*

## **BIO 200 HUMAN PROSECTION**

### **2 Units - 1 hour lecture, 3 hours lab**

*Prerequisite:* BIO 11

This course focuses on the gross anatomy of major organs and organ systems of the human body. The course presents detailed regional dissections using human cadaveric specimens. Emphasis is placed on dissection techniques. *NR*

## **Biotechnology**

### **BIOT 70 INTRODUCTION TO BIOTECHNOLOGY**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Biotechnology is the use of microorganisms or biological substances, such as enzymes, to solve problems, develop or make useful products, perform specific industrial or manufacturing processes such as the bio-conversion of organic waste and the use of genetically altered bacteria in the cleanup of oil spills. This course is an introduction to the field of biotechnology including a history of its origin and development, a survey of modern industrial applications and accomplishments, ethical considerations, and career paths. Industry practices and ethics will be emphasized. Field trips may be required. *NR*

### **BIOT 70L INTRODUCTORY BIOTECHNOLOGY LABORATORY**

#### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* Prior completion of or concurrent enrollment in BIOT 70

This laboratory course addresses basic skills and techniques common to the biotechnology industry. Topics include measurement of activity and quantity of proteins, growth and manipulation of bacteria, genetic engineering and

antibody methods. This course is intended for students majoring in applied biotechnology and is the recommended course to accompany BIOT 70. *NR*

## **BIOT 77 BIOTECHNOLOGY: CELL CULTURE**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: BIO 10 and BIO 15

This course provides theoretical and practical knowledge and skills on how to culture Eukaryotic cells. Students acquire practical and theoretical knowledge of the structure, equipment and sterile techniques of the cell culture laboratory, the growth conditions of cells and how scientists attempt to mimic this in cultures. Among the topics covered are: the composition of cell culture media, establishment of primary cultures and cell lines from normal tissue and cancer tissue, routine cultivation of cells, long term storage, contamination, various methods for characterization of cells, transfection, and the use of cells in culture to resolve various issues in basic and applied research. BIOT 77 was formerly offered as BIOT 277. *NR*

## **BIOT 273 BIOTECHNOLOGY A: BASIC LAB SKILLS**

### **4 Units - 3 hours lecture, 3 hours lab**

Recommended Preparation: BIO 10 and BIOT 70

Biotechnology transforms knowledge that emerges from life science research into products of value to people. This course provides students with a foundation in techniques necessary to work as effective professionals in a biotechnology laboratory or production facility. Emphasis placed on metrology (the study of measurement), solution preparation and sterilization, aseptic technique, performing assays and basic biological separation methods. The course integrates ethical considerations along with product quality systems documentation; trouble-shooting; calibration, accuracy and precision error reduction. Integrating a "quality-mind-set" into their laboratory work is important for students who plan to work in a biotechnology company or someday aspire to generate meaningful results in a research environment. *NR*

## **BIOT 274 BIOTECHNOLOGY B: PROTEINS**

### **4 Units - 3 hours lecture, 3 hours lab**

Prerequisite: BIOT 273

Students will learn fundamental skills applicable to any biotechnology laboratory with particular focus on downstream manufacturing processes in bio-manufacturing. Skills include maintenance of an industry standard notebook, preparation and sterilization of solutions, reagents and media; utilization of good aseptic technique, proper use and maintenance of laboratory equipment, adherence to quality control protocols, lab safety regulations, in vitro translation, large scale protein expression and purification, modification, western blot analysis, ELISA, antibody tagging and fluorescent microscopy. Compliance with industry standards and regulations will be incorporated into course procedures. *NR*

## **BIOT 275 BIOTECHNOLOGY C-NUCLEIC ACIDS**

### **4 Units - 3 hours lecture, 3 hours lab**

Prerequisite: BIOT 273

Nucleic acids are organic molecules that allow organisms to transfer genetic information from one generation to the next. This course provides students with advanced laboratory skills needed for employment in the biotechnology industry. Students will be re-introduced to the basic concepts of molecular biology including DNA structure and function as well as the process and controls of gene expression. Techniques include DNA isolation, purification and sequencing, gel electrophoresis, fluorescence in situ hybridization and Southern Blot analysis, DNA restriction/fingerprinting, cloning (transformation and screening) and real-time PCR. Maintenance of an industry

standard notebook, application of SOP and instrument maintenance and care emphasized. Students will also be introduced to the field of bioinformatics. *NR*

## **BIOT 276 QUALITY AND REGULATORY COMPLIANCE IN BIOSCIENCE**

### **2 Units - 2 hours lecture**

Recommended Preparation: BIOT 70

This course will cover quality assurance and regulatory compliance for the bioscience industries. Topics will span quality control and FDA, USDA, EPA, MSP, OSHA and EPA regulations for the biotechnology, biopharmaceutical, biomedical devices and food industries. Theories and applications of quality assurance and quality control will be presented and several different quality systems will be discussed such as CAPA and cGMP (good manufacturing practices), ISO9000, ISO1435 (International Standards Organization). Six Sigma and Lean, OSHA and Industry safety. *NR*

## **BIOT 278 QUALITY IMPROVEMENT ASSOCIATE CERTIFICATION PREP.**

### **3 Units - 3 hours lecture**

Recommended Preparation: BIOT 276

This course introduces the basics of quality assurance in industry. This course prepares students to take and pass the Certified Quality Improvement Associate (CQIA) examination given by the American Society of Quality (ASQ). *NR*

## **BIOT 279 QUALITY ASSURANCE OF MEDICAL DEVICES**

### **4 Units - 3 hours lecture, 3 hours lab**

Recommended Preparation: BIOT 275

Medical device manufacturers are always working to balance the demands of meeting government regulations and containing production costs, in an effort to produce the most reliable and safest medical devices. This course is designed to introduce the basic elements of medical device quality initiatives and quality-control methodologies to ensure compliance with federal guidelines for individuals working with medical devices in the biomanufacturing industry. *NR*

## **Chemistry**

### **CHEM 1A GENERAL CHEMISTRY I**

#### **5 Units - 3 hours lecture, 6 hours lab**

*Transfers:* CSU, UC

Prerequisite: MATH 2

*Recommended Preparation:* Recent completion of CHEM 3

This is the first semester of a one-year course in chemistry intended for but not limited to majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. Topics include nomenclature, stoichiometry, gas laws, bonding, atomic theory, quantum theory, thermochemistry, liquids, solids, and solutions.

CHEM 1A is part of the General Chemistry course sequence. It is recommended that CHEM 1A and CHEM 1B be completed at a single institution before transfer. C-ID: CHEM 110. *NR*

### **CHEM 1B GENERAL CHEMISTRY II**

#### **5 Units - 3 hours lecture, 6 hours lab**

*Transfers:* CSU, UC

Prerequisite: CHEM 1A

This is the second semester of a one-year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, physics, pre-medicine), allied health, mathematics, and engineering. Topics include chemical kinetics, chemical equilibrium, thermodynamics, electrochemistry, coordination chemistry, and nuclear chemistry. CHEM 1B is part of the one year General Chemistry course sequence. It is recommended that CHEM 1A and CHEM 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

*Prerequisite:* MATH 253

This course is a study of the basic principles of chemistry. It is designed especially for the student who intends to take Chemistry 1A but needs more preparation. Topics include problem-solving and calculation methods, nomenclature, chemical formulas, chemical equations, stoichiometry, thermochemistry, atomic and molecular structure, bonding, gases, solutions, acids, and bases. Laboratory activities will familiarize students with the use of basic equipment. *NR*

## **CHEM 4 INTRODUCTION TO GENERAL & ORGANIC CHEMISTRY & BIOCHEMISTRY**

**5 Units - 4 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

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

*Prerequisite:* CHEM 1B

This is a study of the principles, theories, and reactions of organic chemistry with an emphasis on the relations of structure and reactivity. The course is recommended for students whose major is chemistry or a related field such as medicine, dentistry, pharmacy, biology, biochemistry, or chemical engineering. The following topics are included: stereochemistry, aliphatic and aromatic compounds, preparations and reactions of certain organic compound families, and spectroscopic methods. C-ID: CHEM 150. *NR*

## **CHEM 12B ORGANIC CHEMISTRY**

**5 Units - 3 hours lecture, 6 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* CHEM 12A

CHEM 12B is a continuation of CHEM 12A and meets the organic chemistry lecture/lab requirement for UC transfer. The course covers preparations and reactions of certain organic compound families, including aromatic, polynuclear, heterocyclic, carbonyl containing compounds, polymers, carbohydrates, amino acids, and proteins. C-ID: CHEM 160. *NR*

## **Chinese**

## **CHI 1 BEGINNING CHINESE I**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

This course is designed to develop the fundamental communication skills in Mandarin Chinese, including listening, comprehension, reading and basic conversation. The emphasis is on the comprehension of native spoken and written Chinese. The course introduces Chinese characters and the pronunciation system. It also presents general aspects of Chinese daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competency in reading, writing, and speaking Chinese and inferring its meaning. CHI 1 is equivalent to two years of high school Chinese. *NR*

## **CHI 2 BEGINNING CHINESE II**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: CHI 1 or two years of high school Chinese*

This course is designed to continue the development of fundamental communication skills in CHI 1, including further mastery of the pronunciation system and additional Chinese characters. Students engage in communicative tasks by increasing their listening, speaking, reading, and writing proficiency. The course presents more complex language structures and further explores aspects of Chinese daily life, culture and customs. Classes are conducted in Chinese. *NR*

## **CHI 3 INTERMEDIATE CHINESE I**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: CHI 2 or CHI 2B or three years of high school Chinese*

Recommended Preparation: Be able to recognize 800 Chinese characters, compose a written paragraph of 250 Chinese characters, and interpret spoken Chinese and respond to questions

Chinese 3 builds on language skills developed in Chinese 1 and 2. It is designed to further the student's ability to comprehend and converse in Mandarin Chinese, build vocabulary, and extend reading and writing skills. There is an increased emphasis on complex sentence structures and idiomatic expressions. The course also elaborates on Chinese customs and culture. CHI 3 is conducted in Chinese. *NR*

## **CHI 180 CHINESE LANGUAGE CONFERENCE**

### **0.5 Unit - 1.5 hours learning center**

*Transfers: CSU*

*Corequisite: CHI 1, CHI 2 or CHI 3*

This open-entry/open-exit, pass/no-pass course offers conference instruction with Chinese language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in native Chinese. Students must complete at least 24 hours in the Languages Center during the semester and participate in no less than four conferences in order to receive credit. *R-E-3*

## **Communication Studies**

## **COMM 1 COMMUNICATION FUNDAMENTALS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course offers students an opportunity to understand and use the components and processes of oral communication.

The course is designed to develop fundamental skills in effective listening; selecting and researching topics; organizing and supporting ideas; preparing and presenting informative and persuasive speeches; and evaluating speech content and delivery. Student presentations are required. Credit may be earned in either COMM 1 or COMM 1H, but not both. C-ID: COMM 110. *NR*

## **COMM 1H COMMUNICATION FUNDAMENTALS HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course offers students an opportunity to understand and use the components and processes of oral communication. The course is designed to develop fundamental skills in effective listening; selecting and researching topics; organizing and supporting ideas; preparing and presenting informative and persuasive speeches; and evaluating speech content and delivery. Student presentations are required. This honors course is enriched through extensive collaboration and a required off-campus forensics speaking event. Credit may be earned in either COMM 1 or COMM 1H, but not both. C-ID: COMM 110. *NR*

## **COMM 2 PERSUASION**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Prerequisite:* COMM 1

This course examines the components of persuasive messages. The course focuses upon ethics, logic, reasoning, and fallacies as they relate to the use of evidence, speaker credibility, and emotional appeals directed toward various types of audiences. C-ID: COMM 190. *NR*

## **COMM 3 ARGUMENTATION AND DEBATE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Prerequisite:* COMM 1

This course focuses on the application of argumentative methods, analysis, sound reasoning, and critical thinking. Students participate in various types of debates on current topics, conducting research, formulating propositions, and discovering issues as they apply to social and personal decision making. C-ID: COMM 120. *NR*

## **COMM 5 INTERPERSONAL COMMUNICATION**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course focuses on relational situations and communication theories, strategies, and behaviors. The course examines the foundations and contexts of interpersonal relations, and verbal and nonverbal skills that may be applied to overcome barriers and improve communications. C-ID: COMM 130. *NR*

## **COMM 9 INTERCULTURAL COMMUNICATION**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is designed to give students a better understanding of the relationship between culture and communication and how the markings of culture and perception impact patterns of interaction. The course will familiarize students with the theory and process of communicating with people whose culture, ethnicity, or race differs from their own. C-ID: COMM 150. *NR*

## **COMM 10 GROUP DYNAMICS AND LEADERSHIP**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course studies the principles of group discussion in learning and problem-solving situations, including small groups, committees, and meetings. The course examines leadership functions, styles, and approaches, as well as ethical considerations and responsibilities. COMM 10 was formerly offered as COMM 100. C-ID: COMM 140. *NR*

## **COMM 30 INTRODUCTION TO ORAL INTERPRETATION**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This is a course in the presentation of literature. Students apply basic physical and vocal performance techniques to prose, poetry, and drama. The course includes the study of literary craft, a vital part of oral presentation. COMM 30 is also listed as TA 30; credit will be given either area, not both. C-ID: COMM 170. *NR*

## **COMM 35 VOICE AND DICTION**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

In this course students study the principles and practices of vocal and articulatory development and control. The course provides drills in phonation and drills for clarity, ease in articulation, resonance, and vocal variety. This course is also listed as TA 35; credit will be given in either area, not both. *NR*

## **COMM 106A FORENSIC ACTIVITY A**

**1 Unit - 1 hour lecture, 1 hour lab**

*Transfers: CSU*

In COMM 106A students prepare and present materials for college-sponsored speech and forensic activities, tournaments and festivals, high school assemblies, and civic organizations. Events include debate, public speaking, and oral interpretation. Participation in at least one forensic event is required for credit. Students spend two hours in class and at least two hours outside of class per week to earn one unit of credit. This course is offered on an open-entry/open-exit basis. A combination of COMM 106A, COMM 106B, and COMM 106C may be taken a maximum of four times. C-ID: COMM 160. *R-E-3*

## **COMM 106B FORENSIC ACTIVITY B**

**2.5 Units - 2 hours lecture, 2 hours lab**

*Transfers: CSU*

In COMM 106B students prepare and present materials for college-sponsored speech and forensic activities, tournaments and festivals, high school assemblies, and civic organizations. Events include debate, public speaking, and oral interpretation. Participation in at least two forensic events is required for credit. Students spend four hours in class and at least four hours outside of class per week to earn two-and-a-half units of credit. This course is offered on an open-entry/open-exit basis. A combination of COMM 106A, COMM 106B, and COMM 106C may be taken a maximum of four times. C-ID: COMM 160. *R-E-3*

## **COMM 106C FORENSIC ACTIVITY C**

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers: CSU*

In COMM 106C students prepare and present materials for college-sponsored speech and forensic activities,

tournaments and festivals, high school assemblies, and civic organizations. Events include debate, public speaking, and oral interpretation. Participation in at least three forensic events is required for credit. Students spend six hours in class and at least six hours outside of class per week to earn four units of credit. This course is offered on an open-entry/open-exit basis. A combination of COMM 106A, 106B, and 106C may be taken a maximum of four times. C-ID: COMM 160. *R-E-3*

## **Computer Information Management**

### **CIM 45 MOBILE WEB APPLICATIONS USING HTML AND JAVASCRIPT**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course examines business web applications (apps) for smartphones and mobile devices with intermediate HTML (Hypertext Markup Language) and JavaScript. Topics include jQuery, media queries, client-side data storage, and intermediate CSS (Cascading Style Sheets) for mobile web applications. CIM 45 was formerly offered as CIM 249. *NR*

### **CIM 49 CASCADING STYLE SHEETS (CSS) WEBSITE**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* CIM 141

This course presents an introduction to Cascading Style Sheets (CSS) and their application to presentation in the creation of websites. Topics include CSS syntax, selectors, positioning, and internal and external style sheets. CIM 49 was formerly offered as CIM 249. *NR*

### **CIM 51 DYNAMIC WEB DATABASE MANAGEMENT**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* CIM 141 and CIM 143

This course provides an overview of how to create and administer interactive, database-driven web sites using PHP (PHP Hypertext Preprocessor) and MySQL databases. Students create interactive, dynamic database-driven web sites with logins, database updates, validation, and security. CIM 51 was formerly offered as CIM 251. *NR*

### **CIM 103 INTRODUCTION TO WINDOWS**

#### **1.5 Units - 1.5 hours lecture**

*Transfers:* CSU

This course provides an overview of the operating system used with personal computers, including the fundamentals of the Windows user interface. Topics include working with Windows programs; managing files and folders; securing the computer; exchanging mail, news and appointments; creating and managing movies, CDs, DVDs, and other digital media; organizing photos/pictures; sharing files; computing wirelessly; maintaining and securing the system; enhancing system performance; backing up and restoring files; and installing and managing hardware and devices. *NR*

### **CIM 107 INTRODUCTION TO PERSONAL COMPUTER APPLICATIONS**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course introduces Microsoft Office Professional applications. Topics covered include word processing (Word),

spreadsheet (Excel), database (Access), presentation (PowerPoint), email management (Outlook), and World Wide Web navigation software. *NR*

## **CIM 110 INFORMATION AND COMMUNICATION TECHNOLOGY ESSENTIALS**

### **4 Units - 4 hours lecture**

*Transfers: CSU*

This beginning course provides an introduction to the computer hardware and software skills needed to help meet the growing demand for Information and Communication Technology (ICT) professionals. The fundamentals of computer hardware and software as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional will be introduced. This course is designed to prepare students for the CompTIA A+ certification exams. *NR*

## **CIM 112.1 SPREADSHEETS I**

### **1.5 Units - 1.5 hours lecture**

*Transfers: CSU*

This course is designed for individuals seeking to develop introductory skills in using spreadsheet software. Students will use a spreadsheet program to organize and manage financial data. Topics include formulas and functions, charts and graphs, and developing well-formatted worksheets. CIM 112.1 is also listed as ACCT 112.1; credit will be given in either area, not both. *NR*

## **CIM 112.2 SPREADSHEETS II**

### **1.5 Units - 1.5 hours lecture**

*Transfers: CSU*

*Recommended Preparation: CIM 112.1*

This course provides instruction and training in the use of spreadsheet software at the intermediate level. Students will produce sophisticated spreadsheet documents for a variety of business applications. Topics include working with lists and pivot tables, consolidating multiple worksheets and workbooks, integrating the spreadsheet software with other software programs and the web, and creating macros. CIM 112.2 is also listed as ACCT 112.2; credit will be given in either area, not both. *NR*

## **CIM 115 DATABASES**

### **3 Units - 3 hours lecture**

*Transfers: CSU*

This course covers a relational database management system for building and maintaining business databases. Topics include the design of relational databases; tables, queries, forms and reports; enter/ edit/search data; field properties; import/ export; joins; Structured Query Language (SQL); macros; and user interfaces. *NR*

## **CIM 117 SOCIAL MEDIA MARKETING**

### **3 Units - 3 hours lecture**

*Transfers: CSU*

This course introduces social media tools used for marketing in business. Topics include uses, ethics, and guidelines for social networking, and online marketing channels. Students create a social media marketing campaign through the use of Web applications such as Facebook, LinkedIn, and Twitter. CIM 117 is also listed as ENTR 117; credit will be given in either area, not both. *NR*

## **CIM 140 INTRODUCTION TO SYSTEMS ANALYSIS AND DESIGN**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

Prerequisite: CIM 107

The course presents a systematic methodology for analyzing a business problem or opportunity, determining what role, if any, computer-based technologies can play in addressing the business need, articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements, and specifying the requirements for the information systems solution in particular, in-house development, development from third-party providers, or purchased commercial off-the-shelf packages. *NR*

## **CIM 141 CREATING A WEB PAGE USING HTML**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course covers HyperText Markup Language (HTML) for building a business website for viewing on desktop and mobile devices using a browser. Topics include Cascading Style Sheets (CSS), lists, links, graphics, tables, multimedia, web forms, and Responsive Web Design for mobile devices. *NR*

## **CIM 143 WEB DEVELOPMENT - DREAMWEAVER**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course covers Dreamweaver for building business web pages for viewing on desktop and mobile devices using a browser. Topics include linking; typography; Cascading Style Sheets (CSS); lists; tables; graphics; movie/video files; and jQuery; and responsive web design for mobile devices. This course helps prepare students to take the Adobe Certified Experts (ACE) Dreamweaver Exam. *NR*

## **CIM 144 WEB DEVELOPMENT - WORDPRESS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course covers WordPress for building a business website for viewing on desktop and mobile devices. Topics include WordPress installation; blogs; business pages using menus, themes, plugins, widgets, photos, and videos; maintenance; security; and publish a responsive web design business site. *NR*

## **CIM 148 WEB DEVELOPMENT - EDGE ANIMATE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

*Recommended Preparation:* CIM 141

This course introduces Edge Animate, an Adobe web development tool, that uses web standards for creating and animating web projects for desktop and mobile devices. Topics include the Edge Animate interface, creating and importing artwork, creating motion, scripting, creating responsive web design layouts, and publishing Edge Animate projects. *NR*

## **CIM 160 COMPUTER NETWORK FUNDAMENTALS (NETWORK+)**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course examines the concepts of networking protocols, hardware, and security. It covers Local Area Networks

(LANs), Wide Area Networks (WANs), networking hardware, network security, and the Open Systems Interconnection (OSI) and Transmission Control Protocol (TCP) suites of layered network protocols. This course is designed to prepare students for the industry-standard CompTIA Network+ Certification Exam. *NR*

## **CIM 161 SYSTEMS AND NETWORK ADMINISTRATOR (LINUX+)**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course is designed to prepare students for the CompTIA Linux+ Certification Exam and acquire the skills to become a Linux system administrator. The course will provide the skills and knowledge to build, troubleshoot, and maintain server hardware and the Linux operating system (OS). It covers system architecture, installation, commands, file systems, devices, user interfaces, administrative tasks, system services, networking, security, disaster recovery, server roles/specializations, and boot loaders. *NR*

## **CIM 168 COOPERATIVE WORK EXPERIENCE: COMPUTER INFORMATION MANAGEMENT**

### **1 Unit - 1 hour lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

## **CIM 168 COOPERATIVE WORK EXPERIENCE: COMPUTER INFORMATION MANAGEMENT**

### **2 Units - 2 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

## **CIM 168 COOPERATIVE WORK EXPERIENCE: COMPUTER INFORMATION MANAGEMENT**

### **3 Units - 3 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for

attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

## **CIM 168 COOPERATIVE WORK EXPERIENCE: COMPUTER INFORMATION MANAGEMENT**

### **4 Units - 4 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

## **CIM 170 INTRODUCTION TO INFORMATION SYSTEMS SECURITY (SECURITY+)**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

Prerequisite: CIM 160 or CIM 181

This course provides a comprehensive overview of network security. Topics include information security, malware and social engineering attacks, application and network attacks, vulnerability assessment and risk mitigation, host and data security, network security, wireless security, access control, authentication, account management, cryptography, and business continuity and disaster recovery plans. This course helps prepare students the CompTIA Security+ Certification Exam. *NR*

## **CIM 172 DIGITAL FORENSICS FUNDAMENTALS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

Prerequisite: CIM 170

*Recommended Preparation:* AJ 103 , CIM 106, CIM 108

This course is an introduction to the methods used to properly conduct a digital forensics investigation and aligns with objectives of the International Association of Computer Investigative Specialists (IACIS) Certification. Topics covered include computer forensics as a profession and the investigator's lab; computer investigation and crime scene processes; understanding operating systems boot processes and disk structures; data (email, graphics) acquisition and analysis; report writing for high-tech investigations; and a review of familiar computer forensics tools. *NR*

## **CIM 181 CCNA - INTRODUCTION TO NETWORKS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This is the first of four courses which prepares students for the CCNA (Cisco Certified Network Associate) Certification Exam. Topics in this course include the OSI (Open Systems Interconnection) Reference Model; layered communications; the TCP/IP (Transmission Control Protocol/Internet Protocol) network protocol; network design and documentation; and structured cabling. *NR*

## **CIM 182 CCNA 2 - ROUTING AND SWITCHING ESSENTIALS**

**3 Units - 3 hours lecture**

*Transfers:* CSU

Prerequisite: CIM 181

This is the second of four courses which prepares students for the CCNA (Cisco Certified Network Associate) Certification Exam. Topics in this course include Wide Area Networks (WANs); router and switch setup and configuration; IOS (Internetworking Operating Systems) images; and routing protocols. *NR*

**CIM 201A INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD I****1 Unit - 1 hour lecture**

This course is designed for individuals seeking basic computer, keyboarding and document processing skills for personal and business applications. The course introduces the Windows environment, word processing software, touch control of the keyboard, email, and the formatting of simple academic reports. Students concentrate on improving keyboarding speed and accuracy. No prior computer experience is required. *NR*

**CIM 201B INTRODUCTION TO COMPUTERS, KEYBOARDING AND WORD II****1 Unit - 1 hour lecture**

*Recommended Preparation:* CIM 201A

This course is designed for individuals seeking to further develop computer, keyboarding and document processing skills for personal and business applications. The course introduces personal and business correspondence and multiple-page reports and the word processing software that supports the creation of these documents. Students concentrate on improving keyboarding speed and accuracy. *NR*

**CIM 201C INTRODUCTION TO COMPUTERS, KEYBOARDING, AND WORD PROCESSING III****1 Unit - 1 hour lecture**

*Recommended Preparation:* CIM 201B

This course is designed for individuals seeking to develop skills in formatting various kinds of business documents, correspondence, reports, tables, and desktop publishing projects from unarranged and rough-draft sources. The course covers composition and language skills for business writing and strategies for developing keyboarding speed and accuracy on production assignments. *NR*

**CIM 209 INTRODUCTION TO OUTLOOK****0.5 Units - 0.5 hours lecture**

This course introduces the skills needed to manage and work with Outlook. Topics include managing email messages, contacts and tasks; working with calendars and appointments; customizing Outlook; using instant messaging; and collaborating with SharePoint and SkyDrive. The course is designed to prepare students to pursue the Microsoft Office Specialist (MOS) Certification for Outlook. *NR*

**CIM 210.1 WORD PROCESSING I****1 Unit - 1 hour lecture**

*Recommended Preparation:* Ability to keyboard by touch

This course is designed for those seeking to master introductory skills in using word processing software. Students will use a word processing program to create, edit, design, format, and manipulate documents of varying sophistication, including personal and business letters, reports, newsletters, and tables - for school, work, or home. *NR*

## **CIM 210.2 WORD PROCESSING II**

### **1.5 Units - 1.5 hours lecture**

*Recommended Preparation: CIM 210.1*

This course is designed for those seeking to master advanced skills in using word processing software in preparation for Microsoft certification. Topics covered include merging, sorting and selecting data; planning, creating, and running macros; applying styles and themes; navigating with bookmarks; creating and manipulating outlines; creating web pages; integrating objects from other software programs; creating and using on-screen forms; working with master documents and subdocuments; and sharing documents. *NR*

## **CIM 212.3 SPREADSHEETS III - CERTIFICATION**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ACCT 112.2/ CIM 112.2*

This course provides students with advanced study and training required to qualify for Microsoft Office Specialist (MOS) certification in spreadsheet software. Students will review and learn to integrate all of the features of the spreadsheet program and incorporate data from other software programs and the World Wide Web. The course is designed to prepare students for the MOS Certification exam for spreadsheets. CIM 212.3 is also listed as ACCT 212.3; credit will be given in either area, not both. *NR*

## **CIM 283 CCNA 3 - SCALING NETWORKS**

### **3 Units - 3 hours lecture**

Recommended Preparation: CIM 182

This is the third of four courses which prepares students for the CCNA (Cisco Certified Network Associate) Certification Exam. Topics in this course include Local Area Network (LAN) scaling, redundancy and aggregation, wireless networking, advanced configuration of routing protocols, and managing Cisco operating system files. *NR*

## **CIM 284 CCNA 4 - CONNECTING NETWORKS**

### **3 Units - 3 hours lecture**

*Recommended Preparation: CIM 283*

This is the final of four courses which prepares students to take the CCNA (Cisco Certified Network Associate) Certification Exam. Topics include network design, connecting Wide Area Networks (WANs), Frame Relay, Network Address Translation, site-to-site connectivity security, and monitoring and troubleshooting a network. *NR*

## **Computer Information: Special Services**

## **CISS 320 ADAPTIVE COMPUTER ASSESSMENT**

### **1.5 Units - 1.5 hours lecture**

This course is designed to provide physically limited students an overview of adaptive computer devices and to assess each student's individual needs. Appropriate modifications will be made to accommodate disabled students in computer courses. *NR*

## **Computer Science**

## **CS 1 INTRODUCTION TO COMPUTER SYSTEMS**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course provides an overview of computer information systems and introduces hardware, software, networking, and Internet terminology. The course introduces Windows and Microsoft Office software, focusing particularly on spreadsheet and database applications. It also introduces program development and programming languages. Students write and execute elementary programs in Visual Basic. Credit may be earned in CS 1 or CS 1H, but not both. C-ID: BUS 140. *NR*

**CS 1H INTRODUCTION TO COMPUTER SYSTEMS HONORS****3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course provides an overview of computer information systems and introduces hardware, software, networking, and Internet terminology. The course introduces Windows and Microsoft Office software, focusing particularly on spreadsheet and database applications. It also introduces program development and programming languages. This honors course features an emphasis on research and writing and presentation of a programming project. Credit may be earned in either CS 1 or CS 1H, but not both. C-ID: IT IS 120. *NR*

**CS 6A COMPUTER DISCRETE MATHEMATICS I****3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Placement by current assessment process or successful completion of MATH 2 with a 'C' or better*

This course is designed primarily for computer science majors. Areas of study include logic, proofs, basic structures, algorithms, integers, matrices, induction, recursion, counting principles, discrete probability, inclusion-exclusion, and graphs and trees. This course is also listed as MATH 30; credit will be given in either area, not both. C-ID: COMP 152. *NR*

**CS 6B COMPUTER DISCRETE MATHEMATICS II****3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Placement by current assessment process or successful completion of MATH 2 with a 'C' or better*

This course is designed primarily for computer science majors. Major topics include propositional logic, proofs, relations, graphs, trees, Boolean algebra, and modeling computation. This course is also listed as MATH 31 ; credit will be given in either area, not both. *NR*

**CS 10 INTRODUCTION TO PROGRAMMING USING PYTHON****3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

This course provides an introduction to computers and programming using Python. The course focuses on planning, creating and debugging programs using the grammar and syntax of the Python language. Topics include types and variables, input and output statements, control statements, functions and parameter passing, looping structures, text files, classes, lists, algorithms, and graphics. *NR*

**CS 30 VISUAL BASIC PROGRAMMING****3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

This course focuses on the development of programming applications using Visual Basic. The course covers Visual

Basic structure, syntax and operating procedures, as well as design and programming techniques for event-driven and object-oriented programs in Visual Basic. *NR*

## **CS 31 DATABASE MANAGEMENT PROGRAMMING**

### **3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

This course introduces Database Concepts and programming. Topics include the principles of relational database design, modeling, and Standard Query Language (SQL) programming; normalization; implementation; database management; client/ server systems; data warehousing; and the use of databases in the Internet. CS 31 was formerly offered as CS 131. *NR*

## **CS 36 C PROGRAMMING**

### **3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

This course introduces the C programming language, focusing on how to create, execute, and debug C programs. Topics include input and output statements; control statements; random numbers; functions and parameter passing; recursion; loops; arrays; structures; text, binary, and header files; recursion; pointers; and linked lists. *NR*

## **CS 37 C++ PROGRAMMING**

### **3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Prerequisite: CS 36*

This course covers the C++ programming language, focusing on how to create, execute, and debug C++ programs. Topics include input and output statements; file handling; functions and parameter passing including function pointers and function overloading; templates; object-oriented programming principles using classes, constructors, and destructors; friends; pointers including the "this" pointer; operator overloading; inheritance; polymorphism; and exception handling. The course also introduces the Standard Template Library (STL). *NR*

## **CS 38 JAVA PROGRAMMING**

### **3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Recommended Preparation: Previous programming experience. Students should be familiar with basic programming principles.*

This course focuses on application development using both stand-alone Java programs and Java applets. The course covers Java syntax and operating procedures, as well as design and programming techniques for object-oriented programs. Additional topics include arrays, text files, graphical user interface (GUI) components, exception handling, and multithreading. C-ID: COMP 122. *NR*

## **CS 39 C# PROGRAMMING USING MICROSOFT.NET**

### **3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Recommended Preparation: CS 37 and CS 38*

This course covers the C# programming language. Topics include C# syntax; input and output statements; operators; decision statements; arrays; loops; methods; Windows Forms; classes; inheritance and polymorphism; exception handling; structs; operator overloading; text and binary files; generics; and collections and data structures including stacks, queues, and hash tables. *NR*

## **CS 40A COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE I**

**3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Prerequisite: CS 36*

This course introduces computer organization focusing especially on assembly language programming. Topics include finite-precision whole number arithmetic and non-integer numbers, including number conversions. The course also discusses programming in pseudo-code and its corresponding assembly language. C-ID: COMP 142. *NR*

## **CS 40B COMPUTER ORGANIZATION AND ASSEMBLY LANGUAGE II**

**3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Prerequisite: CS 40A*

This course is a continuation of Computer Science 40A. Students will further study computer organization and advanced assembly language programming. The course will also examine arrays, strings and input/output. C-ID: COMP 142. *NR*

## **CS 41 DATA STRUCTURES**

**3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Prerequisite: CS 37 or CS 38*

This course examines the basic concepts of data structures and related algorithms. Students use arrays, structures, stacks, queues, linked lists, trees, graphs, and tables to design algorithms and then write complete programs to implement these algorithms. Recursion, searching, sorting, timing and space analysis for algorithms, and memory management are also discussed. C-ID: COMP 132. *NR*

## **CS 50 HTML/XHTML PROGRAMMING**

**3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

This course covers the fundamentals of designing basic web pages and web sites for the internet utilizing HTML (Hypertext Markup Language), XHTML (Extensible Hypertext Markup Language), XML (Extensible Markup Language) and JavaScript. Topics include creating, editing, displaying and debugging web pages and web sites while controlling the structure, function and appearance of web pages and web sites utilizing markup and JavaScript language features and syntax. Other topics include uploading and downloading web site files and resources to and from a website remote hosting server and local computer utilizing FTP methods and procedures. *NR*

## **Counseling**

### **COUN 1 ACADEMIC PLANNING**

**1.5 Units - 1.5 hours lecture**

*Transfers: CSU, UC*

This course is designed to introduce students to a successful college and transfer experience. The course examines the opportunities and requirements for vocational certificates, associate degrees, and baccalaureate and higher degrees. A major focus is helping students identify and overcome obstacles to academic success. The course introduces college survival skills and issues, including college expectations, student motivations, study skills, time management, college resources, and academic policies. Students develop an academic plan based on their individual educational goals and discuss strategies for choosing a major. Credit may be earned in either COUN 1 or COUN 1H, but not both.

*To view more information on the counseling program, visit Counseling.*

*NR*

## **COUN 1H ACADEMIC PLANNING HONORS**

### **1.5 Units - 1.5 hours lecture**

*Transfers: CSU, UC*

The course examines the opportunities and requirements for undergraduate and graduate degrees. The course introduces college advancement, research and community opportunities, including college expectations, student motivations, educational goal development, and time management. This honors course will be enriched through limited class size, seminar format, extensive reading on transfer related research and graduate school studies, a student educational portfolio focusing on graduate degrees/ schools related to intended career choices and research/evaluation of graduate level degree options. Credit may be earned in either COUN 1 or COUN 1H, but not both.

*To view more information on the counseling program, visit Counseling. NR*

## **COUN 2 UC STUDENT EDUCATION PLAN**

### **0.5 Unit - 0.5 hour lecture**

*Transfers: CSU, UC*

This course covers important information for students who plan to transfer to one of the nine University of California campuses. Topics include admission requirements, general education options, transfer admission guarantee programs, the application process, and helpful online resources. Each student will develop a comprehensive student education plan that includes needed courses for each semester.

*To view more information on the counseling program, visit Counseling. NR*

## **COUN 4 STRESS MANAGEMENT**

### **3 Units - 3 hours lecture**

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

This course introduces the basic principles of holistic stress management. The course explores the mind-body relationship (the psychophysiology) of stress; stressors typically experienced during an individual's college, family and working life; coping skills; and interventions. Students learn cognitive strategies and relaxation techniques that may be applied to help manage daily life stressors in a healthful and productive manner.

*To view more information on the counseling program, visit Counseling. NR*

## **COUN 6 ACADEMIC, CAREER AND LIFE SUCCESS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

A comprehensive course that integrates personal, professional, career and academic growth through the development and application of effective communication skills, positive self-image and self-esteem, self-advocacy and strategies for problem solving and decision making. Students examine individual morals, values, and motivation from psychological, social and physiological perspectives. Course covers goal setting, financial literacy, basic communication skills, diversity and balancing the challenges faced in today's society. Emphasis is on holistic student development. Credit may be earned for either COUN 6 or 6H, but not both.

*To view more information on the counseling program, visit Counseling. NR*

## **COUN 6H ACADEMIC, CAREER AND LIFE SUCCESS HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

A comprehensive course that integrates personal, professional, career and academic growth through the development and application of effective communication skills, positive self-image and self-esteem, self-advocacy and strategies for problem solving and decision making. Students examine individual morals, values, and motivation from psychological, social and physiological perspectives. Course covers goal setting, financial literacy, basic communication skills, diversity and balancing the challenges faced in today's society. Emphasis is on holistic student development. Honors course is enriched through limited class size, seminar format, and extensive reading. Credit may be earned in either COUN 6 or COUN 6H but not both.

*To view more information on the counseling program, visit Counseling. NR*

## **COUN 10 INTRODUCTION TO COLLEGE STUDY SKILLS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This comprehensive course is designed to assist students in developing effective academic study skills and critical thinking strategies necessary to reach future educational goals. Topics surveyed include various educational learning theories; career information; successful interpersonal communication techniques; sensitivity to diverse populations, examination of individual morals and values; and academic survival strategies such as principles of memory and learning, motivation and concentration, effective note-taking, textbook study methods, efficient time management and test-taking/test anxiety reduction. Emphasis is given to career and personal growth and development with the long-range goal of interpersonal, academic and professional success.

*To view more information on the counseling program, visit Counseling. NR*

## **COUN 100A EDUCATION PLANNING FOR CERTIFICATES AND ASSOCIATE DEGREES**

### **0.5 Unit - 0.5 hour lecture**

*Transfers:* CSU

This course covers important information for students who plan to pursue a certificate, AA/AS, AS-T and/or AA-T degree from Irvine Valley College. The course discusses degree and certificate options at IVC and explains requirements for graduation, such as units, general education, major and grade point average. Students will develop a comprehensive student education plan that includes courses needed for each semester.

*To view more information on the counseling program, visit Counseling. NR*

## **COUN 100B CSU STUDENT EDUCATION PLAN**

### **0.5 Unit - 0.5 hour lecture**

*Transfers:* CSU

This course covers important information for students who plan to transfer to one of the 23 California State University campuses. Topics include admissions requirements, general education options, Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees, the application process, and helpful online resources. Each student will develop a comprehensive student education plan that includes needed courses for each semester.

*To view more information on the counseling program, visit Counseling. NR*

## **COUN 102 CAREER EXPLORATION AND LIFE PLANNING**

**3 Units - 3 hours lecture**

*Transfers:* CSU

This course provides students with the opportunity to conduct self-assessments and to apply the results to the process of making career and life decisions, including selecting an academic major. The course includes assessments of values, interests, personality characteristics, skills and learning styles. Students use a variety of resources to research and evaluate career and life options. The course presents decision-making models, goal-setting techniques and job-search strategies related to each student's short- and long-term goals.

*To view more information on the counseling program, visit Counseling. NR*

**COUN 103 INTRODUCTION TO ASSERTION****1.5 Units - 1.5 hours lecture**

*Transfers:* CSU

This course introduces students to the theoretical principles underlying assertive behavior and the practical application of these principles in their communication with others, including in the workplace. The course covers the distinctions among assertive, aggressive and non-assertive behaviors and the causes and consequences of these behavioral styles. Included will be discussions of the relationship between assertion and self-esteem, success, problem resolution, positive relationships, and health. In addition, strategies for establishing and maintaining your professional image in the workplace using work place rules and etiquette will be covered.

*To view more information on the counseling program, visit Counseling. NR*

**COUN 120 WOMEN AND WORK****3 Units - 3 hours lecture**

*Transfers:* CSU

Do you choose your work or does it choose you? This course briefly explores the history of work. It will focus on gender issues as they influence work choices students may make. It explores workplace social elements of work such as sexual harassment and leadership. Women balancing work and family will also be explored.

*To view more information on the counseling program, visit Counseling. NR*

**COUN 150 HELPING RELATIONSHIPS****1.5 Units - 1.5 hours lecture**

*Transfers:* CSU

Students planning to enter a helping profession will acquire basic listening, communication and intervention skills that will be central to their helping professional roles. Helping occupations include ,but are not limited to working as teachers, counselors, psychologists, nurses, doctors, medical personnel, caregivers, firefighters, and law enforcement personnel. Students examine their role as a helper and applying the skills that they acquire to their own lives and relationships.

*To view more information on the counseling program, visit Counseling. NR*

**Dance****DNCE 1 INTRODUCTION TO DANCE****2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU, UC

This course introduces the basic techniques, styles, and backgrounds of ballet, modern, and jazz dance, as well as other

dance forms, such as hip hop, tap, international (e.g., African and Middle Eastern), liturgical, and social dance. It is designed for dancers of any experience level. The course focuses on developing coordination, flexibility, strength, and postural alignment. Movement studies and improvisations encourage student individuality. DNCE 1 (or DNCE 1A and DNCE 1B) may be taken once for a maximum of 2 units. *NR*

## **DNCE 1A INTRODUCTION TO DANCE A**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This course, equivalent to the first half of Dance 1, focuses on the basic techniques, styles, and backgrounds of ballet and modern dance. It is designed for dancers of any experience level. The course focuses on developing coordination, flexibility, strength, and postural alignment. Movement studies and improvisations encourage student individuality. DNCE 1 (or DNCE 1A and DNCE 1B) may be taken once for a maximum of 2 units. *NR*

## **DNCE 1B INTRODUCTION TO DANCE B**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 1A*

This course, equivalent to the second half of Dance 1, focuses on the basic techniques, styles, and backgrounds of jazz dance and other dance forms, such as hip hop, break dance, tap, liturgical and international dance (e.g., African and Middle Eastern). It is designed for dancers of any experience level. The course focuses on developing coordination, flexibility, strength, and postural alignment. Movement studies and improvisations encourage student individuality. DNCE 1 (or DNCE 1A and DNCE 1B) may be taken once for a maximum of 2 units. *NR*

## **DNCE 2 INTRODUCTION TO WORLD DANCE**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC credit pending*

This course introduces multiple ethnic dance genres in the field of World Dance to determine possible further studies and career goals. It focuses on developing movement technique and recognizing the direct connection to the rhythms and music associated with each style as well as the cultural, geographical, occupational and historical influences that led to the development of the specific movements. *NR*

## **DNCE 3 MIDDLE EASTERN DANCE FUNDAMENTALS**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

An introductory course emphasizing the basic concepts of musicality and body placement of Middle Eastern dance. *NR*

## **DNCE 5 INTRO TO DANCE: DANCE TECHNIQUES AND TRAINING METHODS**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This course is designed for non-dancers and dancers. It will focus on learning the movements of various dance genres as well as the dance technique exercises and training methods that were inspired by various body therapies. Conversely, students will also learn body therapies or dance science exercises that were inspired by dance or sports movements or exercises. Emphasis in how each inspired, or has been inspired by advances in the other fields historically and currently. *NR*

## **DNCE 6 BALLET I**

**2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This course introduces the basic ballet positions, movements, and combinations, as well French ballet terms and their meanings. The course also discusses the history and origins of ballet and its various styles. Students are required to attend at least one dance concert, on or off campus. No prior dance experience is required. A combination of DNCE 6 and DNCE 7 may be taken a maximum of four times. *R-A-3*

**DNCE 7 BALLET II****2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 6*

This course further explores the technical and expressive elements of ballet, as well as historically significant ballet schools and styles. It is designed to advance the performance level of students who have mastered the basic skills and vocabulary of ballet. Students practice and perform advanced barre exercises, demi-pointe work, and increasingly complex connecting movements. Attendance at a minimum of one dance concert, on or off campus, is required. A combination of DNCE 6 and DNCE 7 may be taken a maximum of four times. *R-A-3*

**DNCE 12 MODERN DANCE I****2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This course introduces the fundamentals of modern dance and its history. It is designed for students with no dance experience as well as returning dance students. Students participate in movement studies and improvisations that deal with shape, space, time and energy - four main dance principles - to encourage their creativity and individuality. Emphasis is on developing axial and locomotor skills, performing movement combinations, conditioning the body, and solving creative problems. A combination of DNCE 12 and DNCE 13 may be taken a maximum of four times. *R-A-3*

**DNCE 13 MODERN DANCE II****2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 12*

This course further explores the technical and expressive elements of modern dance, including historically significant eras, companies, dancers, and choreographers. It is designed for students who have mastered basic modern dance techniques and vocabulary. Students practice intermediate-level skills, exercises with rhythmic variations, turns, jumps with turns and beats, and increasingly complex connecting movements. A combination of DNCE 12 and DNCE 13 may be taken a maximum of four times. *R-A-3*

**DNCE 16 JAZZ DANCE BROADWAY STYLES****2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 1, DNCE 17 or equivalent dance skills*

This course introduces an overview of Broadway styles of the 20th and 21st Century. It is designed for students with basic dance experience and for intermediate dancers wishing to increase their jazz dance knowledge to include musical theatre dance, history and techniques. Class participation is intended to develop an appreciation for the Broadway musical dance. Students are required to attend a live dance concert. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19, or 20) for a maximum of 8 units. *NR*

**DNCE 17 JAZZ DANCE I - OVERVIEW**

**2 Units - 1 hour lecture, 3 hours lab***Transfers: CSU, UC*

This survey course introduces the fundamentals of jazz dance, including its history and styles. It is designed for students with no dance experience and for experienced dancers wishing to perfect basic jazz dance skills. It also provides training for a professional career in Jazz dance. Jazz dance techniques are presented and practiced in class, with an emphasis on combinations using a variety of rhythms and styles. Class participation is intended to develop an appreciation for the physical demands of jazz dancing. Students are required to attend a live dance concert. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19, or 20) for a maximum of 8 units. *NR*

**DNCE 18 JAZZ DANCE II****2 Units - 1 hour lecture, 3 hours lab***Transfers: CSU, UC**Recommended Preparation: DNCE 17*

This course further explores the technical and expressive elements of jazz dance, including the historical origins, music, rhythms, and styles of this dance form. It is designed for students who have mastered basic jazz dance techniques and vocabulary. It also provides training for a professional career in jazz dance. Students practice intermediate-level jazz skills, turns, jumps, and center and locomotor combinations. They also develop original routines set to jazz music. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19 or 20) for a maximum of 8 units. *NR*

**DNCE 19 JAZZ DANCE: COMMERCIAL AND CONTEMPORARY****2 Units - 1 hour lecture, 3 hours lab***Transfers: CSU, UC*

Preparation and development of techniques necessary for becoming a commercial dancer, including the blending of commercial jazz dance with contemporary dance. Focus is on proper alignment that draws from ballet and contemporary dance, turns and jump combinations, as well as development of retention and manipulation of jazz dance phrases, and adapting to camera restrictions. It also provides training for a professional career in Jazz dance. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19, or 20) for a maximum of 8 units. *NR*

**DNCE 20 JAZZ: LATIN STYLES****2 Units - 1 hour lecture, 3 hours lab***Transfers: CSU, UC*

This course is designed to introduce elements of Latin dance and jazz dance. It is formulated for dancers wishing to increase their dance skills with an emphasis on developing rhythms and movements as they pertain to jazz dance technique. The merging of various styles is a new focus in contemporary forms of jazz dance. Students are limited to taking four jazz courses (DNCE 16, 17, 18, 19, or 20) for a maximum of 8 units. *NR*

**DNCE 22 TAP DANCE I****1 Unit - 0.5 hour lecture, 1.5 hours lab***Transfers: CSU, UC*

This course introduces tap dance technique at the beginning level. Instruction focuses primarily on the rhythm tap style however, other tap styles are explored. Students practice fundamental tap dance skills; rhythms, including swing and Latin; syncopation; time steps; short combinations; and stylings. The course includes an introduction to the history and performance of tap dance. Students are limited to taking four tap courses (DNCE 22, DNCE 23, DNCE 24, DNCE 25, or DNCE 26) for a maximum of 4 units. *NR*

**DNCE 23 TAP DANCE II**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 22*

This intermediate-level course is designed for students who have mastered basic tap dance skills. Students practice new and more complicated rhythms, movement coordinations, and skills. Focus is on developing the speed at which students master tap routines. The course presents a variety of musical forms related to tap dance. Students are limited to taking four tap courses (DNCE 22, DNCE 23, DNCE 24, DNCE 25, or DNCE 26) for a maximum of 4 units. *NR*

**DNCE 24 TAP: TRADITIONAL BROADWAY BASICS****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 22*

This beginning level course is designed for students who want to acquire basic tap dance skills. Students practice basic tap rhythms, movement coordinations, and skills. Focus is on acquiring tap dance vocabulary specific to the Broadway genre. The course presents a variety of musical forms related to Broadway tap dance styles. Students are limited to taking four tap courses (DNCE 22, DNCE 23, DNCE 24, DNCE 25, or DNCE 26) for a maximum of 4 units. *NR*

**DNCE 25 TAP: BEGINNING RHYTHM TECHNIQUE AND INTERMEDIATE BROADWAY STEPS****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: Some basic tap knowledge is helpful*

This course presents a variety of musical forms related to tap dance designed to develop tap rhythms, movement coordination, and tonal variations. Broadway steps will be used to further develop the student's stylistic range as well as his/her understanding of Tap dance's place in the history of Musical Theatre. Students are limited to taking four tap courses (DNCE 22, DNCE 23, DNCE 24, DNCE 25, or DNCE 26) for a maximum of 4 units. *NR*

**DNCE 26 INTERMEDIATE TAP TECHNIQUES AND IMPROVISATION****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 22*

This course is designed for students who want to further their mastery of Tap dance. Focus will be on increasing the speed and accuracy of execution of master tap routines and developing improvisation techniques. Students are limited to taking four tap courses (DNCE 22, DNCE 23, DNCE 24, DNCE 25, or DNCE 26) for a maximum of 4 units. *NR*

**DNCE 27 HIP HOP/COMMERCIAL DANCE****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This beginning-level course presents a blend of hip hop and commercial dance styles. The course introduces traditional hip hop; breaking, including b-boying and b-girling; popping; video-style hip hop; and freestyle. Students practice and perform combinations and dances to contemporary hip hop, rhythm and blues, and pop music. Focus is on developing individual skill, musicality, and artistic expression, and on using accents and musical phrasing to demonstrate originality, unity, and clarity of intent in choreography. No previous experience is required. *NR*

**DNCE 30 AFRICAN DANCE-OVERVIEW**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This is an overview course that introduces dances from African cultures. Students will examine the role of dance in the African society through the practice of dance traditions and rituals. Discussions on African history, empires, and instruments will help to shape the study of African dance performance. African dance movements, steps and styles will be taught with emphasis on body alignment, coordination, rhythm and body positions. All classes are aerobic in nature. Field trips may be required. *NR*

**DNCE 33 MIDDLE EASTERN DANCE I****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

An introductory course emphasizing the social, stage and artistic dances from the region known as the Near and Middle East. *NR*

**DNCE 34 MIDDLE EASTERN DANCE II****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 33*

This intermediate/advanced-level course further explores social, stage and regional dances from the Near and Middle East. The course focuses primarily on classical dance forms but also presents folkloric and popular dance styles. Students concentrate on refining movements and gestures; developing solo and group performing skills; and using finger cymbals, veils, and props while dancing. The course expands upon Middle Eastern music, rhythms, and culture as they relate to dance. *NR*

**DNCE 35 FOLK DANCES OF EGYPT AND LEBANON****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 3 and DNCE 33*

An intermediate/advanced level course on folk dance from Egypt and Lebanon. Dances will be learned focusing on technique, musical analysis, cultural characteristics, costuming, use of props, historical overview, and geographical relevance. Students will learn, practice and perform combinations and choreography in a classroom setting. *NR*

**DNCE 36 BALLROOM STYLES OF THE 19TH AND 20TH CENTURY****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This course gives students the opportunity to learn various social dance forms. It is designed for students with no dance experience as well as dance students who want to be introduced to dance forms new to them. Examples of dance forms that may be included are swing, salsa, mambo, cha cha, tango, waltz, country and fox trot. The course will focus on exploring the differences and similarities among styles and techniques while also developing coordination skills. *NR*

**DNCE 37 INTERMEDIATE BALLROOM****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 36 or instructor's approval*

This course gives students the opportunity to learn intermediate ballroom dance skills. It is designed for students with basic ballroom dance experience. Examples of dance forms that may be included are swing, salsa, cha cha, rumba,

tango, waltz, and fox trot. This course also explores the differences and similarities within the styles and techniques of intermediate ballroom dance while addressing development of coordination skills. This course will encourage individual choreography which will enhance the students knowledge of each dance form as well as develop creativity. DNCE 37 may be taken once for a maximum of 2 units. *NR*

## **DNCE 37 INTERMEDIATE BALLROOM**

**2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 36 or instructor's approval*

This course gives students the opportunity to learn intermediate ballroom dance skills. It is designed for students with basic ballroom dance experience. Examples of dance forms that may be included are swing, salsa, cha cha, rumba, tango, waltz, and fox trot. This course also explores the differences and similarities within the styles and techniques of intermediate ballroom dance while addressing development of coordination skills. This course will encourage individual choreography which will enhance the students knowledge of each dance form as well as develop creativity. DNCE 37 may be taken once for a maximum of 2 units. *NR*

## **DNCE 38 BALLROOM: LATIN DANCES**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 36 or DNCE 37*

An introductory course in Latin dance styles designed to teach cha-cha, merengue, tango, salsa and other Latin dance styles. This course will emphasize, styling, partnering and rhythm. The beginning level is appropriate for students of all ages and level of training. Attendance at a live dance performance is required. *NR*

## **DNCE 39 BALLROOM: AMERICAN SMOOTH**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 36 or DNCE 37*

This course gives students the opportunity to learn various smooth ballroom styles dances. Examples of the smooth dance forms that may be included are Waltz, Fox Trot, American Tango. This course will focus on learning both the International and American smooth styles of dance. The students will develop coordination skills and knowledge of each dance form. Attendance at a live dance performance is required. *NR*

## **DNCE 40 HIP HOP I: HISTORY OVERVIEW**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This beginning-level course presents a comprehensive survey of Hip-Hop dance history. The course introduces traditional hip-hop music and movement including, breaking, b-boying, popping and locking. The focus of this course is on developing individual skill, musicality and artistic expression as a dancer and choreographer. Students will study the contributions and participant from various ethnic groups that practice and perform street dance style known as Hip-hop from the 20th and 21st centuries. No previous experience is required. *NR*

## **DNCE 41 HIP HOP-FUNK STYLES**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This is a beginning course that surveys Hip Hop Dance Funk Styles that were created during the development of the

American street dance culture. The focus will be on techniques of hip hop and the elements of dance including time, shape, energy/effort and space as they relate to funk styles. It will also emphasize postural alignment, flexibility, strength, coordination, and musicality. Students will distinguish between the different styles while demonstrating and rearranging the styles into new choreography. *NR*

## **DNCE 42 HIP HOP-HIP HOP LEVEL 2**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

Limitation: Requires the ability to do knee work and be able to develop or already have upper body strength for floor work.

