CHABOT COLLEGE

Chabot College
2022 - 2024 Course Catalog

ACADEMIC FREEDOM

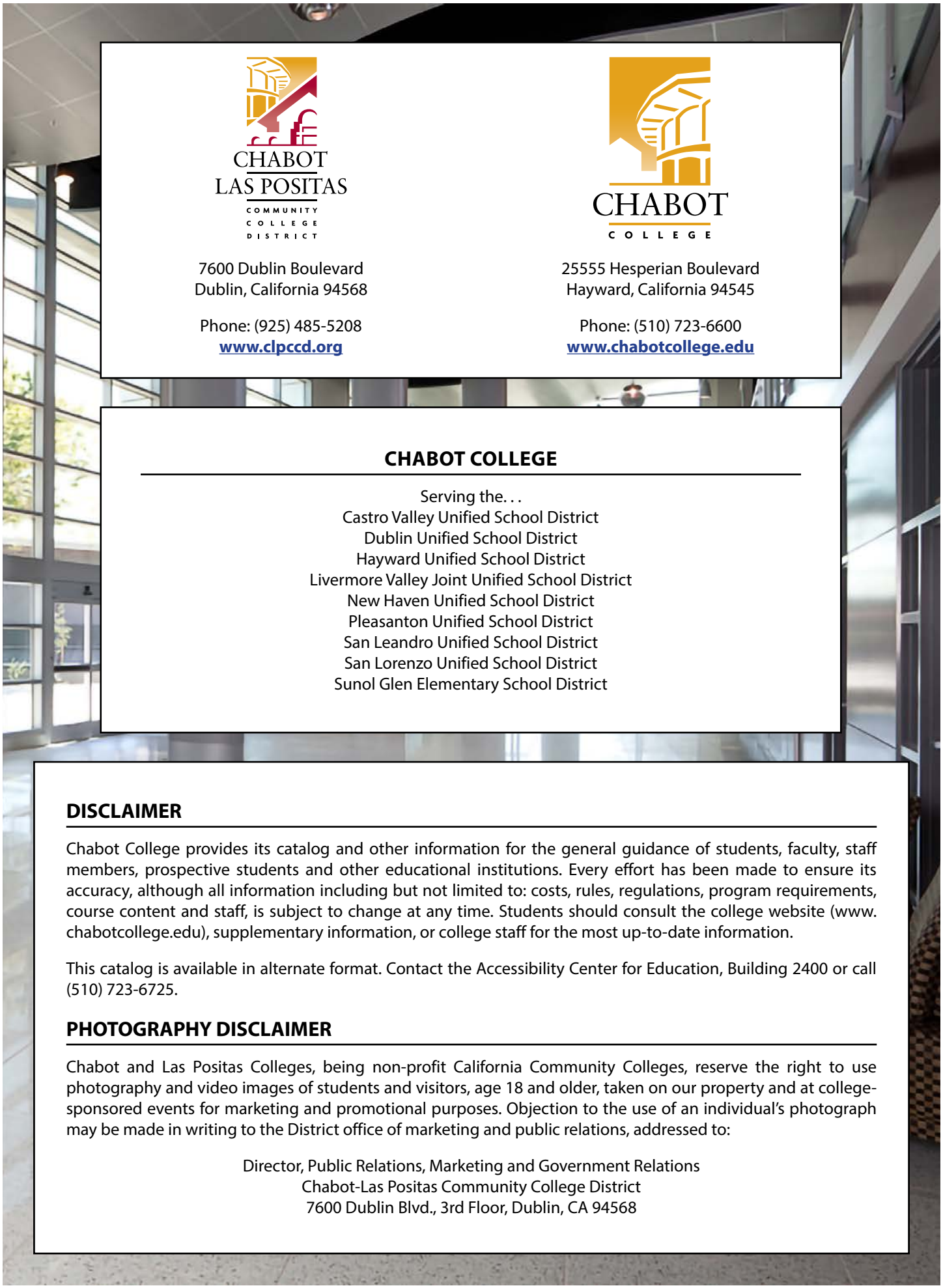
Academic freedom exists and is nurtured in our community for the common good of all citizens. Students, faculty, administrators and society itself derive benefits from the practice of academic freedom with its open search for truth and its free exposition. Academic freedom is fundamental for the protection of the instructor's right in teaching and the student's right in learning in the classroom and on the campus. Academic freedom carries with it responsibilities correlative with rights, such responsibilities being implicit in all freedoms and assured by all members of the college to insure the rights of others.

Any issue involving the alleged violation of academic freedom on campus shall follow the procedures of academic due process as provided for the students, faculty, and the college, whichever be appropriate. (Board Manual, Policy 4030, adopted February 18, 2014)

CHABOT
COLLEGE

STATEMENT OF NON-DISCRIMINATION

Chabot College desires to maintain an academic and work environment which protects the dignity and promotes the mutual respect of all employees and students. Sexual harassment of employees or students will not be tolerated. In general, deliberate verbal comments, gestures or physical contact of a sexual nature that are unsolicited and unwelcomed will be considered harassment (Title VII of the Civil Rights Act of 1964).