Recommended Preparation: DNCE 27, DNCE 40 and DNCE 41

This intermediate/advanced course emphasizes proper Hip Hop dance technique as it applies to more complex warm up exercises, dance steps and movement sequences. It is designed to focus on developing individual and group performance abilities within small and large choreographic formations. This course will also cover the historical evolution of Hip Hop dance including its music and culture as they relate to dance. *NR*

## **DNCE 45 YOGA AND STRESS MANAGEMENT**

**2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This course explores the relationship between yoga and its connection as one of several holistic methods to manage the mind, body, and spiritual effects of stress. It is designed to promote enhanced performance and function. Its focus is the practice of breathing, relaxation, asanas, meditation, positive thinking and other related techniques as related to taking and/or instructing others in yoga. *NR*

## **DNCE 46 INTRODUCTION TO YOGA**

**2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This survey course investigates the principles and practices of various types of yoga to unify body, mind and spirit. Emphasis is on yoga postures (asanas), breathing, meditation, and relaxation techniques intended to reduce stress and to improve concentration, circulation, flexibility, and muscle strength. It is designed for dancers and non-dancers. *NR*

## **DNCE 47 RAJA YOGA-HATHA YOGA**

**2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This course involves the investigation and practice of Hatha Yoga principles as it pertains to Raja Yoga, which involves the science behind mind, body, spirit. It is designed to improve proper technique within postures (asanas) and associated breathing techniques; body balance, awareness, alignment and relaxation; joint flexibility, coordination; muscle tone; and stress management. It is for dancers and non-dancers and provides training on how to adjust the difficulty based upon individual needs, a tool needed as a participant or future teacher. *NR*

## **DNCE 48 YOGA: CONTEMPORARY AND TRADITIONAL EASTERN FORMS**

**2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This course incorporates traditional mind, body spirit exercises and paths and compares these with current styles of yoga and other holistic methods. It focuses on the evolution, differences, and similarities between various paths and

styles of yoga and other eastern-based body therapies. Use of restorative breathing and relaxation exercises are also included. *NR*

## **DNCE 50 CONDITION AND CORRECT: OVERVIEW**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This course introduces various types of stretch, strengthen, and body alignment exercises for dancers and non-dancers. It combines techniques and skills from dance, exercise, and various body therapy programs (e.g. yoga, Pilates, Alexander Technique) to enhance flexibility, strength, postural alignment, balance, coordination, endurance, and movement memory, and promote greater technical ability in dance, sports, exercise, and other movement-based programs. The course includes introductory information on anatomy, nutrition, and the care and prevention of injuries. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

## **DNCE 51 PILATES**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This course introduces the fundamentals of non-impact exercise based on the principles of Joseph Pilates. Classes provide the dancer and non-dancer with exercises to improve abdominal and back strength, flexibility, and postural alignment, coordination, and body awareness. Proper breathing techniques are emphasized, the focus being on exercising the mind as well as the body. DNCE 51 (or DNCE 51A and DNCE 51B) may be taken once for a maximum of 2 units. *NR*

## **DNCE 51A PILATES A**

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This course is the first half of an introduction to a non-impact exercise program based on the principles of Joseph Pilates. Classes provide the dancer and non-dancer with exercises to improve abdominal and back strength, flexibility, postural alignment, coordination, and body awareness. Proper breathing techniques are emphasized, the focus being on exercising the mind as well as the body. DNCE 51 (or DNCE 51A and DNCE 51B) may be taken once for a maximum of 2 units. *NR*

## **DNCE 51B PILATES B**

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 51A*

This course is the second half of an introduction to a non-impact exercise program based on the principles of Joseph Pilates. Classes provide the dancer and non-dancer with exercises to improve abdominal and back strength, flexibility, postural alignment, coordination and body awareness. Proper breathing techniques are emphasized, the focus being on exercising the mind as well as the body. DNCE 51 (or DNCE 51A and DNCE 51B) may be taken once for a maximum of 2 units. *NR*

## **DNCE 52 PILATES - MAT**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This course is a non-impact body therapy and training method based on the principles of Joseph Pilates. Classes

provide the dancer and non-dancer with detailed exercises for the entire body that focus on core strengthening while also re-training postural alignment and muscular imbalances. Proper breathing techniques are emphasized to exercise the mind as well as the body. *NR*

## **DNCE 53 PILATES-REFORMER WITH MAT**

**2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 51 or DNCE 52*

This course connects Pilates mat-work with reformer work and associated props that aid in personalized adjustments based on individual needs. It is a non-impact body therapy and training program for the entire body focusing on re-training alignment and imbalances in the body; promoting enhanced core strength, movement abilities, care and prevention of injuries; and reduction of pain. Breath use is emphasized to initiate and maintain the core for each exercise as well as being able to recognize internal changes in muscle efficiency in all areas. *NR*

## **DNCE 54 PILATES: DESIGNED FOR YOU**

**2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This course focuses on traditional and new forms of Pilates exercises as well as the use of modification aids to aid the student in receiving the benefits intended in each exercise. Emphasis will be on technique enhancement, how to select and adjust exercises for individual needs and goals, and injury care and prevention. This course is designed for all experience levels. Students are limited to taking four Pilates courses (DNCE 51, 51A, 51B, 52, 53, or 54) for a maximum of 8 units. *NR*

## **DNCE 55 CHOREOGRAPHY I**

**3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: Two two-unit courses from DNCE 1, DNCE 6, DNCE 7, DNCE 12, DNCE 13, DNCE 17, DNCE 18, DNCE 22, DNCE 23, DNCE 30 or DNCE 36*

This beginning-level course provides a theoretical and practical foundation in dance composition. It emphasizes the development of basic skills in problem solving and in the craft and creation of dances. Students will explore and develop movement studies and full-length dances for both individuals and groups. The focus is on creating compositions with thematic and artistic clarity, incorporating shapes, times, space, energy, phrasing, abstraction, stylization, and various choreographic devices and structures. *NR*

## **DNCE 57 CHOREOGRAPHY PROJECTS**

**2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers: CSU, UC*

*Prerequisite: DNCE 55 or equivalent*

*Limitation: Approval of a choreographic proposal submitted on the first day of class*

*Recommended Preparation: Two semesters of dance technique courses (ballet, modern, jazz, tap, Middle Eastern, African or ballroom)*

This course focuses on the preparation and execution of a dance production, emphasizing the choreographic process. It investigates the various creative, artistic and practical aspects involved in defining and developing a project. The course is designed to build each student's proficiency in the skills necessary to choreograph a dance piece from the planning stages through post-production work. *NR*

## **DNCE 58 CHOREOGRAPHY FOR COMPETITIONS**

**1 Unit - 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 55 and DNCE 57. A choreography class taken at another college/university may be accepted subject to faculty evaluation.*

For students whose choreographic work has been chosen to represent IVC at a national/regional Dance competition. Competition guidelines will determine the scope of the project. Choreographers will remount and rehearse the chosen dance work and oversee its production at the competition. *R-A-3*

**DNCE 60 AFRICAN: DANCE AND DRUMMING****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC credit pending*

This movement course is an introduction to the history and performance of African dance and drumming. Students will be introduced to African folk and cultural dance movements and song forms including poly rhythms, vocalizations and integration of movement to live drumming. This course examines the way that African dance functions as a social and cultural expression, focusing on universal elements such as drumming, singing, storytelling, community, and environment. Field trips may be required. *NR*

**DNCE 61 PAN-AFRICAN DANCE/THE DIASPORA****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This course introduces the influence of African dance and music on the world through the African Diaspora. Students will study how the doctrine of Pan-Africanism is helping to shape the identity of contemporary African through the dancing, drumming, singing and story-telling. The course explores the research and practices of performing African dances from the diaspora and its specific historical reference to representing the African community at large. All classes are aerobic in nature. Attendance at field trips may be required. *NR*

**DNCE 62 WEST AFRICAN DANCE: EMPIRE OF MALI****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This course is an introduction to the history and performance of West African dance of the Empire of Mali. Students will study, practice and perform traditional West African dances and drum rhythms from the Empire of Mali. The course explores the components of West African dance as it relates to community, movement, music, theme, season, and organization of the dance. All classes are aerobic in nature. Field trips may be required. *NR*

**DNCE 65A DANCE REHEARSAL AND PERFORMANCE-PRODUCTION OVERVIEW**

**A**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

Limitation: By audition only

*Recommended Preparation: Prior dance technique and science courses*

This course focuses on the various aspects involved in the preparation of dance productions. It is designed to emphasize the rehearsal and performance process. A performance and/or informal showing at the end of the semester is included. Various showings will determine final performance format and additional performance opportunities. Students will also participate in technical production aspects of a dance concert. Enrollment limited to a total of four rehearsal and performance courses (DNCE 65A/B/C, 66A/B/C, and 67A/B/C) for a maximum of 7.5 units. *NR*

## **DNCE 65B DANCE REHEARSAL AND PERFORMANCE-PRODUCTION OVERVIEW**

**B**

**1.5 Units - 0.5 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

Limitation: By audition only

*Recommended Preparation: Prior dance technique and science courses*

This course focuses on the preparation of dance productions with an emphasis on the rehearsal and performance process including aspects of technical theater, publicity, and administrative tasks necessary for an overall dance production. Students will participate in informal showing/s during the creation of two dances that focus on comparing production aspects of each and adapting each production to different locations. These showings will determine additional performance opportunities. Enrollment limited to a total of four rehearsal and performance courses (DNCE 65A/B/C, 66A/B/C, and 67A/B/C) for a maximum of 7.5 units. *NR*

## **DNCE 65C DANCE REHEARSAL AND PERFORMANCE-PRODUCTION OVERVIEW**

**C**

**2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

Limitation: By audition only

*Recommended Preparation: Prior dance technique and science courses*

This course provides an overview of the many aspects in the preparation of a dance production. It emphasizes rehearsal and performance experiences as well as connecting the technical theater tasks and dance management needed to put on a dance concert. Students will be involved with the creation of three dances exploring the evolution of movement material, artistic expression and production elements in relationship to each choreographer's vision. A performance and/or informal showing is included. Various in-progress showings will determine performance format and additional performance opportunities. Enrollment is limited to a total of four rehearsal and performance courses (DNCE 65A/B/C, 66A/B/C, and 67A/B/C) for a maximum of 7.5 units. *NR*

## **DNCE 66A DANCE REHEARSAL AND PERFORMANCE-ANALYSIS OF CREATIVE PROCESSES A**

**1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

Limitation: By audition only

Recommended Preparation: Prior dance technique courses equivalent to beginning/intermediate levels and science courses

This course is designed to prepare dance students to work with various choreographers and familiarize themselves with contrasting creative methodologies. Through the rehearsal and performance processes of working in one dance and observing other/s, students will learn to adapt to creative processes and analyze contrasting approaches. A performance and informal showings are included. Various in-progress showings will determine final performance format and additional performance opportunities. Students will also participate in technical production aspects of a dance concert. Enrollment limited to a total of four rehearsal and performance courses (DNCE 65A/B/C, 66A/B/C, and 67A/B/C) for a maximum of 7.5 units. *NR*

## **DNCE 66B DANCE REHEARSAL AND PERFORMANCE-ANALYSIS OF CREATIVE PROCESSES B**

**1.5 Units - 0.5 hour lecture, 3 hours lab**

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

Limitation: By audition only

**Recommended Preparation:** Prior dance technique courses equivalent to beginning/intermediate levels. This course is designed to prepare students to work with various choreographers and familiarize them with contrasting creative methodologies. Students will learn to adapt to the creative processes of choreographers and analyze contrasting approaches by rehearsing, performing, and observing different choreographers within two dances. A performance and/or informal showing at the end of the semester is included. Various showings will determine final performance format and additional performance opportunities. Students will also participate in technical production aspects of a dance concert. Enrollment limited to a total of four rehearsal and performance courses (DNCE 65A/B/C, 66A/B/C, and 67A/B/C) for a maximum of 7.5 units. *NR*

## **DNCE 66C DANCE REHEARSAL AND PERFORMANCE-ANALYSIS OF CREATIVE PROCESSES C**

### **2 Units - 1 hour lecture, 3 hours lab**

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

Limitation: By audition only

**Recommended Preparation:** Prior dance technique courses equivalent to beginning/intermediate level and dance science courses

This course is designed to prepare the students to work with different choreographers contrasting creative methodologies. Students will learn to adapt to the creative processes and analyze contrasting approaches by rehearsing, performing and observing choreographers within three dances. A performance and/or informal showing is included. Various in-progress showings will determine final performance format and additional performance opportunities. Students will also participate in technical production aspects of a dance concert. Enrollment limited to a total of four rehearsal and performance courses (DNCE 65A/B/C, 66A/B/C, and 67A/B/C) for a maximum of 7.5 units. *NR*

## **DNCE 67A DANCE REHEARSAL AND PERFORMANCE-SOLOS TO VARIOUS GROUPS A**

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

Limitation: By audition only

*Recommended Preparation: Prior dance technique courses equivalent to beginning/intermediate levels and dance science courses*

This course is designed to emphasize the rehearsal process and performance experience for choreographic works. It focuses on the ensemble and small group techniques and interpretive skills necessary to perform in one dance piece while observing aspects of another. A performance and/or informal showings be will included. Various in progress assessments will determine the final performance format and any additional performance opportunities. This course also includes completion of production tasks inherent in a dance concert. Enrollment limited to a total of four rehearsal and performance courses (DNCE 65A/B/C, 66A/B/C, and 67A/B/C) for a maximum of 7.5 units. *NR*

## **DNCE 67B DANCE REHEARSAL AND PERFORMANCE-SOLOS TO VARIOUS GROUPS B**

### **1.5 Units - 0.5 hour lecture, 3 hours lab**

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

Limitation: By audition only

*Recommended Preparation: Prior dance technique courses equivalent to beginning/intermediate levels and dance science courses*

This course is designed to emphasize the rehearsal process and performance experience for solos and/or duet techniques within choreographic works. It focuses on the technical and interpretive skills necessary to perform in this format within two dances. A performance and informal showings will be included. Various in-progress showings will determine the final performance format and any additional performance opportunities. This course will include

completion of production tasks inherent to dance concerts. Enrollment is limited to a total of four rehearsal and performance courses (DNCE 65A/B/C, 66A/B/C and 67A/B/C) for a maximum of 7.5 units. *NR*

## **DNCE 67C DANCE REHEARSAL AND PERFORMANCE-SOLOS TO VARIOUS GROUPS C**

### **2 Units - 1 hour lecture, 3 hours lab**

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

Limitation: By audition only

*Recommended Preparation: Prior dance technique courses equivalent to beginning/intermediate levels and dance science courses*

This course is designed to emphasize the creative process of solos, duets, and other small groupings as well as ensemble work within the choreographic works. It focuses on the technical and interpretive skills necessary to perform in these formats within three dance pieces. A performance and informal showing/s are included. Various in-progress showings will determine the final performance format and any additional performance opportunities. This course also includes completion of production tasks inherent in a dance concert. Performance limited to a total of four rehearsal and performance courses (DNCE 65A/B/C, 66A/B/C, and 67A/B/C) for a maximum of 7.5 units. *NR*

## **DNCE 68 TOURING DANCE ENSEMBLE-DANCE COMPETITION**

### **2 Units - 0.5 hour lecture, 4.5 hours lab**

*Transfers: CSU, UC*

Limitation: By audition only

*Recommended Preparation: Prior dance technique courses at the intermediate level in various genres and dance science courses.*

This course prepares students for participation in regional and/or national dance competitions. Students study traditional and contemporary choreography through rehearsal and competitive performance. The focus is on bringing one or more dance works to a high level of performance so as to best represent Irvine Valley College at intercollegiate and dance industry concerts and competitions, including the American College Dance Association. Students experience different repertoire each semester it is offered. Field trips to the competitions are mandatory. *R-E-3*

## **DNCE 69 INTRODUCTION TO DANCE ENSEMBLE PRACTICES**

### **2 Units - 6 hours lab**

*Transfers: CSU, UC*

Limitation: Audition is held on the first day of class to determine technical level and artistic maturity

*Recommended Preparation: DNCE 7, DNCE 13, or DNCE 17 or technique level equivalent*

This course prepares students for participation in our Certificate/AA capstone advanced course: Performing Dance Ensemble. Students will understudy assigned roles, learn company protocols and help in the production aspects of the performance. Field trips may be required. DNCE 69 was formerly offered as DNCE 169. *NR*

## **DNCE 70 IVC PERFORMING DANCE ENSEMBLE**

### **2 Units - 0.5 hour lecture, 4.5 hours lab**

*Transfers: CSU, UC*

Limitation: By audition only

*Recommended Preparation: Prior dance training in ballet, modern dance, or jazz at the intermediate level or DNCE 65, 66, 67 or equivalent*

This course is designed to prepare students interested in a performing career in Dance. It will cover auditioning techniques, career investigation and goals, nutrition for dance as well as rehearsal and performance proficiency with faculty and guest choreographers. Students participate in multiple performances and production aspects of a dance concert. Field trips may be required. *NR*

## **DNCE 71 DANCE ASSISTANT**

### **2 Units - 6 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: Previous member of the IVC Performing Dance Ensemble DNCE 70 or equivalent experience as determined by the instructor*

The course will prepare students to support and assist a choreographer. Training will cover all aspects of preparation and running of rehearsals, production duties, and communications with the dancers. *NR*

## **DNCE 72 AERIAL, ACROBATIC, PARTNERING TECHNIQUES**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 7, DNCE 13, or DNCE 18 or equivalent technical ability as determined by the instructor*

Students will study advanced commercial dance skills such as basic aerial, acrobatic and partnering. Classes will be held at a location off campus. *NR*

## **DNCE 73 PERFORMING DANCE ENSEMBLE-COMMUNITY OUTREACH**

### **2 Units - 0.5 hour lecture, 4.5 hours lab**

*Transfers: CSU, UC*

Limitation: By audition only

*Recommended Preparation: Proficiency in Ballet, Modern Dance, Jazz, and Improvisation at the intermediate level and DNCE 65A/DNCE 65B/DNCE 65C, DNCE 66A/DNCE 66B/DNCE 66C, or DNCE 67A/DNCE 67B/DNCE 67C*

The Performing Dance Ensemble is designed to prepare the intermediate/advanced dancer with a dance company experience. This course focuses on the creation and presentation of repertory for community-based educational outreach programs and/or choreography shown in multiple venues. Emphasis is also on determining how to adjust dances and programs according to various stages, spaces, and types of audiences. Another aspect is on discovering how to complete administrative tasks including establishing contacts in the local community, gathering information, and the preparation and distribution of marketing materials. *NR*

## **DNCE 75 IMPROVISATION I**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This course is designed to develop improvisational techniques as related to structural form. The focus is on individual and group work to learn tools that aid in the creation of unplanned movement and improve one's ability to edit movement choices to craft phrases, studies, and dances "in the moment". Emphasis is on how to adapt to changing situations, come up with spontaneous solutions, and create 'on the spot' choreography which is important in the professional world. For the dancer and non-dancer. *NR*

## **DNCE 77 DANCE HISTORY: TWENTIETH CENTURY**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course studies the history of dance in the twentieth century focusing on major themes, ideas, values, people, and institutions within a global context. It traces the continued development of various dance forms with primary emphasis on ballet, modern dance, and jazz dance (including tap dance and musical theater). The course will include some reference to other art forms and the humanities. Videotapes, movies, and attendance at live performances will augment lectures. *NR*

## **DNCE 78 DANCE APPRECIATION**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* RD 370

Overview of religious, social and theatrical dance forms, focusing on their purposes and themes within their historical context. Dance genres will be examined in terms of practices, movement, and music. Videos, live performances, discussions and readings will illuminate the social and cultural relevance of each genre studied. *NR*

## **DNCE 85 MUSIC FOR DANCE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course assists the dancer and/or choreographer by providing practical training in basic music theory and musicianship. It focuses on systematically breaking down and investigating the terminology of and concepts behind "dancer musicality," rhythm and meter, melodic design, basic musical form, notation, and historical style. The course is designed to present the development of music and dance in a historical perspective; to develop through listening an awareness of available musical literature; and to train the dancer/choreographer and musician to work together by developing a common vocabulary and working knowledge of each other's craft. *NR*

## **DNCE 86 CONDITION AND CORRECT: BODY ALIGNMENT**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Applies movement science concepts to various exercises from dance, conditioning, and body therapy programs (e.g. yoga, Pilates, massage, Alexander Technique) for dancers and non-dancers. It focuses on the awareness of posture and movement habits as related to anatomy, wellness and the reduction of the potential of pain and injury. Students start to retrain the body by learning proper warm-up and exercise set-up. Emphasis is on selecting effective and safe joint motions while maintaining alignment to gain the most benefit from each exercise. Flexibility, strength, posture, balance, coordination, endurance, relaxation and movement memory are enhanced as a result. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

## **DNCE 87 CONDITION AND CORRECT: ANALYSIS AND BODY THERAPIES**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

This course builds upon the concepts from the overview course. It introduces and compares techniques from dance and various body therapy programs (e.g. Hatha Yoga, Reflexology, GYROKINESIS (R), Resistance training, Pilates) for dancers and non-dancers. It combines various types of stretch, strengthening, endurance, relaxation and body alignment exercises. Emphasis is on correct form and technique to promote greater technical ability in dance, sports, exercise, and other movement-based programs. The course includes information on anatomy and the care and prevention of injuries. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

## **DNCE 88 CONDITION AND CORRECT: MIND-BODY TECHNIQUES**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

This course utilizes the Eastern Medicine mind-body techniques and methods from dance, exercise, and various therapy programs (e.g. Raja Yoga, Pilates, Myofascial release, Sweigard, Feldenkrais, GYROKINESIS(R)Techniques) to promote greater technical ability in dance, sports, exercise, and other movement-based programs. Emphasis is on

efficiency of movement, agility, balance, flexibility, and the long-term care and prevention of injuries for oneself and others to be more marketable in any profession. It also includes information on kinesiology, nutrition, and the connections between eastern and western medicine. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 12 units. *NR*

## **DNCE 90 DANCE TRAINING: THERABAND RESISTANCE WORKOUT**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU, UC

This course is designed to provide students with intermediate-level dance conditioning using theraband resistance. Students will learn to apply correct placement, increase stretch and lines, and challenge core in intermediate-level movement patterns. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 8 units. *NR*

## **DNCE 91 DANCE TRAINING: ROLLERS AND ROTATING DISCS WORKOUT**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* Students should know basic dance terminology and be able to execute basic movement with the correct alignment

This course is designed to provide students with dance training using rollers and rotating discs to further challenge placement, core, turn out capabilities, plumb line, and stretches in dance movement patterns. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 8 units. *NR*

## **DNCE 92 DANCE TRAINING: FLOOR BARRE**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* Any of the following courses: DNCE 6, DNCE 7, DNCE 11, DNCE 12, DNCE 16, DNCE 17, DNCE 18, DNCE 51, DNCE 52, DNCE 53, DNCE 54 or DNCE 86, DNCE 87, DNCE 88

This course focuses on the components of correct placement and the biomechanics of dance movement. Floor Barre methodology as well as other dance conditioning methods will be used to develop and challenge core stabilization, elongation in stretches and movements, and efficient alignment in key movement patterns. Students will perform intermediate/advanced dance placement exercises and analyze their form and effectiveness. Students are limited to taking four conditioning courses (DNCE 50, 86, 87, 88, 90, 91, or 92) for a maximum of 8 units. *NR*

## **DNCE 93 GYROKINESIS (R): ART OF EXERCISING AND BEYOND, OVERVIEW**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU, UC

An overview course introducing background information and a variety of formats within the holistic GYROKINESIS(R) methodology. It embraces some of the key principles and philosophies also found in yoga, dance, swimming, gymnastics, massage, and tai chi. The entire body is worked using three dimensional movement sequences designed to stretch and strengthen the muscles; articulate, decompress, and increase range of motion; and develop coordination and endurance. The objective is to improve overall health of mind, body, and spirit by teaching the body to move with fluidity, ease, and power. Students are limited to taking four Gyrokinetics courses (DNCE 93, DNCE 94, DNCE 95, DNCE 96, and DNCE 253) for a maximum of 8 units. *NR*

## **DNCE 94 GYROKINESIS (R): 90 MINUTE FORMAT**

**2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

A holistic method that embraces some of the key principles also found in yoga, dance, swimming, gymnastics, massage, and tai chi. The objective is to improve overall health of mind, body and spirit by teaching the body to move with fluidity, ease and power. The entire body is worked using three-dimensional movement sequences designed to stretch and strengthen the muscles; articulate, decompress, and increase the range of joint motion; and develop coordination and endurance. This is a beginning-level course for all students with emphasis on the 90 minute format and principles. Students are limited to taking four of the Gyrokinesis courses (DNCE 93, DNCE 94, DNCE 95, DNCE 96, or DNCE 253) for a maximum of 8 units. *NR*

**DNCE 95 GYROKINESIS (R): 60 MINUTE FORMAT AND OTHER SEQUENCES****2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 94 GYROKINESIS (R): 60 minute Format, and the other sequences taught in this course, merge eastern and western influences in a Holistic way.*

GYROKINESIS (R): 60 minute Format, and the other sequences taught in this course, merge eastern and western influences in a Holistic way. This format focuses on working the energetic pathways of the entire body integrating changing rhythms and breath patterns in fluid three-dimensional movement sequences. It is designed to deeply stretch and strengthen the muscles; articulate, decompress, and increase the range and quality of joint motions; and develop more complex rhythmic coordination and endurance. Emphasis is on also on spinal elongation, balanced motions and energy/chi stimulation. Students are limited to taking four of the Gyrokinesis courses (DNCE 93, 94, 95, 96, OR 253) for a maximum of 8 units. *NR*

**DNCE 96 GYROKINESIS (R): ALTERNATIVE FORMATS AND MUSIC****2 Units - 1 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DNCE 94 or DNCE 95*

This course is a holistic system of exercise that works the entire body using three-dimensional movement sequences and coordinated breath patterns. The objective is health of mind, body and spirit achieved by merging of eastern and western approaches to training. This course will focus on new and alternative formats and methods in the system. It will also explore additional breathing techniques and patterns, self-massage, use of music, and restorative stress management methods intended to keep energy pathways open and especially improve the nervous, muscular and cardio-respiratory systems. This is a beginning/intermediate level course. Students are limited to taking four Gyrokinesis courses (DNCE 93, DNCE 94, DNCE 95, DNCE 96, or DNCE 253) for a maximum of 8 units. *NR*

**DNCE 168 COOPERATIVE WORK EXPERIENCE: DANCE****1 Unit - 1 hour lab**

*Transfers: CSU*

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**DNCE 168 COOPERATIVE WORK EXPERIENCE: DANCE**

**2 Units - 2 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**DNCE 168 COOPERATIVE WORK EXPERIENCE: DANCE****3 Units - 3 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**DNCE 253 GYROKINESIS (R) THE ART OF EXERCISING AND BEYOND****0.5 Unit - 2 hours lab**

GYROKINESIS(R) is a holistic system of exercise that embraces some of the key principles found in yoga, dance, swimming, gymnastics, massage, and tai chi. The entire body is worked using three-dimensional movement sequences designed to stretch and strengthen the muscles; articulate, decompress, and increase the range of joint motion; and develop coordination and endurance. Focus is on the natural directions of spinal movement and coordinated breath patterns intended to open energy pathways and enhance the nervous and circulatory systems. The objective is to improve overall health of mind, body and spirit by teaching the body to move with fluidity, ease and power. DNCE 253 may be taken once for a maximum of 1 unit. Students are limited to taking four Gyrokinetics courses (DNCE 93, DNCE 94, DNCE 95, DNCE 96, or DNCE 253) for a maximum of 8 units. *NR*

**DNCE 253 GYROKINESIS (R) THE ART OF EXERCISING AND BEYOND****1 Unit - 4 hours lab**

GYROKINESIS(R) is a holistic system of exercise that embraces some of the key principles found in yoga, dance, swimming, gymnastics, massage, and tai chi. The entire body is worked using three-dimensional movement sequences designed to stretch and strengthen the muscles; articulate, decompress, and increase the range of joint motion; and develop coordination and endurance. Focus is on the natural directions of spinal movement and coordinated breath patterns intended to open energy pathways and enhance the nervous and circulatory systems. The objective is to improve overall health of mind, body and spirit by teaching the body to move with fluidity, ease and power. DNCE 253 may be taken once for a maximum of 1 unit. Students are limited to taking four Gyrokinetics courses (DNCE 93, DNCE 94, DNCE 95, DNCE 96, or DNCE 253) for a maximum of 8 units. *NR*

**DNCE 281 PEDAGOGY-TEACHING METHODS FOR MOVEMENT TRAINING****3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU

This course introduces the theory and practical applications of teaching movement, dance, body therapies and/or movement/dance science exercise techniques. Focus is on

the development of a personal philosophy and on modes of delivery and learning appropriate to the various community and educational settings. Topics include the development of lesson plans, syllabi, student learning objectives and outcomes, modifications for special needs, and musical accompaniment. DNCE 281 was formerly offered as DNCE 81. *NR*

## Design Model Making

### DMP 168 COOPERATIVE WORK EXPERIENCE: DESIGN MODEL MAKING

#### 1 Unit - 1 hour lab

*Transfers: CSU*

Limitation: Application must be approved by CWE coordinator

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

### DMP 168 COOPERATIVE WORK EXPERIENCE: DESIGN MODEL MAKING

#### 2 Units - 2 hours lab

*Transfers: CSU*

Limitation: Application must be approved by CWE coordinator

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

### DMP 168 COOPERATIVE WORK EXPERIENCE: DESIGN MODEL MAKING

#### 3 Units - 3 hours lab

*Transfers: CSU*

Limitation: Application must be approved by CWE coordinator

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

### DMP 168 COOPERATIVE WORK EXPERIENCE: DESIGN MODEL MAKING

#### 4 Units - 4 hours lab

*Transfers: CSU*

Limitation: Application must be approved by CWE coordinator

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for

each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **DMP 200 INTRODUCTION TO MODEL MAKING AND DESIGN**

### **1.5 Units - 1.5 hours lecture**

This course introduces students to career options within the model-making industry. Onsite studio visits, guest speakers and career guides will give students an overview of the job skills and technologies required in the various disciplines of model making. Areas of interest will include entertainment, product design, packaging, transportation, aerospace, medical design and architecture. The goal of the course is to facilitate each student's career path selection. Field trips may be required. *NR*

## **DMP 210 RAPID VISUALIZATION**

### **3 Units - 2 hours lecture, 3 hours lab**

This course introduces the principles of three-dimensional design as they relate to model making. Students work with a variety of materials and techniques, exploring three-dimensional description elements: value, texture, lighting, shade, shadow, composition, and perspective. Emphasis is placed on manual skill and dexterity. The course also introduces the fundamentals and techniques of ideational sketching. *NR*

## **DMP 220 BASIC MODEL MAKING**

### **3 Units - 2 hours lecture, 3 hours lab**

This course focuses on developing forms and shapes using a variety of basic model-making materials and hand fabrication techniques, with an emphasis on wood, plastic and metal processes. In addition to modeling with basic materials, students begin to develop skills using quick, visual model-development materials, including foam core, cardboard and clay. *NR*

## **DMP 221 ADVANCED MODEL MAKING I**

### **3 Units - 2 hours lecture, 3 hours lab**

*Prerequisite: DMP 220*

This course focuses on more advanced and complex methods used throughout the model-making industry. The course covers thermoforming, reinforced plastics, two-dimensional routing and engraving, and a variety of flexible tooling techniques used to make complex molds and parts. Students learn techniques for working with advanced casting materials, and surface preparation with textures, plating and painting. *NR*

## **DMP 222 ADVANCED MODEL MAKING II**

### **3 Units - 2 hours lecture, 3 hours lab**

*Prerequisite: DMP 221*

This course develops skills in using computer-aided design and manufacturing equipment and software to fabricate models. Designs will be created on three-dimensional solid modeling software and transferred to a three-dimensional computer aided manufacturing software for coding and post processing. Students will fabricate parts on a variety of equipment including CNC mills and lathes, laser cutters, and two and three-dimensional rapid modeling equipment. *NR*

## **DMP 230 3D COMPUTER DESIGN**

### **3 Units - 2 hours lecture, 3 hours lab**

A beginning level Computer-Aided Design course that provides basic techniques and applications utilized in the

model-making industry. Students will learn to create basic 2D drawings and 3D solid models incorporating state-of-the-art PC-based software. Graphic creation and control will be learned using a variety of common softwares. *NR*

## **DMP 240 3D RAPID MODEL MAKING AND PROTOTYPE DEVELOPMENT I**

### **3 Units - 2 hours lecture, 3 hours lab**

*Prerequisite: DMP 222*

In this project development course students fabricate a variety of complex models within their selected discipline using advanced model-making equipment. Students use CNC milling, laser cutting, water jet cutting and 3D machining equipment to fabricate models. Field trips may be required. *NR*

## **DMP 241 3D RAPID MODEL MAKING AND PROTOTYPE DEVELOPMENT II**

### **3 Units - 2 hours lecture, 3 hours lab**

*Prerequisite: DMP 240*

This is an advanced project development course in rapid prototyping. Students program, set up and operate a variety of 3-D modeling machines, including CNC machining and turning centers, water jet cutters, conventional lasers and metal lasers. Students will fabricate a variety of complex high tolerance parts within their selected discipline. Field trips may be required. *NR*

## **DMP 260 MODELING AND PROTOTYPING METHODS AND MATERIALS**

### **2 Units - 1 hour lecture, 3 hours lab**

This course introduces the many universal plastic materials and fabrication processes currently used in design and modeling. Emphasis is on the applications, fabrication techniques, and properties of many common plastic materials used today as well as emerging materials and their processes. *NR*

## **Digital Media Art**

### **DMA 10 INTRODUCTION TO DIGITAL MEDIA**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

This course provides an overview of digital media fundamentals. Students will explore historical and contemporary approaches to digital media art using industry-standard software. Emphasis is on extensive hands-on projects to develop skills and techniques for digital imaging, illustration, and animation. Students will develop a portfolio and gain insight into current trends and career options for digital media art. Prior computer software experience is not required. *NR*

### **DMA 40 DIGITAL 2D DESIGN AND COLOR THEORY**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DMA 10*

This foundation course introduces the fundamentals of art and design within a digital environment. Students will use digital media software to create various artistic projects while exploring the elements and principles of design and color theory. DMA 40 was formerly offered as DMA 140. *NR*

### **DMA 50 HISTORY OF GRAPHIC DESIGN**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This concise history traces the development of graphic design from the invention of writing to the digital revolution. The course explores the origins of printing and book design from early medieval manuscripts to Renaissance, Victorian and Art Nouveau graphics, and the evolution of twentieth century design styles and theories from the modernist era through postmodernism and the digital age. DMA 50 is also listed as ARTH 50; credit will be given in either area, not both. *NR*

**DMA 51 BEGINNING DIGITAL PHOTOGRAPHY****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

This beginning course focuses on digital photography as a creative medium. Emphasis will be placed on conceptual, technical, and creative photography skills. The course covers the use of digital cameras and digital imaging software to capture, import, edit, and distribute digital photographs. DMA 51 is also listed as PHOT 51; credit will be given in either area, not both. *NR*

**DMA 52 INTERMEDIATE DIGITAL PHOTOGRAPHY****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* DMA 51/PHOT 51

This course addresses the theoretical, aesthetic, and technical application of photography at an intermediate level. Fine art and commercial photography subjects will be explored. Emphasis will be placed on producing a portfolio of original photographs using creative lighting, color, and digital effects. DMA 52 is also listed as PHOT 52; credit will be given in either area, not both. *NR*

**DMA 55 GRAPHIC DESIGN I****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* DMA 10

This course is an introduction to the concepts, processes, and practices of graphic design. Emphasis will be placed on developing problem-solving skills; applying the principles and elements of design; and integrating digital imagery, illustration, typography, and color theory in design projects. *NR*

**DMA 56 GRAPHIC DESIGN II****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* DMA 55

This intermediate course covers the graphic design process and its application to professional studio assignments, including corporate, editorial, packaging, and advertising design projects. Emphasis is on integrating the principles and techniques of commercial graphic design practice. DMA 56 was formerly offered as DMA 160. *NR*

**DMA 60 PRINT MEDIA DESIGN AND PRODUCTION****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* DMA 55

This intermediate course focuses on the design and production process for print media. The course will cover the print media workflow from planning and design to file preparation and output. Projects will include designing with type, photographs, and illustrations for print media. DMA 60 was formerly offered as DMA 170. *NR*

## DMA 62 MOTION GRAPHICS

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* DMA 10

This course introduces the principles of motion graphics design, including conceptual, aesthetic, and production considerations. It explores fundamental and experimental approaches to creating two-dimensional motion graphics with artistic integrity for video and the Web. DMA 62 was formerly offered as DMA 120. *NR*

## DMA 65 TYPOGRAPHY

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* DMA 55

This course is designed to develop a greater understanding of typographic form and function within graphic design. Students explore typography as a visual form through a series of fundamental design projects. The course provides a historical basis for the development of letterforms, tracing the progression from Gutenberg to the digital revolution. *NR*

## DMA 70 DIGITAL VIDEO PRODUCTION

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

This course is an introduction to the theory, practice, and aesthetics of digital video production. The course explores the preproduction, production, and postproduction workflows including the basics of camera operation, lighting, editing, and output. Emphasis is on producing video projects that demonstrate conceptual and technical proficiency. *NR*

## DMA 75 EXPERIMENTAL VIDEO

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* DMA 70

This course focuses on video as a creative medium. Students will explore historical, conceptual, and technical aspects of film and video art to produce a variety of experimental projects including abstract films, non-narrative shorts, and music videos. *NR*

## DMA 80 VISUAL DESIGN FOR THE WEB

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* DMA 10

This intermediate course explores the fundamentals of design and aesthetics for the Web. Emphasis is placed on layout, color, texture, typography, interactive elements, and user experience design using industry-standard design software. *NR*

## DMA 85 VISUAL STORYTELLING

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* DMA 10 and DMA 70

This course focuses on visual storytelling techniques using photography, illustration, graphic design, and video.

Students will use various digital media software to produce visual storytelling projects for content marketing, entertainment, and fine art. DMA 85 was formerly offered as DMA 165. *NR*

**DMA 91 PORTFOLIO DEVELOPMENT****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

This course covers the development and presentation of a professional fine art and graphic design portfolio. Emphasis is on the selection of appropriate work, conceptual improvement, and methods of presentation, including digital and traditional formats. Students will complete a professional resume, cover letter, and artist's statement suitable for transfer or the job market. DMA 191 is also listed as ART 191; credit will be given in either area, not both. DMA 91 was formerly offered as DMA 160. *NR*

**DMA 175 CORPORATE IDENTITY- TRADEMARKS AND LOGOS****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU

*Recommended Preparation:* DMA 55 and DMA 65

This intermediate graphic design course covers the process of developing and creating corporate and brand identities.

The course explores logos, typography, and identity systems. Students use industry-standard software applications to develop a professional portfolio of designs. *NR*

**DMA 195 ILLUSTRATION****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU

*Prerequisite:* ART 80

*Recommended Preparation:* ART 50 and ART 85

This course introduces students to the fundamental principles and practices of illustration and the process of developing and communicating visual ideas and imagery. Emphasis is on refining the student's personal visual vocabulary and addressing practical issues within the professional world of illustration. DMA 195 is also listed as ART 195; credit will be given in either area, not both. *NR*

**Drafting****DR 50 INTRODUCTION TO COMPUTER-AIDED DRAFTING****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* MATH 124

This is an introductory course in the operation and application of a computer-aided drafting (CAD) system that is used to create, modify, store, and plot mechanical and architectural drawings. Students create and analyze 2D projections and 3D models of conventional parts that conform to industry practices and standards. *NR*

**DR 52 ENGINEERING DRAWING AND DESIGN**

**3 Units - 2 hours lecture, 4 hours lab***Transfers: CSU, UC*

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. DR 52 was formerly offered as DR 101. *NR*

**DR 203 INTRODUCTION TO ARCHITECTURAL DRAFTING****3 Units - 2 hours lecture, 4 hours lab**

This course introduces students to the terminology, construction methods, and computer-aided drafting methods associated with modern architectural design. Students gain practical experience integrating residential modeling techniques into industry-standard 2D projected drawings used to illustrate the majority of conventional buildings. The course also covers basic 3D modeling structures, as well as the materials of construction and physical assembly methods that are required for proper manufacture. *NR*

**DR 204 3D ARCHITECTURAL DESIGN WITH BUILDING INFORMATION MODELING****3 Units - 2 hours lecture, 4 hours lab**

This is an advanced 3D architectural modeling course with elements of building information modeling (BIM). The course is primarily intended to develop student skills in modern 3D architectural CAD modeling and its use in generating standard 2D projected working sets of drawings. It is also designed to give students the ability to work cooperatively with professionals in the construction field, by teaching software driven planning structure, design processes, and standard architectural and civil engineering terminology. *NR*

**Earth Science****ERTH 20 INTRODUCTION TO EARTH SCIENCE****4 Units - 3 hours lecture, 3 hours lab***Transfers: CSU, UC*

This course introduces and unifies the central theories of geology, oceanography, meteorology, and astronomy. Students study the universe and solar system, the planet Earth and its constituents, rocks and minerals, drifting crustal plates, and processes such as mountain building and earthquakes. Students also study oceans and shorelines, the atmosphere, and climate. The effect of these disparate realms on life, past and present, is considered along with the effects of pollution of the natural environment. Field trips may be required. C-ID: GEOL 121. *NR*

**Economics****ECON 1 PRINCIPLES OF ECONOMICS - MICRO****3 Units - 3 hours lecture***Transfers: CSU, UC**Prerequisite: MATH 353**Recommended Preparation: ECON 20*

This course introduces the concepts and tools of microeconomic analysis. It investigates the problems that result from scarcity and how individuals and groups make decisions, given scarcity. The primary areas of focus are: markets and prices, marginal analysis, the decision-making processes of individuals and firms, industrial organization and resource

markets. These principles can be used to analyze such things as government economic policies, environmental issues, the distribution of income, anti-trust policy, and international trade. Credit may be earned in either ECON 1 or ECON 1H, but not both. C-ID: ECON 201. *NR*

## **ECON 1H PRINCIPLES OF ECONOMICS - MICRO HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Prerequisite:* MATH 353

*Recommended Preparation:* ECON 20

ECON 1H is an intensive introductory course that employs higher order thinking skills which include analysis, interpretation, and evaluation of texts and outside readings. It also uses applied mathematical and graphical analysis techniques to evaluate economic decisions and policies. The primary areas of focus include scarcity, resource allocation, decision-making of individuals and firms, markets prices, industrial organization, marginal analysis and maximization, resource markets, and evaluation of government economic policies. The course is enriched by smaller class size, additional analytical techniques, and an expanded range of topics. Credit may be earned in either ECON 1 or ECON 1H, but not both. C-ID: ECON 201. *NR*

## **ECON 2 PRINCIPLES OF ECONOMICS - MACRO**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Prerequisite:* MATH 353

*Recommended Preparation:* ECON 20

This course examines and analyzes the economic problems of scarcity, recession, unemployment, and inflation. Investigation centers on business cycles, economic growth, determination and the measurement of output and income in the economy, money creation and the banking system, monetary and fiscal policy options, effects of the public debt, and international trade and finance. Credit may be earned in either ECON 2 or ECON 2H, but not both. C-ID: ECON 202. *NR*

## **ECON 2H PRINCIPLES OF ECONOMICS - MACRO HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Prerequisite:* MATH 353

*Recommended Preparation:* ECON 20

ECON 2H is an enriched principles of macroeconomics course that emphasizes the use of higher order skills including mathematical and graphical analysis, interpretation and evaluation of the text material and outside readings. It employs these techniques to evaluate economic decisions, policies, and macroeconomic institutions. The primary areas of focus include scarcity and individual choice, determination of national income, inflation, unemployment, money creation and banking, examination of fiscal and monetary policies and options, economic growth, the level and affects of public debt, and international trade and finance. The course is enriched by smaller class size, additional analytical techniques, and an expanded range of topics. Credit may be earned in either ECON 2 or ECON 2H, but not both. C-ID: ECON 202. *NR*

## **ECON 6 ENVIRONMENTAL AND RESOURCE ECONOMICS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* WR 1 and MATH 253

This introductory environmental and resource economics course focuses on resource, agricultural, and environmental issues and related policy analysis. The course applies microeconomic principles, models and analytical tools to

problems of natural resource use and environmental quality caused by human populations. Students examine and evaluate policies to remedy the market failure of inefficient resource use and environmental degradation, both nationally and internationally. ECON 6 is also listed as ENV 6; credit will be given in either area, not both. *NR*

## **ECON 10 STATISTICS FOR BUSINESS AND ECONOMICS**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* Placement by current assessment process or successful completion of *MATH 253* with a 'C' or better

*Recommended Preparation:* ECON 1, ECON 1H, ECON 2 or ECON 2H

This introductory course presents statistical concepts and methods used extensively in economics, business, social sciences, psychology, life and health sciences, and education including computer-based statistical analysis. Students study descriptive and inferential statistics and perform statistical analysis. Emphasis is on problem solving and interpretation. Credit may be earned in ECON 10 or 10H, but not both. Also listed as MGT 10 or 10H; credit may be earned in one course, not all. C-ID: MATH 110. *NR*

## **ECON 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* Placement by current assessment process or successful completion of *MATH 253* with a 'C' or better

*Recommended Preparation:* ECON 1, ECON 1H, ECON 2 or ECON 2H

This introductory honors course presents statistical concepts and methods used extensively in economics, business, social sciences, psychology, life and health sciences, and education including computer-based statistical analysis. Students study descriptive and inferential statistics and perform statistical analysis. Emphasis is on problem solving and interpretation. This honors course is enriched through a course project that applies statistical analysis to a case study and is shared through a class presentation. Credit may be earned in ECON 10 or 10H, but not both. Also listed as MGT 10 or 10H; credit may be earned in one course, not all. *NR*

## **ECON 13 GLOBAL ECONOMICS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* WR 1, MATH 253 and one economics course

This survey course presents a wide range of issues concerning the contemporary global economy from historical, political, and economic perspectives. It is suitable for students from all majors and backgrounds and anyone interested in learning about issues confronting the global economy. The course examines international economic choices using basic economic theories and principles to address such topics as the effects of globalization, international trade and trade restrictions, international finance, foreign exchange markets and exchange rate systems, international capital flows, and the role of governments in the global economy. *NR*

## **ECON 20 INTRODUCTORY ECONOMICS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course, designed for non-economics and non-business majors, provides a survey of both micro and macroeconomic principles and provides a foundation for ECON 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. Credit may be earned in ECON 20 or 20H, but not both. *NR*

## **ECON 20H INTRODUCTORY ECONOMICS HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Designed for non-economics and non-business majors, this course provides a survey of both micro and macroeconomic principles and provides a foundation for ECON 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. ECON 20H stresses higher order skills including analysis, interpretations, evaluation of texts and outside reading. Credit may be earned in ECON 20 or 20H, but not both. *NR*

## **ECON 105 PERSONAL FINANCIAL PLANNING**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

*Recommended Preparation:* WR 1 and MATH 253

This course covers the proper management of personal incomes and expenditures using criteria, methodology and resources for effective financial planning. Topics include the study of inflation and business cycles; career planning; money/credit management; insurance analysis; investment and retirement planning; and tax strategies. The course uses an integrative approach that focuses on practical financial decision making as well as the social, psychological and physiological contexts in which those decisions are made. Students will examine their relationship with money, set personal goals and develop a plan to meet those goals. ECON 105 is also listed as MGT 105; credit will be given in either area, not both. *NR*

## **ECON 167 COOPERATIVE WORK EXPERIENCE: ECONOMICS**

### **1 Unit - 1 hour lab**

*Transfers:* CSU

Limitation: Student must have taken or must be currently taking a course in college-level economics. Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **ECON 167 COOPERATIVE WORK EXPERIENCE: ECONOMICS**

### **2 Units - 2 hours lab**

*Transfers:* CSU

Limitation: Student must have taken or must be currently taking a course in college-level economics. Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **ECON 167 COOPERATIVE WORK EXPERIENCE: ECONOMICS**

**3 Units - 3 hours lab**

*Transfers:* CSU

Limitation: Student must have taken or must be currently taking a course in college-level economics. Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**ECON 167 COOPERATIVE WORK EXPERIENCE: ECONOMICS****4 Units - 4 hours lab**

*Transfers:* CSU

Limitation: Student must have taken or must be currently taking a course in college-level economics. Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**Electrical Technology****ELEC 21 INTRODUCTION TO RENEWABLE ENERGY****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course will introduce students to renewable energy sources (wind, solar, micro-hydro, geothermal et. al.) along with the advantages and disadvantages of each.

Suitable use for each energy source will be discussed, as well as emerging technology, products, and programs available that allows builders and owners to take advantage of renewable energy. ELEC 21 was formerly offered as ELEC 210. *NR*

**ELEC 200 OSHA STANDARDS FOR CONSTRUCTION SAFETY****3 Units - 3 hours lecture**

This course covers OSHA policies, procedures, and standards, as well as construction safety and health principles. Topics include scope and applications of the OSHA construction standards. Special emphasis is placed on those areas that are the most hazardous, using OSHA standards as a guide. Upon successful course completion and final examination with 75% or more correct answers the student will receive an OSHA 30-hour Construction Outreach Training Completion Card. *NR*

**ELEC 200A OSHA 10****1 Unit - 1 hour lecture**

This course covers OSHA policies, procedures, and standards, as well as construction safety and health principles. Topics include scope and applications of the OSHA construction standards. Special emphasis is placed on those areas that are the most hazardous, using OSHA standards as a guide. Upon successful course completion and final examination with 75% or more correct answers the student will receive an OSHA 10-hour Construction Outreach Training Completion Card. *NR*

## **ELEC 201 RESIDENTIAL WIRING**

### **4 Units - 3 hours lecture, 3 hours lab**

This course provides practical instruction for wiring homes according to National Electrical Code (NEC) rules, covering all code requirements and construction practices for installing electrical systems in one- and two-family dwellings. Through classroom and laboratory instruction, the course covers planning, service equipment, wiring methods, lighting, and the special requirements for kitchens, bathrooms, and other residential living spaces. Outdoor installations are also covered, as well as swimming pools, spas, heating, ventilation, and air conditioning (HVAC) equipment, and remodeling (old work). Safety requirements and procedures are emphasized throughout. *NR*

## **ELEC 202 NATIONAL ELECTRICAL CODE - RESIDENTIAL**

### **3 Units - 3 hours lecture**

This course is an introduction to the National Electrical Code (NEC) requirements for residential wiring. The course covers electrical wiring diagrams, material use, installation methods and calculations of electrical loads used to size feeders and conductors. This course is designed for job seekers in the construction, electrical and air conditioning trades; contractors; inspectors, and lighting specialists. *NR*

## **ELEC 203 COMMERCIAL AND INDUSTRIAL WIRING**

### **4 Units - 3 hours lecture, 3 hours lab**

*Prerequisite: ELEC 201*

This course provides practical instruction for wiring commercial buildings according to National Electrical Code (NEC) rules, covering all code requirements and construction practices for installing electrical systems in commercial facilities. Through classroom and laboratory instruction, the course covers planning, working drawings, service equipment, wiring methods, branch and feeder circuits, overcurrent protection, motor and appliance circuits, and lighting, as well as heating, ventilation, and air conditioning (HVAC) equipment. Safety requirements and procedures are emphasized throughout. *NR*

## **ELEC 211 GRID-TIED SOLAR PHOTOVOLTAIC SYSTEMS**

### **4 Units - 3 hours lecture, 3 hours lab**

*Prerequisite: ELEC 210*

This first level lecture/laboratory electrical course will introduce students to the components that make up a photovoltaic (PV) system and the function of each. Students will also learn how to install, troubleshoot, and maintain a residential solar electric system. The student will perform calculations and measure efficiencies of the three major types of PV modules and analyze components and their functions. *NR*

## **ELEC 212 ADVANCED SOLAR PHOTOVOLTAICS**

### **3 Units - 3 hours lecture**

*Prerequisite: ELEC 210 and ELEC 211*

In this second level lecture/laboratory course students build upon skills learned in Solar 1-Grid-Tied to design an implement a cost-effective stand-alone photovoltaic (PV) system with battery backup. Students will also learn how to analyze data from system monitoring hardware and software, and use data to adjust a PV system to optimal performance. Student will work in groups to complete simulated tasks and objectives related to PV system. *NR*

## **ELEC 230 BASIC ELECTRICITY**

### **3 Units - 3 hour lecture**

This introductory course emphasizes the basic concepts of electricity and their practical

applications. The course focuses on basic two-terminal passive devices, direct current and alternating current, plus standard laboratory test equipment and procedures. Students analyze and test, circuits, including batteries, resistors, capacitors and inductors connected in series, parallel, and series-parallel circuits. *NR*

## **ELEC 232 BASIC ENERGY MANAGEMENT**

### **3 Units - 3 hour lecture**

An introductory course on fundamental principles and practices of energy conservation in buildings, including renovation and remodeling. The best practices include the diagnosis, retrofit, maintenance, and energy management of residential buildings, as well as technical and economic operating principles of electrical and mechanical devices for cost-effective decisions and energy-efficient choices *NR*

## **ELEC 234 BLUEPRINT READING**

Covers the basics of Computer-Aided Design and the reading of blueprint plan sets as encountered by the air conditioning and refrigeration field technician, project manager and design engineer. Course includes practical application of numbers to the topics of problem solving, dimension conversion and mathematical verification, proportions and ratios, length measurements with field application and exercises, area calculations, duct and sheet metal calculations, and equivalent units of measurement. *NR*

## **Electronic Technology**

### **ET 92 BASIC ELECTRIC CIRCUITS I**

#### **4 Units - 3 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: MATH 351*

This introductory course studies the basic concepts of electricity and their practical applications. The course focuses on basic two-terminal passive devices, direct current and transient circuits, plus standard laboratory test equipment and procedures. Students analyze, test, design and troubleshoot specific devices and circuits, including batteries, resistors, capacitors and inductors connected in series, parallel, and series-parallel circuits. ET 92 was formerly offered as ET 102. *NR*

### **ET 99 DIGITAL ELECTRONIC CIRCUITS**

#### **4 Units - 3 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

*Prerequisite: ET 92*

*Recommended Preparation: 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, multivibrators, registers, counters, state machines, memories, digital-to-analog (D/A) and analog-to-digital (A/D) converters, programmable logic devices, tri-state logic, and data communication circuits. *NR*

### **ET 101 ELECTRONICS IN EVERYDAY LIFE**

**3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU

This course provides an introduction to the field of electronics. The course studies basic electronic principles, components and terminology and their practical application in such areas as radio, television, digital devices, household and automotive electronics. *NR*

**ET 104 BASIC ELECTRIC CIRCUITS II****4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU

*Prerequisite:* ET 92

This course covers the principles and applications of AC circuits, including reactance, impedance, resonance, residential wiring and lighting, filters, spectrum analysis, audio, telephone, and radio. Students analyze, test, design and troubleshoot the devices and circuits studied. *NR*

**ET 105 ELECTRONIC DEVICES AND CIRCUITS I****4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU

*Prerequisite:* ET 92

This course studies basic solid-state devices and their application circuits. Students test devices such as diodes, LEDs, transistors and thyristors and measure their characteristics. The course covers the analysis, troubleshooting, and design of solid-state application circuits, including rectifiers, switching circuits, and amplifiers. *NR*

**ET 107 ELECTRONIC DEVICES AND CIRCUITS II****4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU

*Prerequisite:* ET 105

This course continues the study of solid-state devices and their application circuits begun in ET 105. Students test and measure the characteristics of such devices as field effect transistors (FETs), operational amplifiers (op amps), linear integrated circuits, active filters, analog switches, opto-electronics, and fiber optics. They also analyze, design, and troubleshoot application circuits, including amplifiers, power supplies, voltage regulators, and oscillators. *NR*

**ET 116 INDUSTRIAL ELECTRONICS****4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU

*Recommended Preparation:* ET 99

This course deals with the application of electronics to industrial monitoring and control. It introduces the basic functional blocks used in industrial systems, including sensors, actuators, controllers, and signal processors. The course covers how to monitor and control industrial processes using a microcomputer or a programmable logic controller (PLC), and how to test, troubleshoot, analyze, and design commonly used industrial circuits and systems. Topics include digital and relay logic, time delay, motors, triacs, robotics, closed-loop control, and remote control. *NR*

**ET 119 INDUSTRIAL AUTOMATION USING PLCs****2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU

This course introduces the PLC, or programmable logic controller, a small, specialized computer used to control and monitor industrial processes. Students gain hands-on experience in both connecting the PLC to external equipment and

programming it using ladder diagrams. Topics covered include relay ladder logic, latching, timing, counting, sequential control, sensors, and actuators. *NR*

## **ET 120 INTRODUCTION TO MICROPROCESSORS AND MICROCONTROLLERS**

### **4 Units - 3 hours lecture, 3 hours lab**

*Transfers: CSU*

*Recommended Preparation: ET 99*

This course introduces the microprocessor and microcontroller. Topics include tri-state buses, memory, input/output (I/O) ports, address decoding, assembly and machine language programming, addressing modes, logical and mathematical operations, branching, loops, subroutines, interfacing, interrupts, and troubleshooting techniques. Students design the hardware, software, and interfacing circuitry to provide a microprocessor-or microcontroller-based function, or a complete system. *NR*

## **ET 122A EMBEDDED CONTROL SYSTEMS I**

### **2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers: CSU*

*Recommended Preparation: ET 99*

This course covers embedded control systems based on the popular Microchip or Atmel series of controllers. Topics include microcontroller architecture and instruction set, software development tools, timers, subroutines, interrupts, and input/ output interfacing. Students design and construct the hardware, software, and interfacing circuitry to provide a complete embedded control system. *NR*

## **ET 122B EMBEDDED CONTROL SYSTEMS II**

### **2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers: CSU*

*Prerequisite: ET 122A*

This course continues the study of embedded controls systems begun in ET 122A using the popular Microchip or Atmel series of controllers. Students design and construct an individual microcontroller project, including the hardware, software, and interfacing circuitry. *NR*

## **ET 168 COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY**

### **1 Unit - 1 hour lab**

*Transfers: CSU*

*Prerequisite: Student must have taken or must be currently taking a course in college-level electronic technology*

*Limitation: Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

## **ET 168 COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY**

### **2 Units - 2 hours lab**

*Transfers: CSU*

*Prerequisite: Student must have taken or must be currently taking a course in college-level electronic technology*

*Limitation: Application must be approved by CWE coordinator.*

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

## **ET 168 COOPERATIVE WORK EXPERIENCE: ELECTRONIC TECHNOLOGY**

### **3 Units - 3 hours lab**

*Transfers:* CSU

*Prerequisite:* Student must have taken or must be currently taking a course in college-level electronic technology

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

## **Emeritus Institute - Accounting**

### **ACCT 405 PERSONAL FINANCE**

#### **0 Units - 3 hours lecture**

This course for older adults covers the management of personal finances using the criteria, methodology and resources for effective financial planning. Topics include money management, insurance analysis, investment and retirement planning, and tax strategies. Students will set personal goals and develop a financial plan to meet those goals. This is a non-credit open-entry/open-exit course. *R-E-999*

## **Emeritus Institute - Art**

### **ART 400 ART HISTORY**

#### **0 Units - 1 hour lecture**

This course provides older adults an overview of the history of Western art. The course focuses on major works of art from the prehistoric to postmodern period. This is an open-entry/open-exit course. *R-E-99*

### **ART 400C ART HISTORY**

#### **0 Units - 3 hours lecture**

This course provides lifelong education and older adults with 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. Field trips may be required. *R-E-999*

### **ART 403 ART MEDIA**

#### **0 Units - 3 hours lab**

This noncredit course introduces older adults to various art media, which may include drawing, painting, printmaking, beading, stained glass, or ceramics. It is designed to develop student's appreciation of art and foster their creative expression. The course also includes the improving of fine motor skills and maintaining cognitive abilities. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-999*

## **ART 405 BEGINNING OIL PAINTING**

### **0 Units - 0.5 hour lecture, 1 hour lab**

This course is an introduction to the materials and techniques used in oil painting for the older adult. Students will have an opportunity to paint still life, floral, landscape, portrait, and abstract compositions. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

## **ART 408 FLORAL DESIGN-BEGINNING**

### **0 Units - 1.5 hours lecture, 1.5 hours lab**

This open-entry/open-exit course for older adults is an introduction to care and handling of fresh flowers, greens and plants in floral design. Detailed instruction and demonstrations of arrangements, corsages, and holiday designs will be given along with individual design time for the execution of take-home projects. *R-E-999*

## **ART 410 INTERMEDIATE PAINTING**

### **0 Units - 0.5 hour lecture, 1 hour lab**

This intermediate painting course for the older adult emphasizes color theory, composition, and perspective in the application of oil, acrylic, and mixed media. Students will participate in exhibit, framing and installation activities. A list of instructional materials will be provided at the first class session. Students may meet with the instructor at alternate locations. This is an open-entry/open-exit course. *R-E-99*

## **ART 420 PAINTING IN SUBJECT AREAS**

### **0 Units - 0.5 hour lecture, 1 hour lab**

This course is an introduction to the theory, history and practice of landscape, seascape, life, and still life painting for the older adult. The materials, applications, and techniques relevant to each subject area will be emphasized. A list of instructional material will be provided at the first class session. This is an open-entry/open-exit course. *R-E-999*

## **ART 424 BEGINNING SKETCHING**

### **0 Units - 0.5 hour lecture, 1 hour lab**

This course presents beginning sketching techniques and media for the older adult. Students will create still lifes, gesture/figure drawings and outdoor sketches in the classic media of pencil, pen and ink, charcoal and pastel. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

## **ART 425 INTERMEDIATE SKETCHING**

### **0 Units - 0.5 hour lecture, 1 hour lab**

This course presents intermediate sketching techniques and media for older adults. Students will create life drawings, landscapes, and still life compositions in the classic media of pencil, pen and ink, charcoal, and pastel. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

## **ART 426 ADVANCED SKETCHING**

### **0 Units - 0.5 hour lecture, 1 hour lab**

*Recommended Preparation: ART 425*

This course presents advanced-level sketching techniques and media for older adults. Students will create life drawings, landscapes, and still life compositions in the classic media of pencil, pen and ink, charcoal and pastel, as well as new

and mixed media. Abstract and experimental techniques will be emphasized. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

## **ART 430 BEGINNING WATERCOLOR**

### **0 Units - 0.5 hour lecture, 1 hour lab**

This course for older adults introduces the materials and techniques used in watercolor painting. The course presents the basic methods of applying watercolor in washes, color mixing, and brush techniques, emphasizing the spontaneity of transparent watercolor. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

## **ART 435 INTERMEDIATE/ADVANCED WATERCOLOR**

### **0 Units - 0.5 hour lecture, 1 hour lab**

*Recommended Preparation: ART 430*

This is a course in intermediate and advanced watercolor applications and brush techniques for older adults. Emphasis will be placed on color mixing in a broader palette for washes, glazing, and spontaneous interpretation of the subject matter. A list of instructional materials will be provided at the first class session. This is an open-entry/open-exit course. *R-E-99*

## **Emeritus Institute - 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-E-99*

## **Emeritus Institute - Health**

## **HLTH 400 HEALTH AND FITNESS FOR THE MATURE ADULT**

### **0 Units - 0.5 hour lab**

This course assesses the physical and mental health processes of aging and stresses the importance of exercise in maintaining independence in daily activities. Topics include cognitive and physical exercise, diet, nutrition, and disease and injury prevention as it relates to the older adult. This is an open-entry/open-exit course. *R-E-99*

## **Emeritus Institute - Literature**

## **ENG 435 FILM GENRES**

### **0 Units - 1.5 hours lab**

A formal analysis of film as an art form for older adults. Films of various styles and periods will address issues of plot, character, setting, dialogue, imagery and symbolism. This is an open-entry/open-exit course. *R-E-99*

## **Emeritus Institute - Music**

## **MUS 400 MUSIC APPRECIATION**

### **0 Units - 1 hour lecture, 0.5 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-E-99*

## **MUS 450 BEGINNING PIANO**

### **0 Units - 0.5 hour lecture, 1 hour lab**

This is a beginning course in popular and classical piano technique for older adults. The course focuses on music theory, note reading, scales, fingering, chording, sight reading, and performance techniques. This is an open-entry/open-exit course. *R-E-99*

## **MUS 451 INTERMEDIATE PIANO**

### **0 Units - 0.5 hour lecture, 1 hour lab**

This is an intermediate-level course in classical and popular piano technique and performance for older adults. The course focuses on theory, fingering, interpretation techniques, sight reading, and repertoire development. This is an open-entry/open-exit course. *R-E-99*

## **MUS 452 EARLY ADVANCED PIANO**

### **0 Units - 1.5 hours lecture, 1.5 hours lab**

Recommended Preparation: MUS 451, MUS 46, or two years of piano.

This course provides group piano instruction at the advanced level for older adults. The course focuses on the historical background and theoretical structure of works from the Baroque, Classical, Romantic, and Modern periods; and on the analysis and criticism of each performance through teacher and group discussion. Preparation for performances includes research and listening in addition to much practice. Students strengthen and refine skills in style, interpretation, and technique, participating in both individual and group assignments. This is an open-entry/open-exit course. *R-E-99*

## **MUS 454 PIANO MASTER CLASS-SOLO AND COLLABORATIVE PIANO**

### **0 Units - 3 hours lab**

This course provides advanced piano master classes and performance opportunities for older adults. The emphasis is on the development of individual musicianship and the skills needed to perform within an ensemble. Participation in formal concerts is encouraged. This is an open-entry/open-exit course. *R-E-99*

## **MUS 460 REHEARSAL AND PERFORMANCE: INSTRUMENTAL**

### **0 Units - 1 hour lecture, 1 hour lab**

Recommended Preparation: Previous instrumental training and demonstrated proficiency

This course for older adults focuses on the study, preparation, and performance of an orchestral concert repertoire.

Students may participate in concerts and recitals at alternate locations. This is an open-entry/open-exit course. *R-E-99*

## **MUS 461 MAKE MUSIC FOR LIFE**

### **0 Units - 1.5 hours lecture, 1.5 hours lab**

This open-entry/open-exit course, for older adults, focuses on improving technical skills, musical interpretation, and the

joy of playing music in a group setting. Emphasis includes deep breathing, poised relaxation, and a scientific approach to tone production. The class is open to woodwind, brass, string and percussion instrumentalists. *R-E-99*

## **MUS 480 CHORAL ENSEMBLE**

### **0 Units - 0.75 hours lecture, 0.75 hours lab**

This is a course in choral singing and choral literature for older adults. The course focuses on developing correct singing techniques, vocal production, and sight-reading skills. Students may participate in concerts and recitals at alternate locations. This is an open-entry/open-exit course. *R-E-99*

## **Emeritus Institute - Theatre Arts**

### **TA 415 THEATRE REHEARSAL AND PERFORMANCE**

#### **0 Units - 1.5 hours lab**

This course for older adults focuses on the preparation, rehearsal, and performance of public theatre productions. Students participate in selecting a production, analyzing the script, auditioning, acting, technical preparation, and production management. This is an open-entry/open-exit course. *R-E-99*

### **TA 416 VOICE AND DICTION FOR THE MATURE ADULT**

#### **0 Units - 3 hours lecture**

In this course adult students study and assess the physical and mental health processes of an aging voice through the study of principles and practices of vocal and articulatory development and control for the adult. The course provides drills in phonation and drills for clarity, ease in articulation, resonance, vocal variety and injury prevention as it relates to the older adult. This is an open-entry/open-exit course. *R-E-99*

### **TA 445 THEATRICAL SCENE PAINTING AND FAUX FINISHING FOR THE HOME**

#### **0 Units - 3 hours lab**

In this course adult students learn skills in faux finishing techniques and mural painting. Students will create sample boards of techniques demonstrated by the instructor. Students will learn how to simulate wood, marble, stone, brick and fabric using a variety of paint techniques. Skills learned in this class are applicable to both theatrical and interior design practice. This is an open-entry/open-exit course. *R-E-99*

## **Engineering**

### **ENGR 7 INTRODUCTION TO ENGINEERING METHODS**

#### **4 Units - 3 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DMP 220*

This course provides practical experience for students majoring in engineering and applied sciences. It focuses on modeling and designing with a physical element such as a robot or quad-copter. Students will develop skills such as analyzing physical structures, manufacturing small components, testing, team building, planning, scheduling, management, and implementation of a final design. Projects may include data collection, design reviews, analysis, report writing, group construction projects, and participation in competitions based on related criteria. *NR*

## **ENGR 20 INTRODUCTION TO PROGRAMMING AND PROBLEM SOLVING WITH MATLAB**

**3 Units - 3 hours lecture, 1 hour lab**

*Transfers: CSU, UC*

*Prerequisite: MATH 2*

*Recommended Preparation: CS 1*

This course provides an introduction to computer programming within the numerical computing environment of MATLAB/Simulink. It provides students with a working knowledge of computer-based problem-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming with MATLAB/Simulink program to formulate, solve, and verify solutions to engineering, math and physics problems.

*NR*

## **ENGR 21 INTRODUCTION TO ENGINEERING AND TECHNOLOGY**

**1 Unit - 1 hour lecture**

*Transfers: CSU, UC*

This course provides an overview of occupations in engineering and related technologies. It is designed to familiarize students with the educational requirements for and opportunities for employment as a scientist, engineer, or technologist, as well as the nature and responsibilities of such work. *NR*

## **ENGR 23 ENGINEERING GRAPHICS AND DESCRIPTIVE GEOMETRY**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

This course introduces the principles of graphic modeling and problem solving with the support of 3D computer-aided design. Students solve common math and engineering problems with the assistance of 3D CAD models. Typical assignments involve generating standard orthographic views, building 2D and 3D civil engineering models, finding intersections and angles created by multiple lines and surfaces, constructing developments, and performing vector computations. *NR*

## **ENGR 25 3D CIVIL COMPUTER-AIDED DESIGN**

**3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: ENGR 23 is strongly recommended*

This is an advanced computer aided design course which demonstrates modern three dimensional terrain modeling techniques as well as digital civil design concepts. In addition to learning how to collect, refine, and model topographical data points in modern parametric CAD systems, students will generate detailed drawing sets, cost and feasibility studies of detailed projects, and industry standard presentations. Recent advances in base mapping, GPS, GIS, earthwork management, and watershed analysis are central to laboratory assignments. Students require solid knowledge of two and three dimensional CAD modeling and civil engineering standards related to site planning, codes, and topography. ENGR 25 was formerly offered as ENGR 125. *NR*

## **ENGR 30 STATICS OF RIGID BODIES AND STRUCTURES**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: PHYS 4A*

*Recommended Preparation: MATH 4A, MATH 26*

This course covers major topics in statics such as addition and resolution of forces, and developing equivalent systems of forces. It includes analysis and calculations related to concentrated and distributed forces, centroids, and rigid-body equilibrium analysis under forces. The course also includes calculations related to one-dimensional cables and bars under axial loads. It covers topics of statical determinacy, stress, strain, and elastic behavior, and numerical analysis of statically determinate and indeterminate trusses. *NR*

## **ENGR 54 PRINCIPLES OF MATERIALS SCIENCE AND ENGINEERING**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: CHEM 1A, PHYS 4A*

This course covers major topics related to engineering design, manufacturing, and the properties of materials used in modern component construction. Students will learn to implement design methods required to efficiently use manufacturing methods such as machining, forming, and molding. Students will conduct analysis of material used for practical application of manufacturing processes. Atomic structure, bonding, defects, phase equilibria, mechanical properties, electrical properties, and optical properties are key elements which students study in detail to provide a firm support for student assumptions during analysis. *NR*

## **ENGR 70 INTRODUCTION TO NETWORK ANALYSIS**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: MATH 3B, PHYS 4B*

This course provides instruction in the modeling and analysis of electrical networks. Introduction to basic network theorems, sinusoidal steady state, transient analysis of RLC (Resistor, Inductor, Capacitor) networks, impedance concept, and solving network circuit problems. *NR*

## **ENGR 80 ENGINEERING DYNAMICS**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: PHYS 4A*

*Recommended Preparation: MATH 4A*

This course is an introduction to the kinetics and dynamics of particles and rigid bodies. The topics covered include the Newton-Euler principles, work and energy relationships, and impulse and momentum methods to ascertain the dynamics of particles and rigid bodies. *NR*

## **ENGR 83 COMPUTER-AIDED DESIGN TECHNIQUES**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

*Recommended Preparation: DR 50*

This intermediate-level course presents the latest techniques in parametric 3D computer-aided design and analysis. Students integrate design criteria such as materials of construction, manufacturing processes, cost constraints, aesthetics, and failure assessment to generate and refine industry-standard mechanical components. *NR*

## **ENGR 91 INTRODUCTION TO THERMODYNAMICS**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Prerequisite:* PHYS 4C

This course covers major topics related to thermodynamic systems. Students will learn to identify the control mass and control volume in thermodynamic problems, calculate properties of pure substances, map and analyze processes on Temperature-Volume, Pressure-Volume, and Temperature-Entropy diagrams, apply the first and second laws of thermodynamics to control mass and control volume processes, and use the Carnot thermodynamic cycle to calculate the limits of the thermal efficiency. *NR*

**ENGR 100 RESEARCH TOPICS IN ENGINEERING AND APPLIED SCIENCES****2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU

This course provides practical experience for students majoring in engineering and applied sciences. It focuses on management of all types of engineering projects from visualization, planning, scheduling, management, and implementation. Projects may include data collection, analysis, report writing, and construction management. *R-I-3*

**English as a Second Language****ESL 201 ACADEMIC WRITING III FOR MULTILINGUAL WRITERS****5 Units - 5 hours lecture**

*Prerequisite:* ESL 301

*Corequisite:* ESL 201L

This is the third and final semester of the academic writing sequence designed for non-native English writers who need to gain proficiency in Academic English. Students write essays in response to assigned readings from a range of college-level texts. The course covers how to state and develop a central idea of an essay, organize paragraphs into logical sequence, and integrate the ideas of others into a paper that expresses the writer's own analysis as developed through multiple drafts. The course also introduces students to critical reading and writing to promote the study of language conventions used to construct academic writing. ESL 201 is equivalent to WR 201 and WR 399; credit will be given in one area, but not all. Successful completion allows students to enroll in WR 1. *NR*

**ESL 201L ACADEMIC WRITING III LEARNING CENTER****0.5 Unit - 1.5 hours learning center 1.5 hours learning center**

*Corequisite:* ESL 201

This pass/no-pass course offers supplemental language learning assistance for students concurrently enrolled in ESL 201. Students must complete 24 hours in the learning center during the semester in order to receive credit. *R-E-3*

**ESL 301 ACADEMIC WRITING II FOR MULTILINGUAL WRITERS****5 Units - 5 hours lecture**

*Prerequisite:* ESL 370

*Corequisite:* ESL 301L

This is the second semester of the academic writing sequence designed for non-native English writers who need to gain a greater understanding of Academic English. Students write essays in response to assigned readings of college-level texts. The course covers how to develop a thesis statement, how to control the structure of an academic essay, and how to develop details of support through multiple drafts. It focuses on refining academic reading, writing, language, and critical thinking skills with an emphasis on the academic essay. Successful completion allows students to enroll in ESL 201. *NR*

## **ESL 301L ACADEMIC WRITING II LEARNING CENTER**

### **0.5 Unit - 1.5 hours learning center 1.5 hours learning center**

*Corequisite: ESL 301*

This pass/no-pass course offers supplemental language learning assistance for students concurrently enrolled in ESL 301. Students must complete 24 hours in the learning center during the semester in order to receive credit. *R-E-3*

## **ESL 340A BEGINNING SKILLS IA**

### **5 Units - 5 hours lecture**

Beginning Skills IA is the first semester of an introduction to the English sequence of core courses for non-native speakers. This initial core course includes basic skill development in listening, speaking, reading and writing. Emphasis is on acquiring basic grammatical structures, reading and vocabulary. *NR*

## **ESL 340B BEGINNING SKILLS IB**

### **5 Units - 5 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 - 5 hours lecture**

*Prerequisite: ESL 340B*

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 340B to continue developing fundamental skills in listening, speaking, reading, and writing before advancing to ESL 341A. *R-E-99*

## **ESL 341A BEGINNING SKILLS II A**

### **5 Units - 5 hours lecture**

*Prerequisite: ESL 340B or AESL 502*

Beginning Skills II A is the first semester in a two course sequence of core courses at the high beginning level for non-native speakers of English. This integrated course continues to develop fundamental skills in listening, speaking, reading and writing, with an emphasis on acquiring basic grammatical structures, reading and vocabulary. *NR*

## **ESL 341B BEGINNING SKILLS II B**

### **5 Units - 5 hours lecture**

*Prerequisite: ESL 341A*

Beginning Skills II B is the second semester in a two course sequence of core courses at the high beginning level for non-native speakers of English. This integrated course further develops basic skills in listening, speaking, reading and writing, with an emphasis on acquiring basic grammatical structures, reading and vocabulary. *NR*

## **ESL 341X BEGINNING SKILLS II X**

### **0 Units - 5 hours lecture**

*Prerequisite: ESL 341B*

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 341B to continue acquiring basic grammatical structures and vocabulary. *R-E-99*

## **ESL 342 BEGINNING CONVERSATION**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

The course is designed to increase the student's basic ability to understand spoken English and use English in conversation. Students practice dialogues for a variety of common situations-e.g., phone calling, shopping, asking directions-in order to build active listening and speaking skills. Fall semester only. *NR*

## **ESL 343 BEGINNING PRONUNCIATION**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

The course is designed to help beginning students improve their pronunciation skills. Students gain self-confidence in speaking through intensive pronunciation drills, short readings, dramatizations, and role-playing, and in free conversation designed to elicit pronunciation objectives. Fall semester only. *NR*

## **ESL 352 BEGINNING CONVERSATION**

### **3 Units - 3 hours lecture**

The course is designed to increase the student's basic ability to understand spoken English and use English in conversation. Emphasis is on communicating orally in a variety of situations and on recognizing and integrating grammatical structures in dialogues and conversations. Spring semester only. *NR*

## **ESL 353 BEGINNING PRONUNCIATION**

### **3 Units - 3 hours lecture**

The course is designed to help beginning ESL students improve their pronunciation skills. The course will help students recognize and use the sounds, rhythms, stresses, and intonation patterns of American English. Spring semester only. *NR*

## **ESL 360A INTERMEDIATE SKILLS I A**

### **5 Units - 5 hours lecture**

*Prerequisite: ESL 341B or AESL 503*

This is the first semester in a two course sequence at the low intermediate level for non-native speakers of English. This integrated course is designed to further develop language skills including reading, writing, listening and speaking. Topics include grammatical structures, vocabulary, oral production and aural comprehension within the context of readings and discussions about social, cultural and academic topics. *NR*

## **ESL 360B INTERMEDIATE SKILLS I B**

### **5 Units - 5 hours lecture**

*Prerequisite: ESL 360A or ESL assessment*

This is the second semester in a two course sequence at the low intermediate level for non-native speakers of English. The course is designed to further develop language skills including reading, writing, listening and speaking. Topics include grammatical structures, vocabulary, oral production and aural comprehension within the context of readings and discussions about social, cultural and academic topics. *NR*

## **ESL 360X INTERMEDIATE SKILLS I X**

### **0 Units - 5 hours lecture**

*Prerequisite: ESL 360B*

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 360B to continue to refine reading, writing, speaking, and listening skills, particularly in the context of reflections on social, cultural, and current events. *R-E-99*

## **ESL 361A INTERMEDIATE SKILLS II A**

### **5 Units - 5 hours lecture**

*Prerequisite: ESL 360B or AESL 504*

This is the first semester in a two course sequence at the high intermediate level for non-native speakers of English. The course is designed to refine language skills including reading, writing, listening and speaking. Topics include grammatical structures, vocabulary, oral production and aural comprehension, along with an introduction to academic reading and writing skills, preparing students for advanced level classes. *NR*

## **ESL 361B INTERMEDIATE SKILLS II B**

### **5 Units - 5 hours lecture**

*Prerequisite: ESL 361A or ESL assessment*

This is the second semester in a two course sequence at the high-intermediate level for non-native speakers of English. The course is designed to further refine language skills including reading, writing, listening and speaking. Topics include grammatical structures, vocabulary, oral production and aural comprehension, along with an introduction to academic reading and writing skills, preparing students for advanced level classes. *NR*

## **ESL 361X INTERMEDIATE SKILLS II X**

### **0 Units - 5 hours lecture**

*Prerequisite: ESL 361B*

This zero-unit, open-entry/open-exit course allows the student who has successfully completed ESL 361B to further refine reading, writing, speaking, and listening skills, including grammatical structures and vocabulary appropriate to social, cultural, and current events. *R-E-99*

## **ESL 362 INTERMEDIATE CONVERSATION**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

The course is designed to develop the student's ability to comprehend spoken English and improve fluency in conversation at the intermediate level. Emphasis is on oral communication through the practice of situational dialogues, role-playing, and skits. Fall semester only. *NR*

## **ESL 363 INTERMEDIATE PRONUNCIATION**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

The course is designed to help intermediate level students recognize and produce the sounds, rhythms, stresses, and intonation patterns of American English. Students develop ability in all speaking situations through intensive training in oral readings in English, more advanced pronunciation practice, in-class conversations, dialogues, dramatizations, and other listening and speaking situations. Fall semester only. *NR*

## **ESL 364 IDIOMS IN AMERICAN ENGLISH**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

This course is designed to help non-native speakers understand and use - in both speech and writing - the most common and helpful English idioms. The course will introduce two-word verbs, phrasal verbs, prepositional verbs, and idiomatic expressions focused on the topics of achieving success, argument and problem solving. Fall semester only.

*NR*

## **ESL 370 ACADEMIC WRITING I FOR MULTILINGUAL WRITERS**

### **5 Units - 5 hours lecture**

*Prerequisite: ESL 361B*

This the first semester of the academic writing sequence designed for non-native English writers who need to be introduced to the demands of Academic English. Students will write paragraphs and essays as they respond to text based prompts. The course covers refining the academic paragraph, and structuring the academic essay. The course focuses on developing academic reading, writing, language, and critical thinking skills. Successful completion allows students to enroll in ESL 301.

*NR*

## **ESL 372 INTERMEDIATE CONVERSATION**

### **3 Units - 3 hours lecture**

The course is designed to increase the student's ability to comprehend native spoken English and increase fluency in conversation. Emphasis is on oral communication through the practice of situational dialogues, role-playing, and skits. Reading and writing are used to enhance opportunities for a student to acquire and use new structures and vocabulary. Spring semester only. *NR*

## **ESL 373 INTERMEDIATE PRONUNCIATION**

### **3 Units - 3 hours lecture**

The course is designed to help intermediate level students recognize and produce the sounds, rhythms, stresses, and intonation patterns of American English. Students gain self-confidence in speaking through intensive pronunciation drills, short readings, dramatizations, and role-playing, and in free conversation designed to elicit pronunciation objectives. Spring semester only. *NR*

## **ESL 374 IDIOMS IN AMERICAN ENGLISH**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

This course is designed to help non-native speakers understand and use - in both speech and writing - the most common and helpful English idioms. The course will introduce two-word verbs, phrasal verbs, prepositional verbs, and idiomatic expressions focused on the topics of negotiation, academics, money, and leisure. Spring semester only. *NR*

## **ESL 382 ADVANCED CONVERSATION**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

This course is designed to develop oral academic skills and improve a student's ability to communicate in expected and unexpected situations. Emphasis is on self-expression in problem-solving tasks and oral presentations. Upon successful completion of the course, students should demonstrate an increased accuracy in fluency, expression, and aural comprehension. Fall semester only. *NR*

## **ESL 383 ADVANCED PRONUNCIATION**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

This course is designed to help advanced ESL students improve their listening and self-monitoring skills in daily speech and build their pronunciation awareness. The course provides extensive practice with all aspects of pronunciation. Fall semester only. *NR*

## **ESL 384 ADVANCED VOCABULARY SKILLS**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

This course is designed to develop college-level vocabulary. Topics include etymology, academic terminology, idiomatic expressions, and language appropriate to social, cultural and current events. Fall semester only. *NR*

## **ESL 385 ACADEMIC READING**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

The course introduces non-native English students to reading strategies that students may apply to textbooks and other academic prose. Students focus on building background information in content areas in a variety of disciplines. Fall semester only. *NR*

## **ESL 386 LISTENING SKILLS AND NOTE-TAKING**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

This is an advanced listening skills and note-taking course for the English as a Second Language student concurrently enrolled in or preparing for college-level courses. The course focuses on the techniques necessary for class participation, note taking of lectures and written material, outlining, comprehending spoken information, questioning and paraphrasing. *NR*

## **ESL 387 ADVANCED GRAMMAR REVIEW**

### **3 Units - 3 hours lecture**

*Recommended Preparation: ESL assessment*

The course is designed for those who are at least at the upper intermediate level of the English as a Second Language program or the equivalent, or who are entering college-level courses. The course focuses on a review of grammatical structures, particularly the construction of complex clauses and sentences. Fall semester only. *NR*

## **ESL 388 ADVANCED GRAMMAR AND WRITING**

### **3 Units - 3 hours lecture**

Recommended Preparation: ESL 361B

This course focuses on grammatical structures particularly difficult for advanced non-native speakers of English, and on writing grammatically correct academic prose. Fall semester only. *NR*

## **ESL 389 ESL LEARNING CENTER**

### **0 Units - 12 hours learning center**

Corequisite: ESL 340A , ESL 340B, ESL 341A, ESL 341B, ESL 342, ESL 343 , ESL 352, ESL 353, ESL 360A , ESL 360B, ESL 361A , ESL 361B, ESL 362, ESL 363, ESL 364 , ESL 370, ESL 372, ESL 373, ESL 374, ESL 382, ESL 383, ESL 384, ESL 385, ESL 388, ESL 394, ESL 395 , ESL 382 , ESL 392, ESL 393, ESL 398

This open-entry/open-exit course offers conference instruction with ESL language instructors for students enrolled in specified ESL corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in English. *R-E-99*

## **ESL 390 LANGUAGE THROUGH LITERATURE**

### **4 Units - 4 hours lecture**

*Recommended Preparation: ESL assessment*

This course focuses on developing literary and cultural understanding of fiction, drama, and poetry, and on increasing knowledge of the English language in all areas: reading, writing, vocabulary, and oral/aural skills. Fall semester only. *NR*

## **ESL 392 ADVANCED CONVERSATION**

### **3 Units - 3 hours lecture**

This course is designed to improve a students' oral academic skills and their ability to communicate in expected and unexpected situations. Emphasis is on defense of decisions, attitudes and values; and succinct expression of oneself in varying environments. Upon successful completion of the course, students should demonstrate increased accuracy in fluency, expression, and aural comprehension. Spring semester only. *NR*

## **ESL 393 ADVANCED PRONUNCIATION**

### **3 Units - 3 hours lecture**

This course is designed to help students refine their listening and self-monitoring skills in daily speech and academic situations. Students work further on the sounds, rhythm, stress and intonation patterns of American English through intensive pronunciation drills, short readings, dramatizations, role-playing exercises, and free conversations designed to elicit pronunciation objectives. Spring semester only. *NR*

## **ESL 394 ADVANCED VOCABULARY SKILLS**

### **3 Units - 3 hours lecture**

This course is designed to enhance college-level vocabulary. Topics include academic word lists; discipline specific terminology and expressions; and general academic language. Spring semester only. *NR*

## **ESL 395 ACADEMIC READING**

### **3 Units - 3 hours lecture**

This course will introduce students to strategies employed in academic reading with a focus on language development. Spring semester only. *NR*

## **ESL 397 ADVANCED GRAMMAR REVIEW**

**3 Units - 3 hours lecture**

It is designed for students who have completed the intermediate sequence of the English as a Second Language program or the equivalent, or who are entering college-level courses. The course focuses on a review of grammatical structures, particularly verb tenses, verb moods, and word forms. Spring semester only. *NR*

**ESL 398 ADVANCED GRAMMAR AND WRITING****3 Units - 3 hours lecture**

Recommended Preparation: ESL 361B

This course focuses on complex grammatical structures particularly difficult for non-native writers of English. Spring semester only. *NR*

**ESL 399 LANGUAGE THROUGH LITERATURE****4 Units - 4 hours lecture**

This course focuses on increasing the English proficiency of reading, writing, vocabulary, and oral skills as advanced ESL students read and analyze works of fiction, drama, and poetry. Emphasis is on active student participation in a wide variety of both oral and written activities. Spring semester only. *NR*

**English: Special Services****ESS 310 BASIC GRAMMAR AND PARAGRAPHING SKILLS****3 Units - 3 hours lecture**

Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan.

Although this course is open to anyone, it is designed for students with learning disabilities who need assistance developing single paragraphs. Students practice writing paragraphs utilizing topic sentences, organizational patterns, supporting details, and transitions in order to achieve paragraph unity, coherence, cohesion, and development. Focus is on writing as a process, and on writing grammatically correct and structurally varied sentences. *NR*

**ESS 315 LEARNING DEVELOPMENT PRACTICUM****0.5 Unit - 2 hours lab**

*Corequisite: ESS 310, ESS 340, ESS 345 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 help achieving proficiency in basic reading, writing, spelling and/or math skills. These skills are enhanced by enrolling in one or more of the corequisite courses. This course is offered on a pass/no-pass basis only. *NR*

**ESS 340 WORD ANALYSIS TECHNIQUES****2 Units - 2 hours lecture**

Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan.

Although this course is open to anyone, it is designed for students with learning disabilities who need prescriptive instruction in phonics, syllabication, spelling rules, word parts, and memory aids for words that do not lend themselves to usual spelling patterns. This course presents the basic rules of spelling using a variety of learning strategies and modalities. *NR*

## **ESS 345 BASIC READING AND VOCABULARY DEVELOPMENT**

### **3 Units - 3 hours lecture**

Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan.

Although this course is open to anyone, it is intended for students with learning disabilities. The course presents strategies for improving reading comprehension, vocabulary and study skills. Students use software applications designed to strengthen reading ability and vocabulary development. *NR*

## **Entrepreneurship**

### **ENTR 117 SOCIAL MEDIA MARKETING**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course introduces social media tools used for marketing in business. Topics include uses, ethics, and guidelines for social networking, and online marketing channels. Students create a social media marketing campaign through the use of Web applications, such as Facebook, LinkedIn, and Twitter. ENTR 117 is also listed as CIM 117; credit will be given in either area, not both *NR*

### **ENTR 160 ENTREPRENEURSHIP: MANAGING YOUR BUSINESS**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course introduces key elements of entrepreneurship and small business development. It focuses on the phases and process of building a viable business plan and putting the plan to work. Topics of exploration include building a marketing plan and financial plan, conducting feasibility studies, the nature of competition and markets, and the global aspects of entrepreneurship. The course provides students with a foundation for understanding the role of small business within society. It also provides preparation for individuals seeking to engage in entrepreneurial ventures. *NR*

### **ENTR 200 PATHWAYS TO SUCCESS**

#### **0 Units - 1 hour lecture**

This interactive course enables students to engage in the fundamental aspects of creatively developing frameworks of passion and purpose as a means of personal empowerment and wealth. The course promotes entrepreneurial thinking across disciplines and assists students in developing a process for transforming ideas into sustainable success. Students will examine how others overcame adversity and achieved success. The course includes individualized learning assessments designed to assist the student in exploring their frameworks of thought and entrepreneurial potential. *NR*

### **ENTR 201 CREATIVITY AND IDEA GENERATION**

#### **1 Unit - 1 hour lecture**

This course helps students discover that creativity is a process that can be learned. The relationship between imagination, creativity, and innovation will be examined and students will explore the use of creativity tools and processes to develop solutions for business problems. During the course, students will learn how to use questions to spark creativity. *NR*

### **ENTR 202 INNOVATIONS AND OPPORTUNITIES**

**2 Units - 2 hours lecture**

This cross-disciplinary course helps students develop mental frameworks that enable them to link invention and insight as means to create social and economic value. Students will explore the creative process, the link between strategy and innovation, the development of an innovation infrastructure, and ways to measure the innovation process. This course prepares students to contribute in unique and productive ways to today's entrepreneurial and organizational demands.

*NR*

**ENTR 211 BUSINESS MODELS: THE DESIGN AND DELIVERY OF VALUE****2 Units - 2 hours lecture**

Successful entrepreneurs are able to describe how their organization creates, delivers, and captures value. This cross-disciplinary course helps students understand business model generation by examining customer segments, profitability and the process of identifying business goals, developing strategic objectives, critical success factors, and key performance indicators for entrepreneurial endeavors. Students will learn how to filter business opportunities, project whether business opportunities can be scalable, identify and validate potential markets, and estimate profitability. *NR*

**ENTR 212 MARKET VALIDATION AND RESEARCH****1 Unit - 1 hour lecture**

This course explores a variety of resources, tools, and techniques for collecting and analyzing market research data. It engages students in the process of assessing target markets, implementing a market validation strategy, and interpreting primary and secondary research to create effective plans and forecasts. The course illustrates how targeting the market can reduce marketing costs and increase effectiveness. It also discusses common marketing mistakes and the limits of market research. *NR*

**ENTR 220 BUSINESS START-UP DESIGN-LEGAL, OPERATIONS AND PEOPLE****2 Units - 2 hours lecture**

This course examines legal and operational elements of business start-up and structure. The course will help entrepreneurs recognize legal, start-up, human resource, and operational issues before they become problems. The course does not replace the need for competent legal advice but endeavors to help entrepreneurs seek and select legal resources in an informed and economical manner. *NR*

**ENTR 221 MONEY, ACCOUNTING AND FINANCE FOR ENTREPRENEURS****2 Units - 2 hours lecture**

This course examines tools and practices necessary for entrepreneurs to access financing, manage cash flow, and measure financial performance. The course will help entrepreneurs to meet financial record-keeping requirements, identify areas of improvement, and determine actions needed to improve performance. Topics include entrepreneurial finance, assessing venture value, financial scorecard, financial dashboard, record-keeping, and cash management. *NR*

**ENTR 222 BUSINESS STRUCTURE AND LEGAL REQUIREMENTS****1 Unit - 1 hour lecture**

This course examines the primary forms of business structure, i.e. sole proprietorship, partnership, and corporation, and legal elements needed to comply with regulations and guidelines of various governmental agencies. The course will help entrepreneurs recognize legal issues before they become legal problems, and manage and grow businesses more effectively within the law. The course does not replace the need for competent legal advice but endeavors to help entrepreneurs seek and select legal resources in an informed and economical manner. *NR*

**ENTR 223 BUILDING THE ENTREPRENEURIAL TEAM**

**2 Units - 2 hours lecture**

This course is designed to help build successful teams and personal partnerships with coaches, mentors and advisors who can help them to make the most of their own potential and to develop their business ideas. Students will consider how managing human resources can create a competitive advantage. *NR*

**ENTR 224 OPERATIONS MANAGEMENT FOR ENTREPRENEURS****1 Unit - 1 hour lecture**

In this interactive course, students will investigate differences between the entrepreneurial environment and the operations environment. Students will examine the readiness of entrepreneurs for managing operations, the skill sets and management competencies, necessary to produce goods and services effectively and efficiently. Topics examined will include, business location, facility design, supply chain management, measures of operational excellence, use of technology, and areas of potential cost savings. *NR*

**ENTR 241 THE SUCCESSFUL BUSINESS PLAN****2 Units - 2 hours lecture**

This course provides a systematic process for developing a business plan. The instructor and a network of like-minded students will help those thinking about starting a business to establish a clear roadmap for clarifying a vision for the business and the strategic, tactical, and operational plans needed to move ideas to action. Students further along in the planning and research process will work through the major components of writing a business plan and emerge with a completed draft of a business plan. *NR*

**ENTR 242 PERSUASIVE PRESENTATIONS****2 Units - 2 hours lecture**

This course provides students with the opportunity to collaborate and use business plans as the foundation for crafting the story of their business that will engage others to be a part of that story. Entrepreneurs will have the opportunity to create powerful sales tools using technology to create presentations using videos, animation, visuals, and simulations. *NR*

**Environmental Science****ENV 1 INTRODUCTION TO ENVIRONMENTAL STUDIES****3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This introductory course emphasizes an interdisciplinary approach to environmental studies. It includes topics in biology, ecology, chemistry, geology, economics, health, and politics. Emphasis is on current environmental problems, their impacts, and solutions. *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 and environmental degradation, both nationally and internationally. ENV 6 is also listed as ECON 6; credit will be given in either area, not both. *NR*

## Ethnic Studies

### ETHN 10 INTRODUCTION TO ETHNIC STUDIES

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC credit pending*

Recommended Preparation: WR 201 , WR 399 or ESL 201

Ethnic Studies introduces students to a historical and contemporary survey of ethnic groups and ethnic group relations in the United States among Anglos, Native Americans, Native Pacific Islanders, Asian Americans, Black and African Americans, and Latinx/Chicanx. Students will be introduced to the major concepts and issues in the study of race and ethnicity in the United States and a general overview of topics to be covered in more specialized Ethnic Studies classes. ETHN 10 was formerly offered as HUM 90 *NR*

### ETHN 20 INTRODUCTION TO ASIAN AMERICAN STUDIES

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC credit pending*

Recommended Preparation: WR 201 , WR 399 or ESL 201

ETHN 20 is a critical study of the Asian American experience. Students will read scholarly, literary, and visual texts in order to understand how the interdisciplinary field of Asian American Studies confronts issues of Asian American immigration, racialization, exclusion, social and political activism, assimilation, community-building, and transnationalism. It explores questions of gender and sexuality, race and class, war and imperialism, and culture and memory, and the forces that have shaped the experience of Asian Americans. It will also focus on how Asian Americans negotiate and often resist such forces through political and creative means of expression. ETHN 20 was formerly offered as HUM 91. *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. FR 1 is equivalent to two years of high school French. Credit may be earned in either FR 1 or 1H, but not both. *NR*

### FR 1H BEGINNING FRENCH I HONORS

#### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

This honors course is designed to develop the fundamentals of communicating in French, including basic conversation, listening comprehension and reading. The emphasis is on speaking and comprehending native spoken French. The course introduces basic writing skills and presents general aspects of French and Francophone life and culture. This

honors course will be enriched through limited class size, more extensive development of speaking, listening and comprehension skills, more extensive exposure to French and Francophone culture and additional assignments beyond the regular FR 1. Students will be assigned a collaborative project, expanded reading and a research project that requires critical thinking. FR 1H is equivalent to two years of high school French. Credit may be earned in either FR 1 or 1H, but not both. *NR*

## **FR 2 BEGINNING FRENCH II**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: FR 1 or two years of high school French*

This course continues the development of the fundamental skills acquired in French 1, with increased emphasis on speaking, listening, reading, and writing. The course introduces students to elements of French and Francophone life and culture. *NR*

## **FR 3 INTERMEDIATE FRENCH**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: FR 2 or three years of high school French*

This course is designed to build upon the fundamental language abilities acquired in FR 1 and 2. Emphasis is on developing more advanced skills in speaking, listening, reading, and writing. Students are further introduced to cultural topics related to France and other French-speaking countries. *NR*

## **FR 4 INTERMEDIATE FRENCH**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: FR 3 or four years of high school French*

This course concentrates on developing an intermediate level of fluency, strengthening the skills needed to read, write, and communicate in French. Emphasis is placed on French literature and film and on writing analytical compositions based on readings and films. There is further instruction in French history and culture. *NR*

## **FR 10 INTERMEDIATE CONVERSATIONAL FRENCH**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: FR 2 or three years of high school French*

This course is designed to develop fluency in French, with an emphasis on informal expression. Conversations are centered on topics including current events, politics, cinema, cuisine, art, literature, theatre, and other aspects of French and Francophone culture. *NR*

## **FR 11 ADVANCED CONVERSATIONAL FRENCH**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Prerequisite: FR 3 or FR 10*

This course is designed to increase the student's ability to comprehend native spoken French and increase oral fluency. Reading, watching films and oral and written responses enable the student to acquire new vocabulary and structures and examine various aspects of French and Francophone cultures. Field trips may be required. *NR*

## **FR 180 FRENCH LANGUAGE CONFERENCE**

### **0.5 Unit - 1.5 hours learning center**

*Transfers:* CSU

*Corequisite:* FR 1, FR 1H, FR 2, FR 3, FR 4, FR 10, FR 11

This open-entry/open-exit, pass/no-pass course offers conference instruction with French language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in native French. Students must complete at least 24 hours in the Languages Center during the semester and participate in no fewer than four conferences in order to receive credit. R-E-3

## **Gender Studies**

### **GS 10 INTRODUCTION TO WOMEN, GENDER AND SEXUALITY STUDIES**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is an interdisciplinary course that introduces gendered identities as a category of cultural analysis. This course will offer a survey of theoretical concepts of gender and its intersection with various categories of difference, including sexuality, race, ethnicity, nationality, class, age and ability. The main focus of the course will examine gender within the context of the United States. Students will study the social construction of gender with particular emphasis on social and political activism and resistance and the ways in which social movements have led to societal transformations in both history and contemporary society. NR

### **GS 20 GENDER AND CONTEMPORARY SOCIETY**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course explores the construction of gender in contemporary culture, media, and social institutions. Students will examine gender in literature, art, music, film, and new media. Additionally, students will study gender in work, family, religion, sports, and social advocacy. Special attention will be paid to issues of intersectionality in contemporary life in terms of race, sexuality, class, age, and ability. NR

## **Geography**

### **GEOG 1 PHYSICAL GEOGRAPHY**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Physical Geography is the systematic study of the dynamic physical environment of the earth as the human home. Topics include the sun/earth relationship and energy balance, geospatial techniques, the character of the atmosphere, weather, climate, vegetation, the composition of the earth, plate tectonics, landform development and reduction, water, and the modification and pollution of the earth by humans. C-ID: GEOG 110 . NR

### **GEOG 1L PHYSICAL GEOGRAPHY LABORATORY**

#### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* Prior completion of or concurrent enrollment in GEOG 1

Laboratory exercises and experiments designed to explore and understand the primary areas of physical geography.

Stresses the scientific method in interpreting Earth-sun relations; time; Earth representation through globes, topographic maps and remote sensing; meteorological tools, models and weather prognostication; climate; natural vegetation; geomorphologic models and processes, and landform interpretation. C-ID: GEOG 111. *NR*

## **GEOG 2 CULTURAL GEOGRAPHY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course explores the kaleidoscope of human activity which takes place on, and interrelates with, the surface of the earth. Geography, a holistic science, investigates such topics as population growth; economic development; human migration; the variety of agriculture; political organization; cultural and ethnic conflict; the origin and diffusion of language; world religions and their distribution; the history, growth and patterns of settlement; the rise of industrialism; and the result of human activity on the land, water, and atmosphere of the earth. C-ID: GEOG 120. *NR*

## **GEOG 3 WORLD REGIONAL GEOGRAPHY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

World Regional Geography provides a systematic study of the major geographic regions of the world. Specific countries within various regions are investigated in terms of their physiographic features, climatic conditions, natural resources, cultural heritage, population characteristics, agricultural practices, transportation systems, economic development, and current geographic issues. Credit may be earned in either GEOG 3 or GEOG 3H, but not both. C-ID: GEOG 125. *NR*

## **GEOG 3H WORLD REGIONAL GEOGRAPHY HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* WR 1

World Regional Geography Honors provides a systematic study of the major geographic regions of the world. Specific countries within various regions are investigated in terms of their physiographic features, climatic conditions, natural resources, cultural heritage, population characteristics, agricultural practices, transportation systems, economic development, and current geographic issues. This honors course will be enriched with limited class size, small group discussions, advanced academic readings, geographic analysis of spatial data, and a capstone research project. Credit may be earned in either GEOG 3 or 3H, but not both. C-ID: GEOG 125. *NR*

## **GEOG 10 INTRODUCTION TO WEATHER AND CLIMATE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* WR 201

This course is an introduction to Earth's atmosphere and processes. The course investigates local and global surface weather phenomena, the use of instruments to interpret them, and the classification and distribution of world climates. Emphasis is placed on the interrelationships between weather and climate. Topics include atmospheric structure and composition, solar radiation, energy budget, temperature, seasonal changes, atmospheric moisture, clouds and fog, precipitation, circulation systems, air masses and fronts, weather forecasting, climate and climate change. A field trip may be required. Credit may be earned in either GEOG 10 or GEOG 10H, but not both. C-ID: GEOG 130. *NR*

## **GEOG 10H INTRODUCTION TO WEATHER AND CLIMATE HONORS**

**3 Units - 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 201*

This honors course is an introduction to Earth's atmosphere and processes. The course investigates local and global surface weather phenomena, the use of instruments to interpret them, and the classification and distribution of world climates. Emphasis is placed on the interrelationships between weather and climate. Topics include atmospheric structure and composition, solar radiation, energy budget, temperature, seasonal changes, atmospheric moisture, clouds and fog, precipitation, circulation systems, air masses and fronts, weather forecasting, climate and climate change. This honors course will be enriched with limited class size, advanced academic readings, analysis of meteorological data, and a capstone research project. A field trip may be required. Credit may be earned in either GEOG 10 or GEOG 10H, but not both. C-ID: GEOG 130. *NR*

**GEOG 12 INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS****2 Units - 1 hour lecture, 3 hours lab***Transfers: CSU, UC*

This course provides an overview of the tools and techniques of Geographic Information Systems (GIS). The course explores the mapping and spatial analysis capabilities of desktop GIS software (e.g., ArcView, ArcGIS, MapInfo); the management, manipulation and analysis of data; cartographic design and presentation; raster and vector data structures; georeferencing and Global Positioning Systems (GPS); and basic GIS programming. The course discusses how GIS can be applied to various disciplines, including geography, geology, biology, marketing, business and regional planning. C-ID: GEOG 155. *NR*

**GEOG 20 GLOBAL ENVIRONMENTAL PROBLEMS****3 Units - 3 hours lecture***Transfers: CSU, UC**Recommended Preparation: WR 1*

This course analyzes society-nature relationships and global environmental problems from a geographical perspective. The focus is on the spatial dimensions of global environmental crises as they relate to social, political, and economic issues. Topics examine the historical evolution of environmental issues including population growth, diseases, agriculture and pesticides, climate change, resource extraction and management, energy, endangered species and appropriate development. *NR*

**GEOG 38 CALIFORNIA GEOGRAPHY****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course provides a broad overview of the state of California in terms of its physical landscape and cultural environment. The state is divided into specific geographic regions; and those regions are analyzed in terms of their physiography, climate, vegetation, water resources, human history, agriculture, mineral resources, manufacturing, transportation, economic development, urbanization, and geographic problems. Students learn to interpret and construct basic maps, the foundation for spatial analysis. Attendance at field trips may be required. C-ID: GEOG 140. *NR*

**GEOG 102 GEOGRAPHY FIELD STUDIES: WESTERN UNITED STATES****2 Units - 1 hour lecture, 3 hours lab***Transfers: CSU*

Limitation: Students must be able to hike cross-country on narrow trails and camp (tents, sleeping bags, cooking, limited showers).

This lecture and laboratory field course studies the cultural and physical geography in the western United States.

Students observe and analyze the effects of weather and climate on natural vegetation; use topographical maps to interpret land use and terrain; explore economic and political systems of the region; and evaluate the interrelationships between the physical and cultural environment. Thematic emphasis will vary depending on location. A required course fee must be paid at or prior to the orientation session. C-ID: GEOG 160. *NR*

## 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. C-ID: GEOL 101. *NR*

### GEOL 2 HISTORICAL GEOLOGY

#### **4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

*Prerequisite:* EARTH 20, GEOL 1 or GEOL 23

This course is an in depth study of the physical and biological aspects of the evolution of the earth; with emphasis on the origin and evolution of life reflected in the rock record. The history and origin of the earth, continents, oceans and atmosphere are also explored. Methods and concepts utilized in deciphering the geologic record will be emphasized in both lecture and lab. Field trips may be required. C-ID: GEOL 111. *NR*

### GEOL 3 GEOLOGY OF CALIFORNIA

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is a study of the geologic development of California, including an exploration of plate tectonic and landform processes responsible for shaping the environment. This course examines theories and processes related to earthquakes, faulting, volcanic activity and geologic time, as well as energy resources significant to California. Field trips may be required. C-ID: GEOL 200. *NR*

### GEOL 22 EARTH HISTORY

#### **4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 201

This general education lecture and laboratory science course is a study of the evolution of life on Earth, including the environments where life forms are found in the fossil record. Study includes the origin and formation of rock-forming minerals and the three types of rocks found on Earth. Development of the continents, oceans and atmosphere including ideas related to the origin and evolution of life will be introduced. Field trips may be required to fulfill the objectives of this course. Recommended for non-geology majors. *NR*

### GEOL 23 NATURAL DISASTERS

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

This course discusses the interaction of man and the geologic environment with particular reference to natural disasters that include earthquakes, volcanic eruptions, landslides, hurricanes, tornadoes, floods, wildfires, and climate change. Students learn the principles of sound planning for human use of the planet Earth. Field trips may be required. *NR*

**GEOL 165 GEOLOGY FIELD STUDIES: YOSEMITE NATIONAL PARK****1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

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

This field study course introduces students to the geology of the Sierra Nevada Mountains with an emphasis on the geologic origin and evolution of Yosemite National Park, California. Introductory lectures complement direct field observations, field data collection, analysis and interpretation. The course is taught in the field. It is intended for both science majors and non-majors. Students in geology, earth science, marine science, biology and geography are encouraged to enroll. Students are limited to taking four field study courses in geological sciences (GEOL 165, 169, 170, 181, or 186) for a maximum of 4 units. *NR*

**GEOL 167 COOPERATIVE WORK EXPERIENCE: GEOLOGY****1 Unit - 1 hour lab**

*Transfers:* CSU

*Prerequisite:* Student must have taken or must be currently taking a college-level course in the natural sciences.

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**GEOL 167 COOPERATIVE WORK EXPERIENCE: GEOLOGY****2 Units - 2 hours lab**

*Transfers:* CSU

*Prerequisite:* Student must have taken or must be currently taking a college-level course in the natural sciences.

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

**GEOL 167 COOPERATIVE WORK EXPERIENCE: GEOLOGY****3 Units - 3 hours lab**

*Transfers:* CSU

*Prerequisite:* Student must have taken or must be currently taking a college-level course in the natural sciences.

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and

employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **GEOL 169 GEOLOGY FIELD STUDIES-ZION NATIONAL PARK, UTAH**

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

Limitation: Students must be able to hike and camp (tents, sleeping bags, cooking, limited showers). This field study course introduces students to the geology of the Colorado Plateau region with emphasis on the origin and evolution of Zion National Park, Utah. Introductory lectures complement direct field observations, field data collection, analysis and interpretation. The course is taught in the field. It is intended for both science majors and non-majors. Students in geology, earth science, marine science, biology and geography are encouraged to enroll. Students are limited to taking four field study courses in geological sciences (GEOL 165, 169, 170, 181, or 186) for a maximum of 4 units. *NR*

## **GEOL 170 GEOLOGY FIELD STUDIES: NATIONAL PARKS AND MONUMENTS**

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

Limitation: Students must be able to hike and camp (tents, sleeping bags, cooking, limited showers). This is a lecture and laboratory field course that studies the origin, geology, and natural history of national parks and monuments of the western United States. Thematic emphasis, course content, and national parks to be visited will vary. Students in the physical and life sciences are encouraged to enroll. Students are limited to taking four field study courses in geological sciences (GEOL 165, 169, 170, 181, or 186) for a maximum of 4 units. *NR*

## **GEOL 181 GEOLOGY FIELD STUDIES: COASTAL AND OFFSHORE GEOLOGY**

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

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

*Recommended Preparation:* Introductory college-level geology and/or marine science courses.

This field study course introduces students to the origin, evolution, and geology of coastal and offshore field areas in the western United States. Introductory lectures complement direct field observations, data collection, analysis and interpretation. Thematic emphasis and course content will vary depending on destination. The course is taught entirely in the field. It is intended for both science majors and non-majors. Students in geology, earth science, marine science, biology, and geography are encouraged to enroll. Students are limited to taking four field study courses in geological sciences (GEOL 165, 169, 170, 181, or 186) for a maximum of 4 units. *NR*

## **GEOL 186 GEOLOGY FIELD STUDIES: GEOLOGY OF CALIFORNIA**

### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers:* CSU

Limitation: Students must be able to hike, camp (tents, sleeping bags, cooking, limited showers) and live in a group environment.

This lecture and laboratory field course studies the origin, tectonic development, and present geology of California. Thematic emphasis will vary each time the course is offered depending on destination. Introductory lectures complement direct field observation, field data collection, analysis and interpretation. The course is taught in the field. It is intended for both science majors and non-majors. Students in geology, earth science, marine science, biology and geography courses are encouraged to enroll. Students are limited to taking four field study courses in geological sciences (GEOL 165, 169, 170, 181, or 186) for a maximum of 4 units. *NR*

## **Global Studies**

### **GLBL 1 INTRODUCTION TO GLOBAL STUDIES**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399, ESL 201

This course offers students an introduction to the interdisciplinary program of global studies. As a foundational course, this course focuses on a series of issues and problems associated with globalization. The course examines the nature and history of globalization, and analyzes economic, political, cultural and ecological dimensions of globalization. For each dimension, focus is on the extent of international conflict and cooperation, and effects of growing interdependence. *NR*

### **GLBL 2 INTRODUCTION TO GLOBAL ISSUES**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course introduces students to the social, political, and economic problems that transcend international boundaries in a globalized world. Students will become familiar with the roles and perspectives of individuals, organizations and governments toward global problems and the complex linkages and interdependencies that lead to conflict and cooperation in the international system. *NR*

## **Health**

### **HLTH 1 HEALTH EDUCATION**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course focuses on the exploration of major health issues and behaviors in the various dimensions of health. Emphasis is placed on individual responsibility for personal health and the promotion of informed, positive health behaviors. Topics include nutrition, exercise, weight control, mental health, stress management, violence, substance abuse, reproductive health, disease prevention, aging, healthcare, and environmental hazards and safety *NR*

### **HLTH 2 FIRST AID: RESPONDING TO EMERGENCIES**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This lifesaving skill-training course provides students with the practical resources necessary to respond effectively in emergency situations. The course covers accident and injury prevention, emergency medical care, emergency childbirth, first aid for common injuries and for people with special needs, and responding to delayed help (e.g., wilderness) situations. Two American Red Cross first aid certificates (Responding to Emergencies and Community CPR) and an AED (Automatic External Defibrillator) certification will be granted upon successful completion of all course requirements. C-ID: KIN 101. *NR*

### **HLTH 3 WOMEN'S HEALTH ISSUES**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course investigates a variety of topics that concern women's health. These include the effect of lifestyle on health; the role of exercise and nutrition in promoting wellness; risk factors for cardiovascular disease, chronic diseases, and cancer; social influences and work trends that affect women; abusive behaviors, sexual harassment, and substance abuse; sexual and reproductive health; and the aging process. Students analyze theoretical and practical information to make healthy lifestyle choices. *NR*

## **HLTH 5 INTRODUCTION TO PUBLIC HEALTH**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC credit pending*

This course provides an introduction to the discipline of public health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management. *NR*

## **HLTH 6 HEALTH AND SOCIAL JUSTICE**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC credit pending*

This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, racism and gender shape health epidemics and policy development. Fundamental theories to advocate for health and social justice will be presented. *NR*

## **HLTH 7 GLOBAL HEALTH**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC credit pending*

This course explores the primary determinants of global health, inequalities in healthstatus among nations, and current challenges, controversies and public policy priorities. *NR*

## **HLTH 131 SIMPLE STRATEGIES FOR SUCCESSFUL WEIGHT MANAGEMENT**

### **1.5 Units - 1 hour lecture, 1.5 hours lab**

*Transfers: CSU*

This course is designed to help students manage their weight. The emphasis is on combining good nutrition and regular exercise to meet body weight goals. This comprehensive class includes classroom teaching time as well as workouts at the IVC Fitness Center. Students learn how to choose healthy, balanced meals at home or away; read packaged food labels; avoid the "diet failure mentality"; use exercise equipment properly; and design a safe, individualized exercise program. *NR*

## **History**

## **HIST 1 THE HISTORY OF WORLD CIVILIZATIONS TO 1500**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Recommended Preparation: WR 201, WR 399, or ESL 201*

This course examines the origins, major themes, and principal developments of world civilizations from prehistory to the 16th century. Special emphasis is given to the emergence of complex societies and the rise and development of civilization in the ancient Near East, classical Mediterranean world, Asia, the later Mediterranean world, Africa, Oceania, and the Americas. Central themes include urbanization and imperial impulses; individual-communal dynamic; emergence of major religious/philosophical traditions; elaboration of value systems and worldviews; science and the diffusion of technologies; human and natural environment interactions; and the historically varied formulations of identity. Credit may be earned in either HIST 1 or 1H, but not both. C-ID: HIST 150. NR

## **HIST 1H THE HISTORY OF WORLD CIVILIZATIONS TO 1500 HONORS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Recommended Preparation: WR 201, WR 399, or ESL 201*

This course examines the origins, major themes, and principal developments of world civilizations from prehistory to the 16th century. Emphasis is given to the emergence of complex societies and the rise and development of civilization in the ancient Near East, classical Mediterranean world, Asia, the later Mediterranean world, Africa, Oceania, and the Americas. Central themes include urbanization and imperial impulses; individual-communal dynamic; emergence of major religious/philosophical traditions; elaboration of value systems and worldviews; science and the diffusion of technologies; human and natural environments interactions; historically varied formulations of identity. This course will have a limited class size, and more extensive writing assignments. Credit may be earned in either HIST 1 or 1H, but not both. C-ID: HIST 150. NR

## **HIST 2 THE HISTORY OF WORLD CIVILIZATIONS SINCE 1500**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course examines the origins, major themes, and principle developments of world civilizations since the 16th century. Special emphasis is given to interactions among various civilizations in Europe, Asia, Africa, Oceania, and the Americas and their mutual interdependence in the shaping of the modern world. Particular attention will be paid to the analysis of themes like imperialism, colonialism, industrialization, trade, modernization, urbanization and the rise of the nation-state. C-ID: HIST 160. NR

## **HIST 10 WESTERN CIVILIZATION: BEGINNINGS TO THE REFORMATION**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

*Recommended Preparation: WR 201, WR 399, or ESL 201 or eligibility for WR 1*

This course is a survey of the scope, definition and culture of the West in a global context from the rise of Paleolithic and Neolithic societies in Eurasia to the Protestant Reformation in Europe. Emphasis will be on the major developments in the cultural, political, and social history of the ancient Near East, Egypt, Greece, Rome, and Europe from Late Antiquity through the Reformation. C-ID: HIST 170. NR

## **HIST 11 THE WEST AND THE WORLD SINCE THE RENAISSANCE**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

The course considers the principal developments of Western civilization within a global context. Students explore the impact of Western themes, institutions, and ideas upon non-Western cultures, as well as the corresponding influence of non-Western cultures upon the "Western heritage." Special emphasis will be given to the emergence of such themes as the nation-state, rationalism and empiricism, industrialization, liberalism, nationalism, socialism, modern imperialism, post-war realignments, and geopolitics. The course traces the development of European culture from the 16th century

to the present, and throughout this entire period, its relations and exchanges with non-Western cultures, including China, Japan, Africa, and the Americas. C-ID: HIST 180. *NR*

## **HIST 20 AMERICAN HISTORY THROUGH THE CIVIL WAR**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course is a study of the history of the United States from its colonial origins through the Reconstruction period. The survey will focus on the major themes, ideas, attitudes, institutions, and elements that are part of the American national development through the mid-19th century. Special emphasis is given to the European antecedents; the forging of an American culture within the colonial context; the political, social, and economic development within the framework of a national experience and identity; and the problems of cultural expansion and divergent growth reflected in the Civil War. C-ID: HIST 130. *NR*

## **HIST 21 AMERICAN HISTORY SINCE THE CIVIL WAR**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

History 21 is a study of the history of the United States from the Civil War to the present. The survey will focus on the major themes, ideas, attitudes, institutions, and elements that are part of the American national development from the mid-19th century to the present. Special emphasis will be given to national recovery and the victory of industrialization after the war, domestic reformism from the Populists and the Progressives to the New Deal, international relations from overseas expansion to involvement in world wars, and shifting foreign and domestic patterns from World War II to the present. C-ID: HIST 140. *NR*

## **HIST 24 AMERICA AFTER THE BOMB: 1945 TO THE PRESENT**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

History 24 is a study of the history of the United States from the end of the Second World War to the present. It focuses on the principal political, social, economic, and cultural challenges and achievements in American life since 1945 as reflected in domestic and foreign developments. Special emphasis is given to the use of the atomic bomb at the end of World War II, the Cold War at home and abroad, prosperity and conformity in the 50's, social ferment in the 60's, the Civil Rights movement, the New Left and counterculture, black militancy, domestic upheaval in the 70's, mass dissent and the Vietnam War, political cynicism and Watergate, feminism, ethnic consciousness, realignment in the 80's, detente and the arms race, and geopolitics and the Third World. *NR*

## **HIST 25 HISTORY OF CALIFORNIA**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Students study and analyze California history from its pre-colonial origins through the present. Students survey the contributions of peoples of diverse cultures in the development of California and the ways in which California has and continues to influence the nation and the world. *NR*

## **HIST 30 HISTORY OF ETHNICITY AND CULTURE IN THE UNITED STATES**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

A general survey of selected ethnic groups in American history, including Native Americans, African Americans,

European Americans, Asian Americans, and Latinos, as well as the major impacts of immigration from the pre-contact period through the present. *NR*

## **HIST 33 THE HISTORY OF THE MEXICAN AMERICAN PEOPLE**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course examines the principal developments in Chicano history from its Mesoamerican origins to the present. Students explore the indigenous and European influences which have shaped the culture, character, and history of Mexican Americans, and the manner in which the cultural patterns have been retained or redefined by life in the U.S. *NR*

## **HIST 40 THE HISTORY OF EAST ASIA BEFORE 1800**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course provides an overview of the pre-modern histories of China, Japan and Korea, and of their institutional and cultural interaction. Topics include the origins of civil statecraft in China and its impact on Korean and Japan; the development of a distinctive warrior class in Japan; the elaboration of court cultures in the traditional era. Emphasis will be placed on the analysis of the conflicting themes of cultural unity and cultural uniqueness in East Asian civilization, and on the way in which cultural codes from China were transformed when imported to Japan and Korea.

*NR*

## **HIST 41 THE HISTORY OF EAST ASIA SINCE 1800**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course examines the major themes in the development of Chinese, Korean, and Japanese societies from the late 18th century to the present. Topics include the growth of the Confucian state in China; the role of 19th century crises and the Communist revolution in transforming the state's goals and capacities; the fragmentation and reorientation of the Chinese elite; peasant rebellion and the revolution of 1949; protest and resistance to traditional and modern regimes; the influence of Western contact on the restructuring of Japan; industrialization; political modernization and imperialism in Japan; the recovery of post-war Japan; and economic dominance in the late 20th century. HIST 41 is also listed as PS 41; credit given in either area, not both. *NR*

## **HIST 51 WOMEN IN AMERICAN HISTORY**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course surveys the history of women in the United States from the pre-contact period to the present, addressing significant events, processes, individuals, and movements that have contributed to the nation's development and women's changing roles. The course investigates the ways in which geographic location, class, ethnicity, race, sexual orientation, urbanization, technology, labor, and notions of family have affected the political, social, economic, intellectual, and sexual lives of American women. Feminisms and the politics of gender are recurrent themes in this historical and cultural analysis. Credit may be earned in HIST 51 and 51H, but not both. *NR*

## **HIST 51H WOMEN IN AMERICAN HISTORY HONORS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course surveys the history of women in the United States from the pre-contact period to the present, addressing

significant events, processes, individuals, and movements that have contributed to the nation's development and women's changing roles. The course investigates the ways in which geographic location, class, ethnicity, race, sexual orientation, urbanization, technology, labor, and notions of family have affected the political, social, economic, intellectual, and sexual lives of American women. Feminisms and the politics of gender are recurrent themes in this historical and cultural analysis. The honors course is enriched through seminar style classrooms, additional writing assignments, independent research, and attention to historiography. Credit may be earned in either HIST 51 or 51H, but not both. *NR*

## **Human Development**

### **HD 4 INFANT AND TODDLER DEVELOPMENT**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

A study of infants and toddlers from preconception to age three including physical, cognitive, language, social, and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Emphasizes the role of family and relationships in development. C-ID: CDEV 100. *NR*

### **HD 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* PSYC 1

This course presents a study of the physical, cognitive, and psychosocial processes of human development from conception through adolescence. It introduces the theories, research, and applications that constitute the field of child development both typical and atypical, examining both traditional approaches and recent innovations. Topics address the physical, motor, perceptual, cognitive, emotional, and social areas of development. The course discusses issues related to intellectual functioning, learning, personality, social roles and relationships, and adjustment. It meets Title 22 Licensing requirements and California Child Development Permit Requirements. HD 7 is also listed as PSYC 7; credit will be given in either area, not both. C-ID: CDEV 100. *NR*

### **HD 10 INTRODUCTION TO ELEMENTARY TEACHING**

#### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

*Recommended Preparation:* WR 1

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. C-ID: EDUC 200. *NR*

### **HD 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

*Recommended Preparation:* PSYC 1 or PSYC 1H, SOC 1 or SOC 1H

This course examines the influence of major socializing agents-family, school, peers, media, and community-on the

developing child. The course addresses historical, cultural, and socioeconomic factors that affect a child's socialization, as well as issues confronting children with specialized needs and resources available for interventions. Emphasis is placed on the importance of respectful, reciprocal relationships that support and empower families. This course is of particular interest to students preparing for a career working with children. It also meets Title 22 licensing requirements for childcare providers. HD 15 is also listed as SOC 15; credit will be given in either area, not both. C-ID: CDEV 110. *NR*

## **HD 65 INTRODUCTION TO SCHOOL-AGE CHILD DEVELOPMENT**

### **1 Unit - 1 hour lecture**

*Transfers:* CSU, UC

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 101 OBSERVATION AND ASSESSMENT OF YOUNG CHILDREN**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

*Recommended Preparation:* HD 7/PSYC 7 and HD 15/SOC 15

This course introduces the appropriate use of assessment and observation strategies to document the growth and development of young children. The course focuses on selecting and using information collected as documentation to plan and implement quality programming and meet the individual needs of the child. The course also examines methods of utilizing data about each child to form effective partnerships between families and professionals. The course explores recording strategies including rating scales, portfolios, and use of multiple assessment methods. Meets course requirement for Title 22 Licensing and the California Child Development Permit. C-ID: ECE 200. *NR*

## **HD 105 INFANT-TODDLER PROGRAMS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

*Recommended Preparation:* HD 4

This course explores the caregiving skills necessary in the delivery of high quality programs for infants and toddlers. It focuses on relationships among caregivers, infants and other adults as well as the physical and social environment of the program including health and safety concerns, cultural and gender identity and guidance methods. Additionally this course addresses the development of the caregiver as a professional and as an educator of parents. Completion of the course partially qualifies students to work in a licensed childcare facility. *NR*

## **HD 110 PRINCIPLES AND PRACTICES OF TEACHING YOUNG CHILDREN**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course introduces the underlying theoretical principles of developmentally appropriate practices as applied to early childhood education programs and environments. The course emphasizes the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting the physical, social, creative, and intellectual development of all children. The course includes a review of the historical roots of early childhood programs and the evolution of professional practices promoting advocacy, ethics, and professional identity, as well as current trends in the field. Students are introduced to different types of early childhood programs, professional opportunities and qualifications, and laws and regulations governing programs. C-ID: ECE 120. *NR*

## **HD 115 INTRODUCTION TO CURRICULUM**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

*Recommended Preparation:* HD 7/PSYC 7 and HD 15/SOC 15

This course provides an overview of planning and implementing developmentally appropriate curriculum and play-based environments for young children. The course examines the teacher's role in supporting development and learning, and fostering respect for children of diverse economic backgrounds, cultures, languages, and abilities. Content areas include language and literacy, social and emotional learning, sensory learning, art, creativity, math, science and physical development. Students observe and assess effective strategies for developing curriculum and adapting environments. Meets the course requirement for Title 22 Licensing and the California Child Development Permit. C-ID: ECE 130. *NR*

## **HD 120 CHILD GUIDANCE AND DISCIPLINE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course introduces the theories, methods, and application of positive child guidance, discipline, and classroom management. The course is designed for educators, recreation leaders, parents, and others who are learning to interact and communicate with children in group settings. The course emphasizes the process of developing human potential by consciously applying principles of guidance and effective communication with children and adults. Students learn theoretical concepts of guidance and specific techniques to apply with children in changing their behavior. Meets the course requirements for Title 22 Licensing and the California Child Development Permit. *NR*

## **HD 130 TEACHING IN A DIVERSE SOCIETY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

*Recommended Preparation:* HD 7/PSYC 7 and HD 15/SOC 15

This course offers a critical examination of societal and personal attitudes, beliefs, values, assumptions, and biases about culture, race, language, identity, family structure, ability, socioeconomic status, and diverse groups affected by systemic oppression. The course is designed to help students recognize and confront barriers that interfere with their ability to work effectively with diverse populations of children and families, and to enhance teachers' skills for educating children in a pluralistic society. Meets the course requirement for Title 22 Licensing and the California Child Development Permit. C-ID: ECE 230. *NR*

## **HD 131 CREATIVE DEVELOPMENT IN YOUNG CHILDREN**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

*Recommended Preparation:* HD 7

This course examines creativity as a critical function in the holistic development of young children. The course focuses on the importance of art, music, movement, imagery, literacy activities, and dramatic play in furthering children's overall development. Students will engage in creative activities, make connections between their experiences and those of children, and apply what they have 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*

This course looks at the foundations of language and literacy skills in young children. It includes a discussion of national policies and instructional approaches in the language and literacy realm, oral language development, and early writing. Students explore early literacy strategies and best practices for exposing young children to literature. The course presents techniques for assessing and documenting language and literacy development with an eye to adapting instruction for children with special needs. Integrating language and literacy activities with other areas of curriculum, as well as supporting family literacy, is emphasized. This course partially qualifies students to work in a licensed childcare facility. *NR*

## **HD 150 HEALTH, SAFETY AND NUTRITION OF CHILDREN**

**3 Units - 3 hours lecture**

*Transfers: CSU*

*Recommended Preparation: HD 7, HD 110*

This course presents a study of health practices, methods of implementing a safe environment, and planning and facilitating a sound nutrition program for children. It introduces laws, regulations, standards, policies and procedures, and curriculum related to health, safety, and nutrition. The course identifies key components that ensure physical health, mental health, safety, and adequate nutrition of both children and staff, stressing the importance of collaboration with families and health professionals. The focus is on integrating the concepts into everyday planning and program development for children. Meets course requirement for Title 22 Licensing and the California Child Development Permit. C-ID: ECE 220. *NR*

## **HD 160 ADVANCED CURRICULUM PLANNING**

**3 Units - 3 hours lecture**

*Transfers: CSU*

*Prerequisite: HD 101, HD 110, HD 115, HD 145, and HD 150*

*Recommended Preparation: Completion of all work in the certificate program except HD 181 or completion of all coursework in the transfer degree except HD 181.*

This course presents an advanced study of the role of curriculum in the early childhood classroom. Emphasis is on the underlying theoretical principles of developmentally appropriate practice (DAP) in a strong play-based learning environment. The theoretical perspectives of Dewey, Erikson, Montessori, Piaget, and Vygotsky provide a framework for teaching and learning. The course also introduces effective techniques for evaluating and rating individual classrooms. This course may be applied toward the California Child Development Permit. *NR*

## **HD 161 PRINCIPLES OF ADULT SUPERVISION IN EARLY CHILDHOOD PROGRAMS**

**2 Units - 2 hours lecture**

*Transfers: CSU*

*Prerequisite: A minimum of 12 units in early childhood education*

*Recommended Preparation: Child Development Certificate*

This course studies the methods and principles of supervising adults in early childhood settings. Emphasis is on the role of experienced classroom teachers and administrators who mentor new teachers while simultaneously addressing the needs of children, families, and other staff members. This course meets adult supervision requirements for Master Teacher, Site Supervision, and Program Director Child Development Permits, and for teachers applying to the California Early Childhood Mentor Program. *NR*

## **HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT**

**1 Unit - 1 hour lab**

*Transfers: CSU*

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT**

### **2 Units - 2 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT**

### **3 Units - 3 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **HD 168 COOPERATIVE WORK EXPERIENCE: HUMAN DEVELOPMENT**

### **4 Units - 4 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **HD 181 PRACTICUM: EARLY CHILDHOOD PROGRAMS**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU

*Prerequisite:* HD 7, HD 15, HD 101, HD 110, HD 115, HD 120, HD 130, HD 150 OR BA degree plus HD 7, HD 15, HD 120, plus 3 units from above list

*Corequisite:* One unit of HD 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 HD 168 is required. Meets course requirement for Title 22 licensing and California Child Development Permit. C-ID: ECE 210. *NR*

## **HD 190 ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN - PROGRAM**

### **3 Units - 3 hours lecture**

*Transfers: CSU*

*Recommended Preparation: Child Development Certificate or 24 units of HD/ECE courses.*

This course presents the principles of planning the program for a center and working effectively with staff and parents. It explores the role of the director, educational philosophy, personnel management, staff relations and training, effective communication, and professionalism in the field of Early Childhood Education (ECE). It is one of two courses in administration and partially meets requirements for directors under Title 22 and for the Child Development Center Permit issues by the California Commission on Teacher Credentialing. *NR*

## **HD 191 ADMINISTRATION OF SCHOOLS FOR YOUNG CHILDREN - BUDGET/MANAGEMENT**

### **3 Units - 3 hours lecture**

*Transfers: CSU*

*Recommended Preparation: Child Development Certificate or 24 units of HD/ECE courses*

This course presents a study of principles of budget planning and child care center management. It explores financial management including developing and implementing an annual budget, financial policies and procedures, accounting and bookkeeping, and fund development. It also covers establishing policies and procedures, effective marketing techniques, legal issues, state licensing requirements and professional accreditation. *NR*

## **HD 213 OPERATING A QUALITY CHILD CARE PROGRAM IN YOUR HOME**

### **0.5 Unit - 0.5 hour lecture**

This course discusses the requirements of operating a high quality family child care business in the home. Planning for quality; developing general policies and procedures; incorporating specific licensing and legal requirements; effective communication; maintaining a strong client base; and ensuring a high-quality program make up its content. *NR*

## **HD 215 PLANNING YOUR FAMILY CHILD CARE PROGRAMS**

### **0.5 Unit - 0.5 hour lecture**

This course provides specific examples of age-appropriate activities for children within a family child care home. It is designed for family child care providers. Areas of emphasis include dramatic play, art, math, science, cooking, language and literature, and motor activities. Students consider options for organizing the home environment, scheduling activities, and applying various guidance and discipline techniques. *NR*

## **HD 231 CHILD MALTREATMENT: IDENTIFICATION AND TREATMENT**

### **1 Unit - 1 hour lecture**

This course provides an overview of child maltreatment, including various types of abuse and neglect. The course examines the warning signs and consequences of maltreatment, as well as strategies for its prevention. Students receive instruction in the mandated requirements for and steps involved in reporting suspected cases of child maltreatment and available options for permanency planning, including foster care, kinship care and adoption. *NR*

## **HD 232 CHILDREN AND DIVORCE**

### **1 Unit - 1 hour lecture**

This course explores the common problems and concerns of families going through the process of divorce, focusing on the complexities of the experience from the child's perspective. It examines children's reactions to divorce and presents parents and teachers with practical information - concepts, insights, examples, and techniques - to help children through the experience. The course is of particular interest to parents, teachers, and childcare providers. *NR*

## **HD 250 TEACHING MATHEMATICS IN PLAY-BASED EARLY CHILDHOOD PROGRAMS**

### **1 Unit - 1 hour lecture**

This course explores the emerging understanding of math concepts children can learn in a play-based early childhood program. Emphasis is on integrating a child-based approach and content standards. The theoretical perspectives of Piaget and Vygotsky provide a framework for teaching. This course is appropriate for early childhood educators and parents of young children. *NR*

## **HD 251 TEACHING SCIENCE IN A PLAY-BASED EARLY CHILDHOOD PROGRAM**

### **1 Unit - 1 hour lecture**

This course explores how a play-based early childhood program can help foster children's understanding of science concepts in developmentally appropriate ways. Emphasis is on integrating a child-based approach and content standards. The theoretical perspectives of Piaget and Vygotsky provide a framework for teaching. The course is designed both for parents of young children and for early childhood educators and administrators seeking professional development. *NR*

## **HD 252 TEACHING LITERACY IN A PLAY-BASED EARLY CHILDHOOD PROGRAM**

### **1 Unit - 1 hour lecture**

This course explores how a play-based early childhood program can help foster children's emerging reading and writing abilities in developmentally appropriate ways. Emphasis is on integrating a child-based approach and content standards. Theoretical perspectives provide a framework for teaching. The course is appropriate for early childhood educators and parents of young children. *NR*

## **HD 253 DEALING WITH CHALLENGING CHILDREN**

### **1 Unit - 1 hour lecture**

*Recommended Preparation: HD 7/PSYC 7 and HD 15/SOC 15*

This course presents an overview of effective discipline and guidance techniques for young children, with a focus on particularly difficult behavior. Principles of positive guidance, strategies for guidance, and specific applications for young children with challenging behaviors will be emphasized. The course partially meets requirements for Title 22 licensing. *NR*

## **HD 266 PROGRAM PLANNING FOR SCHOOL-AGE CHILDREN**

### **1 Unit - 1 hour lecture**

*Recommended Preparation: HD 7 and HD 15*

This course presents an integrated approach to school-age curriculum with an emphasis on planning and organizing the program. Topics include incorporating developmentally appropriate practice; creating the environment; developing a

schedule; and planning activities to meet the biosocial, psychosocial, and cognitive needs of the child. This course partially meets Title 22 licensing requirements for school-age childcare providers. *NR*

## **HD 267 STAFF DEVELOPMENT TOPICS FOR SCHOOL-AGE PROGRAMS**

### **1 Unit - 1 hour lecture**

*Recommended Preparation: HD 7 and HD 15*

This course prepares students to work as high quality child care providers with elementary aged children in after school care programs. Students will learn the developmental characteristics of elementary aged children, determine strategies for planning activities, handling problems and conflicts among children, and connecting with families. Meets Title 22 and Child Development Permit requirements for school-age childcare. *NR*

## **HD 268 GUIDANCE AND DISCIPLINE FOR SCHOOL-AGE CHILDCARE**

### **1 Unit - 1 hour lecture**

*Recommended Preparation: HD 7 and HD 15*

This course presents an overview of effective discipline and guidance techniques for school-age children. Emphasis is on principles of positive guidance, strategies for guidance, and specific applications for children ages five to twelve. The course partially meets Title 22 licensing requirements for school-age childcare. *NR*

## **HD 269 HOLIDAY AND SUMMER PROGRAMS FOR SCHOOL-AGE CHILDREN**

### **1 Unit - 1 hour lecture**

*Recommended Preparation: HD 7 and HD 15*

This course presents an integrated approach to school-age curriculum with an emphasis on planning and organizing programs for summer and holidays. It includes scheduling for full-day programs and planning, themes, activities, field trips, and long-term projects. Partially meets Title 22 licensing requirements for school-age childcare providers. *NR*

## **HD 270 ART, MUSIC, AND DRAMA FOR SCHOOL-AGE CHILDREN**

### **1 Unit - 1 hour lecture**

*Recommended Preparation: HD 7/PSYC 7 and HD 15/SOC 15*

This course presents specific techniques for integrating art, music, and drama into the school-age curriculum. Utilizing an experiential approach it presents an overview of creative expression, the role of the arts in supporting development, and specific means of implementing developmentally appropriate activities into daily planning. The course meets Title 22 and Child Development Permit requirements for school-age childcare providers. *NR*

## **HD 271 RECREATION, SPORTS AND FITNESS FOR SCHOOL-AGE CHILDREN**

### **1 Unit - 1 hour lecture**

*Recommended Preparation: HD 7 and HD 15*

This course presents an integrated approach to school-age curriculum with an emphasis on encouraging fitness. The course includes an overview of physical and motor skill development from ages five to twelve and factors that contribute to problems of weight and child obesity. Students explore specific activities - cooperative games, movement activities, and sports - to promote fitness and health. The course partially meets Title 22 requirements for school-age childcare providers. *NR*

## **Humanities**

### **HUM 1 INTRODUCTION TO HUMANITIES**

**3 Units - 3 hours lecture***Transfers: CSU, UC*

This course introduces students to themes central to humanistic inquiry and to the methodologies used to analyze artistic and written expressions that incorporate these themes. Students examine works of literature, art, architecture and philosophy chosen from a variety of historical periods and representative of distinctive approaches to the themes under discussion. Credit may be earned in either HUM 1 or 1H, but not both. *NR*

**HUM 1H INTRODUCTION TO HUMANITIES HONORS****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course introduces students to themes central to humanistic inquiry and to the methodologies used to analyze artistic and written expressions that incorporate these themes. Students examine works of literature, art, architecture and philosophy chosen from a variety of historical periods and representative of distinctive approaches to the themes under discussion. This honors course will be enriched through limited class size, seminar format, more extensive writing assignments, and more challenging reading assignments. Credit may be earned in either HUM 1 or 1H, but not both. *NR*

**HUM 2 THE CULTURE OF ANCIENT GREECE AND ROME****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course introduces students to the literature, philosophy, and culture of the ancient Greek and Roman worlds. Students examine works that defined and reflected Greek and Roman cultural values and subsequently influenced later philosophical, artistic, and literary developments in the West. Primary sources include representative epics, dramas, and philosophical texts, and works of art and architecture that were instrumental in the development of what is known as the "classical tradition." *NR*

**HUM 3 THE CULTURE OF MEDIEVAL AND RENAISSANCE EUROPE****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course provides a general introduction to European medieval and Renaissance culture from the 12th through the 17th centuries. Students closely consider and discuss major primary works of literature, history, philosophy, and the arts. *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 10 INTRODUCTION TO CULTURAL STUDIES****3 Units - 3 hours lecture***Transfers: CSU, UC*

Introduces students to the theories, methodologies and issues used in the field of cultural studies. Considers the political nature of knowledge, representation, and cultural

identity, especially as it relates to subjectivity, identity, race, gender, sexuality, class, and colonialism. This course explores the history, nature, and strategies involved in cultural change and theorizes the emergence of cultural movements and practices. Field trips may be required. *NR*

## **HUM 20 RELIGION AND THE QUEST FOR MEANING**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is an introduction to the study of religion as an academic discipline, exploring the key theoretical approaches to the nature of religious experience and its function in human society. The course focuses particularly on the nature and function of religious myth/narrative, ritual, art, architecture, doctrine, and experience. *NR*

## **HUM 21 INTRODUCTION TO ASIAN RELIGIONS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is intended to provide an introduction to the religions of Asia, including Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, Shinto and Pacific Island religions. This course will cover the history as well as key doctrinal, philosophical, devotional, ritual and social aspects of these religions, including an introduction to primary texts. *NR*

## **HUM 22 INTRODUCTION TO JUDAISM, CHRISTIANITY, AND ISLAM**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is a comparative study of Islam, Judaism, and Christianity. The course addresses the historical origin, growth, major doctrines, rituals, texts and philosophical presuppositions of each religion under discussion. Special attention will also be given to the interaction among these religions from ancient times to the present. *NR*

## **HUM 27 WORLD RELIGIONS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is a comparative study of some of the major world religions focusing on Judaism, Christianity, Islam, and Buddhism, and also covering Hinduism, Confucianism, and Taoism. The course addresses the historical origins, growth, major doctrines, rituals, and philosophical presuppositions of each world religion under discussion. *NR*

## **HUM 50 MYTHOLOGY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course studies critical approaches to understanding myth in the comparative context of world mythology. Analyzes myths from various time periods, geographic locations, and cultural settings using a variety of critical methodologies including Freud, Jung, Levi-Strauss, Barthes, Rank, and Propp. *NR*

## **HUM 70 HISTORY OF FILM**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course examines the development of film as one of the dominant art forms of the 20th and 21st century. Important

technical achievements, movements, filmmakers, and historical trends will be discussed chronologically. Emphasis will be placed on the analysis of landmark films that represent the most pivotal moments in film history. *NR*

## **HUM 71 INTRODUCTION TO FILM**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course offers an introduction to the narrative, thematic, and aesthetic and philosophical aspects of cinema. Students will examine a wide variety of films focusing on storytelling, staging, cinematography, acting, editing, sound, and film theory. Emphasis will be placed on the artistic quality of film and the development of technical methods used by filmmakers to present their ideas. Credit may be earned in either HUM 71 or 71H, but not both. *NR*

## **HUM 71H INTRODUCTION TO FILM HONORS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course offers an advanced introduction to the narrative, thematic, aesthetic, and philosophical aspects of cinema. Students will examine a wide variety of films focusing on storytelling, staging, cinematography, acting, editing, sound, and film theory. Emphasis will be placed on the artistic quality of film and the development of technical methods used by filmmakers to present their ideas. As an honors course, students will encounter more demanding film texts (including avant garde and experimental films) and readings in the areas of criticism and theory. Enriched assignments will require a higher level of engagement expressed in written and oral forms. Credit may be earned in either HUM 71 or HUM 71H, but not both. *NR*

## **HUM 72 FILM AND AMERICAN CULTURE**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course introduces students to the critical study of the representation and construction of American culture in film. Lectures, readings and screenings focus on the cinematic depiction of values and major events, political and social realities, and the portrayal of race, ethnicity, gender, sexuality, and class. Special attention will be paid to issues unique to documentary films: objectivity and subjectivity, ethical considerations, aesthetic developments, and production practices. Credit may be earned in either HUM 72 or 72H but not both. *NR*

## **HUM 72H FILM AND AMERICAN CULTURE HONORS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC credit pending*

This course introduces students to the critical study of the representation and construction of American culture in film. Lectures, readings and screenings focus on the cinematic depiction of values and major events, political and social realities, and the portrayal of race, ethnicity, gender, sexuality, and class. Special attention will be paid to issues unique to documentary films: objectivity and subjectivity, ethical considerations, aesthetic developments, and production practices. As an honors course, students will encounter more demanding film texts as well as challenging readings in the areas of race, class, sexuality and gender criticism and theory. Enriched assignments will require a higher level of engagement expressed in written and oral forms. Credit may be earned in either HUM 72 or 72H, but not both. *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 one or more genres (e.g., the Western, gangster film, musical, film noir) and the societal and economic context in which film types emerge. Students view representative films in order to identify and analyze techniques and conventions unique to the genres under consideration. *NR*

## HUM 74 FILM AND LITERATURE

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course analyzes films adapted from literary texts, and the relationship between these films and their source texts. Students read, discuss and analyze texts in order to explore themes, issues, and literary forms used to present them, and then view, discuss, and analyze the film adaptation of the text. Emphasis will be placed on the complex relationship between film and its literary source, especially the challenges of adapting the story from a literary audience to a film audience. HUM 74 is also listed as LIT 48; credit will be given in either area, not both. *NR*

## Interactive Media Arts

### IMA 20 WRITING AND STORYBOARDING FOR GAMES

#### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

Research and practice in the creation of an original story, to include storyboards, character development, plot structure and the design of both visual and verbal content. Course will study a variety of visual narrative approaches. Students will use an industry standard software to create animatics, a visual device for storytelling. *NR*

### IMA 22 VISUAL SCRIPTING FROM GAMES

#### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

This course is a visual introduction to programming for games. We study game design from concept to finished projects for playability on the PC and console. Topics include core concepts in visual scripting to include finite state machines, actions, variables, events, basic Artificial Intelligence (AI), and editing basics. Students will design and build four responsive environments. Student projects will focus on developing visual scripting skills using industry-standard software. *NR*

### IMA 27 ENVIRONMENTAL TEXTURING AND LIGHTING

#### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

This course is an introduction to Environmental Texturing and Lighting from concept to finished projects for games, virtual reality, film, emerging media, television, and the web. Topics include texturing 3D worlds, lighting 3D worlds, and output. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. IMA 27 was formerly offered as IMA 189. *NR*

### IMA 30 3D ANIMATION

#### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

This course is an introduction to 3D animation from concept to finished projects for games, virtual reality, film, emerging media, television, and the web. Topics include the 12 principles of animation and how they are applied to a

variety of rigged models used in 3D animation. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

## **IMA 35 FUTURE GAMING AND TOY DESIGN**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

Future Gaming and Toy Design concentrates on developing skills for designing and creating electronically enhanced interactive devices based on human-computer interaction design (IxD), also known as "shaping things for people's use", and game mechanics. Course concentrates on prototyping product ideas through the use of cutting edge electronics, fabrication, and very basic program editing to create a final product for venture capital funding pitch and portfolio. Students will research an original idea based on the fundamentals of game design and test the product as part of the production experience. IMA 35 was formerly offered as IMA 135. *NR*

## **IMA 40 INTRODUCTION TO GAME DESIGN**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

Corequisite: IMA 98

This course is an introduction to game design from concept to finished projects for playability on the PC and console. Topics include basic level design, narrative development, prop design, and creating 3D environments. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

## **IMA 46 CONCEPT DESIGN AND VISUAL DEVELOPMENT**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC credit pending*

Recommended Preparation: 2D illustration software like Photoshop or similar strongly recommended  
Concept Design and Visual Development studies designing a blueprint for constructing 3D worlds for immersive environments. Topics include applied color theory, lighting and world design using 2D software in preparation for 3D production. Emphasis is placed on manipulating the eye in an interactive environment, researching a cohesive world, and color as mood. *NR*

## **IMA 79 CHARACTER DESIGN AND LAYOUT**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: Art courses centered on drawing, sculpting and painting will increase student success.  
Character Design and Layout analyzes the concept design stage of game production. This is a critical stage of game production, as all employee hiring decisions and schedules are then built off of decisions made at this stage of pre-production. IMA 79 was formerly offered as IMA 179. *NR*

## **IMA 88 3D CHARACTER ANIMATION II**

### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

Prerequisite: IMA 30

This course focuses on intermediate skills in 3D character animation and an introduction to motion capture. Students advance their skills in 3d animation, to include character weight, advanced arcs, overlapping action, and dual character interaction. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

## **IMA 89 RIGGING FOR 3D ANIMATION**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

This course focuses is on rigging a character for use in 3D character animation. Rigging is a term used for 'making the 3D character animatable by building bones'. Students learn how to rig the face, body, and apply necessary movement constraints. Student projects will focus on developing technical skills using industry-standard 3D software. *NR*

## **IMA 90 ORGANIC MODELING**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

Prerequisite: IMA 98

IMA 190 is an advanced course in 3D modeling as it pertains to constructing digital art assets for virtual worlds and fabricated physical objects. Course content covers 3D modeling and design from concept to finished projects for virtual worlds and physical product. Topics include process and workflow, organic modeling concepts and techniques, environmental design theory, and output. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. IMA 90 was formerly offered as IMA 190. *NR*

## **IMA 94 PORTFOLIO DEVELOPMENT-ENVIRONMENTAL DESIGN**

**2.5 Units - 1.5 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

Prerequisite: IMA 190

This course covers the development and presentation of an Environmental Design portfolio and team driven project. Emphasis is on the selection of appropriate work, conceptual improvement, and methods of presentation, including digital and traditional formats. Students will complete a professional resume, cover letter, and artist's statement suitable for transfer or the job market. In addition, student will participate in a team project wherein they create an interactive media project in a professional production environment. IMA 94 was formerly offered as IMA 194. *NR*

## **IMA 96 2D ANIMATION PRINCIPLES**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

This course is an introduction to 2D character design and animation from concept to finished projects for interactive media arts related industries. Topics include the principles of animation as they pertain to a hand drawn object or character. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

## **IMA 97 2D ANIMATION PRINCIPLES II**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers: CSU, UC*

Prerequisite: IMA 96

This course builds upon the skills learned in IMA 96. Topics include a review of the principles of animation and industry tools, as well as advanced study in gesture, seeing, analysis, creativity, thinking, drawing and expression. Students will create art assets for immersive design media using industry standard methods. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. IMA 97 was formerly offered as IMA 197. *NR*

## **IMA 98 3D MODELING FOR GAMES AND FILM**

**3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

Corequisite: IMA 40

This course is an introduction to 3D modeling from concept to finished projects for video and the Web. Topics include character design and modeling, prop design and modeling, and creating 3D environments. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

**IMA 99 GAME DESIGN II****3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

Prerequisite: IMA 22

This course is an intermediate study of game design from concept to finished project for playability on the PC and console. Topics include game level design, environments, player characters, interactions, prefabs, collections, heads up display, instantiation and rigid bodies, particle systems and menu design. Students will design and build responsive environments. Student projects will focus on developing conceptual and artistic skills using industry-standard software applications. *NR*

**IMA 191 PORTFOLIO DEVELOPMENT - GAME LEVEL DESIGN****2.5 Units - 1.5 hours lecture, 3 hours lab**

*Transfers:* CSU

Prerequisites: IMA 20, IMA 22, IMA 40, and IMA 99

This course covers the development and presentation of a professional interactive media arts portfolio for game level design. Emphasis is on the selection of appropriate work, conceptual improvement, and methods of presentation, including digital and traditional formats. Students will complete a professional resume, cover letter, and artist's statement suitable for transfer or the job market. In addition, student will participate in a team project wherein they create an interactive media art project in a professional production environment. *NR*

**IMA 192 PORTFOLIO DEVELOPMENT - 3D ANIMATION****2.5 Units - 1.5 hours lecture, 4 hours lab**

*Transfers:* CSU

Prerequisites: IMA 20, IMA 30, IMA 88, and IMA 89.

This course covers the development and presentation of a 3D animation / motion capture portfolio and team driven project. Emphasis is on the selection of appropriate work, conceptual improvement, and methods of presentation, including digital and traditional formats. Students will complete a professional resume, cover letter, and artist's statement suitable for transfer or the job market. In addition, student will participate in a team project wherein they create an interactive media project in a professional production environment. *NR*

**IMA 193 PORTFOLIO DEVELOPMENT - 2D MOTION****2.5 Units - 1.5 hours lecture, 4 hours lab**

*Transfers:* CSU

Prerequisites: ART 85, IMA 20, IMA 96, and IMA 179

This course covers the development and presentation of a professional fine art and graphic design portfolio. Emphasis is on the selection of appropriate work, conceptual improvement, and methods of presentation, including digital and traditional formats. Students will complete a professional resume, cover letter, and artist's statement suitable for transfer or the job market. In addition, student will participate in a team project wherein they create an interactive media art project in a professional production environment. *NR*

## **Intercollegiate Athletics**

### **IA 1 INTERCOLLEGiate SPORTS OFF SEASON TRAINING**

#### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: Previous experience playing competitive athletics at the high school or club level. This course gives students an opportunity to train for intercollegiate athletics. *R-E-3*

### **IA 1A INTERCOLLEGiate SPORTS OFF SEASON TRAINING A**

#### **1.5 Units - 5 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: Previous experience playing competitive athletics at the high school or club level. This course gives students an opportunity to train for intercollegiate athletics. *R-E-3*

### **IA 2 INTERCOLLEGiate MEN'S BASKETBALL**

#### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course gives students an opportunity to train for and participate in men's intercollegiate basketball. *R-E-3*

### **IA 3 INTERCOLLEGiate MEN'S BASEBALL**

#### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course gives students an opportunity to train for and participate in men's intercollegiate baseball. *R-E-3*

### **IA 4 INTERCOLLEGiate SAND VOLLEYBALL**

#### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 79 or two years of organized competitive playing experience strongly recommended.

This course gives students an opportunity to train for and participate in intercollegiate sand volleyball. *R-E-3*

### **IA 6 INTERCOLLEGiate MEN'S GOLF**

#### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course is designed to give students an opportunity to train for and participate in men's intercollegiate golf. *R-E-3*

## **IA 7 INTERCOLLEGIATE WOMEN'S GOLF**

### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course is designed to give students an opportunity to train for and participate in women's intercollegiate golf. *R-E-3*

## **IA 9 INTERCOLLEGIATE MEN'S TENNIS**

### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 26 or two years of organized competitive playing experience strongly recommended.

This course gives students an opportunity to train for and participate in men's intercollegiate tennis. *R-E-3*

## **IA 10 INTERCOLLEGIATE WOMEN'S VOLLEYBALL**

### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 78 or organized competitive playing experience (including high school) strongly recommended.

This course gives students an opportunity to train for and participate in women's intercollegiate volleyball. *R-E-3*

## **IA 12 INTERCOLLEGIATE WOMEN'S BASKETBALL**

### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

This course give students an opportunity to train for and participate in women's intercollegiate basketball. *R-E-3*

## **IA 13 INTERCOLLEGIATE WOMEN'S TENNIS**

### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 28 or two years of organized competitive playing experience strongly recommended.

This course gives students an opportunity to train for and participate in women's intercollegiate tennis. *R-E-3*

## **IA 15 INTERCOLLEGIATE MEN'S SOCCER**

### **3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 74 or two years of organized competitive playing experience.

This course gives students an opportunity to train for and participate in men's intercollegiate soccer. *R-E-3*

## **IA 18 INTERCOLLEGIATE WOMEN'S SOCCER**

**3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 74 or two years of organized competitive playing experience.

This course gives students an opportunity to train for and participate in women's intercollegiate soccer. *R-E-3*

## **IA 19 INTERCOLLEGIATE MEN'S VOLLEYBALL**

**3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 79 or two years of organized competitive playing experience strongly recommended.

This course gives students an opportunity to train for and participate in men's intercollegiate volleyball. *R-E-3*

## **IA 20 INTERCOLLEGIATE WOMEN'S BADMINTON**

**3 Units - 10 hours lab**

*Transfers: CSU, UC*

Limitation: Students must meet the COA eligibility requirement and pass a physical examination prior to intercollegiate competition.

Recommended Preparation: KNES 13 or two years of organized competitive playing experience (including high school) strongly recommended.

This course gives students an opportunity to train for and participate in women's intercollegiate badminton. *R-E-3*

## **IA 121 STRENGTH TRAINING AND CONDITIONING FOR SPORT**

**2 Units - 4.5 hours lab 1 hour lecture, 3 hours lab**

*Transfers: CSU*

This course is designed for students interested in strength training and conditioning methods specific to their sport. The course presents the principles and properties of a physiologically sound strength-training program, focusing on advanced modes of training, including free weights, machines, medicine balls, plyometrics, circuit training, and conditioning. *R-E-3*

## **IA 121 STRENGTH TRAINING AND CONDITIONING FOR SPORT**

**1 Unit - .5 hour lecture, 1.5 hours lab 1 hour lecture, 3 hours lab**

*Transfers: CSU*

This course is designed for students interested in strength training and conditioning methods specific to their sport. The course presents the principles and properties of a physiologically sound strength-training program, focusing on advanced modes of training, including free weights, machines, medicine balls, plyometrics, circuit training, and conditioning. *R-E-3*

# **Japanese**

## **JA 1 BEGINNING JAPANESE I**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

This course is designed to develop the fundamentals of communicating in Japanese, including listening comprehension, reading, and basic conversation. The emphasis is on the comprehension of native spoken and written Japanese. The course introduces reading and writing Japanese syllabic symbols and selected kanji characters. It also presents general aspects of Japanese daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competency in reading, writing, and speaking Japanese and inferring its meaning. JA 1 is equivalent to two years of high school Japanese. Credit may be earned in either JA 1 or 1H, but not both. *NR*

## **JA 1H BEGINNING JAPANESE I HONORS**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

This Honors JA 1 is designed to develop the fundamentals of communicating in Japanese, including listening, comprehension, reading, and basic conversation. The emphasis is on the comprehension of native spoken and written Japanese. The course introduces reading and writing Japanese syllabic symbols and selected kanji characters. It also presents general aspects of Japanese culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competency in reading, writing and speaking Japanese and inferring its meaning. JA 1 is equivalent to two years of high school Japanese. This honors course will be enriched through limited class size, an extensive research project and a presentation in Japanese. Credit may be earned in either JA 1 or 1H, but not both. *NR*

## **JA 2 BEGINNING JAPANESE II**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC*

Prerequisite: JA 1 or JA 1H or two years of high school Japanese.

This course is designed to develop fundamental skills in communicating in Japanese. Emphasis is on the comprehension of native spoken and written Japanese. The role of grammar is secondary to that of acquiring basic competency in reading, writing, and speaking Japanese and inferring meaning. The course expands upon Japanese syllabic symbols and selected kanji characters. It also presents general aspects of Japanese daily life and culture. Credit may be earned in either JA 2 or 2H, but not both. *NR*

## **JA 2H BEGINNING JAPANESE II HONORS**

### **5 Units - 5 hours lecture**

*Transfers: CSU, UC credit pending*

Prerequisite: JA 1 or JA 1H or two years of high school Japanese.

This course is designed to develop fundamental skills in communicating in Japanese. Emphasis is on the comprehension of native spoken and written Japanese. The role of grammar is secondary to that of acquiring basic competency in reading, writing, and speaking Japanese and inferring meaning. The course expands upon Japanese syllabic symbols and selected kanji characters. It also presents general aspects of Japanese daily life and culture. JA 2H is enriched with more rigorous writing assignments, research projects that develop critical thinking, and an oral presentation in Japanese. JA 2H gives students more opportunity for practice and gaining understanding in Japanese and its culture. Credit may be earned in either JA 2 or 2H, but not both. *NR*

## **JA 3 INTERMEDIATE JAPANESE I**

**5 Units - 5 hours lecture**

*Transfers:* CSU, UC

Prerequisite: JA 2 or successful completion of three years of high school Japanese

This is the first course in second-year Japanese. Students develop further skills in listening, speaking, reading and writing and expand their vocabulary and kanji character repertoire. There is increased emphasis on complex sentence structures and idiomatic expressions, as well as on Japanese history and culture. Japanese 3 is conducted in Japanese.

*NR*

**JA 4 INTERMEDIATE JAPANESE II****5 Units - 5 hours lecture**

*Transfers:* CSU, UC

Prerequisite: JA 3 or successful completion of four years of high school Japanese

This is the second course in second-year Japanese. Develops student skills in listening, speaking, reading and writing with increased emphasis on complex sentence structures, idiomatic expressions, mastery of over 300 kanji characters and Japanese history and culture. Conducted in Japanese. *NR*

**JA 10 INTERMEDIATE CONVERSATIONAL JAPANESE****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: JA 2 or three years of high school Japanese

This course is designed to develop fluency in Japanese on various levels of expression. Conversations are centered on topics including current events, politics, cinemas, art, literature, theater, and other aspects of Japan and Japanese culture. *NR*

**JA 21 INTRODUCTION TO JAPANESE CULTURE****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: College-level English reading, writing and Internet-technology based communication skills.

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 will study a variety of materials to discuss the Japanese culture and its relationship to other cultures of the world. The class is conducted in English, and no knowledge of Japanese is required. *NR*

**JA 23 JAPANESE ANIME AND MANGA****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: RD 370, ESL 301, or WR 301

This course examines, analyzes and discusses central themes and topics in Japanese culture and society through the lens of Japanese animation (anime) and printed cartoons/graphic novels (manga). Students also consider the work of key anime and manga artists to gain an insight into the evolution of these genres and how they have impacted the development of global popular culture. Classes are conducted in English. *NR*

**JA 180 JAPANESE LANGUAGE CONFERENCE****0.5 Unit - 1.5 hours learning center**

*Transfers:* CSU

Corequisite: JA 1, JA 1H, JA 2, JA 3, JA 4, JA 10, JA 21, JA 23

This open-entry/open-exit, pass/no-pass course offers conference instruction with Japanese language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in native Japanese. Students must complete at least 24 hours in the Languages Center during the semester and participate in no less than four conferences in order to receive credit. *R-E-3*

## **Journalism**

### **JRNL 40 MASS MEDIA AND SOCIETY**

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course introduces students to the complexity of media forms in society. Students will analyze media types, functions, responsibilities, practices, and influences as well as investigate the legal framework that governs the media, ethical considerations, historical developments in the various media, and the local and global aspects of both mass and personal media. The course is designed to increase critical awareness of how media and society influence each other.

C-ID: JOUR 100. *NR*

### **JRNL 41 NEWSWRITING**

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course focuses on newswriting and reporting for print, broadcast, and online media. Central topics include methods of newsgathering, interpreting significant news events, organizing and writing articles, using appropriate news style, and techniques of in-depth reporting. C-ID: JOUR 110. *NR*

### **JRNL 181 JOURNALISM FOR PUBLICATION**

#### **3 Units - 3 hours lecture**

*Transfers: CSU*

Recommended Preparation: WR 301, JRNL 41

Students will gain valuable knowledge of interviewing, gathering information, news judgment, writing and editing news and feature stories for publication through a hands-on approach to publishing Irvine Valley College's news website. Students will gain experience in all aspects of publishing online which will allow them to feel comfortable in transitioning to a four-year college publication. There will be field assignments outside the classroom. *NR*

## **Kinesiology**

### **KNES 3A LIFE FITNESS CENTER I**

#### **1 Unit - 0.5 hour lecture, 1.5 hours lab**

*Transfers: CSU, UC*

This combination lecture/lab course is designed to develop and encourage healthy attitudes and habits with regard to cardiovascular efficiency, body composition, muscular strength and endurance, and flexibility. The course covers the safe use of exercise equipment, the components of a balanced fitness program, basic nutrition, and pre- and post-testing of physical fitness. Students use state-of-the-art weight-training and cardiovascular equipment to enhance their fitness levels. *NR*

## **KNES 3B LIFE FITNESS CENTER II**

### **1.5 Units - 0.5 hour lecture, 3 hours lab**

*Transfers: CSU, UC*

This combination lecture/lab course is designed to develop and encourage healthy attitudes and habits with regard to cardiovascular efficiency, body composition, muscular strength and endurance, and flexibility. The course covers the safe use of exercise equipment, the components of a balanced fitness program, basic nutrition, and pre- and post-testing of physical fitness. Students use state-of-the-art weight-training and cardiovascular equipment to enhance their fitness levels. *NR*

## **KNES 3C LIFE FITNESS CENTER III**

### **2 Units - 0.5 hour lecture, 4.5 hours lab**

*Transfers: CSU, UC*

This combination lecture/lab course is designed to develop and encourage healthy attitudes and habits with regard to cardiovascular efficiency, body composition, muscular strength and endurance, and flexibility. The course covers the safe use of exercise equipment, the components of a balanced fitness program, basic nutrition, and pre- and post-testing of physical fitness. Students use state-of-the-art weight-training and cardiovascular equipment to enhance their fitness levels. *NR*

## **KNES 4 WEIGHT TRAINING I**

### **0.5 Unit - 1.5 hours lab**

*Transfers: CSU, UC*

This course introduces the basic principles related to the acquisition of muscular strength and endurance. The course addresses the physiological adaptations that occur as a result of strength training. Students will explore training techniques as well as available equipment. KNES 4 may be taken once for a maximum of 1 unit. *NR*

## **KNES 4 WEIGHT TRAINING I**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

This course introduces the basic principles related to the acquisition of muscular strength and endurance. The course addresses the physiological adaptations that occur as a result of strength training. Students will explore training techniques as well as available equipment. KNES 4 may be taken once for a maximum of 1 unit. *NR*

## **KNES 5 WEIGHT TRAINING II**

### **0.5 Unit - 1.5 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 4 strongly recommended

This course is designed to help students develop their physical strength through weight lifting. Students practice advanced methods and techniques of weight lifting and develop an individual program to improve their strength. KNES 5 may be taken once for a maximum of 1 unit. *NR*

## **KNES 5 WEIGHT TRAINING II**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 4 strongly recommended

This course is designed to help students develop their physical strength through weight lifting. Students practice advanced methods and techniques of weight lifting and develop an individual program to improve their strength. KNES 5 may be taken once for a maximum of 1 unit. *NR*

## **KNES 6 WEIGHT TRAINING III**

### **0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 5 strongly recommended

This course presents the principle and properties of a physiologically sound strength-training program, focusing on advanced modes of training. Students create a personalized workout regimen that includes free weights, machines, medicine balls, plyometrics, circuit training, and conditioning. KNES 6 may be taken once for a maximum of 1 unit. *NR*

## **KNES 6 WEIGHT TRAINING III**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 5 strongly recommended

This course presents the principle and properties of a physiologically sound strength-training program, focusing on advanced modes of training. Students create a personalized workout regimen that includes free weights, machines, medicine balls, plyometrics, circuit training, and conditioning. KNES 6 may be taken once for a maximum of 1 unit. *NR*

## **KNES 7 WEIGHT TRAINING IV**

### **0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 6 strongly recommended

This course reviews weight training principles and introduces powerlifting including equipment and safety techniques. Instruction includes proper protocols to successfully execute basic explosive and powerlifting exercises as well as nutritional factors related to individual strength and fitness performance. KNES 7 may be taken once for a maximum of 1 unit. *NR*

## **KNES 7 WEIGHT TRAINING IV**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 6 strongly recommended

This course reviews weight training principles and introduces powerlifting including equipment and safety techniques. Instruction includes proper protocols to successfully execute basic explosive and powerlifting exercises as well as nutritional factors related to individual strength and fitness performance. KNES 7 may be taken once for a maximum of 1 unit. *NR*

## **KNES 10 INTRODUCTION TO SPORT PSYCHOLOGY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

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. KNES 10 was formerly offered as KNES 101. *NR*

## **KNES 11 BADMINTON I**

### **0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

This course introduces the official singles and doubles games of badminton at the beginning level. Students practice basic strokes, footwork, strategies, rules, scoring, and court etiquette. KNES 11 may be taken once for 1 unit. *NR*

## **KNES 11 BADMINTON I**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

This course introduces the official singles and doubles games of badminton at the beginning level. Students practice basic strokes, footwork, strategies, rules, scoring, and court etiquette. KNES 11 may be taken once for 1 unit. *NR*

## **KNES 12 BADMINTON II**

### **0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 11

This course is designed to develop intermediate-level skills in both singles and doubles games. Students focus on individual stroke analysis, offensive and defensive strategies, court coverage, and match play in order to encourage a more powerful game. KNES 12 may be taken once for a maximum of 1 unit. *NR*

## **KNES 12 BADMINTON II**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 11

This course is designed to develop intermediate-level skills in both singles and doubles games. Students focus on individual stroke analysis, offensive and defensive strategies, court coverage, and match play in order to encourage a more powerful game. KNES 12 may be taken once for a maximum of 1 unit. *NR*

## **KNES 13 BADMINTON III**

### **0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 12

The course is designed to help the advanced badminton student improve specific skills and strategies in both singles and doubles games. Students work on refining their strokes and on analyzing/playing to their individual and team strengths and opponents' weaknesses. KNES 13 may be taken once for a maximum of 1 unit. *NR*

## **KNES 13 BADMINTON III**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 12

The course is designed to help the advanced badminton student improve specific skills and strategies in both singles and doubles games. Students work on refining their strokes and on analyzing/playing to their individual and team strengths and opponents' weaknesses. KNES 13 may be taken once for a maximum of 1 unit. *NR*

## **KNES 20 BEGINNING GOLF**

### **0.5 Unit - 1.5 hours lab**

*Transfers: CSU, UC*

This course introduces golf techniques, rules and etiquette. Students practice chipping, putting and golfing strategies, and incorporate these skills in playing a round of golf. Students are responsible for balls, green fees and clubs. KNES 20 may be taken once for a maximum of 1 unit. *NR*

## **KNES 20 BEGINNING GOLF**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

This course introduces golf techniques, rules and etiquette. Students practice chipping, putting and golfing strategies, and incorporate these skills in playing a round of golf. Students are responsible for balls, green fees and clubs. KNES 20 may be taken once for a maximum of 1 unit. *NR*

## **KNES 22 INTERMEDIATE GOLF**

### **0.5 Unit - 1.5 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 20 or some prior golfing experience

This course presents intermediate-level ball-striking techniques, golf rules and course etiquette. Students study and practice chipping, putting and hitting at the local driving range/practice facility with all clubs allowed in a competitive round of golf. Students are responsible for balls, golf clubs, and range fees. KNES 22 may be taken once for a maximum of 1 unit. *NR*

## **KNES 22 INTERMEDIATE GOLF**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 20 or some prior golfing experience

This course presents intermediate-level ball-striking techniques, golf rules and course etiquette. Students study and practice chipping, putting and hitting at the local driving range/practice facility with all clubs allowed in a competitive round of golf. Students are responsible for balls, golf clubs, and range fees. KNES 22 may be taken once for a maximum of 1 unit. *NR*

## **KNES 23 ADVANCED GOLF**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 20 or KNES 22 or professional golf lessons, and experience playing standard length golf courses.

This course provides training for those seeking improvement in their golf technique and knowledge. Emphasis is on developing ball-striking skills, and on scorecard evaluation, strategy, course management, and proper application of the rules of golf. Students are responsible for balls, golf clubs, and range fees. *NR*

## **KNES 25 TENNIS I**

**0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

This course introduces the official singles and doubles games at the beginning level. It also provides an exercise program for those striving for a healthy lifetime activity. Students practice forehand and backhand strokes, serves, basic strategies, footwork, scoring, and court etiquette. Students must provide a racquet and two cans of tennis balls. KNES 25 may be taken once for a maximum of 1 unit. *NR*

**KNES 25 TENNIS I****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

This course introduces the official singles and doubles games at the beginning level. It also provides an exercise program for those striving for a healthy lifetime activity. Students practice forehand and backhand strokes, serves, basic strategies, footwork, scoring, and court etiquette. Students must provide a racquet and two cans of tennis balls. KNES 25 may be taken once for a maximum of 1 unit. *NR*

**KNES 26 TENNIS II****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 25

This course is designed to help the intermediate tennis student improve fundamental skills, analyze weaknesses, and practice offensive and defensive strategies in singles and doubles/mixed doubles games. It will emphasize game play, development of tactics, and court coverage to encourage a more powerful game. Students must provide a racquet and two cans of tennis balls. KNES 26 may be taken once for a maximum of 1 unit. *NR*

**KNES 26 TENNIS II****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 25

This course is designed to help the intermediate tennis student improve fundamental skills, analyze weaknesses, and practice offensive and defensive strategies in singles and doubles/mixed doubles games. It will emphasize game play, development of tactics, and court coverage to encourage a more powerful game. Students must provide racquet and two cans of tennis balls. KNES 26 may be taken once for a maximum of 1 unit. *NR*

**KNES 27 TENNIS III****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 26

This course is designed to help the advanced tennis student improve specific skills and strategies. Students work on refining their serves, strokes, and specialty shots, and on analyzing/playing to their individual and team strengths and opponents' weaknesses. = Student must provide racquet and two cans of tennis balls. KNES 27 may be taken once for a maximum of 1 unit. *NR*

**KNES 27 TENNIS III**

**1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 26

This course is designed to help the advanced tennis student improve specific skills and strategies. Students work on refining their serves, strokes, and specialty shots, and on analyzing/playing to their individual and team strengths and opponents' weaknesses. Students must provide a racquet and two cans of tennis balls. KNES 27 may be taken once for a maximum of 1 unit. *NR*

**KNES 28 TENNIS IV****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 27

This course is designed to help the advanced tennis student improve specific skills and strategies in competitive game situations. KNES 28 may be taken a maximum of once for 1 unit. *NR*

**KNES 28 TENNIS IV****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 27

This course is designed to help the advanced tennis student improve specific skills and strategies in competitive game situations. KNES 28 may be taken a maximum of once for 1 unit. *NR*

**KNES 32 INTRAMURAL ACTIVITIES****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

This course provides an opportunity for students to participate in individual and team sports. Sports offered vary by semester and may include volleyball, soccer, tennis, basketball, and golf. This course is taught on a pass/no-pass basis only. KNES 32 may be taken once for a maximum of 1 unit. *NR*

**KNES 32 INTRAMURAL ACTIVITIES****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

This course provides an opportunity for students to participate in individual and team sports. Sports offered vary by semester and may include volleyball, soccer, tennis, basketball, and golf. This course is taught on a pass/no-pass basis only. KNES 32 may be taken once for a maximum of 1 unit. *NR*

**KNES 61 BASKETBALL I****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

This course focuses on developing basic basketball skills and preparing students for beginning team play. KNES 61 may be taken once for a maximum of 1 unit. *NR*

**KNES 61 BASKETBALL I**

**1 Unit - 3 hours lab**

*Transfers:* CSU, UC

This course focuses on developing basic basketball skills and preparing students for beginning team play. KNES 61 may be taken once for a maximum of 1 unit. *NR*

**KNES 62 BASKETBALL II****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 61 strongly recommended

This course focuses on developing intermediate basketball skills and preparing students for team play. KNES 62 may be taken once for a maximum of 1 unit. *NR*

**KNES 62 BASKETBALL II****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 61 strongly recommended

This course focuses on developing intermediate basketball skills and preparing students for team play. KNES 62 may be taken once for a maximum of 1 unit. *NR*

**KNES 63 BASKETBALL III****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 62 strongly recommended

This course is designed for players who have mastered the fundamental skills, strategies, and rules of basketball and seek to develop advanced-level physical and mental skills for competitive play. In addition to refining offensive and defensive skills, students analyze game tactics and evaluate strategies for strengthening personal and team performance.

KNES 63 may be taken once for a maximum of 1 unit. *NR*

**KNES 63 BASKETBALL III****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 62 strongly recommended

This course is designed for players who have mastered the fundamental skills, strategies, and rules of basketball and seek to develop advanced-level physical and mental skills for competitive play. In addition to refining offensive and defensive skills, students analyze game tactics and evaluate strategies for strengthening personal and team performance.

KNES 63 may be taken once for a maximum of 1 unit. *NR*

**KNES 64 BASKETBALL IV****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 62 strongly recommended

KNES 64 provides instruction at an advanced level in the rules, strategies and skills of basketball for students refining their skills in competitive play. Includes round-robin play during the last half of the semester. *NR*

**KNES 71 SOCCER I**

**1 Unit - 3 hours lab**

*Transfers: CSU, UC*

This course introduces the official game of soccer, including basic techniques of shooting, passing, receiving, crossing, heading, kicking, dribbling, trapping and shielding. Students practice fundamental rules, scoring, and strategies. *NR*

**KNES 72 SOCCER II****1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 71 strongly recommended

This course is designed to strengthen fundamental soccer skills. Emphasis is on scrimmages and applying offensive and defensive group strategies in competitive play. The course also introduces tactical strategies for each player: forwards, midfielders, fullbacks, and goalkeepers. *NR*

**KNES 73 SOCCER III****1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 72 strongly recommended

This course focuses on refining soccer skills and game tactics for the individual, group and team. Students practice ball-juggling skills and apply more sophisticated offensive, mid-field and defensive strategies in game situations. The course also covers injury prevention and safety. *NR*

**KNES 74 SOCCER IV****0.5 Unit - 1.5 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 73 strongly recommended

This course is designed for players who have mastered the fundamental skills, strategies, and rules of soccer and seek to develop advanced-level physical and mental skills for competitive play. In addition to refining offensive and defensive skills, students analyze game tactics and evaluate strategies for strengthening personal and team performance. KNES 74 may be taken once for a maximum of 1 unit. *NR*

**KNES 74 SOCCER IV****1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 73 strongly recommended

This course is designed for players who have mastered the fundamental skills, strategies, and rules of soccer and seek to develop advanced-level physical and mental skills for competitive play. In addition to refining offensive and defensive skills, students analyze game tactics and evaluate strategies for strengthening personal and team performance. KNES 74 may be taken once for a maximum of 1 unit. *NR*

**KNES 76 VOLLEYBALL I****0.5 Unit - 1.5 hours lab**

*Transfers: CSU, UC*

This course introduces the fundamental strategies and skills of volleyball, including setting, passing, spiking, blocking, and serving, as well as the beginning concepts of team and tournament play. KNES 76 may be taken once for a maximum of 1 unit. *NR*

## **KNES 76 VOLLEYBALL I**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

This course introduces the fundamental strategies and skills of volleyball, including setting, passing, spiking, blocking, and serving, as well as the beginning concepts of team and tournament play. KNES 76 may be taken once for a maximum of 1 unit. *NR*

## **KNES 77 VOLLEYBALL II**

### **0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 76

This course gives intermediate students an opportunity to improve their volleyball skills. Students practice passing, setting, hitting, serving and blocking, as well as basic offensive and defensive systems of play. The course includes discussions of rules and strategy. KNES 77 may be taken once for a maximum of 1 unit. *NR*

## **KNES 77 VOLLEYBALL II**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 76

This course gives intermediate students an opportunity to improve their volleyball skills. Students practice passing, setting, hitting, serving and blocking, as well as basic offensive and defensive systems of play. The course includes discussions of rules and strategy. KNES 77 may be taken once for a maximum of 1 unit. *NR*

## **KNES 78 VOLLEYBALL III**

### **0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 77

This course presents advanced volleyball techniques and tactics for team and tournament play. The course offers advanced skills, court positioning, defensive techniques, and team strategy, both offensive and defensive. KNES 78 may be taken once for a maximum of 1 unit. *NR*

## **KNES 78 VOLLEYBALL III**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 77

This course presents advanced volleyball techniques and tactics for team and tournament play. The course offers advanced skills, court positioning, defensive techniques, and team strategy, both offensive and defensive. KNES 78 may be taken once for a maximum of 1 unit. *NR*

## **KNES 79 VOLLEYBALL IV**

### **0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: KNES 78

This course is designed for advanced level volleyball players who wish to further develop technique and enhance their

individual skills and team strategies. Course includes offensive and defensive systems. KNES 79 may be taken once for a maximum of 1 unit. *NR*

## **KNES 79 VOLLEYBALL IV**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 78

This course is designed for advanced level volleyball players who wish to further develop technique and enhance their individual skills and team strategies. Course includes offensive and defensive systems. KNES 79 may be taken once for a maximum of 1 unit. *NR*

## **KNES 81 BASEBALL I**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

This course introduces the fundamental skills, base positions, safety considerations, and strategies of baseball.

Emphasis is on individual skill development in game settings, including batting, bunting, throwing, base running, and fielding techniques; offensive and defensive situations; and associated game rules. *NR*

## **KNES 82 BASEBALL II**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 81 strongly recommended

This course is designed to develop intermediate-level baseball skills. The course

presents tactical strategies for batters, runners, basemen, catchers, pitchers, and outfield players. Emphasis is on applying appropriate offensive and defensive strategies in practical game situations. *NR*

## **KNES 83 BASEBALL III**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Recommended Preparation: KNES 82 strongly recommended

This course is designed for players who have mastered the fundamental skills,

strategies, and rules of baseball and seek to develop advanced-level physical and mental

skills for competitive play. In addition to refining offensive and defensive skills

(throwing, catching, fielding, hitting, bunting, base running, pitching, and sliding),

students analyze game tactics and evaluate strategies for strengthening personal and team performance. *NR*

## **KNES 84 BASEBALL IV**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

This course focuses on developing offensive and defensive techniques and skills for the advanced player. *NR*

## **KNES 85 INTRODUCTION TO ATHLETIC TRAINING**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course studies both the theory and the practice of preventing, recognizing, and rehabilitating common athletic

injuries. Students gain practical experience in basic taping, wrapping, and bracing. The course is designed to assist trainers, coaches, athletes, and physical education majors. *NR*

## **KNES 86 THEORY OF COACHING**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This generic foundations course is designed for individuals interested in coaching sports at various levels. The course examines the philosophy of coaching; the role and responsibilities of the modern coach; techniques for motivating and communicating with athletes; principles and methods of training; developing and organizing sports programs; nutrition for health and performance; and managing injuries and emergencies. *NR*

## **KNES 97 SOCIO-CULTURAL ISSUES IN SPORT**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course will explore past, current, and future trends of social-cultural issues in sport. Students will receive a hands on, integrated educational experience to enhance their professional skills and knowledge. Literature, discussions, and multi-media presentations will be used to survey how social-cultural issues impact sports and society. Students will engage in discussion and debate over topics such as media's role in sports, gender equity, racial barriers, concussions, performance enhancing drugs, women in sports, fantasy sports, ESports, along with a number of other social-cultural issues that impact sports and society. KNES 97 was formerly offered as KNES 109. *NR*

## **KNES 98 SPORTS APPRECIATION**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course will explore past, current and future trends of sports and their impact on American society. This course will give students hands on integrated educational experience to enhance their professional skills and knowledge. Literature, discussions and multi-media presentations will be used to survey the evolution of sports and social issues from colonization to globalization. Understanding how physical activity impacted cultures long before America was born and how it impacts Americans today, will help students gain an appreciation for the important role sports play in the development of American society. KNES 98 was formerly offered as KNES 108. *NR*

## **KNES 99 INTRODUCTION TO KINESIOLOGY**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

An introductory course to the interdisciplinary approach to the study of human movement. An overview of the importance of the sub-disciplines in kinesiology will be discussed along with career opportunities in the areas of teaching, coaching, allied health, and fitness professions. KNES 99 was formerly offered as KNES 102. C-ID: KIN 100. *NR*

## **KNES 100 INTRODUCTION TO THERAPY AND CAREER EXPLORATION OF REHABILITATION**

### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU*

Designed to provide information and practical experience to students pursuing a career in physical therapy, occupational therapy, recreation therapy, adapted physical education, speech pathology or other health care fields that work with special populations. TBA hours to be completed in adapted kinesiology program or related settings. *NR*

## **KNES 103 MOVEMENT ANATOMY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course, part of the Fitness Professional Certificate Program, discusses movement as it relates to exercise and sports. The course examines the composition, structure, function and movements of bones and joints; the structure and actions of skeletal muscle; and the practical application of kinesiological principles in developing structurally sound exercise program. *NR*

## **KNES 104 EXERCISE PHYSIOLOGY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course, part of the Fitness Professional Certificate Program, examines how the body functions under conditions of exercise stress. Students will study the practical implications of muscle function, cardiorespiratory and hormonal function; metabolism; body composition, training techniques; and the influence of the environment on exercise. *NR*

## **KNES 105 PRINCIPLES OF STRENGTH AND CONDITIONING**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course, part of the Fitness Professional Certificate Program, provides a thorough review of the structure, action and performance of skeletal muscle for those intending to teach strength training. The course studies anatomy and physiology; muscular strength and endurance; flexibility; training sequences; available equipment; and safety factors, including contraindications. *NR*

## **KNES 106 EXERCISE TESTING AND PRESCRIPTION**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU

This course is a part of the Fitness Professional Certificate Program. A review of tests for determination of muscular strength and endurance, flexibility, body composition and aerobic endurance for normal adults. Study of the application of exercise guidelines for normal adults based upon the standards of the American Heart Association and the American College of Sports Medicine. *NR*

## **KNES 107 TEACHING TRADITIONAL PHYSICAL EDUCATION SPORTS/MOVEMENTS**

### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers:* CSU

This course prepares students with the skills of teaching progressions and sport specific teaching strategies for traditional team sports of volleyball, basketball, soccer, softball and football. The knowledge base will also include histories, skills, rules, and how to meet the state content standards. Appropriate teaching strategies are intended to promote active participation and experiential learning. This course is intended to prepare students who may want to become physical education teachers at the secondary school level. *NR*

## **KNES 212 SPORTS MEDICINE INTERNSHIP I**

### **1.5 Units - 4.5 hours lab**

This course provides practical instruction of the introductory skills in the prevention, recognition, and rehabilitation of common athletic injuries. It affords students the opportunity to study and apply athletic training techniques by assisting

the IVC Sports Medicine staff working with the intercollegiate athletic teams. Students will be assessed based on evaluation standards established by the university undergraduate Athletic Training Education Program (ATEP). KNES 213 (integration of skills) and KNES 214 (mastery of skills) complete the recognized ATEP sequence. *NR*

## **KNES 213 SPORTS MEDICINE INTERNSHIP II**

### **1.5 Units - 4.5 hours lab**

Recommended Preparation: KNES 212 strongly recommended

This course is second in a three-part sequence based on the recognized university undergraduate Athletic Training Education Program (ATEP). It applies the skills introduced in KNES 212 by providing practical instruction in the integration of skills in the prevention, recognition, and rehabilitation of common athletic injuries. It affords students the opportunity to study and apply athletic training techniques by assisting the IVC Sports Medicine staff working with the intercollegiate athletic teams. Students will be assessed based on evaluation standards established by ATEP. KNES 214 (mastery of skills) completes the recognized ATEP sequence. *NR*

## **KNES 214 SPORTS MEDICINE INTERNSHIP III**

### **1.5 Units - 4.5 hours lab**

Recommended Preparation: KNES 212 and KNES 213 strongly recommended

This course is third in a three-part sequence based on the recognized university undergraduate Athletic Training Education Program (ATEP). Students will concentrate on mastering the skills used in the prevention, recognition, and rehabilitation of common athletic injuries. It affords students the opportunity to study and apply athletic training techniques by assisting the IVC Sports Medicine staff working with the intercollegiate athletic teams. Students will be assessed based on evaluation standards established by ATEP. *NR*

## **KNES 215 FITNESS PROFESSIONAL INTERNSHIP**

### **3 Units - 1 hour lecture, 6 hours lab**

This course is designed to provide students with practical experience in screening individuals for risk factors for cardiovascular disease. Students perform physical testing and formulate an individualized exercise prescription based on fitness testing parameters. *NR*

## **KNES 223 CORE TRAINING I**

### **1 Unit - 3 hours lab**

This course introduces basic core-training techniques, equipment and exercises. Students practice aerobic and anaerobic exercises to improve core strength, flexibility, and overall fitness. *NR*

## **KNES 224 CORE TRAINING II**

### **1 Unit - 3 hours lab**

Recommended Preparation: KNES 223

This course incorporates additional core movement exercises to build core strength, coordination, balance, and flexibility. Students refine their technique and build a training program to address personal fitness goals. *NR*

## **KNES 225 CORE TRAINING III**

### **2 Units - 1 hour lecture, 3 hours lab**

This course is designed to improve the athlete's core strength, coordination, balance, quickness, and agility. Emphasis will be placed on medicine ball and bosu ball training for muscle enhancement to maximize performance *NR*

## Kinesiology: Adapted

### KNEA 1 ADAPTED PERSONALIZED FITNESS

#### **0.5 Unit - 2 hours lab**

*Transfers:* CSU, UC

This fitness class stresses strength, flexibility, cardiovascular endurance, balance, and gait. It is designed for students who have participated in physical therapy or have a chronic medical diagnosis, or permanent disability. *NR*

### KNEA 1 ADAPTED PERSONALIZED FITNESS

#### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

This fitness class stresses strength, flexibility, cardiovascular endurance, balance, and gait. It is designed for students who have participated in physical therapy or have a chronic medical diagnosis, or permanent disability. *NR*

## Laser Technology

### LASR 25 FUNDAMENTALS OF LIGHT

#### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

This course introduces the fundamental properties of light, including its interaction with and generation from materials. Optical hardware is used in lecture demonstrations and laboratory experiments to show how light can be controlled. Essential components of optical systems are studied, including lenses, mirrors, prisms, windows, sources, detectors, optoelectronics, polarizers, fibers, and gratings. Students will gain hands-on experience with industrial hardware and tools as they construct basic optical component test setups and systems in the laboratory. LASR 25 was formerly offered as LET 25. *NR*

### LASR 168 COOPERATIVE WORK EXPERIENCE: PHOTONICS

#### **1 Unit - 1 hour lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. LASR 168 was formerly offered as LET 168. *NR*

### LASR 215 FUNDAMENTALS OF PHOTONICS

#### **3 Units - 2 .5 hours lecture, 1.5 hours lab**

*Recommended Preparation:* LASR 25

This course details the most important tools that are used when working with light, from lasers and other light sources to cameras and sensors. Photonic devices are used in

lecture demonstrations and laboratory experiments to show how light can be generated, manipulated, and captured. Hardware is broken down to its constituent components-- lasers are reduced to gain media, pump sources, and mirror cavities; cameras are reduced to the lenses, detectors and processors. Students will gain hands-on experience with industrial hardware and tools in the laboratory. LASR 215 was formerly offered as LET 215. *NR*

## **LASR 225 QUALITY ASSURANCE FOR PRECISION OPTICS**

### **4 Units - 3.5 hours lecture, 1.5 hours lab**

This course addresses the basics of specification, manufacturing, and assessment of precision optics. It presents an introduction to quality assurance (QA) practices required to identify, inspect, and measure optical components. Materials and tools found in an industrial optics fabrication and inspection shop are used in lecture demonstrations and laboratory experiments. Students will gain hands-on experience with these industrial materials and QA tools in the laboratory. LASR 225 was formerly offered as LET 225. *NR*

## **LASR 235 OPTICAL METROLOGY AND INTERFEROMETRY**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

This course is a hands-on laboratory course that will detail the measurement techniques required to ensure that a fabricated assembly or system meets its procurement specifications. It covers the design and application of optical metrology instrumentation such as interferometers and modulation transfer function measurement systems. Emphasis is on test applications that are required in quality assurance for optical engineering and manufacturing. Students will gain hands-on experience in the laboratory with industrial hardware and tools. LASR 235 was formerly offered as LET 235.

*Note: This course is also offered for credit through the UCI Division of Continuing Education. NR*

## **Legal**

### **LGL 11 ADMINISTRATIVE LAW**

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course presents the constitutional, legal, and administrative principles that regulate activities of administrative agencies, on both the state and federal level. Substantive topics will include administrative delegation of power, rule making, agency discretionary powers, remedies, and judicial review. LGL 11 was formerly offered as LGL 211. *NR*

### **LGL 15 ENVIRONMENTAL LAW AND POLICY**

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course presents fundamental concepts of environmental law with an emphasis on policy considerations. Topics include significant legislation in the area with emphasis on California law. Also covered will be ethical issues dealing with environmental concerns. LGL 15 was formerly offered as LGL 215. *NR*

### **LGL 21 SOCIAL MEDIA AND THE LAW**

#### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

In this course, students will examine U.S. law and regulation of governing mass media, from print to the Internet. Students will also examine the ethical conflicts faced by media professionals. Topics include: freedom of speech, citizen journalism, defamation, privacy, copyright, obscenity, truth, ethics, social media and advertising. This course will help prepare future media producers to work in industries that have significant influence over society. LGL 21 was formerly offered as LGL 221. *NR*

## **LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES**

### **1 Unit - 1 hour lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES**

### **2 Units - 2 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES**

### **3 Units - 3 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **LGL 168 COOPERATIVE WORK EXPERIENCE: PARALEGAL STUDIES**

### **4 Units - 4 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for

attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **LGL 201 INTRODUCTION TO PARALEGAL STUDIES AND ETHICS**

### **2 Units - 2 hours lecture**

This course explores the dynamic of working as a paralegal, career opportunities in the legal environment, and the skills necessary to succeed in the field. Focus is on rules of ethics and the ethical guidelines that paralegals must follow. Topics include identifying career opportunities, performing legal investigations, evaluating sources, investigating facts and applying rules to facts, interviewing clients, witnesses, and experts, understanding discovery documents, providing litigation assistance, researching the law, drafting legal documents using computer software to conduct research and prepare documents, representing clients at administrative agencies where authorized by law, and understanding legal/ethical issues. *NR*

## **LGL 202 COMPUTER TECHNOLOGY AND ELECTRONIC RESEARCH**

### **3.5 Units - 3 hours lecture, 1.5 hours lab**

Recommended Preparation: CIM 210.1

This course introduces computer software used in law offices and other legal environments including Microsoft Office, calendaring, billing, docketing and indexing programs. Includes training in the use of electronic methods of performing research. *NR*

## **LGL 203 BUSINESS LAW CONTRACTS AND TORTS**

### **3 Units - 3 hours lecture**

Recommended Preparation: LGL 201

This course is an introduction to laws relating to the conduct of business, with an emphasis on the role and responsibilities of the paralegal. Topics include contracts, the Uniform Commercial Code, sales of personal and real property, negotiable instruments, agency, employment, torts, liability, nuisance, ethics, and social responsibility. *NR*

## **LGL 205 INTRODUCTION TO LEGAL RESEARCH AND WRITING**

### **3 Units - 3 hours lecture**

Prerequisite: LGL 202

This course provides instruction in the fundamentals of legal research, analysis, and writing for the paralegal. Topics include the reading and analysis of statutes; research using primary authorities, secondary sources, and computer-assisted research tools; law office writing, including transmittal and client opinion letters, pleadings, law office memorandums, case briefs, and memorandums of law; and legal citation rules. *NR*

## **LGL 206A CIVIL LITIGATION I**

### **3 Units - 3 hours lecture**

This course introduces civil law processes and procedures with an emphasis on the role of the paralegal in civil litigation investigation, jurisdiction, pleadings, and discovery. Topics include evidence gathering and investigation, jurisdiction, venue identification, initiation of civil proceedings, drafting the complaint, filing a lawsuit, defending and testing a lawsuit, and discovery procedures. *NR*

## **LGL 206B CIVIL LITIGATION II**

### **3 Units - 3 hours lecture**

Prerequisite: LGL 206A

This course continues the study of litigation processes and procedures, focusing on the role of the paralegal in civil litigation. Topics include motions, subpoenas, trial preparation, alternative dispute resolution, settlement, trial procedures, dismissal, judgment, and judgment enforcement. *NR*

## **LGL 208 WILLS, TRUSTS, AND ESTATES**

### **3 Units - 3 hours lecture**

Recommended Preparation: LGL 205

This course provides an introduction to wills, trusts, and estates and the role of the paralegal/legal assistant in estate planning and administration, and probate. Topics include wills, intestacy, trusts, guardianships, conservatorships, advance directives, incapacitation, estate planning, taxation, probate procedures, and ethical considerations. *NR*

## **LGL 209 BANKRUPTCY**

### **3 Units - 3 hours lecture**

Recommended Preparation: LGL 205

This course provides an overview of bankruptcy laws and processes from the perspective of both the debtor and the creditor. Topics include the Bankruptcy Code and Rule, debtor relief, bankruptcy litigation, liquidation, creditor claims, and reorganization proceedings. The course covers the paralegal's responsibilities in researching and preparing legal documents related to bankruptcy. *NR*

## **LGL 210 INTELLECTUAL PROPERTY**

### **3 Units - 3 hours lecture**

Prerequisite: LGL 201

This course examines the different types of intellectual property ("IP"), the law associated with IP, and the paralegal's role including registration, prosecution, maintenance, protection, enforcement, and other controversies surrounding IP, such as infringement and dilution. The course will cover trademarks, copyrights, patents, and trade secrets. Students will analyze different types of IP, learn how to protect IP in the US and internationally, prosecute applications, maintain registration, protect IP, and enforcement of IP rights. The course includes an assessment of legal definitions, legal research and writing, and preparation of legal memorandum and IP forms. *NR*

## **LGL 212 APPLIED LEGAL TECHNOLOGY**

### **3 Units - 3 hours lecture**

Recommended Preparation: LGL 202

This course extends the paralegal student's computer knowledge to the new and advanced areas of applied legal technology. Topics include advanced functions of Word Processing software, spreadsheet software and Adobe Acrobat professional; Legal timekeeping and billing, Databases, and Litigation support software. *NR*

## **LGL 213 LEGAL ETHICS**

### **2 Units - 2 hours lecture**

Recommended Preparation: LGL 201

An examination of ethical regulations, considerations and responsibilities facing legal professionals including legal assistants and paralegals. Focus will be on the unauthorized practice of law, confidentiality, attorney-client privilege, conflicts of interest and evolving ethical issues within the legal profession. *NR*

## **LGL 220 FAMILY LAW**

**3 Units - 3 hours lecture**

This course will present an overview of the law relating to dissolution of marriage, separation, annulment, paternity, custody, guardianship and adoption. Students will be expected to understand substantive and procedural aspects of the law presented. Students will draft a Complaint, a judgment and a motion. *NR*

## Library

### LIB 10 INTRODUCTION TO LIBRARY RESEARCH

**2 Units - 2 hours lecture**

*Transfers: CSU, UC*

This course provides a thorough introduction to the traditional and digital information resources of an academic library. Major topics include reference tools, print and electronic periodical/journal indexes, online catalogs and databases, digital libraries, and bibliographic formats. Students practice techniques for developing research questions, creating search strategies, locating all types of library materials, organizing information, evaluating the credibility of resources, and preparing an annotated bibliography in accordance with the standards of a style manual. This course is recommended for all students. *NR*

### LIB 11 INTRODUCTION TO ELECTRONIC DATABASES

**1 Unit - 1 hour lecture**

*Transfers: CSU, UC*

This course introduces students to electronic database resources used for college research. Emphasis is on search options, content, and the evaluation and citing of online materials, including references to full-text journal articles; E-book collections; and government publications. This course is recommended for all students. LIB 11 was formerly offered as LIB 111. *NR*

### LIB 112 INFORMATION COMPETENCY: INTERNET SEARCHING

**1 Unit - 1 hour lecture**

*Transfers: CSU*

This course is an introduction to online research with an emphasis on information competency and literacy skills necessary for academic study. Course content includes the effective and efficient use of web-search strategies, specialized search tools, techniques for evaluating web resources, recognizing plagiarism, and appropriate bibliographic documentation of scholarly resources retrieved from the Internet. *NR*

## Literature

### LIT 1 INTRODUCTION TO LITERATURE

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Prerequisite: WR 1

LIT 1 introduces the major types of literary expression as well as recurrent themes and motifs, conventions, concerns, and values central to literature and to the understanding of literary texts and contexts. Students read from and respond extensively to literary materials that reflect diversity in genre, historical period, and cultural expression. In this endeavor students will learn how literature might embody and generate meaning, reflect and create culture and engage the human imagination. C-ID: ENGL 120. *NR*

### LIT 7 SURVEY OF CHILDREN'S LITERATURE

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course surveys the historical and cultural development of children's literature. It focuses on critically reading and analytically responding to various forms of children's literature beginning with the oral tradition and its multicultural roots and extending to contemporary texts. The course reviews the social, emotional, and cognitive role literature plays for children. Course topics include the history of children's literature, literary genres, dominant elements and conventions, mainstream and academic responses to children's literature, and criteria for evaluating and books for children. *NR*

**LIT 20 SURVEY OF BRITISH LITERATURE TO 1776****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 201, WR 399, or ESL 201

This course offers a general introduction to and survey of the history of literature written in the British Isles from the pre-Norman period to the American Revolution. Emphasis is placed on major (influential or otherwise significant) texts and authors; intellectual and historical contexts within which literary works arose; the development of literary traditions, conventions, and genres; and the emergence of a "national" literature. C-ID: ENGL 160. *NR*

**LIT 21 BRITISH LITERATURE FROM BLAKE TO THE PRESENT****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 201, WR 399, or ESL 201

This course examines the major genres, issues, and themes central to the study of British literature from the rise of English Romanticism to late modern and contemporary British authors and texts. Students study Romanticism, Victorian literature, Modernism, post-war disillusion, and British literary culture since the Second World War, and examine the social and cultural contexts that shape the development and characteristics of these literary movements. C-ID: ENGL 165. *NR*

**LIT 22 AMERICAN LITERATURE TO TWAIN****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 201, WR 399, or ESL 201

This course examines the genesis of American literary traditions and what, in the views of diverse observers, it meant to be an American. The course surveys American literature from the narratives of exploration and encounter through the captivity narratives and sermons of the Colonial period; covers the political treatises and self-examination of the Enlightenment and Federalist period; and culminates in the Romanticism of the mid-nineteenth century with consideration of dominant and alternative voices. C-ID: ENGL 130. *NR*

**LIT 23 AMERICAN LITERATURE: TWAIN TO THE PRESENT****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 201, WR 399, or ESL 201

Surveys the rich cultural diversity of American literature from Twain through the present. Literary selections represent the distinctively American treatment of such genres as tales, slave narratives, essays, drama, poetry, short fiction, and novels. The course examines the textual features and thematic concerns of the literature of Realism, Naturalism, Regionalism, Modernism, the Harlem Renaissance, the Post-war period, Post-modernism, and the Contemporary period, and considers the historical and intellectual influences on the development of this literature. The course also

addresses varieties of critical approaches to the literature, and explores forces at work in the construction of the American canon. C-ID: ENGL 135. *NR*

## LIT 24 CONTEMPORARY LITERATURE

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Literature 24 examines the work of selected contemporary writers from various traditions, media, and cultures. Emphasis is on contemporary writers from the fifties through today in fiction, creative nonfiction, drama, 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 and from a variety of cultures-in order to study the diversity of novelistic form and content and to discuss the various uses of and critical approaches to the form. *NR*

## LIT 31 INTRODUCTION TO SHORT FICTION

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course studies short fiction from its classical origins to the short stories of contemporary authors. Students examine representative short stories within diverse historical, cultural, and literary traditions, and analyze how writers use central conventions and combine major elements of fiction such as plot, character and setting to establish theme and achieve desired narrative effect. *NR*

## LIT 32 INTRODUCTION TO POETRY

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course is an introductory, historical study of the poetry of various cultures from antiquity to the present. The course introduces poetic conventions and traditions as well as terms and concepts fundamental to the study of poetry, as drawn from prosody, rhetoric, aesthetics, and criticism. In addition, the course explores important movements and essential concerns in the history of poetics. *NR*

## LIT 33 INTRODUCTION TO DRAMA

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course surveys the development of drama and dramatic texts from Greek antiquity through contemporary drama. Students critically read then analytically respond to plays and other dramatic works reflecting a diversity of dramatic periods, traditions, and movements; genres, conventions, and themes; and concerns central to the study of drama. The course emphasizes how students might interpret and argue meaning of a text within historical, social, and literary contexts. *NR*

## LIT 40 INTRODUCTION TO THE HEBREW BIBLE (OLD TESTAMENT)

**3 Units - 3 hours lecture***Transfers: CSU, UC*

This course offers a non-sectarian, general introduction to the Hebrew Bible (Old Testament and Apocrypha) as a literary text. The course specifically studies the historical, cultural, and literary contexts out of which the Hebrew Bible emerged; the development of the Pentateuch, the Prophets, the Psalms, wisdom literature and apocalyptic writings; the process of collecting and ordering the Canon; critical approaches to the text; representations of major characters; the persistence and transformation of major themes; questions of audience; literary genres central to the study of the Hebrew Bible and Ancient Near-Eastern literature; and the influence of the Hebrew Bible on the New Testament and subsequent Western literary texts. *NR*

**LIT 41 INTRODUCTION TO THE NEW TESTAMENT****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course offers a non-doctrinal introduction to the New Testament as a literary text. The course specifically studies the historical, cultural and literary contexts out of which the New Testament emerged; the gospels, the Acts of the Apostles, the epistles, Revelation, and the formation of the Canon; portrayals of Jesus of Nazareth; conflicts in the first-century church; themes, characters, literary genres, and theories of audience central to the study of the New Testament; theories of authorship and dating of New Testament books; and the influence of the New Testament on subsequent select works of Western literature. *NR*

**LIT 43 INTRODUCTION TO SHAKESPEARE****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course provides a close study of William Shakespeare's dramatic work, including early and late plays selected from the histories, comedies, tragedies, satires, and romances. The course emphasizes Shakespeare's variety and development as a dramatic artist. Consideration is given to the social, cultural, and political milieu from which the plays emerged, as well as to the role, function, and performance of dramatic literature within Elizabethan and Jacobean England. *NR*

**LIT 45 WOMEN IN LITERATURE****3 Units - 3 hours lecture***Transfers: CSU, UC*

Recommended Preparation: WR 201, WR 399, or ESL 201

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 themes and issues in women's writing, and the distinctive forms and language that may apply in works by women. *NR*

**LIT 46 INTERCULTURAL LITERATURE****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course examines the literature of people of an emergent culture (defined by gender, ethnicity, race, culture, orientation, or ideology) whose identity and concerns are traditionally ignored or stereotyped by the larger, dominant culture in which it exists. Special emphasis will be placed on the following: (1) the relation between this literature and the traditional literary and critical canon by which it is ignored or marginalized; (2) the way the very existence of such literature challenges the validity of a traditional canon; (3) the way this literature works to define the cultural and personal identity of members of the emergent culture; and (4) the ways this literature works to revise the perception of this culture within the dominant culture. *NR*

## **LIT 48 FILM AND LITERATURE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

The course analyzes films adapted from literary texts, and the relationship between these films and their source texts. Students read, discuss and analyze texts in order to explore themes, issues, and literary forms used to present them, and then view, discuss, and analyze the film adaptation of the text. Emphasis will be placed on the complex relationship between film and its literary source, especially the challenges of adapting the story from a literary audience to a film audience. Also offered as HUM 74; credit given in either area, not both. *NR*

## **LIT 49 POPULAR LITERATURE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 201

This course examines a specific genre or theme within the field of popular literature. Students explore the historical, socio-cultural, political, and literary contexts that foster the development of the genre or theme; the critical conversations surrounding the genre or theme; its traditional and emergent conventions; and its impact on audiences and the development of mainstream and genre literature. *NR*

## **LIT 90 RESEARCH IN LITERATURE**

### **1.5 Units - 1.5 hours lecture**

*Transfers:* CSU, UC

This research course offers students the opportunity to develop their ability to develop, state, and support a about a literary text by designing and conducting a faculty-mentored research project to deepen their interest in literature. Students will produce a project that adheres to MLA guidelines which is presented in class or at a student or professional level conference through a paper, oral presentation, or poster presentation. *NR*

## **Management**

### **MGT 1 INTRODUCTION TO BUSINESS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the US and a global society. Demonstrates how these influences impact the primary areas of business including: organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market; and therefore affect the ability of a business to achieve its organizational goals. C-ID: BUS 110. *NR*

### **MGT 10 STATISTICS FOR BUSINESS AND ECONOMICS**

### **3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 253 with a 'C' or better

Recommended Preparation: ECON 1, ECON 1H, ECON 2, or ECON 2H

This introductory course presents statistical concepts and methods used extensively in economics, business, social sciences, psychology, life and health sciences, and education, including computer-based statistical analysis. Students

study descriptive and inferential statistics and perform statistical analysis. Emphasis is on problem solving and interpretation. Credit may be earned in MGT 10 or 10H, but not both. Also listed as ECON 10 or 10H; credit may be earned in one course, but not all. *NR*

## **MGT 10H STATISTICS FOR BUSINESS AND ECONOMICS HONORS**

**3 Units - 2.5 hours lecture, 1.5 hours lab**

*Transfers: CSU, UC*

Prerequisite: Placement by current assessment process or successful completion of MATH 253 with a 'C' or better

Recommended Preparation: ECON 1 or ECON 1H or ECON 2 or ECON 2H strongly recommended

This introductory honors course presents statistical concepts and methods used extensively in economics, business, social sciences, psychology, life and health sciences, and education including computer-based statistical analysis.

Students study descriptive and inferential statistics and perform statistical analysis. Emphasis is on problem solving and interpretation. This honors course is enriched through a course project that applies statistical analysis to a case study and is shared through a class presentation. Credit may be earned in MGT 10 or 10H, but not both. Also listed as ECON 10 or 10H; credit may be earned in one course, not all. *NR*

## **MGT 12A THE LEGAL ENVIRONMENT OF BUSINESS**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course introduces the law as an instrument of social and political control in society while focusing on fundamental legal principles pertaining to business transactions, including its effects on managerial decision-making and methods of resolving disputes. Topics include sources of law and ethics, contracts, torts, agency, judicial and administrative processes, employment law, forms of business organizations, and domestic and international governmental regulations.

Credit may be earned in either MGT 12A or 12AH, but not both. C-ID: BUS 125. *NR*

## **MGT 12AH THE LEGAL ENVIRONMENT OF BUSINESS HONORS**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course introduces the law as an instrument of social and political control in society while focusing on fundamental legal principles pertaining to business transactions, including its effects on managerial decision-making and methods of resolving disputes. Topics include sources of law and ethics, contracts, torts, agency, judicial and administrative processes, employment law, forms of business organizations, and domestic and international governmental regulations.

The honors course will be enriched through limited class size, seminar format, and a collaborative project. Credit may be earned in either MGT 12A or 12AH, but not both. C-ID: BUS 125. *NR*

## **MGT 68 INTRODUCTION TO INTERNATIONAL BUSINESS**

**3 Units - 3 hours lecture**

*Transfers: CSU, UC*

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. MGT 68 was formerly offered as MGT 268. *NR*

## **MGT 102 PUBLIC SPEAKING FOR BUSINESS**

**3 Units - 3 hours lecture***Transfers:* CSU

This course is designed to increase students' communication skills, both verbal and nonverbal, in business settings. Students will plan, outline, research, organize, prepare, and deliver platform presentations on topics related to business. The course introduces strategies for listening critically, taking a position on a business topic and expressing that position, and adapting presentations to specific audiences. The course also introduces techniques for reducing stress, improving diction, and using visual aids in a business presentation. *NR*

**MGT 104 BUSINESS COMMUNICATION****3 Units - 3 hours lecture***Transfers:* CSU

Prerequisite: WR 1 OR WR 1H

This course is designed to help students develop and refine the written and oral skills necessary to communicate effectively in a business environment. Students plan, compose, and evaluate a variety of written business communications; write reports; make oral presentations; and practice editing and business grammar skills. C-ID: BUS 115. *NR*

**MGT 105 PERSONAL FINANCIAL PLANNING****3 Units - 3 hours lecture***Transfers:* CSU

Recommended Preparation: WR 1 and MATH 253

This course covers the proper management of personal incomes and expenditures using criteria, methodology and resources for effective financial planning. Topics include the study of inflation and business cycles; career planning; money/credit management; insurance analysis; investment and retirement planning; and tax strategies. The course uses an integrative approach that focuses on practical financial decisions making as well as the social, psychological and physiological contexts in which those decisions are made. Students will examine their relationship with money, set personal goals and develop a plan to meet those goals. MGT 105 is also listed as ECON 105; credit will be given in either area, not both. *NR*

**MGT 115 DIVERSITY, BUSINESS AND THE WORKPLACE****3 Units - 3 hours lecture***Transfers:* CSU

This course examines cultural diversity as a driver of organizational and business success as well as the knowledge, skills, and abilities to lead, manage, and interact effectively within diverse business environments. The course explores the influence that historical, social, and cultural experiences and perspectives have in the work place and reviews existing legislation relevant to workplace diversity. This course is valuable for students that seek leadership positions within multicultural environments. *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 theory; planning and control techniques, strategies of organization and control; and the managerial decision-making processes. *NR*

**MGT 125 ORGANIZATIONAL BEHAVIOR**

**3 Units - 3 hours lecture***Transfers:* CSU

This course explores the application of behavioral theory to management practices in order to help students understand business organizations and to take effective action within them. A key area of focus is developing and applying management skills, which include understanding individual differences and diversity, working effectively in teams, motivating and influencing others, active listening, leadership techniques, and managing organizational change. Discussions explore organizational behavior in a variety of business environments, including businesses of different sizes, (e.g. micro, small, medium, and large); and businesses at different stages of development, (e.g., at start-up, growth, maturity, and decline). *NR*

**MGT 135 PRINCIPLES OF MARKETING****3 Units - 3 hours lecture***Transfers:* CSU

This course is an introduction to the marketing system as it functions within the economy. Course topics include product development, pricing, distribution, and promotion. Students will analyze case studies, examining strategies and tactics that reflect current developments in marketing. *NR*

**MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT****1 Unit - 1 hour lab***Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

**MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT****2 Units - 2 hours lab***Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

**MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT****3 Units - 3 hours lab***Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for

attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

## **MGT 168 COOPERATIVE WORK EXPERIENCE: MANAGEMENT**

### **4 Units - 4 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

## **MGT 203 BUSINESS ENGLISH**

### **3 Units - 3 hours lecture**

This course is designed to refine and hone the student's skills in written and spoken English as used in business, professional, or technical settings. The course studies the conventions of English grammar, sentence structure, punctuation, word usage, and style at a professional level and with the precision required in business. *NR*

## **MGT 235 ADVERTISING**

### **3 Units - 3 hours lecture**

This course examines the role of advertising in business and introduces an integrated approach to market communications. The course analyzes the various forms of communication, including print, radio and broadcast advertising; sales promotion; public relations; and direct response marketing. It also explores influences on consumer and business audiences, as well as basic strategies for research; media planning and buying; ad creation; and the role of advertising agencies. *NR*

## **MGT 269 INTERNATIONAL MARKETING**

### **3 Units - 3 hours lecture**

This course offers a comprehensive survey of international marketing, addressing participants, opportunities, and cultural considerations. The course focuses on marketing research techniques, strategies, planning, organization, control, and finance as they pertain to the international arena and to management problems. *NR*

## **MGT 282 RETAIL MANAGEMENT**

### **3 Units - 3 hours lecture**

This course provides a comprehensive review of the basic principles of retailing. It includes a study of consumer behavior, product analysis, location and store layout, personnel administration, buying and handling merchandise, financial merchandise planning and management, and promotional strategies. *NR*

## **MGT 288 HUMAN RESOURCE MANAGEMENT**

### **3 Units - 3 hours lecture**

This course introduces the functions of effective human resource management that help organizations achieve success. It emphasizes ways that human resource management can provide a competitive edge for an organization and be a fundamental element of its organizational strategy. The course examines techniques of human resource planning;

recruiting, selecting, training, and evaluating personnel; compensation and benefits administration; and union/management relations. *NR*

## Marine Science

### MS 20 INTRODUCTION TO OCEANOGRAPHY

#### 4 Units - 3 hours lecture, 3 hours lab

*Transfers:* CSU, UC

Recommended Preparation: WR 201, ESL 201 or WR 399

This is an introductory course studying the physical and chemical properties of the ocean. The principles and components of the dynamic ocean system will be surveyed, including the current techniques for measurement of the physical properties of the oceanic environment. The laboratory will focus on the measurement techniques used by oceanographers to discover how the ocean system works. Field trips may be required. *NR*

## Mathematics

### MATH 2 PRE-CALCULUS

#### 5 Units - 5 hours lecture

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 124 with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course is designed for students who seek a better understanding of and preparation for mathematics prior to enrolling in a calculus course. Topics include the complex number system; elementary functions, including polynomial, rational, algebraic, exponential, logarithmic and trigonometric functions; polar coordinates and parametric equations; relations and their graphs; and methods for solving linear and non-linear systems of equations. C-ID: MATH 155. *NR*

### MATH 3A ANALYTIC GEOMETRY AND CALCULUS I

#### 5 Units - 5 hours lecture

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 2 with a 'C' or better

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, trigonometric, exponential, logarithmic and hyperbolic functions. Applications include related rates and optimization problems. L'hospital's rule is studied. Credit may be earned in MATH 3A or 3AH, but not both. C-ID: MATH 211. *NR*

### MATH 3AH ANALYTIC GEOMETRY AND CALCULUS I HONORS

#### 5 Units - 5 hours lecture

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 2 with a 'C' or better and scoring at least 80% on the MATH 3AH Placement Test

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course covers basic concepts of analytic geometry, limits and continuity; and differentiation and integration of algebraic, trigonometric, exponential, logarithmic and hyperbolic functions. Applications include related rates and optimization problems. L'hospital's rule is studied. This is the Honors version of MATH 3A. It covers the above topics in a more thorough and rigorous manner and covers more realistic applications in greater detail. Research projects are

used to explores connections with other sciences. Credit may be earned in MATH 3A or 3AH, but not both. C-ID: MATH 211. *NR*

## MATH 3B ANALYTIC GEOMETRY AND CALCULUS II

### 5 Units - 5 hours lecture

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 3A or MATH 3AH with a 'C' or better

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 techniques of integration; applications of integration; parametric and polar equations; and improper integrals.

Sequences, infinite series, power series and Taylor's formula are studied. Credit may be earned in either MATH 3B or 3BH, but not both. C-ID: MATH 221. *NR*

## MATH 3BH ANALYTIC GEOMETRY AND CALCULUS II HONORS

### 5 Units - 5 hours lecture

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 3A or MATH 3AH with a 'C' or better and scoring at least 80% on the MATH 3BH Placement Test

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course continues the study of single-variable differential and integral calculus begun in Math 3A. It covers techniques of integration applications of integration; parametric and polar equations; and improper integrals.

Sequences, infinite series, power series and Taylor's formula are studied. This is the Honors version of Math 3B. It covers the above topics in a more thorough and rigorous manner and covers more realistic applications in greater detail. Research projects are used to explore connections with other sciences. Credit may be earned in either MATH 3B or 3BH, but not both. C-ID: MATH 221. *NR*

## MATH 4A ANALYTIC GEOMETRY AND CALCULUS III

### 5 Units - 5 hours lecture

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 3B or MATH 3BH with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course studies vectors and parametric equations, partial differentiation, functions of two or more variables, gradients, higher-order derivatives, multiple integrals, cylindrical and spherical coordinates, vector functions and their derivatives, vector fields, surface and line integrals, the theorems of Green and Stokes, and the Divergence Theorem.

MATH 4A may be taken concurrently with MATH 24 and/or MATH 26. C-ID: MATH 230. *NR*

## MATH 8 COLLEGE ALGEBRA

### 5 Units - 5 hours lecture

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 253 with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course examines algebraic topics and elementary functions for those seeking preparation prior to enrolling in a calculus course for non-STEM majors. Course topics include equations and inequalities, relations and functions, polynomial and rational functions, exponential and logarithmic functions, matrices and determinants, sequences and series, limits, the binomial expansion, and curve sketching techniques. C-ID: MATH 150. *NR*

## **MATH 10 INTRODUCTION TO STATISTICS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Prerequisite: Placement by current assessment process or successful completion of MATH 253 with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course teaches students to collect, organize, describe, and analyze data using the appropriate statistical tools, including 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, hypothesis testing and ANOVA.

Students use a calculator and/or computer to analyze a set of data. The course stresses the application of statistical analysis to the natural, social, and business sciences and to the understanding and use of numerical data by the general public. C-ID: MATH 110. *NR*

## **MATH 11 A BRIEF COURSE IN CALCULUS**

### **4 Units - 4 hours lecture**

*Transfers: CSU, UC*

Prerequisite: Placement by current assessment process or successful completion of MATH 8 with a 'C' or better

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. C-ID: MATH 140. *NR*

## **MATH 20 MATHEMATICS FOR ELEMENTARY TEACHERS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Prerequisite: Placement by current assessment process or successful completion of MATH 253 with a 'C' or better

Recommended Preparation: Concurrent enrollment in a section of TU 301 designated for the use of the Math Center strongly recommended.

This course is designed for current and prospective teachers who seek to improve their knowledge of elementary mathematics. Topics covered include: problem-solving techniques; numeration and whole numbers; integers, rational numbers and real numbers; ratios, proportions, decimals and percents; set theory; elementary number theory. *NR*

## **MATH 24 ELEMENTARY DIFFERENTIAL EQUATIONS**

### **4 Units - 4 hours lecture**

*Transfers: CSU, UC*

Prerequisite: Placement by current assessment process or successful completion of MATH 3B or MATH 3BH with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course includes the study of first-order differential equations; second- and higher-order linear differential equations; equations with constant coefficients; the Laplace transform; systems of equations; series solutions; and the numerical methods of solutions with applications to physics and engineering. MATH 24 may be taken concurrently with MATH 26 and/or MATH 4A. Credit may be earned in either MATH 24 or MATH 24H, but not both. C-ID: MATH 240. *NR*

## **MATH 24H ELEMENTARY DIFFERENTIAL EQUATIONS HONORS**

**4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 3B or MATH 3BH with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course includes the study of first-order differential equations; second- and higher-order linear differential equations; equations with constant coefficients; the Laplace transform; systems of equations; series solutions; and the numerical methods of solutions with applications to physics and engineering. This is the Honors version of MATH 24. It covers the above topics in a more rigorous manner and covers more realistic applications in greater detail. Research projects are used to explore connections with physics and engineering and to model and solve real world applications. MATH 24H may be taken concurrently with MATH 26 or MATH 4A. Credit may be earned in either MATH 24 or 24H, but not both. C-ID: MATH 240. *NR*

**MATH 26 INTRODUCTION TO LINEAR ALGEBRA****4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 3B or MATH 3BH with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course introduces the concepts of linear algebra. Studies include vectors; vector spaces and subspaces; matrices; systems of linear equations; dimension; determinants; eigenvalues and eigenvectors; and linear transformations and their applications. MATH 26 may be taken concurrently with MATH 24 or MATH 4A. C-ID: MATH 250. *NR*

**MATH 30 COMPUTER DISCRETE MATHEMATICS I****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 2 with a 'C' or better

This course is designed primarily for computer science majors. Areas of study include logic, proofs, basic structures, algorithms, integers, matrices, induction, recursion, counting principles, discrete probability, inclusion-exclusion, and graphs and trees. This course is also listed as CS 6A; credit will be given in either area, not both. C-ID: COMP 152. *NR*

**MATH 31 COMPUTER DISCRETE MATHEMATICS II****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 2 with a 'C' or better

This course is designed primarily for computer science majors. Major topics include propositional logic, proofs, relations, graphs, trees, Boolean Algebra, and modeling computation. This course is also listed as Computer Science 6B; credit will be given in either area, not both. *NR*

**MATH 105 MATHEMATICS FOR LIBERAL ARTS STUDENTS****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Placement by current assessment process or successful completion of MATH 253 with a 'C' or better

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: Placement by current assessment process or successful completion of MATH 253 with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course introduces circular and trigonometric functions, their inverses and interrelationships, focusing on both the unit circle and right triangle methodologies. Topics include graphing, conditional equations, laws of sines and cosines, vectors, complex numbers, polar coordinates, and DeMoivre's Theorem. *NR*

## MATH 253 INTERMEDIATE ALGEBRA

### **5 Units - 5 hours lecture**

Prerequisite: Placement by current assessment process or successful completion of MATH 353 with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended

This course is the continuation of elementary algebra and is intended to prepare students for subsequent math classes. It includes the study of the real number system, open sentences in one variable, polynomials, factoring, systems of linear equations, rational numbers, and functions. The course also covers irrational and complex numbers, quadratic equations and functions, exponential and logarithmic functions, and quadratic relations and systems. *NR*

## MATH 310 PRE-STATISTICS

### **5 Units - 5 hours lecture**

Prerequisite: Placement by current assessment process or successful completion of MATH 351 with a 'C' or better

Recommended Preparation: Concurrent enrollment in TU 301 strongly recommended.

This course is designed for non-STEM (Science, Technology, Engineering and Math) students who seek a better understanding of and preparation for mathematics prior to enrolling in statistics. Topics include arithmetic computations; set notation and Venn diagrams; percents, ratios and proportions; basic graphs and data analysis; linear equations and inequalities; functions; systems of linear equations; exponents and polynomials; roots and radicals basics; and basic exponential and logarithmic functions. *NR*

## MATH 350A WHOLE NUMBERS MODULE

### **0.5 Unit - 0.5 hour lecture**

Recommended Preparation: Concurrently enrollment in TU 301 is strongly recommended.

MATH 350A includes a series of online instructional videos and exercises. This module defines whole numbers and introduces operations, rounding, and order of operations with whole numbers using a problem-solving approach. This course is offered pass/no-pass only. *NR*

## MATH 350B FRACTIONS PART 1 MODULE

### **0.5 Unit - 0.5 hour lecture**

Recommended Preparation: Concurrently enrollment in TU 301 is strongly recommended.

MATH 350B includes a series of online instructional videos and exercises. This module defines fractions and mixed numbers and introduces multiplication and division with fractions and mixed numbers using a problem-solving approach. This course is offered pass/ no-pass only. *NR*

## MATH 350C FRACTIONS PART 2 MODULE

### **0.5 Unit - 0.5 hour lecture**

Recommended Preparation: Concurrently enrollment in TU 301 is strongly recommended.

MATH 350C includes a series of online instructional videos and exercises. This module introduces addition and subtraction of fractions and mixed numbers, their comparison, and applications of the order of operations using a problem-solving approach. This course is offered pass/no-pass only. *NR*

## **MATH 350D DECIMALS MODULE**

### **0.5 Unit - 0.5 hour lecture**

Recommended Preparation: Concurrently enrollment in TU 301 is strongly recommended.

MATH 350D includes a series of online instructional videos and exercises. This module defines decimals, introduces operations, rounding and order of operations with decimals using a problem-solving approach. This course is offered pass/no-pass only. *NR*

## **MATH 350E RATIOS AND PROPORTIONS MODULE**

### **0.5 Unit - 0.5 hour lecture**

Recommended Preparation: Concurrently enrollment in TU 301 is strongly recommended.

MATH 350E includes a series of online instructional videos and exercises. This module defines ratios and proportions using a problem-solving approach. This course is offered pass/no-pass only. *NR*

## **MATH 350F PERCENTS PART 1 MODULE**

### **0.5 Unit - 0.5 hour lecture**

Recommended Preparation: Concurrently enrollment in TU 301 is strongly recommended.

MATH 350F includes a series of online instructional videos exercises. This module defines percents, introduces conversions of decimals and fractions into percents and vice a versa, and uses percents in solving word problems. This course is offered pass/ no-pass only. *NR*

## **MATH 350G PERCENTS PART 2 MODULE**

### **0.5 Unit - 0.5 hour lecture**

Recommended Preparation: Concurrently enrollment in TU 301 is strongly recommended.

MATH 350G includes a series of online instructional videos and exercises. This module covers applications of percents, including calculating percentage increases and decreases, sales tax, commissions, discounts, and interest using a problem-solving approach. This course is offered pass/no-pass only. *NR*

## **MATH 350H MEASUREMENT AND GEOMETRY**

### **0.5 Unit - 0.5 hour lecture**

Recommended Preparation: Concurrently enrollment in TU 301 is strongly recommended.

MATH 350H includes a series of online instructional videos and exercises. This module covers the conversions within and between the British and metric units of measurement as well as procedures to calculate perimeter, circumference, area and volume using a problem-solving approach. This course is offered pass/ no-pass only. *NR*

## **MATH 351 ARITHMETIC REVIEW AND PRE-ALGEBRA MATHEMATICS**

### **3 Units - 3 hours lecture**

Corequisite: MATH 351L

Recommended Preparation: MATH 350A, MATH 350B, MATH 350C, MATH 350D, MATH 350E, MATH 350F, MATH 350G or MATH 350H

This course reviews the fundamentals of arithmetic computation with whole numbers, fractions, and decimals. Students focus on developing estimating skills and solving a variety of problems using ratios and proportions, percents,

measurements in US and metric units, and geometric formulas. The course is designed for students who need a rapid review before taking a more advanced mathematics course. *NR*

## MATH 351L MATH 351 LEARNING ASSISTANCE

### **0 Units - 1 hour learning center**

Corequisite: MATH 351

This zero-unit, open-entry/open-exit course provides supplemental learning assistance to students concurrently enrolled in MATH 351. *R-E-99*

## MATH 353 ELEMENTARY ALGEBRA

### **5 Units - 5 hours lecture**

Prerequisite: Placement by current assessment process or successful completion of MATH 351 with a 'C' or better

Corequisite: MATH 353L

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 real numbers and algebraic expressions; graph and solve linear equations and inequalities; and perform algebraic operations with polynomials, rational expressions, and equations. This course is similar to the first year of high school algebra. *NR*

## MATH 353L MATH 353 LEARNING ASSISTANCE

### **0 Units - 1 hour learning center**

Corequisite: MATH 353

This zero-unit, open-entry/open-exit course provides supplemental learning assistance to students concurrently enrolled in MATH 353. *R-E-99*

## Mathematics: Special Services

## MSS 325 BASIC ARITHMETIC SKILLS

### **3 Units - 3 hours lecture**

Limitation: Placement in this course is based on learning disability assessment, eligibility, and an individual education plan

Although this course is open to anyone, it is designed for students with learning disabilities who need to review the fundamentals of arithmetic computation. Course topics include adding, subtracting, multiplying, and dividing whole numbers and fractions; converting fractions, decimals, and percents; solving word problems; and calculating ratios and proportions. *NR*

## Music

## MUS 1 THE BASICS OF MUSIC

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is a study of the basic principles and structures of music, including rhythm and pitch notation, basic properties of the sound, counting, major and minor scales, key signatures, intervals, triads and dominant seventh chords. It is designed to develop the student's basic skills in music reading, sight singing, and aural identification, as well as handwritten notation. The course is recommended for music majors but is open to all students. Credit may be earned in either MUS 1 or MUS 1H, but not both. C-ID: MUS 110. *NR*

## **MUS 1H THE BASICS OF MUSIC HONORS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This honors course is a study of the basic principles and structures of music, including rhythm and pitch notation, basic properties of the sound, counting, major and minor scales, key signatures, intervals, triads and dominant seventh chords. It is designed to develop the student's basic skills in music reading, sight singing, and aural identification, as well as handwritten notation. This honors course will be enriched through limited class size, seminar format, more extensive reading and research assignments, and a songwriting project. Credit may be earned in either MUS 1 or MUS 1H, but not both. C-ID: MUS 110. *NR*

## **MUS 2H MUSIC THEORY AND CULTURE HONORS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC credit pending*

This course gives students opportunity to learn music theory from a beginning stage with a historical and global cultural approach. Students develop their capacity to create exercises of their own and learn the material by appreciating the cultural aspect. Musical elements such as rhythm, pitch, form, basic chord progressions, timbre, and texture are covered in musical literature. This course is a beginning level and no knowledge of music is required. This honors course includes music theory materials with a greater emphasis on applications. Concert attendance may be required. C-ID: MUS 110. *NR*

## **MUS 3 HARMONY I**

### **4 Units - 4 hours lecture**

*Transfers: CSU, UC*

Recommended Preparation: MUS 1

This course is required for music majors and involves an intensive study of diatonic harmony in major and minor modes, roman numeral analysis of chords and their voice leading; figured bass symbols, part-writing using root position triads and dominant seventh chord; harmonization of the given melody with non-chord tones, triads, seventh chords, inversions of triads and seventh chords, three types of six-four chords, tonal harmonic progressions, and cadences. The student will study the writing of diatonic melodies and harmonies. Sight-singing, keyboard harmony, ear training and dictation are included. C-ID: MUS 120. *NR*

## **MUS 4 HARMONY II**

### **4 Units - 4 hours lecture**

*Transfers: CSU, UC*

Prerequisite: MUS 3

Intense study of diatonic harmony in major and minor modes including non-chord tones, treatment of seventh chords, secondary functions and modulations to relative as well as closely related keys. The student will study the writing of two part counterpoint, singing, and recognition of diatonic single melodies as well as four-part harmony. Sight-singing, keyboard harmony, ear training and dictation are included. C-ID: MUS 130. *NR*

## **MUS 5 HARMONY III**

### **4 Units - 4 hours lecture**

*Transfers: CSU, UC*

Prerequisite: MUS 4

This course studies chromatic harmonic elements (secondary functions, modulatory techniques, mode mixture, Neapolitan chords, augmented chords, augmented sixth chords, and enharmonic spellings). Students will study the

application of these chromatic harmonic elements in musical masterworks of the second half of the nineteenth century; analyze the usage of chromatic chords, their preparation and resolution; and create examples of chromatic writing. The course will include sight-singing, ear training, keyboard harmony and dictation of chromatic melodies, harmonic dictation of two, three and four-part textures, and rhythmic dictation. This course is required for all music majors. C-ID: MUS 140. *NR*

## MUS 6 HARMONY IV

### **4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: MUS 5

This course studies harmony of the twentieth and twenty-first centuries focusing on different techniques including ninth, eleventh, and thirteenth chords; Impressionism; church modes, altered harmony; secundal and quartal harmony; polychord construction and polytonal concepts; twelve-tone system; minimalism; chance music; neotonism; and sound mass. Students are required to compose short musical fragments and complete presentations on composers who developed these topics and/or compose pieces of music involving one or more of these techniques. Musicianship (ear training, dictation, keyboard harmony, and sight-singing) is included. This course is required of all music majors. C-ID: MUS 150. *NR*

## MUS 7 POP SONG WRITING

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: MUS 1

Study and training on the usage of the traditional musical elements necessary to build popular songs. The elements include intervals, chords, chord progressions, scales, modes, rhythms, meters, cadences, modulations, structures, melodic treatment, and the relationship between lyrics and music. *NR*

## MUS 20 MUSIC APPRECIATION

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course introduces skills for listening to music, with an emphasis on the Euro-Western classical music traditions. Students will learn to identify components of music such as meter, texture, tempo, dynamics, orchestration and style characteristics. Students will also learn biographical information regarding significant composers, as well as cultural, economic, political, religious, and social contexts in which these traditions have existed. May require attendance at live concerts. Credit may be earned in either MUS 20 or MUS 20H, but not both. C-ID: MUS 100. *NR*

## MUS 20H MUSIC APPRECIATION HONORS

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course introduces skills for listening to music, with an emphasis on Euro-Western classical music traditions. Students will learn to identify components of music such as meter, texture, tempo, dynamics, orchestration and style characteristics. Students will also learn biographical information regarding significant composers, as well as cultural, economic, political, religious, and social contexts in which these traditions have existed. May require attendance at live concerts. Students in this Honors course will also learn biographical information on secondary composers, listen to and discuss additional repertoire, and write a term paper on a genre or composer. Credit may be earned in either MUS 20 or 20H, but not both. C-ID: MUS 100. *NR*

## MUS 21 WORLD MUSIC

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course introduces skills for listening to music within both Western and non-Western musical traditions. Students study vocal and instrumental traditions, as well as musical components such as tempo, dynamics, texture, orchestration, form, and style characteristics. Students also consider historical, cultural, socio-economic, religious, and/or political contexts and issues that bear upon the music. Attendance at live concerts may be required. *NR*

**MUS 27 HISTORY OF JAZZ****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course introduces the history and development of musical styles, genres, forms, techniques, musicians, and the social-political, and economic contexts of jazz. Emphasis is on history, musicians, the nature of the styles, and the various other contexts of jazz. May require attendance at live concerts. *NR*

**MUS 28 HISTORY OF ROCK MUSIC****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course traces the development and history of rock music in the United States. Students study musical, sociological and political aspects of rock music as well as important people, ensembles, and institutions of the genre. The course includes a general study of musical elements such as melody, harmony, rhythm and orchestration as they pertain to the diverse styles of rock music. Attendance at live concerts may be required. *NR*

**MUS 38 IRVINE VALLEY CHORALE****2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

The Chorale focuses on the rehearsal and performance of repertoire for mixed voices both a cappella and accompanied, from a variety of style periods, and in a variety of languages. Public performance is required for credit. *NR*

**MUS 39 IRVINE VALLEY MASTER CHORALE****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

The Chorale focuses on the study, rehearsal, and performance of repertoire for mixed voices both a capella and accompanied, from a variety of style periods, and in a variety of languages with an emphasis on the development of individual musicianship and the skills needed to perform within an ensemble. Public performance, both on and off campus, in formal concerts, is required for credit. C-ID: MUS 180. *R-E-3*

**MUS 40 WIND SYMPHONY****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: Not a beginning instruments course. Students must have previous band or orchestral wind or percussion instrument training and experience.

The Wind Symphony performs wind and percussion literature from the Renaissance, Baroque, Classical, and Romantic periods, as well as twentieth century and contemporary works including, the performance of both professional and

student new compositions. The repertoire varies each semester. Instrumentation will vary according to the demands of the literature. The emphasis is on a high degree of individual musicianship and the skills needed to perform within an ensemble. Participation in formal concerts, both on and off campus, is required. C-ID: MUS 180. *R-E-3*

## **MUS 42 SYMPHONY ORCHESTRA**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: Not a beginning instruments course. The student must already have played string, wind or percussion instrument in an orchestra.

The Symphony Orchestra performs orchestral repertoire from the Renaissance, Baroque, Classical, and Romantic periods, as well as twentieth century and contemporary works including, the performance of both professional and student new compositions. The repertoire varies each semester. Instrumentation will vary according to the demands of the literature. The emphasis is on a high degree of individual musicianship and the skills needed to perform within an ensemble. Participation in formal concerts, both on and off campus, is required. C-ID: MUS 180. *R-E-3*

## **MUS 44 GUITAR ENSEMBLE**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: Students must have previous classical guitar training. Not a beginning instruments course.

The Guitar Ensemble performs repertoire for multiple guitars in both large and small ensembles, from Renaissance music to contemporary literature, including the performance of both professional and student new compositions.

Emphasis is on a high degree of individual musicianship, sight-reading, and ensemble performance. Participation in formal concerts, both on and off campus, is required. *R-E-3*

## **MUS 46 JAZZ ENSEMBLE**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only.

Not a beginning instruments course. Students should have previous experience playing saxophone, trumpet, trombone, keyboard or rhythm section instruments. The Jazz Ensemble focuses on the rehearsal and performance of standard jazz specific repertoire for big band ensembles ranging from swing to contemporary genres including the performance of both professional and student new compositions. The repertoire varies each semester. Instrumentation will vary according to the demands of the repertoire. The emphasis is on a high degree of individual musicianship and the skills needed to perform within an ensemble. Participation in formal concerts, both on and off campus, is required. C-ID: MUS 180. *R-E-3*

## **MUS 50 APPLIED MUSIC: INSTRUMENTAL**

### **0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Corequisite: MUS 53

Limitation: By audition only

This course provides one half-hour individual lesson per week in a traditional band or orchestral instrument or classical guitar with an instructor on the Applied Music faculty. A performance for a faculty jury is required at the end of the semester. The course is designed for the music major whose performance ability is at a college level. The emphasis is on the progressive development of skills needed for solo performance. *R-E-3*

## **MUS 51 APPLIED MUSIC: KEYBOARD**

**0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Corequisite: MUS 53

Limitation: By audition only

This course provides one individualized keyboard lesson per week with an instructor on the Applied Music faculty. Performances for a faculty jury will be required at the end of the semester. The course is designed for the music major whose performance ability is at a college level. The emphasis is on the progressive development of skills needed for solo performance. Students will be required to attend concerts. *R-E-3*

**MUS 52 APPLIED MUSIC: VOICE****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

Corequisite: MUS 53

Limitation: By audition only

This course provides one half-hour individual voice lesson per week with an instructor on the Applied Music faculty. Performances for a faculty jury will be required at the end of the semester. The course is designed for the music major whose performance ability is at a college level. The emphasis is on the progressive development of skills needed for solo performance. *R-E-3*

**MUS 53 APPLIED MUSIC PERFORMANCE WORKSHOP****0.5 Unit - 1.5 hours lab**

*Transfers:* CSU, UC

MUS 53 is required of all auditioned music majors enrolled in MUS 50, MUS 51 or MUS 52. It is designed to teach, train and prepare students for a successful career in music. Students are required to perform repertoire or exercises associated with their Applied Music area, critique the performances of their peers, and plan for, manage and achieve success both while in college and beyond college. Students also participate in and attend concerts, recitals and master classes; organize and prepare programs; critique each others' performances, learn how to manage and execute all aspects of pre- and post-performance production, listen to presentations from and meet with professional musicians and IVC music alumni and learn to apply expected professional standards and obligations of being a professional in the many related professions. *R-E-3*

**MUS 54 PIANO I****2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

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. Students are limited to enrollment in four piano courses (MUS 54, 55, 56, 57, 62, or 65) for a maximum of 8 units. *NR*

**MUS 55 PIANO II****2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: MUS 54

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. Students are limited to enrollment in four piano courses (MUS 54, 55, 56, 57, 62, or 65) for a maximum of 8 units. *NR*

### **MUS 56 PIANO III**

#### **2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: MUS 55

This course provides group piano instruction at the intermediate level. Students focus on the performance of repertoire from the Baroque, Classical, Romantic, and Modern periods, as well as popular compositions. The course stresses various aspects of piano technique, including major and minor scales; arpeggios in three octaves; keyboard harmonizations; and stylistic interpretation. Regular practice outside of class and concert attendance are required.

Practice pianos are available on campus. Students are limited to enrollment in four piano courses (MUS 54, 55, 56, 57, 62, or 65) for a maximum of 8 units. *NR*

### **MUS 57 PIANO IV**

#### **2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: MUS 56

This course provides group instruction in piano at the advanced level. The course focuses on the historical background and theoretical structure of works from the Baroque, Classical, Romantic, and Modern periods; and on the analysis and criticism of each performance through teacher and group discussion. Preparation for performances includes research and listening in addition to much practice. Students strengthen and refine skills in style, interpretation, and technique, participating in both individual and group assignments. Practice and recital attendance are required. Practice pianos are available on campus. Students are limited to enrollment in four piano courses (MUS 54, 55, 56, 57, 62, or 65) for a maximum of 8 units. *NR*

### **MUS 59 PIANO PERFORMANCE AND ENSEMBLE**

#### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: MUS 57

The Piano Performance Ensemble performs solo and collaborative repertoire from Baroque to contemporary commissioned works. Instrumentation will vary according to the demands of the literature. The emphasis is on the development of individual musicianship and collaborative playing. Participation in formal concerts is required. *R-E-3*

### **MUS 62 COLLABORATIVE PIANO**

#### **1.5 Units - 1 hour lecture, 2 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: MUS 59

This course studies the techniques of instrumental and vocal collaboration. An overview of chamber music repertoire will be reviewed. Particular emphasis will be given to style, interpretation and techniques of collaborative playing and sight-reading. Students are limited to enrollment in four piano courses (MUS 54, 55, 56, 57, 62, or 65) for a maximum of 8 units. *NR*

### **MUS 65 PIANO ACCOMPANYING**

#### **1.5 Units - 1 hour lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: MUS 59

This course is designed to give students experience and technique for instrumental and vocal accompaniment. Students will perform a variety of pieces in class, receiving critique on balance, phrasing, and tempos. Students will be coached on watching and following soloists, rehearsal practices, and how to support the soloist throughout the process of performing. In the class, there will be mock experiences where students will have to adapt to soloists that skip sections, get lost, or need additional support during a concert. Emphasis will also be given to style, interpretation and techniques of accompanying and sight-reading. Students are limited to enrollment in four piano courses (MUS 54, 55, 56, 57, 62, or 65) for a maximum of 8 units. *NR*

## MUS 80 VOICE I

### **2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: MUS 1

This course introduces students to vocal techniques for the unamplified voice, with a special emphasis on body alignment; breathing; and free, efficient tone production. Students perform vocal literature from a variety of cultures and genres, including art songs, folk songs, and songs of the musical theatre. Concert attendance may be required. *NR*

## MUS 81 VOICE II

### **2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: Prior completion of MUS 80.

This course provides continued instruction in vocal techniques for the unamplified voice, with a special emphasis on registration, resonance, and performance considerations. Students perform in class vocal literature for a variety of genres, including art songs, folk songs, and songs of the musical theatre. The course introduces repertoire in English, as well as Italian and other Romance languages. Concert attendance may be required. *NR*

## MUS 82 VOICE III

### **2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: Prior completion of MUS 81.

This course is designed to give singers regular opportunities to perform in class and in public. Students concentrate on applying strategies to further enhance diction, breath support, care of the voice, and expression. They evaluate their own singing technique and receive written and verbal feedback from each other and the instructor. The focus of the repertoire varies each time the course is offered. Attendance at concerts may be required. *NR*

## MUS 83 GUITAR I

### **2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: Prior completion of or concurrent enrollment in MUS 1

This is a course emphasizing beginning guitar techniques and repertoire focused on the first position. 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. In the study of the first position, the student is exposed to sharps, flats, natural signs, and key signatures. Students will perform two-part pieces. The course is designed for beginning guitarists and/or guitarists with no music reading background. Field trips may be required. *NR*

## MUS 84 GUITAR II

**2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: MUS 83

This is a course emphasizing guitar level II techniques and repertoire. Topics include chords, music in two lines, ligado techniques, dotted notes, dynamic markings, and tempo indications. The student will be introduced to Renaissance, Baroque, Classical, Romantic, and Modern pieces in the 2nd through 4th positions. This course is designed for intermediate guitarists with some music reading background. Field trips may be required. *NR*

**MUS 85 GUITAR III****2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: MUS 84

MUS 85 emphasizes guitar techniques, repertoire and interpretation for playing in the 5th through 7th positions. Topics include reading in the higher positions, contrapuntal music, harmonics, and ornamentation. The student will study and play a variety of exercises and repertoire representative of the Renaissance, Baroque, Classical, Romantic, and Modern periods as well as selected compositions from the modern folk and pop music genre. The course is designed for those guitarists who are approaching advanced levels with a strong music reading background. Field trips may be required.

*NR*

**MUS 86 CLASSICAL GUITAR IV****2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

This is a course emphasizing advanced classical guitar techniques, repertoire, interpretation, history and performance practice as it relates to the various style periods. The course is designed to take the student to the next level of both technique and musicianship. Topics include reading in the higher positions, contrapuntal music, harmonics (natural and artificial), ornamentation and improvisation. The student will study Renaissance, Baroque, Classical, Romantic and Modern pieces in all positions. Further topics include accompanying techniques, reading from figured bass and other continuo skills. Alternate tunings including various open tunings will be discussed. This course includes solo and small ensemble repertoire as well as repertoire for large ensembles of multiple guitars. *NR*

**MUS 87 JAZZ AND POPULAR VOICE****2 Units - 1.5 hours lecture, 1.5 hours lab**

*Transfers:* CSU, UC

Prerequisite: MUS 180

Recommended Preparation: MUS 1

Introduction to the study and performance of songs in the popular and jazz idioms. Topics include vocal production, microphone techniques, and styles. Includes in-class performance. *NR*

**MUS 112 INTRODUCTION TO MUSIC TECHNOLOGY****2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU

Recommended Preparation: MUS 1 and MUS 3

This course provides instruction on currently used electronic equipment such as computers, synthesizers, mixing boards, microphones and Musical Instrument Digital Interface (MIDI). Students learn how to operate these equipment using the computer as a controller with current software. Emphasis is placed on technical aspects with a creative approach. *NR*

## **MUS 113 INTRODUCTION TO MUSIC BUSINESS**

### **2 Units - 2 hours lecture**

*Transfers:* CSU

This course presents an overview of the business and legal aspects of the music industry. Topics include: record contracts, publishing, licensing, distribution, and copyright. In addition, the duties and responsibilities of producers, agents, managers, promoters and performing artists will be covered extensively. *NR*

## **MUS 255 BEGINNING PIANO PEDAGOGY**

### **3 Units - 3 hours lecture, 1 hour lab**

Recommended Preparation: MUS 57, MUS 59, or minimum of four years of piano studies.

MUS 255 examines a variety of published pedagogy methods and music conservatory traditions for teaching beginning piano. Students study pedagogy tools, music education software, music games, and pedagogy traditions from around the world such as the Kodaly Method, Dalcroze Eurhythmics, and Suzuki Method. This course will emphasize how to set up the hand position of a beginning student as well as varying approaches to teaching musical expression. It will discuss different learning modalities and how to work with students with special needs. Students will create lesson plans for private and group instruction for different age groups and will be evaluated on their teaching. Guest teachers will present monthly on varying topics. Students will be required to observe master teachers. *NR*

## **MUS 256 INTERMEDIATE AND ADVANCED PIANO PEDAGOGY**

### **3 Units - 3 hours lecture, 1 hour lab**

Recommended Preparation: MUS 57, MUS 59, or minimum of 4 years of piano studies.

This course examines a variety of published pedagogy methods and music conservatory traditions for teaching intermediate and advanced piano. Students will study pedagogy tools and traditions from around the world. This course will emphasize how to set up the hand position and technique of an intermediate and advanced student as well as varying approaches to teaching musical expression. Students will learn tools for motivating teenage students and taking their practicing skill to a more advanced level. Students will create lesson plans for private and group instruction for different age groups. Students will receive evaluation on their teaching. Guest teachers will present monthly on varying topics. Students will be required to observe master teachers on and off campus. *NR*

## **Nutrition**

### **NUT 1 PRINCIPLES OF NUTRITION**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course provides a thorough introduction to the principles of nutrition and their application in wellness and disease. The course includes discussions of the role, function and sources of carbohydrates, proteins, fats, vitamins, minerals, and water; food pyramids, diets, and fads; food safety; changing nutritional needs; and global issues such as world hunger. Emphasis is on assessing nutritional information and applying it to the individual diet. *NR*

### **NUT 2 SPORT NUTRITION**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course provides a thorough introduction to the principles of nutrition as applied to sport. The course will provide the student with a basic understanding of how nutrition affects physical performance and sport. The course will focus on understanding how nutritional choices can be modified to maximize performance potential. This will

include an overview of the basic food groups (carbohydrate, fats, and protein), energy metabolism, vitamins and minerals, hydration, ergogenic aids, special populations, weight management, and training/performance diets. An emphasis will be placed on applying the principles to designing a nutritional program for an athlete. *NR*

## Philosophy

### PHIL 1 INTRODUCTION TO PHILOSOPHY

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Introduction to Philosophy explains the tools and methods of the philosopher and introduces a few representative philosophical issues. Typical issues are the free will problem, the problem of personal identity, the question of God's existence, and the question of the nature of knowledge of the external world. C-ID: PHIL 100. *NR*

### PHIL 2 INTRODUCTION TO ETHICS

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This philosophy course examines the concept of morality and ethics, ethical theories, and applications of theory to issues of our day. C-ID: PHIL 120. *NR*

### PHIL 3 INTRODUCTION TO LOGIC

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

The course introduces principles of valid reasoning of deductive logic. The course concentrates on formal techniques of sentential logic. C-ID: PHIL 110. *NR*

### PHIL 5 POLITICAL PHILOSOPHY

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399, ESL 201

This course is designed as an introduction to the study of political philosophy. The course engages prominent works from the history of political thought while addressing the concepts, questions, tensions and problems that guide the study of politics. Among these are: what is justice; what are the goals of a decent society; what is the nature of citizenship and what are its corresponding privileges, immunities, and obligations; what is the nature of political obligation and are there limits to that obligation; what is the appropriate division between rights and responsibilities; how should liberty and equality be balanced? To this end, Political Philosophy examines classic, modern, and contemporary works from the tradition of political thought. PHIL 5 is also listed as PS 5; credit will be given in either area, not both. *NR*

### PHIL 10 ANCIENT PHILOSOPHY

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course addresses Ancient Philosophy with emphasis on the development of Greek philosophy from the Pre-Socratics through Aristotle. C-ID: PHIL 130. *NR*

## **PHIL 11 MODERN PHILOSOPHY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course addresses 17th through 18th Century Western philosophy, emphasizing epistemology and metaphysics.

The course traces the development of the Modern empiricist and rationalist traditions and Kant's "Copernican Revolution" of that debate. C-ID: PHIL 140. *NR*

## **Photography**

### **PHOT 1 HISTORY OF PHOTOGRAPHY**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course presents an overview of the history, technology, and aesthetics of the science/art of photography from the earliest experiments in the medium to the present. The course analyzes trends that led to the contemporary expression of the medium in the late twentieth century. Students must attend at least one major photography exhibition. This course is required of photography majors. PHOT 1 is also listed as ARTH 1; credit will be given in either area, not both. *NR*

### **PHOT 51 BEGINNING DIGITAL PHOTOGRAPHY**

#### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: CIM 221.1 and CIM 221.2

This beginning course focuses on digital photography as a creative medium. Emphasis will be placed on conceptual, technical, and creative photography skills. The course covers the use of digital cameras and digital imaging software to capture, import, edit, and distribute digital photographs. PHOT 51 is also listed as DMA 51; credit will be given in either area, not both. *NR*

### **PHOT 52 INTERMEDIATE DIGITAL PHOTOGRAPHY**

#### **3 Units - 2 hours lecture, 4 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: DMA 51/PHOT 51

This course addresses the theoretical, aesthetic, and technical application of photography at an intermediate level. Fine art and commercial photography subjects will be explored. Emphasis will be placed on producing a portfolio of original photographs using creative lighting, color, and digital effects. PHOT 52 is also listed as DMA 52; credit will be given in either area, not both. *NR*

## **Physics**

### **PHYS 2A INTRODUCTION TO PHYSICS**

#### **4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: MATH 124

This course is intended for students in the sciences and related subjects who are required to complete a physics course based on precalculus mathematics. The major emphasis is on mechanics with additions from properties of matter, vibrations and waves and thermodynamics. Topics include kinematics and dynamics in one and two dimensions; vectors; Newton's laws; conservation of energy and momentum; kinematics and dynamics of rotational motion; harmonic motion; and selected topics from properties of matter and thermodynamics. C-ID: PHYS 105. *NR*

## PHYS 2B INTRODUCTION TO PHYSICS

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: PHYS 2A

This course is a continuation of Physics 2A. Major emphasis is on electricity, magnetism and optics with additions from modern physics. Topics include electrostatics, electrical potential, circuits, magnetic forces and fields, induction, electromagnetic waves, AC circuits, ray optics, interference and diffraction of light, and selections from modern physics. C-ID: PHYS 110. *NR*

## PHYS 4A GENERAL PHYSICS

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: MATH 3A

Recommended Preparation: MATH 3B

This is a calculus-based introduction to classical mechanics. Kinematics in one and two dimensions; forces and equilibrium; Newton's laws; particle dynamics; universal gravitation; conservation laws; work and potential energy; collisions; kinematics and dynamics of rigid bodies and oscillations are studied. C-ID: PHYS 205. *NR*

## PHYS 4B GENERAL PHYSICS

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: PHYS 4A and MATH 3B or MATH 3BH

A calculus-based introduction to classical electromagnetism. Electrostatic forces and fields, Gauss's Law, potential, currents and circuits, magnetic forces and fields, induction, Maxwell's equations and electromagnetic waves are the major topics of study. C-ID: PHYS 210. *NR*

## PHYS 4C GENERAL PHYSICS

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: PHYS 4A and MATH 3B or MATH 3BH

Recommended Preparation: Concurrent enrollment in MATH 4A or MATH 24 or MATH 24H strongly recommended.

This is a calculus-based introduction to thermodynamics, light, and modern physics. Included are the kinetic theory of gases, laws of thermodynamics, thermal processes, properties of light, optical images, interference and diffraction, electromagnetic waves, relativity, and atomic and nuclear concepts. C-ID: PHYS 215. *NR*

## PHYS 20 THE IDEAS AND EVENTS OF PHYSICS

**4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

This is a survey course intended for students who are not majoring in science. Previous physics training and extensive

mathematical background are not required. Focus is on major discoveries, ideas, concepts and methods in physics. Included are simple motions, the nature of matter and energy, and electrical and nuclear science. This course is designed to prepare students for more advanced physics courses. *NR*

## **PHYS 167 COOPERATIVE WORK EXPERIENCE: PHYSICS**

### **1 Unit - 1 hour lab**

*Transfers:* CSU

Prerequisite: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements or a certificate. *NR*

## **Political Science**

### **PS 1 AMERICAN GOVERNMENT**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course provides a survey of the principles, personalities, problems, and issues of government at the national, state and local levels. Topics include the 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. Credit may be earned in either PS 1 or PS 1H, but not both. C-ID: POLS 110. *NR*

### **PS 1H AMERICAN GOVERNMENT HONORS**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course provides a survey of the principles, personalities, problems, and issues of government at the national, state and local levels. Topics include the US Constitution; federalism and state constitutions, with special emphasis on California; political ideologies; political parties, interest groups and elections; the legislature; the presidency and the federal bureaucracy; the judiciary; and domestic and foreign policy making. This honors course will be enriched through limited class size, more independent reading, expectation of a greater degree of student participation and involvement, and research assignments that allow the student to pursue topics and projects of individual interest. Students are encouraged to participate in honors research conferences. Credit may be earned in either PS 1 or PS 1H, but not both. C-ID: POLS 110. *NR*

### **PS 3 CALIFORNIA GOVERNMENT AND POLITICS**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course examines the structure and function of California state and local governments from a national comparative perspective. Major issues facing the state will be critically examined, such as the economy, immigration, environmental protection, crime and education. *NR*

## **PS 4 INTRODUCTION TO POLITICAL SCIENCE**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 201

This course is an introduction to the study of politics designed to familiarize students with the basic systems, ideologies and models of political analysis. Among the topics of discussion are the relationship of political science to culture, economics and international affairs; and the challenges posed by analytical approaches used to explain the behavior of individuals, groups and states. C-ID: POLS 150. *NR*

## **PS 5 POLITICAL PHILOSOPHY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 201

This course is designed as an introduction to the study of political philosophy. The course engages prominent works from the history of political thought while addressing the concepts, questions, tensions and problems that guide the study of politics. Among these are: what is justice; what are the goals of a decent society; what is the nature of citizenship and what are its corresponding privileges, immunities, and obligations; what is the nature of political obligation and are there limits to that obligation; what is the appropriate division between rights and responsibilities; how should liberty and equality be balanced? To this end, Political Philosophy examines classic, modern, and contemporary works from the tradition of political thought. PS 5 is also listed as PHIL 5; credit will be given in either, not both. C-ID: POLS 120. *NR*

## **PS 6 POLITICS AND GOVERNMENT OF THE MIDDLE EAST**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, ESL 201, or WR 399

This course introduces students to the historical, ideological and social foundations of the governments and politics of the major Middle Eastern states, including Iran, Turkey, Israel, Egypt and Saudi Arabia. The course explores issues of regional and international importance, including human rights and democratization, economic development, politicized religion, the Arab-Israeli conflict, and the politics of oil. *NR*

## **PS 7 THE POLITICS OF COMMUNIST AND POST-COMMUNIST STATES**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 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, WR 399, or ESL 201

This course introduces students to analytical methods used to compare political systems and governments. It examines the politics of selected foreign states from among industrial democracies, developing countries, and communist and

post-communist systems. Issues given particular attention include democratization, economic development, ideologies, political culture and political change. Credit may be earned in either PS 12 or PS 12H, but not both. C-ID: POLS 130. *NR*

## **PS 12H COMPARATIVE POLITICS HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course is an enriched introductory course on comparative politics that introduces students to analytical methods used to compare political systems and governments. It examines the politics of selected foreign states from among industrial democracies, developing countries, and communist and post-communist systems. Issues given particular attention include democratization, economic development, ideologies, political culture and political change. PS 12H is enriched through smaller class size, more rigorous reading and writing, and research assignment. Credit may be earned in either PS 12 or PS 12H, but not both. C-ID: POLS 130. *NR*

## **PS 14 INTERNATIONAL RELATIONS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 201

This course introduces students to the major theoretical explanations of conflict, cooperation, economic growth and redistribution in international affairs, explores important historical and contemporary debates in international politics, and teaches students to critically think about international relations. Credit may be earned in either PS 14 or PS 14H, but not both. C-ID: POLS 140. *NR*

## **PS 14H INTERNATIONAL RELATIONS HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399 or ESL 201

This course introduces students to the major theoretical explanations of conflict, cooperation, economic growth and redistribution in international affairs, explores important historical and contemporary debates in international politics, and teaches students to critically think about international relations. This honors course will be enriched through limited class size, more independent reading, expectation of a greater degree of student participation and involvement, and research assignments that allow the student to pursue topics and projects of individual interest. Credit may be earned in either PS 14 or PS 14H, but not both. C-ID: POLS 140. *NR*

## **PS 17 LATIN AMERICAN POLITICS AND GOVERNMENT**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: WR 201, WR 399, or ESL 201

This course provides an analysis of selected Latin American countries. The course examines political development of Latin America from independence to the present, structure and organization of governments, political participation, and the role of the military and the church. In addition, major developments in the area of political modernization, democratization, economic growth and economic modernization will be analyzed. *NR*

## **PS 21 MODEL UNITED NATIONS**

**3 Units - 2 hours lecture, 3 hours lab***Transfers: CSU, UC*

Recommended Preparation: WR 201, WR 399, ESL 201

This course is designed as an introductory course to the study of the international organizations, foreign policy, and international relations. In addition, the course functions as a preparatory course for student participation in Model United Nations (MUN) conferences. At MUN conferences students represent diplomats from a specific country in a simulation of United Nations committee meetings. During these committee meetings, student delegates debate and negotiate international issues and write formal resolutions in an effort to address a wide variety of global problems, such as maintaining international peace and security, protecting human rights, providing developmental assistance, and protecting the environment. *R-E-3*

**PS 41 THE HISTORY OF EAST ASIA SINCE 1800****3 Units - 3 hours lecture***Transfers: CSU, UC*

This course examines the major themes in the development of Chinese, Korean, and Japanese societies from the late 18th century to the present. Topics include the growth of the Confucian state in China; the role of 19th century crises and the Communist revolution in transforming the state's goals and capacities; the fragmentation and reorientation of the Chinese elite; peasant rebellion and the revolution of 1949; protest and resistance to traditional and modern regimes; the influence of Western contact on the restructuring of Japan; industrialization; political modernization and imperialism in Japan; the recovery of post-war Japan; and economic dominance in the late 20th century. PS 41 is also listed as HIST 41; credit given in either area, not both. *NR*

**PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE****1 Unit - 1 hour lab***Transfers: CSU*

Prerequisite: Student must have taken or must be currently taking a college-level course in the political sciences.

Enrollment Limitation: Students must be concurrently enrolled in 7 units, including 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. *NR*

**PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE****2 Units - 2 hours lab***Transfers: CSU*

Prerequisite: Student must have taken or must be currently taking a college-level course in the political sciences.

Enrollment Limitation: Students must be concurrently enrolled in 7 units, including 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. *NR*

**PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE**

**3 Units - 3 hours lab**

*Transfers:* CSU

Prerequisite: Student must have taken or must be currently taking a college-level course in the political sciences.

Enrollment Limitation: Students must be concurrently enrolled in 7 units, including 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. NR

**PS 167 COOPERATIVE WORK EXPERIENCE: POLITICAL SCIENCE****4 Units - 4 hours lab**

*Transfers:* CSU

Prerequisite: Student must have taken or must be currently taking a college-level course in the political sciences.

Enrollment Limitation: Students must be concurrently enrolled in 7 units, including 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. NR

**Psychology****PSYC 1 INTRODUCTION TO PSYCHOLOGY****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Eligibility for WR 201, ESL 201 or WR 399

This course is an introduction to the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Credit may be earned in either PSYC 1 or PSYC 1H, but not both. C-ID: PSY 110. NR

**PSYC 1H INTRODUCTION TO PSYCHOLOGY HONORS****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Eligibility for WR 201, ESL 201 or WR 399

This course is an honors level introduction to the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. Honors enrichment includes limited class size, additional reading and analysis of primary sources, and greater levels of participation in and discussions about psychological research. Credit may be earned in either PSYC 1 or PSYC 1H, but not both. C-ID: PSY 110. NR

**PSYC 2 RESEARCH METHODS IN PSYCHOLOGY****4 Units - 3 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: PSYC 1 OR PSYC 1H AND PSYC 10 , PSYC 10H , MATH 10 , ECON/MGT 10 , OR ECON/MGT 10H

This course introduces students to the fundamentals of psychological research methods. Students will apply the

scientific method in conducting research, analyzing data, interpreting results and writing a research report using current American Psychological Association formatting. The course is recommended as the third course in the psychology major sequence following completion of Introductory Psychology (PSYC 1) and Statistical Methods for the Behavioral Sciences (PSYC 10) courses. C-ID: PSY 200. *NR*

## **PSYC 3 PHYSIOLOGICAL PSYCHOLOGY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: PSYC 1 or PSYC 1H

This course is an introduction to the interaction of physiology and behavior. Students will examine the role of neuroanatomy, endocrinology in human behavior, emotions, and cognition. The course is recommended for students majoring in psychology to better understand the importance of physiological perspectives of experience and behavior. Credit may be earned for either PSYC 3 or 3H, but not both. C-ID: PSY 150. *NR*

## **PSYC 3H PHYSIOLOGICAL PSYCHOLOGY HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: PSYC 1 or PSYC 1H

This course is an introduction to the interaction of physiology and behavior. Students will examine the role of neuroanatomy, endocrinology in human behavior, emotions, and cognition. The course is recommended for students majoring in psychology to better understand the importance of physiological perspectives of experience and behavior. Honors enrichment includes: limited size, additional reading and analysis of primary sources, and greater levels of discussion about and participation in psychological research. Credit may be earned for PSYC 3 or 3H, but not both. *NR*

## **PSYC 3L PHYSIOLOGICAL PSYCHOLOGY LAB**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: PSYC 1 or PSYC 1H and prior completion of or concurrent enrollment in PSYC 3

This introductory science laboratory course surveys structure and function of the nervous system, psycho-physical research, and scientific research methodology. Students will engage in hands-on physiological psychology demonstrations and data collection in order to investigate the link between mind and brain, such as dissections, electroencephalograms, galvanic skin response, and other physiological indicators of perception. Main topics include neuroanatomy, behavioral neuroscience, consciousness, attention, emotion, stress, and sensation and perception. *NR*

## **PSYC 5 PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: PSYC 1 or PSYC 1H

This course focuses on biopsychosocial aspects of human sexuality from childhood to old age. This course will examine male and female sexual anatomy, the reproductive process, atypical sexual behaviors, as well as sexual disorders and sexually transmitted infections and their prevention and treatment. Credit may be earned in either PSYC 5 or 5H, but not both. C-ID: PSY 130. *NR*

## **PSYC 5H PSYCHOLOGICAL ASPECTS OF HUMAN SEXUALITY HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: PSYC 1 or PSYC 1H

This course focuses on biopsychosocial aspects of human sexuality from childhood to old age. This course will examine male and female sexual anatomy, the reproductive process, atypical sexual behaviors as well as sexual disorders and sexually transmitted infections and their prevention and treatment. Honors class will feature limited class size, extensive reading and writing on sexual behaviors and disorders. Credit may be earned in either PSYC 5 or 5H, but not both. *NR*

## **PSYC 6 DEVELOPMENTAL PSYCHOLOGY-LIFESPAN**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course examines the biosocial, cognitive, and psychosocial developments that occur across the human lifespan from conception to death. The course provides an overview of various theories of development, empirical findings, and other issues relating to particular stages in the human life cycle. C-ID: PSY 180. *NR*

## **PSYC 7 DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: PSYC 1

This course presents a study of the physical, cognitive, and psychosocial processes of human development from conception through adolescence within cultural and family contexts. It introduces the theories, research, and applications that constitute the field of child development, both typical and atypical, examining both traditional approaches and recent innovations. Topics address the physical, motor, perceptual, cognitive, emotional, and social areas of development. The course discusses issues related to intellectual functioning, learning, personality, social roles and relationships, and adjustment. The course meets Title 22 Licensing and California Child Development Permit requirements. PSYC 7 is also listed as HD 7; credit will be given in either area, not both. C-ID: CDEV 100. *NR*

## **PSYC 9 INTRODUCTION TO COGNITION**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course introduces basic concepts in cognitive psychology with a focus on the understanding of cognitive functioning and associated theories. Topics include perception, attention, mental representation, memory, reasoning and problem solving, decision making, vision, and language. *NR*

## **PSYC 10 STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: MATH 253

This course presents the statistical concepts and methods most widely used in behavioral and social science research. Students study the principles of descriptive and inferential statistics, concentrating on the correct analysis of data relating to practical behavioral problems, and the assumptions underlying statistical inferences. The course is recommended as the second course in the psychology major sequence following completion of the introductory course (Psychology 1) and is intended to build an adequate foundation for the study of research methods (Psychology 2). Credit may be earned in either PSYC 10 or 10H, but not both. C-ID: SOCI 125 *NR*

## **PSYC 10H STATISTICAL METHODS IN THE BEHAVIORAL SCIENCES HONORS**

**3 Units - 3 hours lecture***Transfers: CSU, UC*

Prerequisite: MATH 253

This honors course presents the statistical concepts and methods most widely used in behavioral and social science research. Students study the principles of descriptive and inferential statistics, concentrating on the correct analysis of data relating to practical behavioral problems, and the assumptions underlying statistical inferences. 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). Honors students use SPSS to analyze a real-life data set, and then present research results in A.P.A. formatting and presentation style. Credit may be earned in either PSYC 10 or 10H, but not both. C-ID: SOCI 125 *NR*

**PSYC 11 INTRODUCTION TO LANGUAGE ACQUISITION****3 Units - 3 hours lecture***Transfers: CSU, UC*

Recommended Preparation: PSYC 1

What is Language and how is it related to Psychology? The production and comprehension of language is one of the most complex aspects of human cognition. This course will give an overview of the aspects of language and how it is acquired by and functions in the developing brain. Topics include the sound system, word structure, sentence structure, and meaning in human language, as well as how these aspects of communication are acquired naturally and fairly effortlessly by children. *NR*

**PSYC 13 PSYCHOLOGY OF REASONING AND PROBLEM SOLVING****3 Units - 3 hours lecture***Transfers: CSU, UC*

Prerequisite: WR 1

This course studies the nature of critical thinking, and models and strategies of reasoning and problem solving. Topics include common fallacies of reasoning, self-regulation in the thinking process, the relationship between thought and language, the detection of psychological myth, hypothesis testing, and the application of critical thinking skills to complex issues of everyday life. Credit may be earned in either PSYC 13 or PSYC 13H, but not both. *NR*

**PSYC 13H PSYCHOLOGY OF REASONING AND PROBLEM SOLVING HONORS****3 Units - 3 hours lecture***Transfers: CSU, UC*

Prerequisite: WR 1

This course studies the nature of critical thinking, and models and strategies of reasoning and problem solving. Topics include common fallacies of reasoning, self-regulation in thinking, the relationship between thought and language, the detection of psychological myth, hypothesis testing, and the application of critical thinking skills to complex issues of everyday life. This honors course is enriched through extensive hands-on training with a toolkit for critical thinking and research, which helps students evaluate sources of information as well as find high-quality scientific sources.

Additionally, the honors course provides opportunities for students to share their research findings in group discussions as well as formal presentations. Class size is limited. Credit may be earned in either PSYC 13 or PSYC 13H, but not both. *NR*

**PSYC 15 FACULTY MENTORED INDEPENDENT RESEARCH IN PSYCHOLOGY****2 Units - 1 hour lecture, 3 hours lab***Transfers: CSU, UC credit pending*

Prerequisite: PSYC 1 or PSYC 1H

Recommended Preparation: PSYC 2 or PSYC 10; at least one other Psychology course in addition to PSYC 1

This research course provides hands-on experience for conducting independent psychological research while under the guidance of a mentor. Students learn to access psychology's research databases, collaborate effectively on a research team, design and conduct a study in compliance with appropriate ethical guidelines, perform data analyses, and present their research findings in a research conference setting. *NR*

## **PSYC 15A FACULTY MENTORED INDEPENDENT RESEARCH IN PSYCHOLOGY A**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: PSYC 1 or PSYC 1H

Recommended Preparation: PSYC 2 or PSYC 10; at least one other Psychology course in addition to PSYC 1

This research course provides hands-on experience for conducting independent psychological research while under the guidance of a faculty mentor. Students learn to access research databases related to the psychology field, collaborate effectively on a research team, design a study that adheres to appropriate ethical guidelines, write an IRB proposal, and present their design in a research conference setting. *NR*

## **PSYC 20 THE PSYCHOLOGY OF GENDER**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is an introduction to the psychology of gender. The course explores gender distinctions and gender roles and their influences on women and men individually and collectively. The emphasis is on methods used by psychologists to study gender differences and how scientific and cultural assumptions about the sexes are reflected in psychological research. Special attention will be paid to the issues that affect women and men in their personal, professional and political relationships. *NR*

## **PSYC 30 SOCIAL PSYCHOLOGY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: PSYC 1/PSYC 1H and/or SOC 1/SOC 1H

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. PSYC 30 is also listed as SOC 30 ; credit will be given in either area, not both. C-ID: PSY 170. *NR*

## **PSYC 32 PSYCHOLOGY OF PERSONALITY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: PSYC 1

This course examines major topics in the field of personality, including theoretical approaches, research methods, and assessment measures. The course discusses the role of biology, environment, and culture on learning, health, and motivation in personality development. It also explores the philosophies and historical contributions of key figures to the study of personality. *NR*

## **PSYC 33 PSYCHOLOGY OF ADJUSTMENT**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: PSYC 1

This introductory course in adjustment and relationships explores cognitive and behavioral approaches to the understanding of human functioning (e.g., personality development, interpersonal relationships, and self-motivation). Students apply course concepts to commonly faced problems and the management of their own behavior. C-ID: PSY 115. *NR*

## **PSYC 37 ABNORMAL BEHAVIOR**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: PSYC 1 or PSYC 1H

This course provides a research-based introduction to the major maladaptive patterns of human behavior. Students will explore historical and current psychological perspectives and research findings on the diagnosis, treatment, and prevention of mental problems such as disorders relating to anxiety, mood, personality, sexual functioning, psychophysiology, schizophrenia, and gender identity. Credit may be earned in either PSYC 37 or 37H, but not both. C-ID: PSY 120. *NR*

## **PSYC 37H ABNORMAL BEHAVIOR HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: PSYC 1 or PSYC 1H

This course provides a research-based introduction to the major maladaptive patterns of human behavior. Students will explore historical and current psychological perspectives and research findings on the diagnosis, treatment, and prevention of mental problems such as disorders relating to anxiety, mood, personality, sexual functioning, psychophysiology, schizophrenia, and gender identity. Honors class will feature limited class size, more opportunities for student to assess and diagnose an individual with a mental disorder, additional reading and writing on disorders, greater levels of participation in and discussions about mental disorders and treatment. Credit may be earned in either PSYCH 37 or 37H, but not both. C-ID: PSY 120. *NR*

## **PSYC 100 CAREERS IN PSYCHOLOGY**

### **1.5 Units - 1.5 hours lecture**

*Transfers:* CSU

Recommended Preparation: PSYC 1

PSYC 60 is an introduction to the profession of psychology. This course includes presentations by practicing psychologists who describe their research and daily activities. Local university representatives outline their psychology programs. The course is designed for students who have completed the introductory psychology course and are seeking further information before deciding on psychology as a potential major or career. PSYC 100 was formerly offered as PSYC 60. *NR*

## **PSYC 115B FACULTY MENTORED INDEPENDENT RESEARCH IN PSYCHOLOGY B**

### **2 Units - 1 hour lecture, 3 hours lab**

*Transfers:* CSU

Prerequisite: PSYC 1 or PSYC 1H

Recommended Preparation: PSYC 2 or PSYC 10; PSYC 15A, or similar experience, is strongly recommended. This research course provides hands-on experience for conducting independent psychological research while under the guidance of a faculty mentor. Students learn to access psychology's research databases, collaborate effectively on a research team, design and conduct a study in compliance with appropriate ethical guidelines, perform data analyses, and present their research findings in a research conference setting. This course is an extension of Psych 15A where students will complete, analyze and present results from their pilot study designed in Psych 15A. PSYC 115B was formerly offered as PSYC 15. *NR*

## **PSYC 126 PSYCHOLOGY OF EXPERT LEARNING**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

Recommended Preparation: WR 201

This course presents highly effective, research validated concepts and strategies known to promote greater learning and academic success for new as well as more experienced students. The course also helps students, including psychology majors, achieve the personal and professional competencies expected for successful undergraduate and post-graduate coursework and the workplace. PSYC 126 was formerly offered as PSYC 26. *NR*

## **PSYC 167 COOPERATIVE WORK EXPERIENCE: PSYCHOLOGY**

### **1 Unit - 1 hour lab**

*Transfers:* CSU

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. PSYC 167 was formerly offered as CWE 167. *NR*

## **Reading**

### **RD 74 CRITICAL READING**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 1 or WR 1H

This course addresses the relationship between critical reading and critical thinking. The course emphasizes the development of reading skills that facilitate the interpretation, analysis, criticism and advocacy of ideas encountered in academic, professional, and personal environments. *NR*

### **RD 171 EFFICIENT AND FLEXIBLE READING**

#### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course is designed to improve reading comprehension, flexibility, and efficiency, and to expand college-level vocabulary. The course introduces strategies that allow students to match their rate of reading to the material and to their purpose. The course is intended for students who are proficient in basic reading skills. *NR*

### **RD 370 READING FOR COLLEGE SUCCESS**

#### **3 Units - 3 hours lecture**

Reading 370 is designed to prepare students for college-level reading. The course presents strategies for improving comprehension, vocabulary, and critical thinking skills, and introduces students to a variety of study techniques.

Students practice these techniques using selections from textbooks in various disciplines including the natural sciences, the social sciences, business and humanities. This course is recommended for students who are not reading at the college level. *NR*

## **RD 372 READING LABORATORY**

### **0.5 Unit - 1.5 hours learning center 1.5 hours reading center**

Corequisite: ESL 201, ESL 301, ESL 370, ESL 384, ESL 394; ESS 310, ESS 315, ESS 340, ESS 345; RD 74, RD 171; WR 201, WR 301 or WR 399

This open-entry/open-exit reading laboratory is a self-directed lab for students enrolled in the specified corequisite courses. Students are assigned to specific modules of instruction based on their needs and abilities, and identified objectives. In assigned modular work, students practice strategies for pre-reading, literal and critical comprehension, and vocabulary development. This course is offered on a pass/no-pass basis only. Students must complete at least 24 hours in the Reading Lab and successfully complete assignments to earn credit. *R-E-3*

## **Real Estate**

### **RE 168 COOPERATIVE WORK EXPERIENCE: REAL ESTATE**

#### **1 Unit - 1 hour lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

### **RE 168 COOPERATIVE WORK EXPERIENCE: REAL ESTATE**

#### **2 Units - 2 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

### **RE 168 COOPERATIVE WORK EXPERIENCE: REAL ESTATE**

#### **3 Units - 3 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

### **RE 168 COOPERATIVE WORK EXPERIENCE: REAL ESTATE**

**4 Units - 4 hours lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. A maximum of four units may be applied toward major requirements for a certificate. *NR*

**RE 170 REAL ESTATE PRINCIPLES****3 Units - 3 hours lecture**

*Transfers:* CSU

This fundamental real estate course covers the basic laws and principles of California real estate, focusing on the background and terminology needed to pursue advanced study in specialized courses. Topics include encumbrances, agency, contract law, finance, appraisal, escrow, taxation, fair housing, and real estate licensing law. The course is required of those preparing for the real estate salesperson license examination, and it applies toward the state's elective educational requirements for the broker's examination. *NR*

**RE 172 REAL ESTATE PRACTICE****3 Units - 3 hours lecture**

*Transfers:* CSU

Recommended Preparation: RE 170

This course provides a thorough review of the day-to-day operations in real estate operations and brokerages, and provides practical experience for new agents. Topics include listing, prospecting, advertising, financing, sales techniques, escrow, property management, and ethics. The Department of Real Estate requires completion of this course before obtaining a real estate salesperson license. The course also applies toward the state's educational requirements for the broker's examination. *NR*

**RE 174A LEGAL ASPECTS OF REAL ESTATE I****3 Units - 3 hours lecture**

*Transfers:* CSU

Recommended Preparation: RE 170

This course presents a comprehensive overview of the laws that affect real estate transactions and the real estate profession in California. Topics include: real estate law including rights incident to property ownership and management, agency, agency law, fair housing law, environmental law, and contract law. This course applies toward the State's elective educational requirements for the Salesperson License and core educational requirements for the broker's exam. This course also applies toward Bureau of Real Estate (BRE) basic education. *NR*

**RE 175 REAL ESTATE FINANCE****3 Units - 3 hours lecture**

*Transfers:* CSU

Recommended Preparation: RE 170

This course covers lending institutions, the government's role in real estate finance, primary and secondary mortgage markets, lending instruments; and basic financial concepts of mortgage lending, property valuation, real estate investment, escrow, and federal laws affecting real estate. The course applies toward the state's statutory educational requirements for real estate salespersons and brokers. *NR*

## **RE 176A REAL ESTATE APPRAISAL I**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

Recommended Preparation: RE 170

This is an introductory course covering the purposes of appraisals; the appraisal process; and the different approaches, methods, and techniques used to 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 190 ESCROW I**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

Recommended Preparation: RE 170

This course covers the principles and current practices of the escrow process in California. Topics include terminology, documentation, escrow instructions, encumbrances, interest adjustments, reconveyance, mortgages, insurance, taxes, and fees, other processing details pertinent to the handling of an escrow from inception to closing including fiduciary and ethical responsibilities. This course is one of the elective courses for the real estate salesperson or broker license requirement as set forth by the California Bureau of Real Estate (BRE). *NR*

## **RE 195 PROPERTY MANAGEMENT I**

### **3 Units - 3 hours lecture**

*Transfers:* CSU

This course covers the professional management of investment properties such as single-family, multi-family, commercial, and industrial properties. Focus is on current marketing strategies, accounting, and maintenance procedures used by professional management firms. The course is intended for the property owner or the real estate practitioner who wishes to specialize in property management. Course applies toward the California Bureau of Real Estate's educational requirements for licensees. *NR*

## **RE 250 REAL ESTATE SALESPERSON'S LICENSE PREPARATION**

### **1 Unit - 1 hour lecture**

Recommended Preparation: RE 170 and RE 172

This course covers fundamental information concerning the practice of real estate and assists those preparing for the real estate salesperson license examination. Emphasis is placed on real estate licensing, contract law, agency law, taxation, appraisal, and escrow. *NR*

## **Sign Language**

## **SIGN 21 BEGINNING AMERICAN SIGN LANGUAGE I**

### **4 Units - 4 hours lecture**

*Transfers:* CSU, UC

This course is designed to develop the student's ability to understand and communicate in American Sign Language (ASL). The course introduces the language of sign; the manual alphabet (finger spelling); and the basic vocabulary, grammar, syntax, and conversational conventions of ASL. The emphasis is on ASL as a visual-gestural language and on the unique cultural and linguistic features of the Deaf community. SIGN 21 is equivalent to two years of high school ASL. *NR*

## **SIGN 22 BEGINNING AMERICAN SIGN LANGUAGE II**

### **4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: SIGN 21

This course is designed to further develop the student's ability to understand and communicate in American Sign Language (ASL). The emphasis is on expanding ASL vocabulary and finger-spelling skills and on syntactical accuracy. This course discusses the appropriate use of sign language in various social contexts and examines cultural versus pathological perspectives on Deafness. SIGN 22 is equivalent to three years of high school ASL. *NR*

## **SIGN 23 INTERMEDIATE AMERICAN SIGN LANGUAGE**

### **4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: SIGN 22

This course is designed to further expand the student's ability to comprehend and communicate 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 ASL literature in depth, the history of sign language, regional and international variations in the language, Deaf customs, and culturally appropriate behavior in the Deaf community. SIGN 23 is equivalent to four years of high school ASL. *NR*

## **SIGN 24 INTERMEDIATE AMERICAN SIGN LANGUAGE II**

### **4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: SIGN 23

This course is designed to increase the student's ability to comprehend and converse in ASL and refines receptive and expressive skills. Students view story narratives, a novel-length story in ASL, and also actively participate in classroom activities. Classroom discussions center around aspects of daily life and culture in the Deaf community. SIGN 24 continues to build upon acquired grammar and introduces more complex grammatical structures. This course is taught in ASL. *NR*

## **SIGN 180 SIGN LANGUAGE CONFERENCE**

### **0.5 Unit - 1.5 hours learning center**

*Transfers:* CSU

Corequisite: SIGN 21, SIGN 22 or SIGN 23

This open-entry/open-exit, pass/no-pass course offers conference instruction with Sign language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' receptive and expressive ability with fingerspelling, classifiers, referential space, and non-manual markers in American Sign Language (ASL). Students must complete at least 24 hours in the Language Center during the semester and participate in no less than four conferences in order to receive credit. *R-E-3*

## **Sociology**

### **SOC 1 INTRODUCTION TO SOCIOLOGY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course explains how society shapes people's lives and how individual behavior is largely shaped by the groups to which we belong. The course investigates the structure

and function of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology is vast, ranging from the intimate family to the hostile mob; from organized crime to religious cults; from the division of race, gender and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of the media. Credit in either SOC 1 or 1H, but not both. C-ID: SOCI 110. *NR*

## **SOC 1H INTRODUCTION TO SOCIOLOGY HONORS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

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. As an honors course enrichment is achieved through limited class size, seminar format, more extensive reading and discussion of major concepts, theoretical perspectives, and empirical findings. Credit in either SOC 1 or 1H, but not both. C-ID: SOCI 110. *NR*

## **SOC 2 SOCIAL PROBLEMS**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

The course examines major social phenomena in contemporary society. Subjects such as population growth, environmental degradation, the global assembly line, racism, ageism, economic inequality, urban poverty, domestic violence and drugs are emphasized. Students explore, evaluate and seek solutions to world problems. C-ID: SOCI 115. *NR*

## **SOC 3 GLOBAL SOCIOLOGY: CHANGE IN THE MODERN WORLD SYSTEM**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course analyzes the major revolutionary changes in human societies that have occurred over the past few hundred years up to the present time. The course discusses the radical new version of human society that has accompanied the spread of global capitalism: political and cultural transformations, the life-style adjustments that have coincided with these grand social trends and an unprecedented level of global inequality. This course introduces students to the macrosociological perspective studying the development of the capitalist world system, how this system impacts politics, culture and the economy, and resistance to the growth of global capitalism. *NR*

## **SOC 10 INTRODUCTION TO MARRIAGE AND FAMILY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is designed to give the student a sociological understanding of the family in a historical and cultural context. The focus is on the family as a social institution -- a set of structured social arrangements for meeting certain human needs -- and the larger social forces that shape its structure. The course explores how wealth, race, gender and sexuality produce diverse family forms and household arrangements, especially within late twentieth century US society. Topics covered include dating, marriage, cohabitation, divorce, single parent families, blended families, issues related to work and the family, children and parents divorce, remarriage and public policy. C-ID: SOCI 130. *NR*

## **SOC 15 SOCIALIZATION OF THE CHILD - CHILD, FAMILY, COMMUNITY**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Recommended Preparation: PSYC 1 or PSYC 1H, SOC 1 or SOC 1H

This course examines the influence of major socializing agents - family, school, peers, media, and community - on the developing child. The course addresses historical, cultural, and socioeconomic factors that affect a child's socialization, as well as issues confronting children with special needs and resources available for interventions. Emphasis is placed on the importance of respectful, reciprocal relationships that support and empower families. This course is of particular interest to students preparing for a career working with children. It also meets Title 22 licensing requirements for childcare providers. SOC 15 is also listed as HD 15; credit will be given in either area, not both. C-ID: CDEV 100. *NR*

## **SOC 19 THE SOCIOLOGY OF SEX AND GENDER**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

The course introduces students to the discipline of sociology and to the specific area of gender roles. Focusing on research, both in the United States and globally, it provides an in-depth, multidisciplined survey of gender stressing the interlocking nature of race, class, and gender. The course highlights other disciplines to demonstrate their influence on the thinking of gender roles and the creation of beliefs about women and men, masculinity and femininity. C-ID: SOCI 140. *NR*

## **SOC 20 ETHNIC AND MINORITY GROUP RELATIONS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course introduces the principles and processes that shape the patterns of minority-majority relations, focusing on racial and ethnic groups in the United States. The course examines the social, cultural and economic causes and consequences of prejudice, discrimination, racism, classism, and sexism. It offers a sociological framework to address immigration, the growing diversity in the United States, and racial and ethnic struggles worldwide. C-ID: SOCI 150. *NR*

## **SOC 23 SOCIOLOGY OF POPULAR CULTURE**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC credit pending*

Recommended Preparation: WR 201, ESL 201, or WR 399

This course analyzes the emergence and shifts in popular culture up until the current day--from local newspapers to social media conglomerates. Case studies of media companies such as the Walt Disney Company will be used to trace changes in popular culture, especially production, sales and synergy. The growth of 'new' media outlets on social media and tabloid journalism will also be covered. While there is a focus on media the course will cover other elements of pop culture, including movies, TV, games, toys, theme parks, sports, technology and politics. Attention is given to uncovering connections between popular culture and gender, race, and class. *NR*

## **SOC 30 SOCIAL PSYCHOLOGY**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Recommended Preparation: PSYC 1/PSYC 1H and/or SOC 1/SOC 1H

This course is a survey of major theories, concepts, and empirical research findings in social psychology. The course

examines the relationship between the individual and the group, and engages such topics as social beliefs and judgments, social influence, conformity, persuasion, prejudice, aggression, and altruism. SOC 30 is also listed as PSYC 30; credit will be given in either area, not both. *NR*

## Spanish

### SPAN 1 BEGINNING SPANISH I

#### **5 Units - 5 hours lecture**

*Transfers:* CSU, UC

This course is designed to develop the fundamentals of communicating in Spanish, including listening comprehension, reading, and basic conversation. The emphasis is on comprehension of spoken and written Spanish. Students actively participate in classroom oral activities. This course also introduces beginning writing skills and presents general aspects of Hispanic daily life and culture. Throughout the course, the role of grammar is secondary to that of acquiring basic competence in Spanish. SPAN 1 is taught in Spanish. Credit may be earned in either SPAN 1 or 1H, but not both. C-ID: SPAN 100. *NR*

### SPAN 1H BEGINNING SPANISH I HONORS

#### **5 Units - 5 hours lecture**

*Transfers:* CSU, UC

This course is designed to develop the fundamentals of communicating in Spanish, including listening comprehension, reading, writing and basic conversation. Grammar instruction enhances reading comprehension and writing accuracy. Students actively participate in classroom oral activities. In addition, this course presents general aspects of Hispanic daily life and culture. This honors course will be enriched through limited class size, oral presentations, expanded assignments and participation in cultural activities. Field trip required. SPAN 1H is taught in Spanish. Credit may be earned in either SPAN 1 or 1H, but not both. C-ID: SPAN 100. *NR*

### SPAN 2 BEGINNING SPANISH II

#### **5 Units - 5 hours lecture**

*Transfers:* CSU, UC

Prerequisite: SPAN 1 or two years of high school Spanish

This course is designed to expand the fundamentals of communicating in Spanish, including listening comprehension, reading, writing and basic conversation. The emphasis is on the comprehension of spoken and written Spanish. Students actively participate in classroom oral activities. This course expands beginning writing skills and presents more information about Hispanic daily life and culture. Throughout the course the role of grammar is secondary to that of acquiring basic competence in Spanish. SPAN 2 is taught in Spanish. C-ID: SPAN 110. *NR*

### SPAN 3 INTERMEDIATE SPANISH I

#### **5 Units - 5 hours lecture**

*Transfers:* CSU, UC

Prerequisite: SPAN 2 or three years of high school Spanish

This course is designed to develop further the student's ability to comprehend and converse in Spanish and continues to expand student's skills in reading and writing. Students actively participate in classroom oral activities and read essays and fiction in Spanish. The course reviews first year Spanish grammar and introduces intermediate grammatical concepts. SPAN 3 presents additional aspects of Hispanic daily life and culture. SPAN 3 is taught in Spanish. C-ID: SPAN 200. *NR*

### SPAN 4 INTERMEDIATE SPANISH II

**5 Units - 5 hours lecture**

*Transfers:* CSU, UC

Prerequisite: SPAN 3 or four years of high school Spanish

This course is designed to increase the student's ability to comprehend and converse in Spanish and refines reading and writing skills. Students read essays and fiction in Spanish and also actively participate in class activities. Class discussions center around aspects of Hispanic daily life and culture. Spanish 4 continues to build upon earlier language structures and further expands advanced grammatical structures. SPAN 4 is taught in Spanish. C-ID: SPAN 210. *NR*

**SPAN 10 INTERMEDIATE CONVERSATIONAL SPANISH****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: SPAN 2 or three years of high school Spanish

This course is designed to improve the student's ability to comprehend native spoken Spanish and increase oral fluency. Reading and writing activities enable students to acquire new vocabulary and structures and examine various aspects of Hispanic culture. *NR*

**SPAN 11 ADVANCED CONVERSATIONAL SPANISH****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: SPAN 3 or SPAN 10

This course is designed to increase the student's ability to comprehend native spoken Spanish and increase oral fluency. Reading, watching films and written and oral responses enable the student to acquire new vocabulary and structures and examine various aspects of Hispanic culture. *NR*

**SPAN 180 SPANISH LANGUAGE CONFERENCE****0.5 Unit - 1.5 hours learning center**

*Transfers:* CSU

Corequisite: SPAN 1, SPAN 1H, SPAN 2, SPAN 3, SPAN 4, SPAN 10 or SPAN 11

This open-entry/open-exit, pass/no-pass course offers conference instruction with Spanish language instructors for students enrolled in specified corequisite courses. The course focus is on exercises and assignments to improve students' speaking, listening, reading, writing, and grammar skills in native Spanish. Students must complete at least 24 hours in the Languages Center during the semester and participate in no less than four conferences in order to receive credit. *R-E-3*

**Sustainability and Resource Management****SRM 80 INTRODUCTION TO THE PRINCIPLES OF SUSTAINABILITY****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course lays the foundation for the study of global sustainability. With universal foundation/framework, this course provides students with a basic understanding of environmental systems and interrelationship and effect of humans upon the environment. Topics include a historical overview of sustainability and the current problems and issues related to establishing sustainable practices in resource management and conservation of natural resources. Students will examine environmental and urban resource issues, strategies, and tools to investigate and analyze sustainable practices. Students will learn the aspects of systems thinking as it relates to solving sustainability challenges. SRM 80 was formerly offered as SRM 180. *NR*

## **SRM 85 SOCIETY AND SUSTAINABILITY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course explores key global challenges, such as population growth and resource consumption and how they are creating a greater urgency to develop and promote theories, methods, and practices that foster sustainability in our society, to include analysis of the origins and environmental impacts of consumer culture, social media tools and community based outreach models to address the needs of developing sustainability programs. SRM 85 was formerly offered as SRM 185. *NR*

## **SRM 90 SUSTAINABLE PRACTICES AND RESOURCE MANAGEMENT FOR COMMUNITIES**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course investigates the nexus between communities and sustainability. Topics include sustainability in the context of urban systems and how these systems should be studied in light of sustainability concerns. This course will consider the impact urban systems have on the environmental systems that support them. Students will study ways we account for costs, benefits, and the environment utilizing the International City Council Management system, Triple Bottom Line tool. Students will examine how decisions are made at the local level and will understand the regulatory framework for sustainability in California and the United States. SRM 90 was formerly offered as SRM 190. *NR*

## **SRM 95 BUSINESS CASE FOR SUSTAINABILITY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

In this course, students will explore trends, concepts, tools, new market opportunities, innovation, and employee engagement in sustainable practices to design, implement and oversee sustainability programs for businesses. Students will study the tools needed to build a business case that examines the impact of sustainability on an organization, institution, or community. Topics include the benefits and challenges of developing more sustainable business strategies and practices as well as the changing role of business in society and the environment. SRM 95 was formerly offered as SRM 195. *NR*

## **SRM 168 COOPERATIVE WORK EXPERIENCE: SUSTAINABILITY AND RESOURCE MANAGEMENT**

### **1 Unit - 1 hour lab**

*Transfers:* CSU

Prerequisite: Student must have taken or must be currently taking a college-level course in sustainability and resource management.

Limitation: Students must be concurrently enrolled in 7 units, including 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. *NR*

## **SRM 168 COOPERATIVE WORK EXPERIENCE: SUSTAINABILITY AND RESOURCE MANAGEMENT**

**2 Units - 2 hours lab**

*Transfers:* CSU

Prerequisite: Student must have taken or must be currently taking a college-level course in sustainability and resource management.

Limitation: Students must be concurrently enrolled in 7 units, including 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. *NR*

**SRM 168 COOPERATIVE WORK EXPERIENCE: SUSTAINABILITY AND RESOURCE MANAGEMENT****3 Units - 3 hours lab**

*Transfers:* CSU

Prerequisite: Student must have taken or must be currently taking a college-level course in sustainability and resource management.

Limitation: Students must be concurrently enrolled in 7 units, including 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. *NR*

**Theatre Arts****TA 1 ACTING****3 Units - 2 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

This course addresses traditional techniques, theories and philosophies of acting. Students work on the creative and physical aspects of the art, including voice development, breathing and relaxation techniques, and kinetics.

Improvisation, scene study, character development, and text analysis are central to this course. C-ID: THTR 151. *NR*

**TA 2 BEGINNING SCENE STUDY****3 Units - 2 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: TA 1

This course continues the emphasis on the physical and creative aspects of acting begun in TA 1. Students concentrate on scene study, characterization, and ensemble performance, working toward realizing a method of approach. C-ID: THTR 151. *NR*

**TA 3 ADVANCED SCENE STUDY****3 Units - 2 hours lecture, 3 hours lab**

*Transfers:* CSU, UC

Recommended Preparation: TA 2

This course continues the physical and creative acting emphasis of TA 2 with additional work in the areas of cold reading and situation comedy. Students focus primarily on advanced scene study, characterization and ensemble performance, working toward realizing a method of approach. *NR*

## **TA 4 ACTING STYLES: CLASSICAL**

### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course is devoted to the analysis, preparation and performance of classical scenes. The course focuses on the stylistic demands placed on actors performing scenes or monologues from plays by classical Greek, Elizabethan, and Renaissance playwrights, including Shakespeare. Students study and practice the nuances of period characterization.

*NR*

## **TA 5 ACTING STYLES: CONTEMPORARY**

### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course is devoted to the analysis, preparation and performance of modern and contemporary scenes. The course focuses on the stylistic demands placed on actors performing scenes or monologues. Students study and practice the nuances of characterization. *NR*

## **TA 7 SCREEN ACTING TECHNIQUES**

### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course explores the principles and techniques of various performance methods involved in acting for television and film. The course includes directed exercises and dramatic scenes from feature films, situation comedies, soap operas, and commercials. *NR*

## **TA 8 ADVANCED ACTING**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Prerequisite: Successful completion of TA 1 or by audition

This is an advanced course in acting. The course focuses especially on text analysis and character development, and students concentrate on exploring and developing their creative abilities in these areas. C-ID: THTR 152. *NR*

## **TA 9 MUSICAL REVUE**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

This course introduces students to the background and performance practice of musical revue. The course explores various vocal styles and materials from musical theatre, jazz, and pop-rock literature. Students focus on character analysis, lyric interpretation, and the effective staging of songs in solo and ensemble scenes. *NR*

## **TA 10 MUSICAL THEATRE WORKSHOP**

### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course introduces students to the principles and techniques involved in performing for musical theatre. Students

practice solo and choral singing, dancing, acting, and auditioning techniques. They also experiment with various performance methods and styles. *NR*

## **TA 12 DIRECTING**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course is an introduction to the role of the director in theatrical productions. The course explores the director's interpretation of dramatic literature, focusing on the communication of intellectual and emotional concepts through composition, picturization, movement, and rhythm. *NR*

## **TA 15 REHEARSAL AND PERFORMANCE: DRAMA**

### **2 Units - 6 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of serious dramatic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of dramatic productions. Students will both act and assist with technical work and production management. TA 15 is an open-entry/open-exit course. TA 15 (or TA 15A and TA 15B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

## **TA 15A INTRODUCTION TO REHEARSAL AND PERFORMANCE: DRAMA**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of serious dramatic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of dramatic productions. Students will both act and assist with technical work and production management. TA 15A is an open-entry/open-exit course and is equivalent to the first half of TA 15. TA 15 (or TA 15A and TA 15B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

## **TA 15B CONTINUATION OF REHEARSAL AND PERFORMANCE: DRAMA**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of serious dramatic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of dramatic productions. Students will both act and assist with technical work and production management. TA 15B is an open-entry/open-exit course and is equivalent to the second half of TA 15. TA 15 (or TA 15A and 15B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

## **TA 16 REHEARSAL AND PERFORMANCE: COMEDY**

### **2 Units - 6 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses upon the preparation of comic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of comic productions. Students will both act and assist with technical work and production management. TA 16 is an open-entry/ open-exit course. TA 16 (or TA 16A and TA 16B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

## **TA 16A INTRODUCTION TO REHEARSAL AND PERFORMANCE: COMEDY**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of comic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of comic productions. Students will both act and assist with technical work and production management. TA 16A is an open-entry/open-exit course and is equivalent to the first half of TA 16. TA 16 (or TA 16A and TA 16B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

## **TA 16B CONTINUATION OF REHEARSAL AND PERFORMANCE: COMEDY**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses upon the preparation of comic productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of comic productions. Students will both act and assist with technical work and production management. TA 16B is an open-entry/open-exit course and is equivalent to the second half of TA 16. TA 16 (or TA 16A and TA 16B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

## **TA 17 REHEARSAL AND PERFORMANCE: MIXED GENRES**

### **2 Units - 6 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of mixed genre productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of mixed genre productions. Students will both act and assist with technical work and production management. TA 17 is an open-entry/open-exit course. TA 17 (or TA 17A and TA 17B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

## **TA 17A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MIXED GENRES**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of mixed genre productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of mixed genre productions. Students will both act and assist with technical work and production management. TA 17A is an open-entry/open-exit

course and is equivalent to the first half of TA 17. TA 17 (or TA 17a and TA 17B) may be taken once for a maximum of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

## **TA 17B CONTINUATION OF REHEARSAL AND PERFORMANCE: MIXED GENRES**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of mixed genre productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of mixed genre productions. Students will both act and assist with technical work and production management. TA 17B is an open-entry/open-exit course and is equivalent to the second half of TA 17. TA 17 (or TA 17A and 17B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. *NR*

## **TA 18 REHEARSAL AND PERFORMANCE-DANCE**

### **2 Units - 6 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of theatrical productions with a strong dance element, such as dance concerts, musical theatre productions, and operas. The course addresses performance techniques, theories, and philosophies of theatrical performance as they relate to the development of such productions. TA 18 (or TA 18A and TA 18B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. *NR*

## **TA 18A INTRODUCTION TO REHEARSAL AND PERFORMANCE-DANCE**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of theatrical productions with a strong dance element, such as dance concerts, musical theatre productions, and operas. The course addresses performance techniques, theories, and philosophies of theatrical performance as they relate to the development of such productions. TA 18A is equivalent to the first half of TA 18. TA 18 (or TA 18A and TA 18B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. *NR*

## **TA 18B CONTINUATION OF REHEARSAL AND PERFORMANCE-DANCE**

### **1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of theatrical productions with a strong dance element, such as dance concerts, musical theatre productions, and operas. The course addresses performance techniques, theories, and philosophies of theatrical performance as they relate to the development of such productions. TA 18B is equivalent to the second half of TA 18. TA 18 (or TA 18A and 18B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. *NR*

## **TA 19 REHEARSAL AND PERFORMANCE: MUSICAL THEATRE**

**2 Units - 6 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course addresses performance techniques, theories, and philosophies as they relate to the development of musical theatre productions. The course focuses on the preparation of musical theatre productions for public performance.

Students will both act and assist with technical work and production management. TA 19 is an open-entry/open-exit course. TA 19 (or TA 19A and TA 19B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. NR

**TA 19A INTRODUCTION TO REHEARSAL AND PERFORMANCE: MUSICAL THEATRE****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Limitation: By audition only

This course focuses on the preparation of musical theatre productions for public performance. The course addresses performance techniques, theories, and philosophies as they relate to the development of musical theatre productions.

Students will both act and assist with technical work and production management. TA 19A is open-entry/open-exit course and is equivalent to the first half of TA 19. TA 19 (or TA 19A and TA 19B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. NR

**TA 19B CONTINUATION OF REHEARSAL AND PERFORMANCE: MUSICAL THEATRE****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

UC Limitation: By audition only

This course addresses performance techniques, theories, and philosophies as they relate to the development of musical theatre productions. The course focuses on the preparation of musical theatre productions for public performance.

Students will both act and assist with technical work and production management. TA 19B is an open-entry/open-exit course and is equivalent to the second half of TA 19. TA 19 (or TA 19A and 19B) may be taken once for a total of 2 units. Students are limited to taking four of the rehearsal and performance courses (TA 15, TA 16, TA 17, TA 18, or TA 19) for a maximum of 8 units. C-ID: THTR 191. NR

**TA 20 THEATRE APPRECIATION-CLASSICAL OVERVIEW****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course examines theatre history, the role of the actor and director, and exemplary plays from the ancient Greek through the 19th century. Students may be required to attend scheduled field trips to community and professional theatre performances, and to evaluate and critique productions. NR

**TA 21 THEATRE APPRECIATION-CONTEMPORARY****3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This course studies important playwrights, genres, and technical aspects of 20th century, 21st century, and contemporary theatre. Students may be required to attend scheduled field trips to community and professional theatre performances, and to evaluate and critique productions. NR

## **TA 22 INTRODUCTION TO THEATER**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course focuses on the relationship of theater to various cultures throughout history, and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwriting, acting, directing, design, and criticism. Students will also survey different periods, styles and genres of theater through play reading, discussion, films and viewing and critiquing live theater, including required attendance of theater productions outside of normal class time. C-ID: THTR 111. *NR*

## **TA 25 GREAT PLAYS: PRIMITIVE TO RENAISSANCE**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This reading and discussion course studies significant plays from the major eras of world drama, from primitive ritual through the 17th century. The course traces the development of the play in themes, characterization, and dramatic structure, considering philosophical and cultural backgrounds and production styles that have influenced the staging of plays. Field trips may be required. Credit may be earned in either TA 25 or TA 25H, but not both. C-ID: THTR 113. *NR*

## **TA 25H GREAT PLAYS: PRIMITIVE TO RENAISSANCE HONORS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Recommended Preparation: WR 1

This reading and discussion course studies significant plays from the major eras of world drama, from primitive ritual through the 17th century. The course traces the development of the play in themes, characterization, and dramatic structure, considering philosophical and cultural backgrounds and production styles that have influenced the staging of plays. Field trips may be required. In this honors course student writing assignments are more rigorous than in the non-honors course. Topics covered in more depth compared to the standard course may include acting, Shakespeare or stagecraft. Credit may be earned in either TA 25 or 25H, but not both. C-ID: THTR 113. *NR*

## **TA 26 GREAT PLAYS: RENAISSANCE TO CONTEMPORARY**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This reading and discussion course studies significant plays from the major eras of world drama, from the 18th century to contemporary works. The course traces the development of the play in themes, characterization, and dramatic structure considering philosophical and cultural backgrounds and production styles that have influenced the staging of plays. Field trips may be required. Credit may be earned in either TA 26 or TA 26H, but not both. *NR*

## **TA 26H GREAT PLAYS: RENAISSANCE TO CONTEMPORARY HONORS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

Recommended Preparation: WR 1 or WR 1H

This reading and discussion course studies significant plays from the major eras of world drama, from the 18th century to contemporary works. The course traces the development of the play in themes, characterization, and dramatic structure considering philosophical and cultural backgrounds and production styles that have influenced the staging of plays. Field trips may be required. In this honors course student writing assignments are more rigorous than in the non-

honors course. Topics covered in more depth than the standard course may include acting, directing or stagecraft. Credit may be earned in either TA 26 or 26H, but not both. *NR*

## **TA 27 INTRODUCTION TO FINE ARTS IN THEATER**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This course offers an introduction to the discipline of the fine arts that are found in theater, including studio art, dance, film, video, and music. The course will explore various topics that unite all theater arts, including terminology, aesthetics, themes, objective and subjective analysis, and techniques of the critique. Participation in field trips may be required. *NR*

## **TA 29 SCRIPT ANALYSIS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

In this course students fully explore an in-depth methodology for reading, analyzing and understanding play scripts intended for production in a variety of genres and styles. Students investigate techniques used to read a play for its structure, scrutinizing the playwright's methods of creating theatre through plot, character and imagery. Students examine play scripts from both an artist's and an audience member's point of view. Contrasts with other forms of literature are also considered. Credit may be earned in TA 29 or 29H, but not both. *NR*

## **TA 29H SCRIPT ANALYSIS: HONORS**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC credit pending*

Recommended Preparation: WR 1 or WR 1H

In this course students fully explore an in-depth methodology for reading, analyzing and understanding play scripts intended for production in a variety of genres and styles. Students investigate techniques used to read a play for its structure, scrutinizing the playwright's methods of creating theatre through plot, character and imagery. Students examine play scripts from both an artist's and an audience member's point of view. Contrasts with other forms of literature are also considered. Additional content for the honors course includes topics such as archetypical, feminist, and psychological frameworks. Non-realistic plays are also considered. Honors sections include field trips or guest speakers. Credit may be earned in TA 29 or 29H, but not both. *NR*

## **TA 30 INTRODUCTION TO ORAL INTERPRETATION**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

This is a course in the presentation of literature. Students apply basic physical and vocal performance techniques to prose, poetry, and drama. The course includes the study of literary craft, a vital part of oral presentation. TA 30 is also listed as COMM 30; credit will be given in either area, not both. *NR*

## **TA 35 VOICE AND DICTION**

### **3 Units - 3 hours lecture**

*Transfers: CSU, UC*

In this course students study the principles and practices of vocal and articulatory development and control. The course provides drills in phonation and drills for clarity, ease in articulation, resonance, and vocal variety. TA 35 is also listed as COMM 35; credit will be given in either area, not both. *NR*

## **TA 40 INTRODUCTION TO THEATRE DESIGN**

**3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course explores the elements of scenic, costume, makeup, sound and lighting design in theater. Emphasis is placed on practical skills needed by theater designers, including drawing, drafting, script analysis and research. Students are required to attend theatrical productions outside of normal class time. TA 40 was formerly offered as TA 40B. C-ID: THTR 172. *NR*

## **TA 41 STAGE LIGHTING DESIGN**

**3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course introduces the theory and practice of stage lighting. The course covers lighting instruments and controls; the aesthetics of color; the distribution, intensity, and movement of light; and basic principles of electricity. Students gain practical experience in the work of lighting technicians for theatrical productions. C-ID: THTR 173. *NR*

## **TA 42 COSTUME DESIGN**

**3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course studies the principles of costume design, the basic process of design and costume construction, character analysis, and rendering techniques. Lectures include a survey of fashion history and a study of textiles. C-ID: THTR 174. *NR*

## **TA 43 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. TA 43 was formerly offered as TA 40C. *NR*

## **TA 44 STAGECRAFT**

**3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

TA 44 is an introduction to technical theater and the creation of scenic elements. Topics include the basic concepts and theories of design, painting techniques, set construction, set movement, prop construction, backstage organization, and career possibilities. C-ID: THTR 171. *NR*

## **TA 45 SCENE PAINTING**

**3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course introduces students to techniques and materials used in the painting of scenery for the stage. Students learn techniques of faux painting, trompe l'oeil (trick the eye), and decorative motifs for theater. This course will include use of brush, roller, spray gun, texturing, rock background, wood graining, wallpaper, masonry, scenic backdrops and other scene painting techniques. Students study of the principles of color, paint mixing techniques, as well as the various

types of paints used in the theater. Procedures for safe material usage and disposal are also covered. TA 45 was formerly offered as TA 145. *NR*

## **TA 46 INTRODUCTION TO TECHNICAL THEATER**

### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course provides students with basic skills in stage lighting, live audio, stage scenery construction and scenic painting. Students learn to read and create design documentation such as ground plans and lighting plots. Elements of shop safety and safe use of materials is also covered. Field trips may be required. TA 46 was formerly offered as TA 140. *NR*

## **TA 47 SOUND REINFORCEMENT FOR LIVE ENTERTAINMENT**

### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

This course examines the science of sound reinforcement and use of audio equipment for theatrical performances, concerts and other live events. Students study the aesthetics of sound in live performance and learn the technology of mixing consoles, speaker placement, microphone techniques, room equalization, reverb, delay, and other effects. Participation in field trips may be required. *NR*

## **TA 48C ADVANCED STAGE MANAGEMENT**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Limitation: Application must be approved by department chair

Recommended Preparation: TA 48A

This applied stage management course provides practical experience managing a live production at the college Performing Arts Center. Each student works with faculty mentors to lead a cast, crew and artistic team through rehearsals and ultimately a series of performances. Rehearsals and performances are modeled after professional practices in America's regional theaters. C-ID: THTR 192. *NR*

## **TA 49 STAGE MAKEUP DESIGN**

### **3 Units - 2 hours lecture, 3 hours lab**

*Transfers: CSU, UC*

Students in this course will receive instruction and practice in all phases of makeup specifically designed for theatrical use. Course topics include: character analysis, design documentation, airbrush techniques, facial hair application, skin preparation, hairstyling, safety and hygiene. C-ID: THTR 175. *NR*

## **TA 51 STAGE MANAGEMENT PRACTICUM**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

This entry-level practicum course is focused on the responsibilities of the Assistant Stage Manager. Students will play a critical role in the rehearsal and performance process of a live production at the college Performing Arts Center. Students work with actors and stagehands. Coursework is modeled after professional practices in America's regional theaters. Formerly offered as TA 48B. C-ID: THTR 192. *NR*

## **TA 52 STAGE MANAGEMENT SEMINAR**

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

This lecture course covers fundamental topics in stage and production management including, management theory, production hierarchy, safety protocols, and house management. Management of a broad range of live entertainment is covered.

Coursework is modeled after professional practices in America's regional theaters including an in-depth look at Actor's Equity Association guidelines. Formerly offered as TA 48A. *NR*

## TA 53 ADVANCED STAGE MANAGEMENT

**3 Units - 9 hours lab**

*Transfers:* CSU, UC

Prerequisite: TA 51 or TA 52

Enrollment Limitation: Application must be approved by department chair

This applied stage management course provides practical experience managing a live production at the college Performing Arts Center. Each student works with faculty mentors to lead a cast, crew and artistic team through rehearsals and ultimately a series of performances. Rehearsals and performances are modeled after professional practices in America's regional theaters.

CID Number: THTR 192 *NR*

## TA 54 SPECIAL TOPICS IN STAGE MANAGEMENT

**3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Recommended Preparation: TA 52

This is an advanced course in stage management for musical theater, concert dance, ballet, opera, and other productions where music plays a central role. Students learn the skills necessary to work successfully with vocal directors, musical directors, musicians, choreographers, and dancers. Topics include the language and conventions of music, rehearsal and performance procedures, and working with the relevant labor unions. *NR*

## TA 61 THEATER CREW: SCENIC

**1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Students in this laboratory course learn the skills of a professional stagehand by participating in a theater department production. Students will learn about strategizing scenic shifts for accuracy and efficiency. Students will move and operate stage scenery in rehearsal and performance. This course usually meets evenings and some weekends, attendance at all class sessions is critical. Formerly offered as TA 141A. CID Number: THTR 192 *NR*

## TA 62 THEATER CREW: COSTUME

**1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Students in this laboratory course learn professional skills in wardrobe by participating in a theater department production. Students learn practical knowledge and experience necessary to work backstage preparing, changing, and maintaining, costumes before and during performances. This course usually meets evenings and some weekends, attendance at all class sessions is critical. Formerly offered as TA 141B. CID Number: THTR 192 *NR*

## **TA 63 THEATER CREW: LIGHTING**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Students in this laboratory course learn the skills of a professional lighting technician by participating in a theater department production. Students will operate lighting equipment in rehearsal and performance. Formerly offered as TA 141C. CID Number: THTR 192 *NR*

## **TA 64 THEATER CREW: AUDIO/VIDEO**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Students in this laboratory course learn the skills of a professional audio/video technician by participating in a theater department production. Students will operate audio or video equipment in rehearsal and performance. This course usually meets evenings and some weekends and attendance at all class sessions is critical. Formerly offered as TA 141D. CID Number: THTR 192 *NR*

## **TA 65 THEATER CREW: MAKE-UP**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Students in this laboratory course learn the skills of a professional make-up technician by participating in a theater department production. Students will organize and apply make-up in rehearsal and performance. This course usually meets evenings and some weekends and attendance at all class sessions is critical. Formerly offered as TA 141E CID Number: THTR 192 *NR*

## **TA 71 COSTUME SEWING**

### **1 Unit - 3 hours lab**

*Transfers: CSU, UC*

Prerequisite: ESL 201 or WR 399

This practicum course covers the fundamentals of costume construction and its integration into live performances. Students learn basic hand sewing, machine sewing, and garment care. Students develop skills in measuring, marking, and basic alterations.

Techniques for measuring the body to determine size are also covered. Formerly offered as TA 143. *NR*

## **TA 72 COSTUME SEWING AND PRODUCTION**

### **2 Units - 6 hours lab**

*Transfers CSU, UC*

Prerequisite: ESL 201 or WR 399

This practicum course covers the fundamentals of costume construction and its integration into live performances. In addition to learning basic hand and machine sewing, students expand skills in seaming, closures, hemming, and other construction techniques. Students learn to interpret design criteria while working on costumes for theater department productions. Formerly offered as TA 153. *NR*

## **TA 73 COSTUME SEWING, PRODUCTION, AND WARDROBE**

**3 Units - 9 hours lab**

*Transfers:* CSU, UC

Prerequisite: ESL 201 or WR 399

This practicum course covers the fundamentals of costume construction and its integration into live performances. In addition to learning hand and machine sewing students develop skills in seaming, closures, hemming and other costume construction techniques. Class projects involve building garments for theater department productions. Students study garment care and maintenance, emergency repairs, and quick costume change systemics. Students may serve as wardrobe crew on department productions. Formerly offered as TA 163. *NR*

**TA 74 SCENE SHOP BASICS****1 Unit - 3 hours lab**

*Transfers:* CSU, UC

Prerequisite: ESL 201 or WR 399

This laboratory course offers students an opportunity to develop technical theatre skills by working on shows in production during the semester. The course focuses on basic production tools and materials used to construct a set. Formerly offered as TA 142A. *NR*

**TA 75 SCENIC PRODUCTION PRACTICUM****2 Units - 6 hours lab**

*Transfers:* CSU, UC

Prerequisite: ESL 201 or WR 399

This laboratory course offers students an opportunity to develop technical theatre skills by working on shows in production during the semester. The course covers the tools, materials, and techniques used in the construction of stage scenery. In addition, basics of stage rigging and scene painting are covered. Formerly offered as TA 142B. *NR*

**TA 76 SCENIC PRODUCTION AND PERFORMANCE PRACTICUM****3 Units - 9 hours lab**

*Transfers:* CSU, UC

Prerequisite: ESL 201 or WR 399

This laboratory course offers students an opportunity to develop technical theater skills by working on shows in production during the semester. The course covers the tools, materials, and techniques used in the construction of stage scenery. In addition, basics of stage rigging and scene painting are covered. Students also have the opportunity to participate in performances as part of the stage crew. Formerly offered as TA 142C. CID Number: THTR 192 *NR*

**TA 168 COOPERATIVE WORK EXPERIENCE: LIVE ENTERTAINMENT****1 Unit - 1 hour lab**

*Transfers:* CSU

Limitation: Application must be approved by CWE coordinator.

This course provides students an opportunity for supervised work experience. Students extend their classroom-based occupational learning by working at a job related to their major and to their occupational goal. Student, instructor, and employer will cooperatively develop a minimum of three learning objectives. One unit of credit will be awarded for each 75 hours of paid or 60 hours of volunteer employment for successful completion of learning objectives, and for attendance at scheduled seminar sessions. *NR*

## **TA 241A IRVINE VALLEY CONSERVATORY**

### **6 Units - 18 hours lab**

Limitation: By audition only

This saturation course is an intensive program offered for the superior career-oriented student. By utilizing the conservatory method of education, guest artists, staff, and more mature student artists will educate the less experienced students in a continuing program of rehearsal, self-analysis, discussion, lecture, and performance. The student may be team-taught by company artists who are professionally competent in their particular area of specialty. *NR*

## **TA 241B IRVINE VALLEY CONSERVATORY**

### **3 Units - 10 hours lab**

Limitation: By audition only

This saturation course is an intensive program offered for the superior career-oriented student. By utilizing the conservatory method of education, guest artists, staff, and more mature student artists will educate the less experienced students in a continuing program of rehearsal, self-analysis, discussion, lecture, and performance. The student may be team-taught by company artists who are professionally competent in their particular area of specialty. *NR*

## **TA 241C IRVINE VALLEY CONSERVATORY**

### **1 Unit - 4 hours lab**

Limitation: By audition only

This saturation course is an intensive program offered for the superior career-oriented student. By utilizing the conservatory method of education, guest artists, staff, and more mature student artists will educate the less experienced students in a continuing program of rehearsal, self-analysis, discussion, lecture, and performance. The student may be team-taught by company artists who are professionally competent in their particular area of specialty. *NR*

## **Tutoring**

### **TU 100 FUNDAMENTALS OF PEER TUTORING**

#### **2 Units - 1 hour lecture, 2 hours lab**

*Transfers: CSU*

Recommended Preparation: Letter of Recommendation

Tutoring 100 is a general introduction to the role the tutor plays in education. The course focuses on the practical skills necessary to function effectively as a peer tutor in the student/tutee's chosen area of study. The course discusses individual differences in learning styles and stresses the importance of encouraging independence and good study habits. Students receive training in listening, assertiveness and other human relations techniques applicable to peer tutoring. Course content includes discussion of learning disabilities, tutoring second language learners, and understanding cultural differences. Students will participate in 32 hours of supervised tutoring in the college's Learning Center. *NR*

### **TU 301 SUPERVISED TUTORING**

#### **0 Units - 3 hours learning center 3 hours learning center**

Limitation: Must be referred by a counselor or an instructor

This course is designed to facilitate student learning by offering tutoring and supplemental instruction in a variety of subjects to facilitate the development of learning strategies. Tutors are trained in tutoring techniques. The course is recommended for all students experiencing difficulty in mastering study skills and concepts in their academic courses. Generally, tutoring is in small group settings. It is an open-entry/open-exit course. *R-E-99*

# **Writing**

## **WR 1 COLLEGE WRITING 1**

### **4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Placement via current assessment process; successful completion of WR 201, ESL 201, or WR 399; OR concurrent enrollment in WR 302 and WR 181

Writing 1 is an introductory course in college composition, concentrating on analysis and interpretation. The course focuses on how the student writer might present and develop a particular point of view in a clear, logical, and convincing manner. Students read from a variety of texts offering different ideas, traditions, contexts, and cultural perspectives. Students then write essays in response to issues and concerns derived from a critical reading of those texts, taking into account the writer's audience, point of view, purpose and tone. The course features extensive individual and small-group instruction in composition, and extensive practice in writing (totaling at least 8,000 words). Credit may be earned in either WR 1 or 1H, but not both. C-ID: ENGL 100. NR

## **WR 1H COLLEGE WRITING 1 HONORS**

### **4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: Placement via current assessment process; successful completion of WR 201, ESL 201, or WR 399

Writing 1 Honors is an enriched introductory course in college composition, concentrating on analysis and interpretation. The course focuses on how the student writer might present and develop a particular point of view in a clear, logical, and convincing manner. Students read from a variety of texts offering different ideas and perspectives, and write essays in response to a critical reading of those texts, taking into account the writer's audience, point of view, purpose and tone. The course features extensive individual and small-group instruction in composition and extensive practice in writing (totaling at least 8,000 words). The course is enriched through smaller class size and more extensive and rigorous reading, writing, and research assignments. Credit may be earned in either WR 1 or 1H, but not both. C-ID: ENGL 100. NR

## **WR 2 COLLEGE WRITING 2: CRITICAL THINKING, WRITING**

### **4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 1 or WR 1H

WR 2, the second college-level course in academic essay writing, concentrates on critical reasoning, argumentation, evaluation, analysis, and research at an advanced level. Students write and critique argumentative essays in response to assigned readings from a diversity of traditions representing a diversity of intellectual and cultural perspectives. Credit may be earned in either WR 2 or WR 2H , but not both. C-ID: ENGL 105. NR

## **WR 2H COLLEGE WRITING 2: CRITICAL THINKING, WRITING HONORS**

### **4 Units - 4 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 1 or WR 1H

WR 2 , the second college-level course in academic essay writing, concentrates on critical reasoning, argumentation, evaluation, analysis, and research at an advanced level. Students write and critique argumentative essays in response to assigned readings from a diversity of traditions representing a diversity of intellectual and cultural perspectives. This course will offer enriched opportunities through limited class size, seminar format, more extensive reading and research assignments, and a formal in-class presentation of an independent research assignment appropriate for an academic conference. Credit may be earned in either WR 2 or 2H, but not both. NR

## **WR 10 INTRODUCTION TO CREATIVE WRITING**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 201 or WR 399

This course introduces students to the fundamental conventions of poetry and fiction, both as readers and as writers. Students write original poems and short fiction and critically evaluate writing in a workshop atmosphere. C-ID: ENGL 200. *NR*

## **WR 11 WRITING SHORT FICTION**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 201 or WR 399

Writing 11 is designed for student writers of short fictional narratives. Students will study the fundamentals of short fiction, write original fiction and evaluate the work of other student writers in a workshop setting. *NR*

## **WR 13 WRITING POETRY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 201

Writing 13 provides instruction in the craft of writing poetry for both the beginning and the experienced writer. The course is organized and taught in the form of a traditional writer's workshop, a directed forum in which students read, discuss, and critique the poems they have written in response to weekly assignments. Students study modern and contemporary poems for evidence of poetic techniques put into practice. Students are thus directed to read closely, to write consciously, and to recognize a well-written poem. *NR*

## **WR 14 INTERMEDIATE POETRY**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 201, WR 399, or ESL 201

Recommended Preparation: WR 13

Writing 14 provides instruction in the craft of writing poetry for writers with some experience. The course is organized around lecture and workshop, a directed forum in which students read, discuss, and critique their poems and the poems of others. Intermediate students help direct the investigation and conversations about poetic craft techniques through study of already published poems, and further develop their abilities to recognize and produce well-crafted, publishable poems. *NR*

## **WR 15 Introduction to Screenwriting for Film/TV**

### **3 Units - 3 hours lecture**

*Transfers:* CSU, UC

Prerequisite: WR 201, ESL 201, or WR 399

This course introduces students to fundamental dramatic conventions and formats of screenwriting for film and television. Students will identify, evaluate, and employ fundamental dramatic conventions such as structure, character development, dialogue, and setting as they analyze produced screenplays and write their own original work. *NR*

## **WR 181 WRITING CONFERENCE**

**0.5 Unit - 1.5 hours learning center 1.5 hours learning center**

*Transfers:* CSU

Corequisite: WR 1 or WR 1H

This open-entry/open-exit, pass/no-pass course offers one-on-one conference instruction with English instructors for students in WR 1 or WR 1H. Students must complete 24 hours in the Writing Center during the semester in order to receive credit. *R-E-3*

**WR 182 WRITING CONFERENCE****0.5 Unit - 1.5 hours learning center 1.5 hours learning center**

*Transfers:* CSU

Corequisite: WR 2 or WR 2H

This open-entry/open-exit, pass/no-pass course offers one-on-one conference instruction with English instructors for students in Writing 2. Students must complete 24 hours in the Writing Center during the semester in order to receive credit. *R-E-3*

**WR 201 INTRODUCTION TO COLLEGE WRITING****3 Units - 3 hours lecture**

Prerequisite: WR 301

Corequisite: WR 280

This is an introductory course in the basic conventions and expectations of college essay writing. Students write essays in response to assigned readings from a range of college-level texts. The course covers how to state and support a thesis, develop unified and coherent supporting paragraphs, organize an essay, and write clear and effective sentences. The course also introduces students to critical reading, reasoning, and writing. *NR*

**WR 280 WRITING CONFERENCE****0.5 Unit - 1.5 hours learning center 1.5 hours learning center**

Corequisite: WR 201

This pass/no-pass corequisite course offers one-on-one conference instruction with English instructors for students enrolled in WR 201. Students must spend at least 24 hours in the Writing Center during the semester and participate in no less than four conferences in order to receive credit. *R-E-3*

**WR 301 INTRODUCTION TO BASIC WRITING****3 Units - 3 hours lecture**

Corequisite: WR 380

This is an introductory course designed to develop skills in the basic conventions of writing. Students employ a text-based, process-centered approach to writing to a variety of audiences and for a variety of purposes: to observe, to integrate, to communicate, and to convince. The course emphasizes paragraph unity, coherence, cohesion, and development, building towards writing a focused, organized, developed essay. The course further covers how to explore, evaluate, organize, and state and support ideas taking into consideration the writer's audience and purpose. *NR*

**WR 302 COLLEGE WRITING SKILLS AND SUPPORT****2 Units - 2 hours lecture**

Prerequisite: Placement via current assessment process

Corequisite: WR 1 and WR 181

Limitation: Eligibility for WR 201

Students placed into WR 201 may instead choose to enroll in WR 302, a supplemental writing course taught in

conjunction with WR 1. WR 302 provides instruction in the basic conventions of college essay writing to supplement the concurrent WR 1 course. In WR 302, students receive additional support for topics covered in WR 1. Successful completion of WR 302 and WR 1 allows the student to enroll in WR 2. *NR*

## **WR 380 WRITING CONFERENCE**

### **0.5 Unit - 1.5 hours learning center 1.5 hours learning center**

Corequisite: WR 301 or WR 399

This pass/no-pass corequisite course offers one-on-one conference instruction with English instructors for students enrolled in WR 301 or WR 399. Students must spend at least 24 hours in the Writing Center during the semester and participate in no fewer than four conferences in order to receive credit. *R-E-3*

## **WR 399 ACCELERATED INTRODUCTION TO COLLEGE WRITING**

### **5 Units - 5 hours lecture**

Prerequisite: RD 370

Corequisite: WR 380

This is an accelerated course that combines WR 301 and WR 201 and is designed to develop skills in the basic conventions and expectations of college essay writing. It introduces students to critical reading, writing, and reasoning. Students employ a text-based, process-centered approach to writing essays in response to assigned readings from a variety of college-level texts. This course covers how to state and support a thesis, develop unified and coherent paragraphs as part of an organized essay, and write clear and effective sentences. WR 399 is equivalent to WR 201 and ESL 201 ; credit will be given in one only, not all. Successful completion allows students to enroll in WR 1. *NR*

# Who's Who

## District Administrators

**Bramucci, Robert S. - Vice Chancellor, Technology and Learning Services**

BS, MAP, University of Arkansas

PhD, Washington State University

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

BS, California Polytechnic State University, San Luis Obispo

**Fallo, Thomas - Interim Chancellor**

BA, MBA, UCLA

EdD, Pepperdine University

**Gabel, Ann-Marie - Vice Chancellor of Business Services**

MEd, University of La Verne

BA, California State University, Fullerton

**Inciong, Denice - Director, Research, Planning and Data Management**

BA, MEd, University of Hawaii at Manoa

**McCord, Kim - Executive Director, Fiscal Services/Comptroller**

BS, University of Utah

**McCue, Jennie - Interim Director, Public Relations and Marketing**

BA, UC Irvine

MA, George Washington University

**Vyskocil, Cindy - Vice Chancellor, Human Resources**

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MPA, California State University, Fullerton

BS, BA, Arizona State University

# **College Administrators and Managers**

**Buettner, Melanie - Assistant Director, Marketing and Creative Services**

BA, California State University, Fullerton

**Bui, Brooke - Interim Dean, Liberal Arts**

BA, Macalester College

MA, University of Minnesota

PhD, University of Southern California

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BS, MS, California State University, Fullerton

EdD, University of La Verne

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MA, American University, Washington, DC

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BS, MS, University of La Verne

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BA, University of Zurich

MA, Andrews University

PhD, Claremont University

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BA, University of Southern California

BA, MA, University of California, Los Angeles

**Fontanilla, Linda M. - Vice President, Student Services**

AA, Sacramento City College

BA, California State University, Sacramento

MS, California School of Professional Psychology

EdD, University of La Verne

**Guzman, Ruben - Admissions and Records Registrar**

BA, Ripon College

MA, MFA, Chapman University

**Hagan, Bruce - Director, Technology Services**

BA, Brandman University

**Heard-Johnson, Anissa "Cessa" - Director, Student Life and Student Equity**

BA, San Diego State University

MS, University of Oregon

**Hurlbut, Jeffrey - Director, Facilities**

**Jeffries, Sandy - Manager, Office of the President**

AA, Phoenix College

BA, Pennsylvania State University

**Kennedy, Scott - Acting Operations Lieutenant**

**Khachatryan, Davit - Vice President, College Administrative Services**

BA, Yerevan State University, Armenia

MA, State University of New York

**Kim, Brian - Acting Manager, Fiscal Services**

**Lira, Ken - Assistant Dean, Financial Aid and Student Support Services**

BA, Azusa Pacific University

MS, MBA, University of La Verne

**McDonald, Christopher - Vice President, Instruction**

BS, MS, California State University, Pomona

EdD, University of Southern California

**Meyer, John - Acting Chief of Police**

AA, AA, Irvine Valley College

**Montgomery, Nancy, RN - Director, Health and Wellness and Veterans Service Center**

AA, Cerritos College

BSN, MSN, California State University, Dominguez Hills

**Oaks, Diane - Executive Director, Marketing and Creative Services**

MA, Arcadia University

**Oransky, Elissa - Executive Director, Foundation**

BA, Union College

MSW, University of Pennsylvania

**Orlando, Karen - Interim Director, Annual Giving and Development Services**

BS, University of Phoenix

**Petrosian, Anna - Assistant Director, Facilities, Capital Outlay Projects**

LEED AP BD+C

**Poshek, Joseph - Dean, the Arts and Library and Tutoring Services**

BA, Macalester College

BM, MM, Manhattan School of Music

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AA, Porterville College

BA, MA, California State University, Fresno

PhD, University of Nevada, Reno

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BA, University of California, Irvine

MEd, University of Southern California

EdD, University of Southern California

**Shackleford, Keith - Dean, Kinesiology, Health and Athletics**

AA, Golden West College

BA, California State University, Long Beach

JD, University of Arizona, Tucson

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BA, California State University, Long Beach

MS, California State University, Fullerton

**Taylor, Patric - Director, Arts Production Management**

BA, San Jose State University

MFA, California State University, Long Beach

EdD, Walden University

**Zhao, Lianna - Dean, Mathematics, Sciences and Engineering and Interim Dean, Instruction, Economic and Workforce Development and IDEA**

MS, Northeast Louisiana University

MD, Capital Institute of Medicine, Beijing

## Full-time Faculty

**Adams, Brittany - Professor**

Humanities

BA, University of California, Berkeley

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PhD, University of California, Los Angeles

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BA, MA, California State University, Long Beach

MLIS, San Jose State University

**Bauer, Roy J. - Professor**

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BS, Colorado State University

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**Beckmann-Wells, Patricia - Assistant Professor**

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BA, American University

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**Carranza, Dale - Professor**

**Boettger, Susan - Associate Professor**

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BM, BA, Rice University

MM, The Juilliard School

DMA, University of Southern California

Physical Sciences and Technologies

BS, California State University, Long Beach

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Licenciatura, Universidad del Valle, Guatemala

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BA, Skidmore College	BA, University of Birmingham, UK
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BA, National Taiwan University	Physical Sciences and Technologies
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	PhD, University of Maryland
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<b>Hollenbaugh, Robert - Associate Professor</b>	
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	PhD, University of California, Irvine
<b>Kaufmann, Jefferey - Professor</b>	
	Life Sciences and Technologies
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	MS, University of Illinois
	PhD, University of California, Irvine
<b>Huber, Kenn - Professor</b>	
Mathematics, Computer Science and Engineering	Kil, Joon - Associate Professor
BS, MS, PhD, University of California, Irvine	Social and Behavioral Sciences
	BA, University of California, Los Angeles
	PhD, University of Pennsylvania
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	BA, Doshisha University
<b>Ishii, Fumiko - Professor</b>	
	MA, University of Southern California

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<b>King, Donna - Professor</b>	
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	MLIS, University of California, Los Angeles
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BFA, Art Center College of Design, Pasadena	AA, Saddleback College
MFA, California State University, Fullerton	BA, MA, California State University, Fullerton
	MA, US International University
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	BS, San Diego State University
<b>Komine, Justin - Assistant Professor</b>	MIS, University of Michigan, Ann Arbor
Physical Sciences and Technologies	
BS, MS, University of California, Riverside	<b>Liu, Emily - Assistant Professor</b>
	Humanities
<b>Kussoy, Carolina - Associate Professor</b>	BA, University of California, Los Angeles
Business Sciences	MA, University of California, Irvine
BA, Mills College	MA, University of Chicago
MBA, UC Irvine	PhD, University of California, Irvine
<b>La Curan, Jennifer - Assistant Professor</b>	<b>Loeffler, Christina Hurst - Associate Professor</b>
The Arts	Social and Behavioral Sciences
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MFA, Tisch School of the Arts, New York University	
	<b>Loke, Chan - Professor</b>

Mathematics, Computer Sciences, and Engineering	PhD, Walden University
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<b>Long, Lewis - Professor</b>	<b>McCaughey, Colin - Professor</b>
Humanities	Social and Behavioral Sciences
BA, MA, University of California, Irvine	BA, Chapman University
	MA, Florida State University
<b>Luzko, Daniel - Professor</b>	<b>McCullough, Diana - Professor</b>
The Arts	Guidance and Counseling
BM, MM, University of Kansas	BA, California State University, Fullerton
DMA, Catholic University of America	MA, Chapman University
	EdD, Nova Southeastern University
<b>Mackenzie, Emalee - Professor</b>	
Life Sciences and Technologies	<b>McDonough, Mary - Professor</b>
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<b>Madole, Kent - Professor</b>	BA, California State University, Northridge
Kinesiology, Health and Athletics	MS, San Diego State University
BS, University of the Pacific	
MS, California State University, Long Beach	<b>McGrogan, Martin - Professor</b>
	Kinesiology, Health and Athletics
	BS, California State University, Fullerton
<b>Marquez, Vanessa - Assistant Professor</b>	MS, Azusa Pacific University
Guidance and Counseling	
BS, California State University, Long Beach	<b>McKim, Brett - Professor</b>
MS, California State University, Northridge	Integrated Design, Engineering and Automation
	BA, California State University, Long Beach
<b>Mathur, Roopa - Professor</b>	
Business Sciences	<b>McLaughlin, June - Professor</b>
BS, University of Houston	Business Sciences
MS, University of Phoenix	BA, University of Richmond

LLM, King's College University of London	AA, Riverside Community College
LLM, Chapman University	BA, California State University, San Bernardino
JD, Seton Hall School of Law	MS, California State University, Fullerton
<b>McNeil, Mark B. - Professor</b>	<b>Mis, Benjamin - Assistant Professor</b>
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BS, MA, California State University, Fullerton	AA, Palm Beach Community College, West Palm Beach
<b>McWhorter, Amy - Associate Professor</b>	 
Life Sciences and Technologies	BA, Florida Atlantic University, Boca Raton
BS, California Polytechnic State University, San Luis Obispo	MA, PhD, University of California, Irvine
MS, PhD, University of California, Los Angeles	 
<b>Melendez, Robert - Associate Professor</b>	<b>Mitolo, Massimo - Professor</b>
Guidance and Counseling	Integrated Design, Engineering and Automation
BA, University of California, Irvine	PhD, University of Naples, Federico II
MS, Chapman University	 
<b>Meyer, Kurt - Professor</b>	<b>Monte, Brent - Professor</b>
Humanities	Mathematics, Computer Science and Engineering
BA, MA, California State University, Long Beach	BS, California Polytechnic State University, San Luis Obispo
<b>Milostan-Egus, Kathryn - Professor</b>	MA, California State University, San Bernardino
The Arts	PhD, Trident University International
BFA, University of California, Santa Barbara	 
MFA, University of Illinois	<b>Murtz, Albert - Professor</b>
 	Mathematics, Computer Science and Engineering
<b>Minkler, Michelle - Professor</b>	AS, Saddleback College
Guidance and Counseling	AS, Irvine Valley College

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**Rodriguez, Roland - Professor**

Life Sciences and Technologies

BS, University of Kansas

MS, University of Central Florida

**Pestolesi, Tom - Professor**

Kinesiology, Health and Athletics

BA, University of Hawaii

MA, California State University, Long Beach

**Romero, Amanda - Assistant Professor**

Guidance and Counseling

BS, California State University, Fullerton

MS, National University

**Pham, Lan - Professor**

Mathematics, Computer Science and Engineering

BA, University of California, Davis

MA, University of California, Berkeley

PhD, Ohio State University

**Rossiter, Jon - Assistant Professor**

Social and Behavioral Sciences

BA, Syracuse University

MA, San Diego State University

**Pheasant, Sean - Assistant Professor**

Physical Sciences and Technologies

BS, Harvey Mudd College

PhD, Rice University

**Russo, John - Associate Professor**

Business Sciences

BS, California Polytechnic State University, San Luis Obispo

MBA, California State University, Dominguez Hills	Life Sciences and Technologies
AB, Smith College	
<b>Ryals, Kay Ferguson - Professor</b>	PhD, Case Western Reserve University
Humanities	
BA, University of Florida, Gainesville	<b>Scott, Daniel - Professor</b>
MA, University of Colorado, Boulder	Business Sciences
PhD, University of California, Irvine	BA, Biola University
	MBA, Concordia University
<b>Rybold, Gary - Professor</b>	DBA, University of Phoenix
The Arts	
BA, California State University, Northridge	<b>Serpas, Summer - Professor</b>
MA, California State University, Fullerton	Humanities
PhD, Beijing Foreign Studies University	BA, Chapman University
	MA, California State University, Fullerton
<b>Sahani, Shirin - Assistant Professor</b>	
Social and Behavioral Sciences	<b>Shank, Virginia - Professor</b>
BA, University of California, Irvine	Humanities
MS, Georgetown University	BA, Lycoming College
	MFA, University of Idaho
<b>Salviani, Michael - Assistant Professor</b>	MA, PhD, Binghamton University
Business Sciences	
BS, Hawaii Pacific University, Honolulu	<b>Sheldon, Joel - Professor</b>
MBA, California State University, Fresno	Mathematics, Computer Science and Engineering
	BS, University of California, Irvine
<b>Scherger, Deanna - Assistant Professor</b>	MA, California State University, Fullerton
Humanities	
BA, University of California, Los Angeles	<b>Sim, Alec - Professor</b>
MA, PhD, Indiana University, Bloomington	Physical Sciences and Technologies
	BS, California State University, San Bernardino
<b>Schmeidler, Katherine - Professor</b>	MS, University of Kentucky

PhD, Utah State University

**Tchaikovsky, Bennet - Associate Professor**

Business Sciences

**Soltani, Parisa - Professor**

Guidance and Counseling

BA, California State University, San Marcos

MA, San Diego State University

EdD, California State University, Fullerton

BA, University of California, Santa Barbara

JD, Southwestern University School of Law

**Stinson, Amy L. - Professor**

Physical Sciences and Technologies

BS, MS, California State University, San Diego

**Throckmorton-French, Julianna - Assistant Professor**

The Arts

BA, California State University, Long Beach

MA, California State University, Fullerton

JD, Whittier Law School, Costa Mesa

**Stojanovski, Jovan - Professor**

Kinesiology, Health and Athletics

BS, University of Belgrade

MS, California State University, Fullerton

**Tiongson, Edwin V. - Professor**

The Arts

AA, Diablo Valley College

BA, University of the Pacific

MA, California State University, Northridge

**Tanriverdi, Fawn - Professor**

Guidance and Counseling

BA, California State University, Fullerton

MS, National University

**Titus, Jodi - Professor**

Social and Behavioral Sciences

BA, MA, California State University, Fullerton

**Taylor, Yemmy - Professor**

Social and Behavioral Sciences

BA, University of California, Irvine

MA, California State University, Fullerton

MA, California School of Professional Psychology,  
LA

PhD, California School of Professional Psychology,  
LAP

**Tran, Tiffany - Professor**

Guidance and Counseling

BA, University of Washington

MS, California State University, Long Beach

**Tresler, Matthew - Professor**

The Arts

BM, Northern Arizona University

MM, DMA, University of Miami

**Warner, Brent - Assistant Professor**

**Tseng, Beatrice - Professor**

Languages and Learning Resources

BA, MA, University of California, Los Angeles

Languages and Learning Resources

BA, San Diego State University

MA, University of Southern California

**Tucker-McCorkhill, Kari - Professor**

Social and Behavioral Sciences

BA, California State University, Fullerton

MA, Pepperdine University

PhD, University of California, Riverside

**Weatherford, Ted - Professor**

Kinesiology, Health and Athletics

AA, Orange Coast College

BS, MS, California State University, Fullerton

**Urell, Robert C. - Professor**

Business Sciences

BS, California State University, Fullerton

MA, Azusa Pacific University

**Whelchel, Toshio - Professor**

Humanities

BA, East Carolina University

MA, California State University, Northridge

**Valdez, Javier - Assistant Professor**

Guidance and Counseling

BA, University of California, Irvine

MS, California State University, Long Beach

**Wilson, Jeffrey Forbes - Professor**

Languages and Learning Resources

BA, University of California, Santa Barbara

MA, California Polytechnic State University, Pomona

**Vargas, Benjamin - Professor**

Mathematics, Computer Science and Engineering

BS, MS, PhD, University of California, Irvine

**Wolf, Mindi - Assistant Professor**

Guidance and Counseling

BA, California State University, Fullerton

PsyD, Argosy University

**Vernazza, Daniel - Assistant Professor**

Humanities

MA, University of Arizona

BA, Middlebury College

**Wolken, Matthew - Professor**

Integrated Design, Engineering and Automation

BSME, University of California, Irvine

**Wright, Justin - Assistant Professor**

Life Sciences and Technologies

BS, MS, University of Central Arkansas

**Zucker, Richard - Professor**

Mathematics, Computer Science and Engineering

BS, Harvey Mudd College

MA, Brandeis University

## Professors and Administrators Emeritus

**Arntson, Joyce - Professor Emeritus**

Business Sciences

Guidance and Counseling

**Barbee, Terry - Professor Emeritus**

Mathematics, Computer Science and Engineering

**Chaboya, Robert - Professor Emeritus**

Physical Sciences and Technologies

**Benson, Madelyn D. - Professor Emeritus**

Humanities and Languages

**Chen, Shu-Yung - Professor Emeritus**

Mathematics, Computer Science and Engineering

**Bishopp, Gregory J. - Professor Emeritus**

Fine Arts

**Clark, Katherine W. - Professor Emeritus**

Humanities and Languages

**Bishopp, Nancy N. - Professor Emeritus**

Mathematics, Computer Science and Engineering

**Collins, Dwight C. - Professor Emeritus**

Mathematics, Computer Science and Engineering

**Borron, Brenda - Professor Emeritus**

Humanities

**Corum, Susan - Dean Emeritus**

Business, Social Sciences, and Library Services

**Brogan, George - Professor Emeritus**

Physical Sciences and Technologies

**Dachslager, Howard - Professor Emeritus**

Mathematics, Computer Science and Engineering

**Brown, Joan L. - Professor Emeritus****Davis Allen, Lisa - Professor Emeritus**

The Arts

**Do, Tam Huu - Professor Emeritus**

Guidance and Counseling

**Hayashi, Masato - Professor Emeritus**

Mathematics, Computer Science and Engineering

**Dobbs, James - Professor Emeritus**

Humanities and Languages

**Hewitt, William - Professor Emeritus**

Guidance and Counseling

**Egkan, Claudia L. - Professor Emeritus**

Business Sciences

**Hodge, Vern M. - Vice President Emeritus**

Student Services

**Everett, David G. - Professor Emeritus**

Library Services

**Hogstedt, Chris - RN, Professor Emeritus**

Health and Wellness Center

**Fesler, Susan - Professor Emeritus**

Languages and Learning Resources

**Horn, Janice L. - Professor Emeritus**

Humanities and Languages

**Floser, Walter - Professor Emeritus**

Physical Sciences and Technologies

**Horn, Jeffrey C. - Professor Emeritus**

Fine Arts

**Garino, Domenic - Professor Emeritus**

Guidance and Counseling

**Jacobson, Ruth - Dean Emeritus**

Mathematics, Sciences and Engineering

**Geldun, Antoinette - Professor Emeritus**

Fine Arts

**Kopecky, Robert J. - Assistant Professor Emeritus**

Learning Center

**Glenn, Hugh - Professor Emeritus**

Humanities and Languages

**Kyle, George - Professor Emeritus**

Fine Arts

**Grossman, Craig H. - Professor Emeritus**

Fine Arts

**Larson, Dale M. - Professor Emeritus**

Humanities and Languages

	<b>McGrath, Jerry - Professor Emeritus</b>
<b>Leadbetter, Kathleen D. - Professor Emeritus</b>	Fine Arts
Humanities and Languages	
	<b>Minkler, Mark - Professor Emeritus</b>
<b>Lee, Steven - Professor Emeritus</b>	Guidance and Counseling
Guidance and Counseling	
	<b>Morrison, Peter - Professor Emeritus</b>
<b>Lowe, John - Professor Emeritus</b>	Humanities and Languages
Social and Behavioral Sciences	
	<b>Oldewurtel, Lawrence - Professor Emeritus</b>
<b>Luesebrink, Marjorie C. - Professor Emeritus</b>	Physical Sciences and Technologies
Humanities and Languages	
	<b>Owens, Roger - Dean Emeritus</b>
<b>Mach, Kaye A. - Professor Emeritus</b>	Online Education and Learning Resources
Business Sciences	
	<b>Pangborn, Frank - Professor Emeritus</b>
<b>Marmolejo, Francisco A. - Professor Emeritus</b>	Business Sciences
Humanities and Languages	
	<b>Paukstis, Kathleen - Professor Emeritus</b>
<b>Massaro, Dixie - Professor Emeritus</b>	Guidance and Counseling
Business Sciences	
	<b>Perez, Thomas - Professor Emeritus</b>
<b>McCord, Roy - Professor Emeritus</b>	Social and Behavioral Sciences
Physical Sciences and Technologies	
	<b>Plano, Gwendolyn - Vice President Emeritus</b>
<b>McDermott, Anne - Professor Emeritus</b>	Student Services
Business Sciences	
	<b>Resnick, Gary - Professor Emeritus</b>
<b>McFarlin, Anna L. - College President Emeritus</b>	Life Sciences and Technologies

<b>Rickner, Donald L. - Foundation Director Emeritus</b>	<b>Shinnick, David - Professor Emeritus</b>
	Business Sciences
 <b>Riegle, Christopher - Professor Emeritus</b>	 <b>Sinegal, Jayne - Professor Emeritus</b>
Life Sciences and Technologies	Library Services
 <b>Rivas, Daniel E. - Professor Emeritus</b>	 <b>Spar, Constance Grani - Professor Emeritus</b>
Humanities and Languages	Guidance and Counseling
 <b>Rochford, Stephen - Professor Emeritus</b>	 <b>Stanley, Phil - Professor Emeritus</b>
The Arts	Kinesiology, Health and Athletics
 <b>Ross, Priscilla - Professor Emeritus</b>	 <b>Stern, Susan - Professor Emeritus</b>
Life Sciences and Technologies	Languages and Learning Resources
 <b>Rudmann, Bari L. - Professor Emeritus</b>	 <b>Stewart, Robert D. - Professor Emeritus</b>
Guidance and Counseling	Business Sciences
 <b>Rudmann, Jerald L. - Professor Emeritus</b>	 <b>Stuffler, Martha - Professor Emeritus</b>
Social and Behavioral Sciences	Social and Behavioral Sciences
 <b>Ruiz, Armando R. - Professor Emeritus</b>	 <b>Telson, Lise - Professor Emeritus</b>
Guidance and Counseling	Guidance and Counseling
 <b>Ryan, Joseph D. - Professor Emeritus</b>	 <b>Thomas, Linda - Professor Emeritus</b>
Business Sciences	Humanities and Languages
 <b>Sherling, Dorothy - Professor Emeritus</b>	 <b>Thorpe, Terry - Professor Emeritus</b>
Mathematics, Computer Science and Engineering	Business Sciences

**Welch, Rebecca - Professor Emeritus**

Humanities and Languages

**Willard, Julie - Professor Emeritus**

Humanities and Languages

**Wilhelm, Timothy - Professor Emeritus**

Social and Behavioral Sciences

**Wyma, Janice L. - Professor Emeritus**

Fine Arts

## Part-time Faculty

**Agortsas, Alexander - Instructor**

Kinesiology, Health and Athletics  
BS, Hawaii Pacific University  
MA, Concordia University Irvine

**Anderson, Michael - Instructor**

Languages and Learning Resources  
BA, University of California, Santa Barbara  
MA, Chapman University

**Akhavan, Susan - Instructor**

Languages and Learning Resources  
BS, California State University, Fresno  
MA, California State University, Long Beach

**Andes, Richard - Instructor**

Languages and Learning Resources  
BA, Brigham Young University  
MA, University of California, Los Angeles  
PhD, Pepperdine University

**Albee, Steven - Instructor**

Mathematics, Computer Science and Engineering  
BS, University of California, Riverside  
MS, Claremont Graduate University

**Andrade, Magdalena - Instructor**

Languages and Learning Resources  
BA, San Diego State University  
PhD, University of California, Irvine

**Ali, Jawad - Instructor**

Humanities  
BA, University of California, Irvine  
MFA, California Institute of the Arts

**Andreacchi, Bartholomew - Instructor**

Humanities  
MA, California State University, Long Beach  
BA, Drew University

	<b>Bahadori, Masih - Instructor</b>
<b>Appleman, Jack - Instructor</b>	
Mathematics, Computer Science and Engineering	The Arts
BS, Harvey Mudd College	BA, University of California, Los Angeles
MS, Harvard University, Kennedy School	MA, San Diego State University
	<b>Baker, Michael - Instructor</b>
<b>Araeipour, Mohammad - Instructor</b>	
Mathematics, Computer Science and Engineering	Life Sciences and Technologies
BS, MS, EdD, California State University, Long Beach	BS, University of California, Irvine
	MS, California State University, Long Beach
	<b>Bank, Rachel - Instructor</b>
<b>Arellano-Dueñas, Cristina - Counselor</b>	
Guidance and Counseling	The Arts
BS, Azusa Pacific University	BA, Columbia College Chicago
MS, University of La Verne	MA, University of California, Riverside
	<b>Barasch, Ronald - Instructor</b>
<b>Armstrong, David - Instructor</b>	
Mathematics, Computer Science and Engineering	Languages and Learning Resources
BS, MS, San Diego State University	BA, MA, PhD, University of California, Los Angeles
	<b>Barrett, Victoria - Instructor</b>
<b>Atallah, Joe H. - Instructor</b>	
Business Sciences	Kinesiology, Health and Athletics
BA, MA, University of Texas, Dallas	MFA, University of California, Irvine
	<b>Beasley, James - Instructor</b>
<b>Backman, Jolene - Instructor</b>	
Physical Sciences and Technologies	Languages and Learning Resources
BA, California State University, Long Beach	BA, California State University, Long Beach
BA, University of California, Irvine	MDiv, Fuller Theological Seminary
MS, San Diego State University	MA, Biola University
	<b>Bedard, Bart - Instructor</b>

Business Sciences

AS, Irvine Valley College

**Betts, Robert "Bob" - Instructor**

Languages and Learning Resources

**Beaty, John - Instructor**

Business Sciences

BS, Brigham Young University

MBA, California State University, Fullerton

BA, University of California, Santa Barbara

MS, California State University, Fullerton

**Bhari, Shovit - Instructor**

Physical Sciences and Technologies

**Bellas, Patricia - Instructor**

Social and Behavioral Sciences

BA, University of California, Irvine

MA, MBA, California State University, Fullerton

BS, Luther College, Decorah, Iowa

PhD, Claremont Graduate School

MS, California State University, Fullerton

**Bhavsar, Kinnari - Instructor**

Business Sciences

BS, University of California, Riverside

**Benavidez, Judith - Instructor**

Guidance and Counseling

AA, Fullerton College

BS, California State University, Fullerton

MS, California State University, Long Beach

**Blasius, Mary - Instructor**

Physical Sciences and Technologies

BS, University of California, Irvine

MS, California State University, Long Beach

**Benoe, Edward - Instructor**

Business Sciences

BA, University of St. Thomas

MS, Golden Gate University

**Bitner, Kathleen - Instructor**

Life Sciences and Technologies

BS, BA, MS, University of California, Irvine

**Bent, Dennis - Instructor**

Social and Behavioral Sciences

BA, MA, University of California, Santa Barbara

JD, University of California, Los Angeles School of Law

**Bobrik, Alexis - Instructor**

Humanities

BA, MA, George Mason University

**Bodnar, Coral - Instructor**

Languages and Learning Resources

BA, MA, California State University, Fullerton

**Bookwalter, Julie - Instructor**

Social and Behavioral Sciences

BA, University of California, Irvine

MSW, University of Southern California

**Bordelon, Mark - Instructor**

Physical Sciences and Technologies

BS, Wichita State University

BS, University of South Florida

**Bowden-Alig, Deana - Instructor**

Business Sciences

BS, California State University, San Bernardino

**Bradley, Michael - Instructor**

Humanities

BA, Fordham University

MA, Rosemont College

**Branson, Leslie - Instructor**

Languages and Learning Resources

BS, National University

**Brass, Monique - Instructor**

Kinesiology, Health and Athletics

BA, MA, California State University, Long Beach

**Breckenridge, Stan - Instructor**

The Arts

BA, California State University, Fullerton

MA, PhD, Claremont Graduate University

**Bremer, Breanna - Instructor**

Business Sciences

BA, University of California, Santa Barbara

MBA, University of California, Irvine

**Bristow, Christina - Instructor**

The Arts

MM, University of Southern California

BA, California Baptist University

**Brown, Kevin - Instructor**

Languages and Learning Resources

BA, University of California, Santa Barbara

MA, Arizona State University

**Brown, Kristina - Instructor**

Social and Behavioral Sciences

MA, California State University, Fullerton

**Bruckman, Daniela - Instructor**

Life Sciences and Technologies

BS, University of California, Santa Cruz

PhD, University of California, Irvine

**Bryant, Derek - Instructor**

Physical Sciences and Technologies

BS, University of Kentucky

MS, PhD, University of California, Irvine

**Cabrera, Ilva - Instructor**

Life Sciences and Technologies

BA, BS, California State University, Long Beach

PhD, University of California, Riverside

**Buckhalter, Liz - Instructor**

Social and Behavioral Sciences

BA, University of California, San Diego

PhD, University of Albany, New York

**Caiozzo, Vincent - Instructor**

Life Sciences and Technologies

BA, California State University, Long Beach

MS, University of California, Los Angeles

PhD, University of California, Irvine

**Bui, Annette - Instructor**

Guidance and Counseling

BA, California State University, Fullerton

MA, California State University, Dominguez Hills

**Cambara, Dennis - Counselor**

BA, La Sierra University

MA, California State University, San Bernardino

**Buller, Lynn - Instructor**

Business Sciences

BS, Pepperdine University

MBA, Pepperdine University

**Camerini, David - Instructor**

Life Sciences and Technologies

BA, University of California, Berkeley

PhD, Harvard University

**Burnham, Stephanie - Instructor**

Humanities

BA, MA, California State University, Long Beach

AA, Orange Coast College

**Campbell, Timothy - Instructor**

The Arts

BA, Occidental College

MA, University of California, Riverside

**Burt, Joseph - Instructor**

Humanities

BA, University of California, Irvine

MA, California State University, Fullerton

**Can, Minh - Instructor**

Mathematics, Computer Science and Engineering

BA, University of California, Berkeley

MS, Texas A&M University

<b>Canas, Fritzie - Instructor</b>	BA, MPA, California State University, Fullerton
Guidance and Counseling	
BS, California State University, Fullerton	<b>Cayanan, Nathan - Instructor</b>
MS, National University	Languages and Learning Resources
	BA, California State University, Long Beach
<b>Capisani, Simona - Instructor</b>	MA, University of Southern California
Humanities	
BA, University of San Diego	<b>Chaboya, Robert - Instructor</b>
MA, San Francisco State University	Integrated Design, Engineering and Automation
	AA, Cerritos College
<b>Caputo, Danilo - Instructor</b>	BS, California State University, Long Beach
Humanities	MA, California State University, Long Beach
BA, California State University, Long Beach	
MA, California State University, Long Beach	<b>Chandler, Meghan - Instructor</b>
MA, University of California, Irvine	Humanities
	MA, University of California, Irvine
<b>Carson, Dan - Instructor</b>	BA, State University of New York, Stony Brook
Physical Sciences and Technologies	
BS, University of Illinois, Urbana Champaign	<b>Chang, Diane - Instructor</b>
MS, University of California, Irvine	Social and Behavioral Sciences
PhD, University of California, Irvine	BA, MA, University of California, Santa Barbara
<b>Carson, Raymond - Instructor</b>	<b>Chao, Iris - Instructor</b>
Languages and Learning Resources	Humanities
BA, San Francisco Conservatory of Music	BA, University of California, Davis
MA, University of Arizona	MA, California State University, Fullerton
MA, Grand Canyon University	
<b>Castro Graham, Antonia - Instructor</b>	<b>Chauhan, Sonia - Instructor</b>
Social and Behavioral Sciences	Mathematics, Computer Science and Engineering
	BS, California State University, Pomona

MS, California State University, Northridge

**Christensen, Benjamin - Instructor**

Humanities

**Chen, Jessica - Instructor**

Languages and Learning Resources

AA, Merced College

AA, Takming College

BA, University of California, Berkeley

BA, Soochow University

MA, California State University, Los Angeles

MA, California State University, Long Beach

PhD, University of California, Irvine

**Chen, Xiaoqing - Instructor**

Languages and Learning Resources

**Christian, Jessica - Instructor**

Humanities

BA, MA, Foreign Languages University, China

BA, Scripps College

EdD, University of California, Irvine

MA, University of California, Irvine

**Chien, Gwendoline Shu-Hsien - Instructor**

Mathematics, Computer Science and Engineering

**Chuang, Rachelle W. - Instructor**

The Arts

AA, Irvine Valley College

BS, Biola University

BA, MA, University of California, Irvine

MA, Talbot School of Theology

MA, California State University, Fullerton

**Chun, Gina - Instructor**

**Choe, Christine - Instructor**

Social and Behavioral Sciences

Languages and Learning Resources

MA, PsyD, California School of Professional Psychology

BA, University of California, Irvine

**Choun, Jinhee - Instructor**

MS, California State University, Fullerton

Languages and Learning Resources

**Chung, Casey - Instructor**

BA, Kangwon University

Languages and Learning Resources

MA, Slippery Rock University

BA, University of California, Irvine

PhD, Indiana University

MA, Teachers College, Columbia University

**Chung, Phoebe - Instructor**

Mathematics, Computer Science and Engineering

BS, MS, California State University, Long Beach

		BA, Colorado College
<b>Clamp, Brian - Instructor</b>		Post Baccalaureate, Burren College of Art, Ireland
Physical Sciences and Technologies		MFA, Laguna College of Art and Design
MS, Case Western Reserve University		
	<b>Coleman, Catherine - Instructor</b>	
	Languages and Learning Resources	
<b>Clarke, Kristy - Instructor</b>		BA, MA, California State University, Long Beach
Life Sciences and Technologies		
BA, University of San Diego		
MS, University of California, San Diego		
	<b>Collins, Rachel - Instructor</b>	
	Humanities	
<b>Clary, Beth - Instructor</b>		BA, University of California, Irvine
Humanities		
BA, University of California, Irvine		
MFA, Chapman University		
	<b>Collinson, Mark - Instructor</b>	
	Social and Behavioral Sciences	
<b>Clifford, Rob - Instructor</b>		BSc, London School of Economics
Social and Behavioral Sciences		
BA, MA, California State University, Long Beach		
	<b>Connors, F. Marie - Instructor</b>	
	Humanities	
<b>Cole, Alexandra - Instructor</b>		BA, MA, Memphis State University
Social and Behavioral Sciences		
BA, MA, University of California, San Diego		
PhD, University of California, Irvine		
	<b>Conrad, Brad - Counselor</b>	
	Guidance and Counseling	
<b>Cole, Jon - Instructor</b>		BA, California State University, Long Beach
Mathematics, Computer Science and Engineering		
BS, MS, California State University, Long Beach		
	<b>MS, National University</b>	
	<b>Cole Smith, Robin - Instructor</b>	
The Arts		
	<b>Conte, Therese - Instructor</b>	
	The Arts	

MFA, Laguna College of Art and Design

MS, Rutgers University

**Copeland, Gabe - Instructor**

The Arts

BA, California State University, Fullerton

**Dachslager, Howard - Instructor**

Mathematics, Computer Science and Engineering

BA, University of Miami

**Cotman, Cheryl - Instructor**

The Arts

MFA, California Institute of the Arts

MS, University of Wisconsin

MS, University of California, Berkeley

PhD, University of California, Berkeley

**Crespo, Ricardo - Instructor**

Social and Behavioral Sciences

BA, MA, University of California, San Diego

PhD, University of California, Riverside

**D'Andreas-Wahl, Rodger - Instructor**

Guidance and Counseling

BA, University of Texas

MS, Our Lady of the Lake University, Texas

**Cruz Santoyo, Elena - Instructor**

Languages and Learning Resources

BA, MA, California State University, Long Beach

**Da Silva, Claudia Ferreira - Instructor**

Business Sciences

BA, CEFET, Rio de Janeiro, Brazil

MD, University of Phoenix

**Cuevas, Glenn - Instructor**

Mathematics, Computer Science and Engineering

BS, California State University, Fullerton

**Daych, Alina - Instructor**

Mathematics, Computer Science and Engineering

BS, MS, University of California, Los Angeles

**Currilli, Christelle - Instructor**

Languages and Learning Resources

BA, University of Minnesota

**Dethlefs, Spencer - Instructor**

Mathematics, Computer Science and Engineering

BA, MA, California State University, Fullerton

**Czerniawski, Jennifer - Instructor**

Social and Behavioral Sciences

BA, Binghamton University

**Dieu, Jasmine - Instructor**

Guidance and Counseling

BA, University of California, Irvine

MS, California State University, Long Beach

BM, Immaculate Heart College

MM, California State University, Northridge

**Dinh, Amber - Instructor**

Humanities

Mathematics, Computer Science and Engineering

BA, University of California, Los Angeles

MA, California State University, Fullerton

**Dowd, Jason - Instructor**

The Arts

BFA, Art Center College of Design

**Dinh, Winnie - Instructor**

Languages and Learning Resources

BA, University of California, Los Angeles

MS, California State University, Fullerton

**Drew, Patricia - Instructor**

The Arts

BFA, MA, California State University, Fullerton

**Do, Anhvy - Instructor**

Languages and Learning Resources

BA, University of California, Riverside

MS, California State University, Fullerton

**Drury, Derrick - Instructor**

Humanities

MA, California State University, Fullerton

BA, California State University, Dominguez Hills

**Do, Tu - Instructor**

Life Sciences and Technologies

BS, MS, University of California, Riverside

**Dumais, Claudine - Instructor**

Social and Behavioral Sciences

BEd, Concordia University

MEd, San Diego State University

EdD, Pepperdine University

**Doherty, Michelle - Instructor**

Humanities

BA, University of California, Berkeley

MA, California State University, Long Beach

**Duncan, Stuart (Ross) - Instructor**

Kinesiology, Health and Athletics

BA, University of California, Santa Barbara

**Dow, Christine Azzoni - Instructor**

The Arts

**Easton, Benjamin - Instructor**

Humanities

BA, Azusa Pacific University

MA, California State University, Los Angeles

**Edwards, Robby - Instructor**

Languages and Learning Resources  
BA, University of California, Irvine  
MA, California State University, Fullerton

**Fay, Aaron - Instructor**

Life Sciences and Technologies  
BS, University of California, Irvine  
PhD, University of California, Irvine

**Elali, Fatima - Instructor**

Guidance and Counseling  
BA, California State University, Fullerton  
MS, Azusa Pacific University

**Fazeli, Farimah - Instructor**

Mathematics, Computer Science and Engineering  
BS, Sharif University of Technology, Iran  
MA, California State University, Fullerton

**Ellis, Emily - Instructor**

Languages and Learning Resources  
BA, University of Denver  
MA, Colorado State University

**Feinstein, Rachel - Instructor**

Humanities  
MS, PhD, Texas A&M University  
BA, Luther College

**Fairbanks, Eric - Instructor**

Mathematics, Computer Science and Engineering  
BS, University of California, Riverside

**Finn, Janna - Instructor**

Mathematics, Computer Science and Engineering  
BA, University of California, Irvine  
MS, California State University, Fullerton

**Fanai, Sara - Instructor**

Life Sciences and Technologies  
DC, Southern California University of Health Sciences  
BS, University of California, Irvine

**Fischer, Sean - Instructor**

The Arts  
BA, California State University, Long Beach  
MA, University of California, Los Angeles

**Fanego, Christofer - Instructor**

Social and Behavioral Sciences  
BA, Ramapo College of New Jersey  
MA, William Paterson University

**Flynn, Laura - Instructor**

Social and Behavioral Sciences  
BA, University of California, San Diego  
MA, California State University, Fullerton

		BA, California State University, Fullerton
<b>Formaneck, Donald - Instructor</b>		MS, National University
The Arts		
BA, MFA, California State University, Long Beach		
<b>Frame, Stewart - Instructor</b>		<b>Garcia, Jennifer - Instructor</b>
Social and Behavioral Sciences		Languages and Learning Resources
BA, MPA, California State University, Chico		BA, MS, California State University, Fullerton
<b>Franco, Angela - Instructor</b>		<b>Gardner, Nancy - Instructor</b>
Business Sciences		Physical Sciences and Technologies
BA, California State University, Long Beach		BA, BA, MS, California State University, Long Beach
JD, Pacific Coast University, School of Law		
<b>Friedman, Donna - Instructor</b>		<b>Garrett, Richard - Instructor</b>
Life Sciences and Technologies		Languages and Learning Resources
PhD, University of California, Irvine		BS, BA, Eastern Illinois University
<b>Furlong, Eric - Instructor</b>		MA, MEd, University of California, Los Angeles
Business Sciences		
BA, California State University, Long Beach		<b>Gaudet, Jennifer - Instructor</b>
MBA, EdD, Pepperdine University		Languages and Learning Resources
<b>Gagnon, Sarah - Instructor</b>		BS, Chapman University
Business Sciences		MA, Grand Canyon University
BS, MS, California Polytechnic State University, San Luis Obispo		<b>Gervais, Michel - Instructor</b>
<b>Gamboa, Tiffani - Instructor</b>		The Arts
Guidance and Counseling		National Ballet School of Canada
		Les Ballets Jazz de Montreal
		<b>Gibson, Lela - Instructor</b>
		Humanities
		MS , PhD, University of California, Los Angeles
		MA, Georgetown University

BA, Carnegie Mellon University

BA, Chapman University

**Gillette, Laurie - Instructor**

The Arts

BA, California State University, Fullerton

MFA, California State University, Fullerton

BA, Chapman University

MA, Pepperdine University

**Giraldez Betron, Rocio - Instructor**

Languages and Learning Resources

BA, MA, Universidad Autonoma de Madrid

PhD, University of California, San Diego

**Gomez, Tanya - Instructor**

Languages and Learning Resources

BA, MA, California State University, Fullerton

**Girardet, Mathieu - Instructor**

The Arts

BM, California State University, Long Beach

MM, University of Michigan

**Goward, Barbara - Instructor**

Languages and Learning Resources

BA, St. Lawrence University

MA, California State University, Fullerton

**Glatstein, Jeremy - Instructor**

The Arts

BA, Occidental College

MA, Syracuse University

MA, PhD, University of Southern California

**Granillo, Christine - Instructor**

Humanities

BA, California State University, Fullerton

MA, California State University, Fullerton

**Gliadkovskaya, Anna - Instructor**

The Arts

DM, Gnessin Russian Academy of Music

**Gray, Sarah - Instructor**

Humanities

BA, MA, University of Notre Dame

PhD, University of Illinois

**Glenane, Ron - Instructor**

Social and Behavioral Sciences

AA, Saddleback College North Campus

**Gray Mattoon, Michelle - Instructor**

Humanities

BA, University of California, Riverside

MA, MFA, Chapman University

MS, California State University, Los Angeles

**Grimalda, Andrew - Instructor**

Social and Behavioral Sciences

BS, West Point

MS, MIT, Cambridge

**Hall, Tim - Instructor**

The Arts

**Hallsted, Julianna - Instructor**

Business Sciences

AA, Coastline Community College

BA, Brandman University

**Grishkoff, Rob - Instructor**

The Arts

Diploma, University of Cape Town

**Hamamura, Mark - Instructor**

Physical Sciences and Technologies

BS, MS, PhD, University of California, Irvine

**Grossman, Sheila - Instructor**

The Arts

AA, Saddleback College

BA, MA, San Diego State University

**Hare, Matt - Instructor**

The Arts

BA, Bloomsburg University

MM, Butler University

DMA, University of Iowa

**Grote, Silvie - Instructor**

Kinesiology, Health and Athletics

AA, Orange Coast College

BS, Chapman University

MS, California State University, Fullerton

MA, California State University, Long Beach

PhD, Loma Linda University

**Harper, Melody - Instructor**

Guidance and Counseling

BA, California State University, Long Beach

MCDCC, National University, Costa Mesa

**Guerra, Ferdinando - Instructor**

Social and Behavioral Sciences

**Harrington, Andrew - Instructor**

Humanities

**Haeri, Shadi - Instructor**

Life Sciences and Technologies

BA, MA, University of Southern California

BS, California State University, Northridge

PhD, Claremont Graduate University

<b>Harris, Matthew - Instructor</b>	BA, University of Oregon
Kinesiology, Health and Athletics	MS, California State University, Fullerton
BS, University of Arizona	
MA, California State University, Long Beach	
<b>Harvey, Kirsten - Instructor</b>	<b>Heneks, Kasara - Instructor</b>
The Arts	Mathematics, Computer Science and Engineering
MFA, University of California, Irvine	BS, University of California, Santa Barbara
	MS, California State University, Long Beach
<b>Havey, Emily - Instructor</b>	<b>Herold, Julie - Instructor</b>
Humanities	Humanities
BA, MA, California State University, Northridge	BA, Whittier College
	Diplome Nationale, Universite D'Aix, Provence
	MA, University of Missouri
<b>Hein, Emily - Instructor</b>	<b>Herrera, Debbie - Instructor</b>
Business Sciences	Social and Behavioral Sciences
BA, MS, California Polytechnic State University, San Luis Obispo	BA, Pacific Oaks College
	MA, California State University, Long Beach
<b>Heinze, Amy - Instructor</b>	<b>Hersom, Karen - Instructor</b>
Humanities	Guidance and Counseling
MA, Purdue	BS, MS, California State University, Fullerton
BA, Winna State University	
<b>Hembreiker, Linda-Rose - Instructor</b>	<b>Hewitt, William - Counselor</b>
The Arts	Guidance and Counseling
BM, University of Southern California	BS, MS, California State University, San Diego
MM, DMA, University of North Texas	
<b>Henderson, Pamela - Instructor</b>	<b>Hildebrand, Colleen - Instructor</b>
Languages and Learning Resources	Languages and Learning Resources
	BA, MA, University of Colorado

Designated Subjects Credential, University of California, Long Beach

**Hill, Douglas - Instructor**

Humanities

BS, College of Idaho

MS, University of California, Los Angeles

MA, University of California, Irvine

PhD, University of California, Irvine

**Holbrook, Taylor - Instructor**

Humanities

MA, MFA, Chapman University

BA, Biola University

**Hill, Sean - Instructor**

Humanities

BA, University of California, Santa Cruz

MA, California State University, Long Beach

**Hollenberg, Rachel - Instructor**

Humanities

BA, Rutgers University

MA, Claremont Graduate School

**Ho, Robert - Instructor**

Languages and Learning Resources

BA, MS, California State University, Fullerton

**Hoon, Stephanie - Instructor**

Business Sciences

BA, Ripon College

MA, Marquette University

ME, Northern Arizona University

DM, University of Phoenix

**Ho, Thach-Vu - Instructor**

Life Sciences and Technologies

BS, California State University, Long Beach

MS, California State University, Long Beach

**Horikawa, Kazumi - Instructor**

Mathematics, Computer Science and Engineering

BA, MA, California State University, Fullerton

**Hobbs, Charles - Librarian**

Languages and Learning Resources

MLIS, University of California, Los Angeles

**Horton, Ana Luisa - Instructor**

Languages and Learning Resources

BA, MA, University of California, Irvine

**Hogan-Miertschin, Lauren - Instructor**

Business Sciences

BA, California State University, Fullerton

**Hosac, Carolin - Instructor**

The Arts

BFA, MFA, Laguna College of Art & Design

**Hunt, Matthew - Instructor**

Social and Behavioral Sciences

**Houseman, Steve - Instructor**

Mathematics, Computer Science and Engineering

BA, University of Pittsburgh

BA, Liverpool University

MA, Indiana University of Pennsylvania

MA, Manchester University

MA, PhD, University of California, Irvine

**Hsieh, Anyi - Instructor**

Languages and Learning Resources

**Huynh, Timothy - Instructor**

Mathematics, Computer Science and Engineering

BA, National Chengchi University

BS, MS, University of California, Irvine

MA, California State University, Fullerton

**Idleman, Brandee - Librarian**

**Hsu, Shannon - Instructor**

Kinesiology, Health and Athletics

Languages and Learning Resources

BA, California State University, Fullerton

BS, Dickinson College

MLIS, University of Alabama, Tuscaloosa

**Huang, Hui-Ming - Instructor**

Mathematics, Computer Science and Engineering

**Ikeda, Nancy - Instructor**

Mathematics, Computer Science and Engineering

BS, National Taiwan University

BS, University of California, Irvine

MS, PhD, University of Illinois

MA, California State University, Fullerton

MS, California State University, Fullerton

**Huggett, Danielle - Instructor**

Humanities

**Inouye, Fang-Fang - Instructor**

BA, California State University, Fullerton

The Arts

MA, California State University, Fullerton

MFA, University of Southern California

DMA, USC Thornton School of Music

**Huie, Candace M. - Instructor**

Business Sciences

**Irwin, Kyle - Instructor**

BS, MA, California State University, Fullerton

Physical Sciences and Technologies

BS, California State University, Los Angeles

PhD, University of California, Riverside

		Humanities
<b>Izquieta, Renato L. - Instructor</b>		AA, Saddleback College
Business Sciences		BA, MS, California State University, Fullerton
BA, University of California, Riverside		
JD, Western State University College of Law	<b>Johnston, Sachi - Instructor</b>	
	Languages and Learning Resources	
<b>Jacques, Denise - Instructor</b>		
Business Sciences	BA, Tamagawa University	
AA, Los Angeles Harbor College	MA, Southern Illinois University	
BS, California Polytechnic University, Pomona	<b>Jones, Eric L. - Instructor</b>	
MBA, Keller Graduate School of Management	The Arts	
	BFA, Valdosta State University	
<b>Jaime, David - Instructor</b>		
Business Sciences	<b>Jones, John-Frederick - Instructor</b>	
BA, Chapman University	The Arts	
JD, Thomas Jefferson School of Law	BA, Allegheny College	
	MA, California State University, Northridge	
<b>Jaqubino, Alicia - Instructor</b>		
Languages and Learning Resources	<b>Jones, Monik - Instructor</b>	
MS, California State University, Fullerton	The Arts	
	BA, University of California, Los Angeles	
<b>Jellison, Kevin - Instructor</b>		
The Arts	MFA, University of California, Irvine	
BM, University of California, Irvine	<b>Jones, Thomas - Instructor</b>	
	Social and Behavioral Sciences	
<b>Johnson, Douglas - Instructor</b>		
Business Sciences	BA, University of California, Los Angeles	
BA, California State University, Fullerton	MFA, University of California, Irvine	
	<b>Judd, Frederick - Instructor</b>	
<b>Johnson, Shauna - Instructor</b>	Business Sciences	

AA, Phoenix College	BA, California State University, Long Beach
BS, Arizona State University, Tempe	MS, University of La Verne
JD, BYU Law School	
<b>Kavoosian, Parto - Instructor</b>	
Languages and Learning Resources	Business Sciences
BA, BS, Georgia State University	BS, Computer Science, Beheshti University
MA, San Diego State University	MS, California State University, Fullerton
<b>Kelly, Aaron - Instructor</b>	
Life Sciences and Technologies	Languages and Learning Resources
BS, University of California, Irvine	MS, California State University, Fullerton
PhD, University of California, San Francisco	
<b>Kelly, Katherine - Instructor</b>	
Humanities	Mathematics, Computer Science and Engineering
BA, MA, California State University, Long Beach	BA, Fordham University
	MS, Adelphi University
	Executive MBA, Pace University
	MSEd, Pace University
<b>Kalscheur Suarez, Ann - Instructor</b>	
Languages and Learning Resources	
BA, University of Wisconsin	<b>Kehlenbach, Emil Stefan - Instructor</b>
MA, University of New Mexico	Social and Behavioral Sciences
PhD, University of California, Irvine	BA, MA, California State University, Fullerton
<b>Kelly, Mark - Instructor</b>	
Mathematics, Computer Science and Engineering	Life Sciences and Technologies
BS, MA, California State University, Fullerton	BS, University of California, Los Angeles
	MS, University of New Mexico
	MS, Louisiana State University
<b>Kassman, Steven - Instructor</b>	
Guidance and Counseling	PhD, University of New Orleans
<b>Katsuki, Anna - Counselor</b>	

**Kenney, Inga - Instructor** Languages and Learning Resources

Physical Sciences and Technologies BS, Chapman University

BS, MS, Washington State University MA, Western Sydney University

**Kermati, Marjan - Instructor** Klein, Thomas - Instructor

Languages and Learning Resources Social and Behavioral Sciences

BA, Shahid Beheshti University BA, University of California, Los Angeles

MS, California State University, Fullerton MA, California State University, Long Beach

**Kern, Christopher - Instructor**

The Arts Social and Behavioral Sciences

MFA, Academy of Art University

**Knight-Finley, Misty - Instructor**

Languages and Learning Resources

**Khong, Mitchell - Instructor**

Mathematics, Computer Science and Engineering

**Knygnytska-Johnson, Maria - Instructor**

BA, State University of Chernivtsi

PhD, University of California, Irvine

MA, Lviv Ivan Franko State University

PhD, Kiev, the Ukraine Ministry of Education

**Khosrowpour, Iman - Instructor**

The Arts

**Koh, Young- Instructor**

BM, Peabody Institute of Johns Hopkins University

Humanities

MM, Rice University

BA, University of California, Berkeley

Graduate Diploma, New England Conservatory

MA, University of California, Riverside

MA, Harvard University

JD, Chapman University

**Kibler-McNerney, Joanna - Instructor**

Languages and Learning Resources

**Koontz, Jennifer - Instructor**

BA, Pitzer College

MA, Pepperdine University

MA, California State Polytechnic University, Pomona

PhD, University of California, Riverside

**Kim, April - Instructor**

**Koppel, Greg - Instructor**

Languages and Learning Resources

BA, California State University, Northridge

BA, MS, East Carolina University

**Kosulandich, Roseann - Librarian**

Languages and Learning Resources

BA, MLS, California State University, Fullerton

**Krongold, Steven - Instructor**

Business Sciences

BA, University of California, Los Angeles

JD, Loyola Law School

**Kuang, Shilong - Instructor**

Mathematics, Computer Science and Engineering

**Lagoykina, Svetlana - Instructor**

Physical Sciences and Technologies

BS, Bashkirian State University, Russia

BS, Yaroslavl State Tech University, Russia

MS, Bashkirian State University, Russia

MS, Yaroslavl State Tech University, Russia

MS, University of Texas, El Paso

**Laidemitt, Heidi - Instructor**

Languages and Learning Resources

BA, University of California, San Diego

MA, Middlebury Institute of International Studies at Monterey

**Lane, Andy - Instructor**

Mathematics, Computer Science and Engineering

**Laney, Marianne - Instructor**

Social and Behavioral Sciences

**Lau, Kenneth - Instructor**

Physical Sciences and Technologies

BS, University of Minnesota at St Paul-Minneapolis

MS, PhD, University of Illinois at Urbana-Champaign

**Lawson, Andrea - Instructor**

Humanities

PhD, University of California, Davis

MS, Chapman University

BA, University of California, Los Angeles

**Lee, David - Instructor**

Social and Behavioral Sciences

BS, University of Illinois

MEd, Georgia State University

MA, University of California, Irvine

**Lee, Jennifer - Instructor**

Life Sciences and Technologies

BS, University of California, Los Angeles

PhD, University of California, Irvine

**Lee, Jinny - Instructor**

Physical Sciences and Technologies

BA, University of California, Los Angeles

MS, MA, California State University, Los Angeles

BA, University of Southern California

**Lee, Minji - Instructor**

The Arts

BM, Oberlin Conservatory of Music

MM, GD, New England Conservatory of Music

DMA, University of Southern California

**Lombardi, Debbie - Instructor**

Languages and Learning Resources

BA, MS, California State University, Fullerton

**Lefebvre, Lyndsey - Instructor**

Humanities

BA, MA, California State University, Fullerton

**Lona, Jennette - Instructor**

Guidance and Counseling

BS, University of La Verne

MS, University of La Verne

**Leyrer-Furumoto, Linda - Instructor**

The Arts

BM, Chapman University

MM, Indiana University

**Longacre, Steve - Instructor**

Languages and Learning Resources

BA, MA, California State University, Northridge

MA, California State University, Los Angeles

**Lin, Wenli Gau - Instructor**

Social and Behavioral Sciences

BA, University of California, Los Angeles

MA, University of California, Santa Barbara

**Lopez, Eduardo - Instructor**

Social and Behavioral Sciences

BA, JD, Indiana University, Bloomington

LLD, Georgetown University

**Livotे, Michelle - Instructor**

Languages and Learning Resources

AA, Cypress College

BA, Multnomah Bible College

MA, Azusa Pacific University

**Luckas, James - Instructor**

Business Sciences

**Luther, Barbara - Instructor**

Languages and Learning Resources

BA, MA, California State University, Fullerton

**Lo, Chelsea - Instructor**

Languages and Learning Resources

**Lutz, Sunita - Instructor**

Humanities	Social and Behavioral Sciences
BA, MA, St. Stephen's College, Delhi, India	BA, California State University, San Marcos
PhD, Duquesne University	MA, PhD, University of California, Irvine
<b>Macadam, Christopher - Instructor</b>	<b>Marshall, Jason - Instructor</b>
Mathematics, Computer Science and Engineering	Humanities
BS, University of California, Irvine	CPhil, University of California, Los Angeles
 	MA, California State University, Long Beach
<b>Macafee, Lisa - Instructor</b>	BA, California State University, San Bernardino
Guidance and Counseling	 
BA, University of California, Irvine	<b>Martasian, Andrew - Instructor</b>
MS, National University	Humanities
 	BA, Merrimack College
<b>Mahayni, Sue - Instructor</b>	MA, Emerson College
Social and Behavioral Sciences	 
 	<b>Martin, Eric - Instructor</b>
<b>Makino, Mark - Instructor</b>	Humanities
Languages and Learning Resources	BA, California State University, Long Beach
BA, University of California, Irvine	MA, Claremont School of Theology
MA, University of Leicester	 
 	<b>Martinez, Julie - Instructor</b>
<b>Man, Georgina - Instructor</b>	Guidance and Counseling
Languages and Learning Resources	BA, University of Southern California
BA, Simon Fraser University	MS, California State University, Long Beach
MS, California State University, Long Beach	 
 	<b>Marzluf, Jonathan - Instructor</b>
<b>Manalisay, Judith - Instructor</b>	The Arts
Social and Behavioral Sciences	BM, Ohio State University
 	MM, California State University, Fullerton
<b>Marino, Valerie - Instructor</b>	 

<b>Massaro, Dixie - Instructor</b>	Social and Behavioral Sciences
Business Sciences	BA, MA, California State University, Fullerton
AA, Saddleback College	
BBA, National University	<b>Mauney, Monroe - Instructor</b>
MBA, National University	Social and Behavioral Sciences
	AA, Saddleback College
<b>Masud, Melanie - Instructor</b>	BA, California State University, Fullerton
Social and Behavioral Sciences	
BA, Johns Hopkins University	<b>Mazzaferro, Tony - Instructor</b>
MA, University of California, Irvine	The Arts
	BM, San Francisco State University
<b>Mata, Scott - Instructor</b>	MM, Northwestern University
BS, California State University, Fullerton	DMA, Arizona State University
PhD, University of Southern California	
	<b>McBean, Kelly - Instructor</b>
<b>Matsuura, Gary - Instructor</b>	Business Sciences
The Arts	BA, California Polytechnic State University, Pomona
BM, California State University, Fullerton	
	<b>McCabe, Brian - Instructor</b>
<b>Matthews, Evangeline - Instructor</b>	Social and Behavioral Sciences
Languages and Learning Resources	BA, Indiana University, Bloomington
BA, College of the Holy Spirit	MA, Arizona State University
MA, Azusa Pacific University	
	<b>McClure, David - Instructor</b>
<b>Mattoon, Mark - Instructor</b>	Social and Behavioral Sciences
Humanities	BA, Eastern Illinois University
BA, Loyola Marymount University	MBA, DePaul University
MA, MFA, Chapman University	
	<b>McCord, Kris - Instructor</b>
<b>Mattson, Kevin - Instructor</b>	Social and Behavioral Sciences

BS, University of California, Santa Barbara	Life Sciences and Technologies
MS, Georgia State University	BS, California State University, Long Beach
	PhD, University of California, Irvine
<b>McDonough, Mary - Instructor</b>	
Social and Behavioral Sciences	<b>McMillan, Rex - Instructor</b>
BA, California State University, Northridge	Social and Behavioral Sciences
MA, San Diego State University	AA, Foothill College
	BA, California State University, San Jose
<b>McFarlin, Charles - Counselor</b>	
Guidance and Counseling	<b>McNeil, Roger - Instructor</b>
BA, California State University, Los Angeles	Physical Sciences and Technologies
MS, University of La Verne	BA, University of California, San Diego
	MA, University of California, Davis
<b>McKinney, Don - Instructor</b>	PhD, University of California, Davis
The Arts	
AA, Golden West College	<b>Mendola, John - Instructor</b>
BA, Humboldt State University	Business Sciences
MFA, Ohio University	AS, Global Business, Saddleback College
	AA, Humanities, IVC
<b>McKinney, Jennifer - Instructor</b>	AA, Liberal Arts, IVC
Life Sciences and Technologies	BA, Theology, Calvary Chapel Bible College
BA, Whittier College	MBA, International Business, Liberty University
MS, University of Southern Mississippi	MA, Theology, Liberty University
	PHD, Theology, Atlantic Coast Theological Seminary
<b>McMahan, Terri - Instructor</b>	
Languages and Learning Resources	<b>Mitchell, Michele - Instructor</b>
BS, Nyack College	Languages and Learning Resources
MA, Biola University	BA, MA, California State University, Long Beach
<b>McMath, Lisa - Instructor</b>	
<b>Mitton, Joshua - Instructor</b>	

Social and Behavioral Sciences  
BA, Idaho State University  
MA, California State University, Fullerton

Languages and Learning Resources  
BA, Chapman University  
MA, Pepperdine University

**Miyama, Chieko - Instructor**  
Languages and Learning Resources  
BA, Soka University  
MA, California State University, Long Beach

**Moran, Linda - Instructor**  
The Arts  
BA, California State University, Fullerton  
BA, University of Toronto, Canada

**Moayedi, Neda - Instructor**  
Social and Behavioral Sciences  
BA, University of California, Irvine  
MA, University of San Diego

**Morris, April - Instructor**  
Business Sciences  
BA, California State University, Fullerton

**Mohr, Cheryl - Instructor**  
Languages and Learning Resources  
BA, Stanford University  
MA, University of Hawaii, Manoa

**Murali, Manjari - Instructor**  
Life Sciences and Technologies  
BS, Lock Haven University of Pennsylvania  
PhD, Brown University

**Monacelli, Brian - Instructor**  
Integrated Design, Engineering and Automation  
MS, University of Rochester  
PhD, University of Central Florida

**Murray, Andrea - Instructor**  
Social and Behavioral Sciences  
BA, MA, PhD, University at Albany, State University of New York

**Monsen, Yoko - Instructor**  
Languages and Learning Resources  
BA, University of California, Irvine  
MA, California State University, Long Beach

**Nabulsi, Akram - Instructor**  
Mathematics, Computer Science and Engineering  
BS, MS, California State University, Long Beach

**Moodian, Margaret - Instructor**

**Nair, Arjun - Instructor**  
Life Sciences and Technologies  
BS, University of California, Davis

MS, PhD, University of California, Irvine	<b>Nguyen (Gutkin), Janet - Instructor</b>
	Business Sciences
<b>Neibel, Katy - Instructor</b>	
Life Sciences and Technologies	BA, University of California, Irvine
BS, MS, University of Arizona, Tucson	MA, University of Southern California
	MBA, The University of Chicago Booth School of Business
<b>Nemeth, Angelika - Instructor</b>	
The Arts	<b>Nguyen, Kathleen - Instructor</b>
BS, Shippensburg University	Guidance and Counseling
MA, UWW/International College, Los Angeles	BA, University of California, Irvine
	MA, California State University, Dominguez Hills
<b>Neves, Douglas - Instructor</b>	
Physical Sciences and Technologies	<b>Nguyen, Teresa - Instructor</b>
BS, Weber State College	Languages and Learning Resources
MS, Utah State University	BA, University of California, Irvine
PhD, Washington State University	MA, California State University, Long Beach
<b>Newkirk, Ailam - Instructor</b>	
Kinesiology, Health and Athletics	<b>Nicosia, Alicia - Instructor</b>
BS, California State University, Fullerton	Business Sciences
MS, Redlands University	BS, California State University, Long Beach
	Paralegal Certificate, Coastline Community College
	Certified Paralegal Credential (CP), National Association of Legal Assistants
<b>Ng, Alan - Instructor</b>	
Languages and Learning Resources	<b>Ninh, Joseph - Instructor</b>
MA, San Diego State University	Mathematics, Computer Science and Engineering
	BS, MS, California State University, Long Beach
<b>Nguyen, Huy - Instructor</b>	
Mathematics, Computer Science and Engineering	<b>Noh Lee, Minji - Instructor</b>
BS, MS, California State University, Long Beach	The Arts
	DMA, University of Southern California

MM, New England Conservatory of Music	BA, MA, San Diego State University
BM, Oberlin Conservatory of Music	
<b>Noone, Kristin - Instructor</b>	<b>Olsen, Janet - Instructor</b>
Humanities	Kinesiology, Health and Athletics
BA, University of California, Irvine	BS, California State University, Sacramento
MA, University of California, Riverside	<b>Ormes, Guy - Instructor</b>
	Business Sciences
<b>Noyes, Jo Ann - Instructor</b>	BS, Michigan State University
Mathematics, Computer Science and Engineering	JD, Western State University College of Law
BS, University of Oklahoma	<b>Ozima, Megan - Instructor</b>
<b>Null, Christopher - Instructor</b>	Humanities
Humanities	BA, MA, California State University, Fullerton
BA, MA, University of Alabama	<b>Page, Jennifer - Instructor</b>
MA, University of California, Los Angeles	The Arts
<b>O'Connor, Vanessa - Instructor</b>	AA, Modesto Junior College
Humanities	BA, MA, California State University, Long Beach
MA, MFA, Wikes University	<b>Page, Sam - Instructor</b>
BS, City University of New York, Brooklyn College	Humanities
<b>Oliva, Joseph - Instructor</b>	PhD, University of California, Riverside
Physical Sciences and Technologies	MA, American University
BA, University of California, Irvine	BS, Pennsylvania State University
MA, University of California, San Diego	<b>Palchak, Mary - Instructor</b>
PhD, Univeristy of California, San Diego	The Arts
<b>Olivier, Thierry - Instructor</b>	BM, California State University, Fullerton
Languages and Learning Resources	MM, St. Louis Conservatory of Music

**Pearce, Julie - Instructor****Pangborn, Frank - Instructor**

Business Sciences

BS, San Jose State University

MS, San Diego State University

Social and Behavioral Sciences

MA, University of Wisconsin, Milwaukee

MA, California State University, Fullerton

**Papagiannis, Christie - Instructor**

Life Sciences and Technologies

BS, University of Illinois at Urbana

PhD, University of California, Los Angeles

**Pearlstein, Barry - Instructor**

Mathematics, Computer Science and Engineering

BS, Massachusetts Institute of Technology

MS, University of Southern California

**Park, Annette - Instructor**

Mathematics, Computer Science and Engineering

BS, University of California, Irvine

MA, California State University, Fullerton

**Penner, Anna - Instructor**

Social and Behavioral Sciences

BA, Biola University

MA, University of California, Riverside

MA, University of California, Irvine

**Park, Edward - Instructor**

The Arts

BM, California State University, Long Beach

**Perlman, Randi - Instructor**

Languages and Learning Resources

BA, University of the Pacific

MA, Hawaii Pacific University

**Payton, Jimmie - Instructor**

Social and Behavioral Sciences

AA, Irvine Valley College

BA, MA, California State University, Fullerton

**Peters, Aaron - Instructor**

Humanities

BA, University of California, Davis

MFA, University of California, Irvine

**Paz, Ed - Instructor**

Life Sciences and Technologies

BS, University of California, Irvine

MS, University of California, Irvine

**Petersen, Evan - Instructor**

Mathematics, Computer Science and Engineering

BA, University of California, Berkeley

MS, San Francisco State University

MA, Point Loma Nazarene University

**Pham, Jax - Instructor**

Humanities

BA, California State University, Long Beach

BA, California State University, Long Beach

MFA, California State University, Long Beach

**Pinto, Tony - Instructor**

The Arts

BFA, University of Massachusetts, Boston

MFA, California State University, Los Angeles

**Pham, Kara - Instructor**

Mathematics, Computer Science and Engineering

BS, PhD, University of California, Irvine

**Pitcairn, Dylan Tyler - Instructor**

Physical Sciences and Technologies

BS, University of California, Irvine

MS, University of Washington

**Phan, Huyvu - Instructor**

Mathematics, Computer Science and Engineering

BA, University of California, Irvine

MS, University of California, Irvine

**Poladian, Laura - Instructor**

Humanities

AA, Fullerton College

BA, California State University, Fullerton

MA, Loyola Marymount University

**Phan, Vu - Instructor**

Mathematics, Computer Science and Engineering

BA, University of California, Irvine

MS, University of California, Irvine

**Polydoros, Lori - Instructor**

Humanities

BA, California State University, Long Beach

MA, Southern New Hampshire University

**Phelps, Kelicia - Instructor**

Languages and Learning Resources

BA, University of North Carolina, Chapel Hill

MA, California State University, Long Beach

**Ponzillo, Gizelle - Instructor**

Languages and Learning Resources

BA, MA, California State University, Los Angeles

**Piniol, Czarina - Instructor**

Languages and Learning Resources

BA, University of California, Santa Barbara

MA, San Diego State University

**Post, Logan - Instructor**

Kinesiology, Health and Athletics

BA, Chapman University

MS, California State University, Fullerton

**Potenza, Paula - Instructor**

Life Sciences and Technologies

BA, University of California, San Diego

MA, California State University, Fullerton

**Ramirez, Christian - Instructor**

Languages and Learning Resources

BA, University of California, San Diego

MA, Alliant International University

**Pov, Tina - Instructor**

Mathematics, Computer Science and Engineering

BS, University of California, Irvine

MS, California State University, Long Beach

**Ramon, Miguel - Instructor**

Humanities

MS, California State University, Los Angeles

BA, MS, Occidental College

**Powell, Laura - Instructor**

Humanities

AA, Cerritos College

BA, California State University, Long Beach

MA, California State University, Fullerton

**Ravaghi, Nooshafarin - Instructor**

Languages and Learning Resources

BA, MA, University of Tehran

MS, California State University, Fullerton

**Prange, John - Instructor**

Social and Behavioral Sciences

BA, California State University, Northridge

MA, Pepperdine University

PhD, US International University

**Raysky, Yelena - Instructor**

Guidance and Counseling

BA, MS, California State University, Long Beach

**Price, Bryan - Instructor**

Humanities

BA, MS, San Francisco State University

**Rehnberg, Nicole - Instructor**

Humanities

BA, California State University, Fullerton

MA, California State University, Fullerton

**Putter, Chaitra - Instructor**

Integrated Design, Engineering and Automation

BS, BNMIT, India

**Reisch, Carla - Instructor**

The Arts

AA, Fullerton College

BA, California State University, Fullerton

MA, California State University, Long Beach

**Robles, Mario - Instructor**

Physical Sciences and Technologies

**Relouzat, Phillippe - Instructor**

Mathematics, Computer Science and Engineering

MA, California State University, Los Angeles

MS, University of California, Los Angeles

PhD, University of California, Irvine

PhD, University of California, Irvine

**Rogers, Ken - Instructor**

Guidance and Counseling

**Richardson, Erynn - Instructor**

The Arts

MA, Azusa Pacific University

BA, MA, California State University, Northridge

**Rosewell, Tina - Instructor**

MFA, California State University, Long Beach

Business Sciences

BSBA, MBA, University of Alabama in Huntsville

**Rietveld, Liza - Instructor**

The Arts

**Ross, Clara - Instructor**

BS, MA, California State University, Fullerton

Guidance and Counseling

**Rivas, Daniel - Instructor**

Languages and Learning Resources

**Rubino, Joe - Counselor**

BA, Marist College

Guidance and Counseling

MA, PhD, University of Illinois

BS, University of Southern California

MA, California State University, Dominguez Hills

**Roach, Veronica - Instructor**

Social and Behavioral Sciences

**Rucker, Nancy - Instructor**

BA, MA, California State University, Fullerton

Languages and Learning Resources

MA, California Graduate Institute

BS, Tennessee State University

MS, California State University, Fullerton

**Robles, Diana - Instructor**

Social and Behavioral Sciences

**Rudmann, Jerry - Instructor**

BA, California State University, Los Angeles

Social and Behavioral Sciences

MA, California Graduate Institute

AA, Mt. San Antonio College

**Rudolph, Shari - Instructor**

Business Sciences

Bachelor of Commerce, The University of Calgary

MBA, UCLA Anderson Graduate School of Management

**Salimi, Layla - Instructor**

Guidance and Counseling

MS, National University

**Ruiz-Vega, Rolando - Instructor**

Life Sciences and Technologies

PhD, University of California, Irvine

BS, California State University, Fullerton

**Sanchez, Sylvia - Instructor**

Guidance and Counseling

BS, California State University, Fullerton

MS, National University

**Rushman, Mike - Instructor**

The Arts

MM, University of Southern California

BM, BA, Chapman University

**Sawitz, Michael - Instructor**

Business Sciences

AA, Mount San Antonio Community College

**Russell, Vanessa - Instructor**

Languages and Learning Resources

BA, University of California, Riverside

MS, California State University, Fullerton

**Seahill, John - Instructor**

The Arts

BFA, Art Center College of Design, Pasadena

MFA, Academy of Art, San Francisco

**Saada, Miriam - Instructor**

Languages and Learning Resources

BA, MA, California State University, Los Angeles

PhD, University of California, Los Angeles

**Scarfone, Femia - Instructor**

Languages and Learning Resources

AA, Orange Coast College

BA, University of California, Berkeley

MS, California State University, Fullerton

**Saens, Marisol - Instructor**

Languages and Learning Resources

BA, University of California, Los Angeles

MA, Pacific Oaks College

**Schank, Rick G. - Instructor**

The Arts/Business Sciences

BFA, Kutztown University of Pennsylvania

MFA, California State University, Fullerton

<b>Schelden, Peter - Instructor</b>	Business Sciences
Humanities	BSE, University of Michigan, Ann Arbor
BA, University of Nevada	MBA, California State University, Long Beach
MA, California State University, Long Beach	
<b>Seraphin, Eva - Instructor</b>	
<b>Schell, Kent - Instructor</b>	Humanities
The Arts	BA, Arizona State University
BA, Wesleyan University	MA, PhD, University of California, Irvine
MA, Johns Hopkins University	
<b>Sevcik, Stacie - Instructor</b>	
<b>Schiano, Allen - Instructor</b>	Guidance and Counseling
Physical Sciences and Technologies	BA, University of Illinois, Urbana-Champaign
BA, University of California, Los Angeles	MA, Lewis University
PhD, University of Arizona	MA, Governors State University
<b>Schmidt, Timothy - Instructor</b>	
<b>Shaw-Kingery, Youlin -- Instructor</b>	
Social and Behavioral Sciences	Mathematics, Computer Science and Engineering
BS, MPA, University of La Verne	BA, Feng Chia University
	MS, Ohio State University
<b>Schwan, Vicky - Instructor</b>	
Languages and Learning Resources	
AA, Golden West College	<b>Shimura, Meiko - Instructor</b>
BS, California State University, Fullerton	Languages and Learning Resources
	BA, Konan University, Kobe
	MA, University, of North Carolina
<b>Schwarz, Carl - Instructor</b>	
Social and Behavioral Sciences	
BA, MA, University of California, Berkeley	<b>Shiring, Richard - Instructor</b>
PhD, University of California, Santa Barbara	Mathematics, Computer Science and Engineering
	BS, MS, Penn State University
	MBA, University of Pittsburgh
<b>Seilo, John W. - Instructor</b>	PhD, University of California, Los Angeles

**Southwell, Linda - Instructor**

**Shulman, Eric - Instructor**

Mathematics, Computer Science and Engineering  
BA, University of California, Irvine  
MS, California State University, Fullerton

The Arts

BA, Pitzer College  
MFA, University of Oregon

**St. Marseille, Dan - Instructor**

**Sirossian, Shawn - Instructor**

Physical Sciences and Technologies  
AS, Austin Community College  
BS, H. Tilotson University  
MS, Texas State University

The Arts

BM, Chapman University Conservatory of Music  
MM, California State University, Fullerton

**Stafford, Darrin - Instructor**

**Sims, Larry - Instructor**  
Office of Library Services  
BS, Pennsylvania State University  
MS, California State University, Fullerton

The Arts

BA, Arkansas State University  
MA, University of Miami

**Stephenson, Gabrielle - Instructor**

**Sineri, Lori - Instructor**  
The Arts  
Business Sciences  
BFA, Youngstown State University

Mathematics, Computer Science and Engineering  
BS, MS, State University of New York, Potsdam College

**Stern, Heather - Instructor**

**Slack, Rob - Instructor**  
The Arts  
BM, Curtis Institute of Music

Languages and Learning Resources

BA, University of California, San Diego  
MS, California State University, Fullerton

**Stuart, Andy - Instructor**

**Smith, Harold - Instructor**  
Languages and Learning Resources  
BS, MS, Northern Illinois University, DeKalb

Humanities  
BA, MA, California State University, Long Beach

**Sun, Ningning - Instructor**

Languages and Learning Resources	MS, PhD, University of California, Irvine
BA, Ludong University	MA, University of Connecticut
MA, California State University, Long Beach	BA, California State University, Fullerton

**Sun, Sanda - Instructor**

Physical Sciences and Technologies  
BS, Boston University  
PhD, Boston University

**Taibjee, Sukena - Librarian**

Languages and Learning Resources  
BA, University of Oklahoma  
MLIS, California State University, San Jose

**Sundstrom, Emily - Instructor**

BA, Simmons College, Boston  
PhD, University of California, Irvine

**Takahashi, Hiromi - Instructor**

Languages and Learning Resources  
BA, Tsurumi University  
MA, Simmons College

**Supe, José - Instructor**

Kinesiology, Health and Athletics  
AA, El Camino College  
BSBA, MSPA, California State University,  
Los Angeles

**Takahashi, Mariko - Instructor**

Humanities  
BA, MA, PhD, University of Southern California

**Susskind, Joshua - Instructor**

Social and Behavioral Sciences  
BA, Brandeis University  
MA, PhD, University of California, Santa Barbara

**Takakura, Takeshi - Instructor**

Languages and Learning Resources  
BA, Sophia University  
MA, New York University

**Sussman, Caryn - Counselor**

Guidance and Counseling  
BS, MS, California State University, Long Beach

**Tang, Aubrey - Instructor**

Humanities  
BA, University of Hong Kong  
MA, University of California, Riverside  
MA, University of California, Irvine

**Synycia, Natasha - Instructor**

Humanities

**Tanio, Stephanie - Instructor**

Life Sciences and Technologies

BS, California State University, Fullerton

PhD, University of California, Irvine

**Terranova, John - Instructor**

Humanities

BA, University of California, Irvine

MA, California State University, Fullerton

Physical Sciences and Technologies

BS, University of California, Santa Barbara

MS, University of Michigan, Ann Arbor

PhD, University of Michigan, Ann Arbor

JD, Loyola Law School, Los Angeles

**Thompson, Chanthy - Instructor**

Guidance and Counseling

BA, University of California, Los Angeles

MS, University of La Verne

**Trujillo, Jose Carlos - Instructor**

Social and Behavioral Studies

BA, California State University, Los Angeles

MA, University of California, Irvine

DBA, Argosy University

**Tipura, Selma - Instructor**

Languages and Learning Resources

BA, University of California, Irvine

MA, California State University, Long Beach

**Titterud, Melanie - Instructor**

Guidance and Counseling

BS, University of La Verne

MS, National University

**Tung, Helen - Instructor**

Kinesiology, Health and Athletics

BA, Laguna College of Art and Design

MA, Sun Yat-Sen University of Medical Sciences,  
Guangzhou, China

**Toossi, Reza - Instructor**

Physical Sciences and Technologies

BS, Sharif University of Technology, Iran

MS, PhD, University of California, Berkeley

**Uchida, Yoshiko - Instructor**

Languages and Learning Resources

BA, Nanzan University

MA, Ohio State University

**Urell, Kathryn - Instructor**

Guidance and Counseling

BA, MSW, University of Southern California

**Troy, Jeffrey - Instructor**

<b>Vang, Burlee - Instructor</b>	MA, California State University, Los Angeles
Humanities	MA, University of California, Riverside
BA, University of California, Davis	
MFA, California State University, Fresno	
<b>VanGuilder, Rebecca - Instructor</b>	<b>Villegas-Bonno, Patricia - Instructor</b>
Mathematics, Computer Science and Engineering	Languages and Learning Resources
BA, MS, University of California, Los Angeles	BA, University of California, Irvine
	MA, University of California, Los Angeles
<b>Vaught, Karen - Instructor</b>	<b>Virzi, Susan - Instructor</b>
Humanities	The Arts
BA, California State University, Long Beach	BS, Grace College, Indiana
MA, Chapman University	MA, California State University, Los Angeles
<b>Vayo II, Louis - Instructor</b>	<b>Voisard, Norbert - Instructor</b>
Social and Behavioral Sciences	Languages and Learning Resources
BA, University of California, Berkeley	BS, MA, California State University, Long Beach
MA, MS, University of Michigan	
<b>Vera Lopez, Janet - Instructor</b>	<b>Volz, Matthew - Instructor</b>
Guidance and Counseling	The Arts
	BA, MA, Northern Arizona University
<b>Vicqueneau, Veronika - Instructor</b>	<b>Voss, Cynthia - Instructor</b>
Social and Behavioral Studies	Guidance and Counseling
BA, Concordia University	BA, University of California, Irvine
MA, Pacific Oaks College	MS, California State University, Long Beach
<b>Villalpando, Alejandro - Instructor</b>	<b>Waldren, Robert - Instructor</b>
Humanities	Guidance and Counseling
BA, University of California, San Diego	BA, California State University, Fullerton
	MA, National University

MA, California State University, Fullerton

**Walter, Allison - Instructor**

Languages and Learning Resources

BA, Scripps College

BA, Université Sorbonne Nouvelle

MA, University of California, Irvine

**Watkins, James - Instructor**

Humanities

BA, California State University, Fullerton

MA, Claremont Graduate University

**Walton, Tyler - Instructor**

The Arts

AA, Fullerton College

BM, California State University, Fullerton

**Watschke, Erik - Instructor**

Humanities

BA, University of Minnesota

MA, PhD, University of California, Irvine

**Wankier, Alisa - Instructor**

Humanities

BA, San Diego State University

MA, San Diego State University

PhD, University of California, Irvine

**Webber, Jonathan - Instructor**

Social and Behavioral Sciences

BA, MEd, Brigham Young University

MA, California State University, Fullerton

**Ward, Patrick - Instructor**

Social and Behavioral Sciences

BA, California State University, Fullerton

MS, University of Redlands

**Weckerly, Michelle - Instructor**

Business Sciences

BA, University of California, Irvine

MBA, California State University, Long Beach

**Waner-Saadat, Valencia - Instructor**

Social and Behavioral Sciences

MA, San Diego State University

**Weil, Alex - Instructor**

Humanities

PhD, Emory University

BA, University of North Carolina at Chapel Hill

**Washington, William - Instructor**

The Arts

BA, San Francisco State University

**Whelchel, Toshio - Instructor**

Social and Behavioral Studies

<b>Wilkerson, Ingrid - Instructor</b>	Business Sciences
Humanities	BS, BS, MBA, University of Southern California
AA, Los Angeles Valley College	
BA, California State University, Northridge	<b>Winston, Greg - Instructor</b>
MA, PhD, University of California, Irvine	Physical Sciences and Technologies
	BS, Davidson College
<b>Wilkinson, Jason - Instructor</b>	MS, University of Maine
Mathematics, Computer Science and Engineering	PhD, University of Maine
BA, University of California, San Diego	
MS, University of California, Irvine	<b>Wijte, Antonia - Instructor</b>
	Life Sciences and Technologies
<b>Williams, Sherry - Instructor</b>	BA, MS, Free University Amsterdam, the Netherlands
Humanities	PhD, University of Delaware
AA, Coastline Community College	
BS, Liberty University	<b>Witt, Jason - Instructor</b>
MS, University of California, Fullerton	Humanities
MA, National University	BA, MA, California State University, Fullerton
<b>Williamson, Jehann - Instructor</b>	<b>Witte, Fabienne - Instructor</b>
The Arts	Languages and Learning Resources
BA, University of California, Irvine	BA, MA, Université Paris, Sorbonne
MEd, National University, La Jolla	MA, Université René Descartes, Paris
<b>Wilsey, Darren - Instructor</b>	<b>Wong, Suzanne - Instructor</b>
The Arts	The Arts
BA, Hunter College	BA, University of Southern California
BM, Manhattan School of Music	DMA, Boston University
MFA, University of California, Irvine	
<b>Wilson, Stephen B. - Instructor</b>	<b>Wood, Robert - Instructor</b>
	Humanities

PhD, UC Irvine

BA, University of Minnesota

BA, Adelphi University

JD, Rutgers University School of Law: Camden

**Woods, Daniel - Instructor**

Life Sciences and Technologies

BS, MS, University of Central Florida

PhD, University of California, Santa Cruz

**Yu, Jimmy - Instructor**

Integrated Design, Engineering and Automation

BS, California State University, Fresno

MS, California State University, Fullerton

**Woodward, Wenying - Instructor**

Mathematics, Computer Science and Engineering

BA, Jilin University of Technology

MS, California State University, Fullerton

**Zarei, Anahita - Instructor**

Integrated Design, Engineering and Automation

BA, MS, PhD, University of Washington, Seattle

**Wright, Nancy - Instructor**

Languages and Learning Resources

BA, California State University, Fullerton

MA, Alliant International University

**Zeoli, Katie - Instructor**

Social and Behavioral Sciences

BA, MA, MPH, California State University, Fullerton

**Yi, Sally - Instructor**

Mathematics, Computer Science and Engineering

BS, Rutgers University

MS, California State University, Fullerton

**Zia, Ayesha - Instructor**

Humanities

AA, Cerritos College

BA, MA, California State College, Fullerton

**Yourman, Kevin - Instructor**

Social and Behavioral Sciences

**Zilkow, Christina - Instructor**

Languages and Learning Resources

BA, MA, California State University, Fullerton

# **Emeritus Institute Instructors**

**Addington, Tania - Instructor**

Office of Extended Education

**Lane, Eugenia - Instructor**

Office of Extended Education

**Burns, Kathryn - Instructor**

Office of Extended Education

**Lippert, Carol - Instructor**

Office of Extended Education

**Caramagno, Richard - Instructor**

Office of Extended Education

**Lowery, Mark - Instructor**

Office of Extended Education

**Forehan, Marge - Instructor**

Office of Extended Education

**Messenger, Lisa - Instructor**

Office of Extended Education

**Fournier, Peter - Instructor**

Office of Extended Education

**Michele, Miki - Instructor**

Office of Extended Education

**Hernandez, Annette - Instructor**

Office of Extended Education

**Nguyen, Thinh - Instructor**

Office of Extended Education

**Jacobs, Louise - Instructor**

Office of Extended Education

**Ovadia, Jackie - Instructor**

Office of Extended Education

**Kim, Cecilia - Instructor**

Office of Extended Education

**Robitaille, Jada - Instructor**

Office of Extended Education

**Kramer, Kathryn - Instructor**

Office of Extended Education

**Schader, Pam - Instructor**

Office of Extended Education

**Schoon, JoAnna - Instructor**

Office of Extended Education

**Stockler, Barbara - Instructor**

Office of Extended Education

**Shields, Judy - Instructor**

Office of Extended Education

**Stuart, Ida - Instructor**

Office of Extended Education

## Classified Staff

**Abarca, Victoria - Extended Opportunity Program Specialist**

Office of Supportive Services

School of Life Sciences and Technologies

**Al Qutaifi, Yahya - Office Assistant**

Office of Supportive Services

**Abbas, Cheryl - Child Development Specialist**

Office of Student Services

**Alvarez, Stefanie - Senior Administrative Assistant**

Office of the Academic Senate

**Adams, Devin - Athletic Trainer**

School of Kinesiology, Health and Athletics

**Anaya, Tanya - Office Assistant**

Office of Supportive Services

**Adams Huff, Carol - Library Assistant I**

School of Languages and Learning Resources

**Aparicio, Ina Frances - Child Development Specialist**

Office of Student Services

**Aguilar, Erik - Public Safety Assistant**

Campus Police

**Araiza, J. Estanislao - Groundskeeper**

Office of Physical Plant

**Akers, Anne - Outreach Specialist**

Office of Outreach and Community Relations

**Arendts, Erika - Senior Administrative Assistant**

School of Languages and Learning Resources

**Akers, Lewis - Senior Lab Technician**

**Armstrong, Cecil - Performing Arts Center Operations Manager**

Performing Arts Center

**Barboza, Mario - Groundskeeper**

Office of Physical Plant

**Basu, Julie - Senior Child Development Specialist**

Office of Student Services

**Bates, Angie - Disabled Student Program Specialist**

Office of Supportive Services

**Beaty, John - Network Systems Administrator**

Technology Services

**Bennett, Robert - Plant Engineer**

Office of Physical Plant

**Blassingame, Margaret - Senior Administrative Assistant**

School of Mathematics, Computer Science, and Engineering

School of Physical Sciences and Technologies

**Bong, Jay - Curriculum Specialist**

Office of Instruction

**Bostwick, Tamara - Program Coordinator**

School of Liberal Arts

**Bracken, Nancy - Costumer**

School of the Arts

**Bravo, Becky - Senior Administrative Assistant**

School of Life Sciences and Technologies

**Brown, Stephen - Police Officer**

Campus Police

**Burnett, Richard - Utility Custodian**

Office of Physical Plant

**Cacho, Katrina - Matriculation Specialist**

Admissions, Records and Enrollment Services

**Calderin, Jennifer - Applications Specialist II**

Technology Services

**Calderon, Miguel - Groundskeeper**

Office of Physical Plant

**Carmona, Sylvia - Financial Aid Specialist**

Office of Financial Aid

**Caser, Robert - Library Assistant I**

School of Languages and Learning Resources

**Chakraborty, Jhuma - Library Assistant III**

School of Languages and Learning Resources

**Chang, David - International Student Program Technician**

International Student Office

**Chavez, Christian - Transfer Center Specialist**

Transfer Center

**Constantino, Brenda - Creative Services Lead**

Office of Marketing and Creative Services

**Cordova, Mario - Matriculation Specialist**

Office of Admissions, Records and Enrollment Services

**Costanzo, Marina - Accounting Specialist**

Office of College Fiscal Services

**Daniels, Ryck - Senior Lab Technician**

School of Physical Sciences and Technologies

**Delgado, José - Senior Copy Center Technician**

Technology Services

**Dorman, Joshua - Research and Planning Analyst**

Office of Research, Planning and Accreditation

**Eiteneer, Natalia - Child Development Specialist**

Office of Student Services

**Eutimio, Alfredo - Library Assistant I**

School of Languages and Learning Resources

**Farrell, Jennifer - Senior Lab Technician**

School of Life Sciences and Technologies

**Faulkner, Richard - Lab Technician**

School of Physical Sciences

**Feinstein, Bruce - Research and Planning Analyst**

Office of Research, Planning and Accreditation

**Feliciano, Luis - Electrician**

Office of Physical Plant

**Fitzgerald, Anne - Senior Administrative Assistant**

Campus Police

**Flores, Ana - Senior Health Office Assistant**

Health and Wellness Center

**Flournoy, Dewey - Custodian**

Office of Physical Plant

**Flournoy, Robert - Custodian**

Office of Physical Plant

**Foes, Jurate - Custodian**

Office of Physical Plant

**Fouquette, Anne - Child Development Specialist**

Office of Student Services

**Franco, Lionel - Copy Center Technician**

Technology Services

**Griffin, Alice - Senior Lab Technician, Student Success Center**

School of Languages and Learning Resources

**Fraser, Kyle - Police Services Specialist**

Campus Police

**Guadarrama, Edgar - Financial Aid Specialist**

Office of Financial Aid

**Fuentes, Toni - Senior Administrative Assistant**

School of Humanities

**Guillaume, Pamela - Senior Administrative Assistant**

Office of the President

**Gallegos, Maximo - Custodian**

Office of Physical Plant

**Hajir, Mahshid - Extended Opportunity Program Specialist**

Office of Supportive Services

**Garcia, Lido - Child Development Specialist**

Office of Student Services

**Hall, Ezekiel - Senior Veterans Specialist**

Office of Financial Aid

**Garey, Jason - Athletic Equipment Specialist/Driver**

School of Kinesiology, Health and Athletics

**Hamid, Mastoora - Child Development Specialist**

Office of Student Services

**Gilman, Sandra - Child Development Specialist**

Office of Student Services

**Helms, Toni - Staff Accompanist**

School of the Arts

**Gorostiza, Genaro - Police Officer**

Campus Police

**Hernandez, Enrique - Custodian**

Office of Physical Plant

**Grant, Ryan - Athletic Equipment Specialist/Driver**

School of Kinesiology, Health and Athletics

**Hernandez, Milton - Lead Custodian**

Office of Physical Plant

**Ho, Tina - Accounting Assistant**

Office of College Fiscal Services

**Leahy, Michael - Painter**

Office of Physical Plant

**Hunter, Amy - Senior Administrative Assistant**

School of Business Sciences

**Leatherman, Mary - Lead Dispatcher**

Campus Police

**Ion, Caitlin - Senior Administrative Assistant**

Office of Economic and Workforce Development

**LeBeau, Dean - Locksmith**

School of IDEA

Office of Physical Plant

**Islam, Tahina - Child Development Specialist**

Office of Student Services

**Lee, Hannah - Lab Technician**

School of Physical Sciences and Technologies

**Kantorski, Patrick - Lab Technician**

School of Physical Sciences and Technologies

**Leowidjaja, Silverius - Admissions and Records Specialist III**

Office of Admissions, Records and Enrollment Services

**Khandan, Nasser - Senior Administrative Assistant**

Office of Supportive Services

**Levinson, Marc - Computer/Audiovisual Technician**

Technology Services

**Kim, Rich - Programmer Analyst**

Technology Services

**Li, Bing - Automotive Diagnostic Technician**

Office of Physical Plant

**Kokinacis, Alicia - Child Development Specialist**

Office of Student Services

**Lin, Kate - Accompanist**

School of the Arts

**Korotenko, Nick - Network Systems Technician II**

Technology Services

**Ling, Jyueguang - Library Technician**

School of Languages and Learning Resources

**Kudell, Eric - Network Systems Technician II**

Technology Services

**Livingstone, Tammy - Student Development Office Assistant**

Office of Student Life

**Looney, Cameron - Custodian**

Office of Physical Plant

**Lopez, Maria - International Student Program Specialist**

International Student Office

**Lothian, Rosa - Custodian**

Office of Physical Plant

**Makhambetova, Venera - Administrative Assistant**

Admissions, Records and Enrollment Services

**Manders, Rachel - Grants Analyst**

Office of Career Technical Education, Education, Economic and Workforce Development

**Marmolejo, Jennifer - Disabled Student Program Specialist**

Office of Supportive Services

**Marotta, Rina - Administrative Assistant**

International Student Program

**Martin, Karen - Development Associate**

Office of College Foundation

**Martinez, Michael - Webmaster**

Technology Services

**Martinez, Suzanne - Child Development Specialist**

Office of Student Services

**McDonald, Kaye - Career and Placement Officer**

Career and Transfer Center

**McKee, Robert - Lead Custodian**

Office of Physical Plant

**McMahan-Kelly, Brenna - Senior Matriculation Specialist**

Office of Admissions, Records and Enrollment Services

**Mehrabian, Shakeh - Administrative Assistant**

School of Humanities - Honors Program

**Mendoza, Jose - Network Systems Technician I**

Technology Services

**Meyers, Jacky - Custodian**

Office of Physical Plant

**Miller, Barry - Senior Multimedia Technician**

Technology Services

**Miller, Ted - Lead Warehouse Worker**

District Administration and Business Systems

School of Guidance and Counseling

**Minniece, Anna - Student Services Specialist**

Office of Financial Aid, ATEP

**Nguyen, Tiffany - Program Specialist**

ATEP

**Monter, Graciela - Senior Office Assistant**

School of Guidance and Counseling

**Nguyen, Vincent - Admissions and Records Specialist II**

Office of Admissions, Records and Enrollment Services

**Montiel, Ramon - Maintenance Coordinator**

Office of Physical Plant

**Nguyen, Vinh - Research and Planning Analyst**

**Morales, Juan - Custodian**

Office of Physical Plant, ATEP

Office of Research, Planning and Accreditation

**Núñez, Maria-Ester - Senior Administrative Assistant**

Office of Student Services

**Mosqueda, Richard - Custodian**

Office of Physical Plant

**Nuno, Silvia - Custodian**

**Muñoz, Marina - Program Assistant**

Office of Physical Plant

Office of Supportive Services

**Oh, Julia - Accompanist**

School of the Arts

**Murillo, Jeanette - Library Technician**

School of Languages and Learning Resources

**Ojeda, Nathan - Accounting Assistant**

Office of College Fiscal Services

**Myers, Jacqueline - Custodian**

Office of Physical Plant

**Ojeda, Sergio - Lead Groundskeeper**

Office of Physical Plant

**Naranjo, Nicholas - Admissions and Records Specialist II**

Office of Admissions, Records and Enrollment Services

**Olsen, Janet - Athletic Trainer**

School of Kinesiology, Health and Athletics

**Nawabi, Mina - Administrative Assistant**

**Orozco-Mahaney, Angela - Executive Assistant**

Office of Student Services

**Pham, Dan - Network Systems Technician III**

Technology Services

**Ortiz, Desiree - Senior Administrative Assistant**

Office of Financial Aid

**Pickering, Dawn - Senior Administrative Assistant**

Office of Supportive Services

**Osuna, Freddy - HVAC Technician**

Office of Physical Plant

**Port, Jacquelyn - Child Development Specialist**

Office of Student Services

**Pakshir, Firoozeh - Child Development Specialist**

Office of Student Services

**Pourshafai, Simin - Child Development Specialist**

Office of Student Services

**Pakshir, Peyman - Lab Technician, Language Acquisition Center**

School of Languages and Learning Resources

**Prinzing, Keith - Sergeant**

Campus Police

**Patella, Gillian - Admissions and Records Evaluator**

Office of Admissions, Records and Enrollment Services

**Puliyanda, Nikki - Operations Planning Specialist**

Office of Physical Plant

**Peak, Michael - Grounds Specialist**

Office of Physical Plant

**Quach, Nathan - Webmaster**

Office of Marketing and Creative Services

**Peck, Megan - Executive Assistant**

Office of Instruction

**Quintanilla, Efrain - Custodian**

Office of Physical Plant

**Petersen, Mark - Senior Lab Technician, Performing Arts**

School of the Arts

**Ramchandani, Brittany - Senior Administrative Assistant**

Office of Marketing and Creative Services

**Ramirez, Esteban - Building Maintenance Worker**

Office of Physical Plant

**Reymond, Corine - Senior Administrative Assistant**

School of Kinesiology, Health and Athletics

**Rodriguez, Adalberto - Extended Opportunity Program Specialist**

Office of Supportive Services

**Romero, Phillip - Police Officer**

Campus Police

**Rozova, Yulia - International Student Program Technician**

International Student Office

**Saket, Aida - Admissions and Records Specialist II**

Office of Admissions, Records and Enrollment Services

**Salinas, Katia - Admissions and Records Evaluator**

Office of Admissions, Records and Enrollment Services

**Sanchez, Becky - Administrative Assistant**

School of Kinesiology, Health and Athletics

**Sanchez, Beth - Lab Technician, Writing Center**

School of Humanities

**Santos, Kelly Mark - Custodian**

Office of Physical Plant

**Schneider, Lee - Senior Child Development Specialist**

Office of Student Services

**Scholl, Julie - Program Coordinator**

School of Languages and Learning Resources

**Sharma, Mamta - Child Development Specialist**

Office of Student Services

**Shaver, Brent - Sports Public Information Officer**

School of Kinesiology, Health and Athletics

**Shenouda, David - Senior Admissions and Records Specialist**

Office of Admissions, Records and Enrollment Services

**Sidoti, Tony - Lead Building Maintenance Worker**

Office of Physical Plant

**Singh, Rajbir - Campus Security Officer**

ATEP

**Slaughter, Teresa - Senior Administrative Assistant**

Office of Student Life

**Slooten, Cynthia - Financial Aid Specialist**

Office of Financial Aid

	<b>Torres, Gina - Dispatcher/Records</b>
<b>Smith, Benjamin - Building Maintenance Worker</b>	Campus Police
Office of Physical Plant	
	<b>Toyos, Stephanie - Health Center Nurse</b>
<b>Snyder, Debby - Senior Administrative Assistant</b>	Office of Student Services
Office of Extended Education	
	<b>Tran, Hung - Lab Technician</b>
<b>Stafford, Desiree - Outreach Assistant</b>	School of Life Sciences and Technologies
Office of Outreach and Community Relations	
	<b>Truong, Pheolin - Financial Aid Specialist</b>
<b>Stinson, Felicia - Program Specialist</b>	Office of Financial Aid
ATEP	
	<b>Turner, Amanda - Senior Administrative Assistant</b>
<b>Sundeen, Polly - Senior Administrative Assistant</b>	Technology Services
Office of Admissions, Records and Enrollment Services	
	<b>Ty, Djian-Luke - Senior Lab Technician</b>
<b>Sweeney, Lindsey - Graphic Designer and Production Technician</b>	School of Physical Sciences and Technologies
Office of Marketing and Creative Services	
	<b>Valderrama, James - Lab Technician</b>
<b>Sweet, Susan - Senior Operations Planning Specialist</b>	School of Physical Sciences and Technologies
Office of Physical Plant	
	<b>VanNorman, Timothy - Instructional Technologist</b>
<b>Tibbo, Beverly - Health Center Nurse</b>	Technology Services
Office of Student Services	
	<b>Vieyra, Cristina - Financial Aid Specialist</b>
<b>Tibbo, Kristy - Administrative Assistant</b>	Office of Financial Aid
Office of Extended Education	
	<b>Vitale, Angel - Child Development Specialist</b>
<b>Tibbo, Kristy - Administrative Assistant</b>	Office of Student Services

<b>Vyrak, Vikyra - Public Safety Assistant</b>	Office of Physical Plant
Campus Police	
<b>Zavala, Mauricio - Groundskeeper</b>	
<b>Warner, Greg - Police Officer (ATEP)</b>	Office of Physical Plant
Campus Police	
<b>Wilcox, John - Testing Specialist</b>	
Office of Extended Education	
<b>Wilhelm, Melinda - Graphic Designer</b>	
Office of Marketing and Creative Services	
<b>Wood, Kris - Child Development Specialist</b>	
Office of Student Services	
<b>Woolard, Abigail - Head Interpreter</b>	
Office of Supportive Services	
<b>Yacono, Candice - Senior Graphic Designer and Publications Editor</b>	
Office of Marketing and Creative Services	
<b>Yu, Pamela - Financial Aid Specialist</b>	
Office of Financial Aid	
<b>Zakaryan, Karine - Admissions and Records Evaluator</b>	
Office of Admissions, Records and Enrollment Services	
<b>Zambrano, Nicolas - Irrigation Systems Specialist</b>	