CHABOT LAS POSITAS COMMUNITY COLLEGE DISTRICT

7600 Dublin Boulevard
Dublin, California 94568

Phone: (925) 485-5208
www.clpccd.org

CHABOT COLLEGE

25555 Hesperian Boulevard
Hayward, California 94545

Phone: (510) 723-6600
www.chabotcollege.edu

CHABOT COLLEGE

Serving the. . .
Castro Valley Unified School District
Dublin Unified School District
Hayward Unified School District
Livermore Valley Joint Unified School District
New Haven Unified School District
Pleasanton Unified School District
San Leandro Unified School District
San Lorenzo Unified School District
Sunol Glen Elementary School District

DISCLAIMER

Chabot College provides its catalog and other information for the general guidance of students, faculty, staff members, prospective students and other educational institutions. Every effort has been made to ensure its accuracy, although all information including but not limited to: costs, rules, regulations, program requirements, course content and staff, is subject to change at any time. Students should consult the college website (www.chabotcollege.edu), supplementary information, or college staff for the most up-to-date information.

This catalog is available in alternate format. Contact the Accessibility Center for Education, Building 2400 or call (510) 723-6725.

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Director, Public Relations, Marketing and Government Relations
Chabot-Las Positas Community College District
7600 Dublin Blvd., 3rd Floor, Dublin, CA 94568

Welcome to Chabot College

An exceptional community of teachers and learners

Welcome to Chabot College, an exceptional community of learners and teachers. We are a college dedicated to supporting our students with excellence in education at minimal cost. But do not mistake low cost for lack of excellence! We believe that everyone deserves access to excellence in higher education, regardless of the economic or other challenges they face. Many of our students go on to achieve at the highest levels in their chosen professions, whether in science, medicine, education, technical areas, the arts, law, community services, business, or politics. As an educator at Chabot for over thirty years, I am awed by the persistence, endurance, and achievements of Chabot graduates.

We value and treasure the potential of every student. Through good times and bad, Chabot College has been the first step along the path to college and success for generations of seekers, many of whom have shaped our region, state, and country. Our College continues to create and to innovate in academics and student services that are models across the region, State, and country, including the Puente and Umoja Programs as well as many others. Our graduates earn respected degrees and credentials that deliver meaningful careers and change the future of their communities. Many transfer to the country's best universities or become skilled professionals in specialized areas of credentialing. We are also proud to serve one of the most richly diverse student bodies in the nation, many students who are first in their families to go to college, and to be the open door to education for Dreamers. I hope to meet you along your pathway to success, as you change your future and that of our world!

Si, se puede!

Sincerely,

Susan Sperling, Ph.D.

The Chabot-Las Positas Board of Trustees governs the Chabot-Las Positas Community College District and is responsible for all policy decisions. The Board meets once per month, unless otherwise noted in the meeting schedule.

Ronald P. Gerhard, *Chancellor*

Name/Position	Area Represented	Year First Elected
Tim Sbranti, *President*	Area 5: Dublin and Northeast Pleasanton	2019
Linda Granger, *Secretary*	Area 2: San Leandro and portions of San Lorenzo	2018
Luis Reynoso, Ed.D.	Area 1: Hayward	2020
Harris Mojadedi	Area 3: Union City and South Hayward	2022
Maria L. Heredia	Area 4: Castro Valley, Sunol, areas of Pleasanton, and East San Lorenzo	2019
Hal G. Gin, Ed.D.	Area 6: Northwest Hayward and West San Lorenzo	2005
Vacant	Area 7: Livermore, portions of East Dublin, and Southeast San Ramon	
Viviana Patino	Student Trustee, Chabot College	
Lara Wiedemeier	Student Trustee, Las Positas College	

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* Denotes no Saturday classes

FALL 2022		SPRING 2023	
August 15	Convocation Day	January 16	Martin Luther King Holiday
August 16	College Day	January 17	Classes Start
August 17	Classes Start	February 17 – 20*	Presidents' Weekend Holiday*
September 5*	Labor Day Holiday*	April 3 – April 8*	Spring Break*
November 11	Veterans' Day Holiday (Observed)	May 19	Last Day of Instruction
November 23-25*	Thanksgiving Holiday*	May 20 - 26	Finals
December 13	Last Day of Instruction	May 26	Commencement Ceremony
December 14 - 20	Finals	May 29	Memorial Day Holiday
January 2, 2023	Grades Due via Internet by 11 p.m.	June 4	Grades Due via Internet by 11 p.m.

One Variable Flex Day for Faculty for the 2022/2023 academic year

Summer 2022 Window Period: Tuesday, May 31 to Friday, August 5, 2022
Monday, July 4, 2022 Independence Day Holiday
Grades Due: Monday, August 8, 2022 by 11 p.m. via Internet

FALL 2023		SPRING 2024	
August 14	Convocation Day	January 15	Martin Luther King Holiday
August 15	College Day	January 16	Classes Start
August 16	Classes Start	February 16 – 19*	Presidents' Weekend Holiday*
September 4*	Labor Day Holiday*	April 1 – April 6*	Spring Break*
November 10	Veterans' Day Holiday (Observed)	May 17	Last Day of Instruction
November 22-24*	Thanksgiving Holiday*	May 18 - 24	Finals
December 12	Last Day of Instruction	May 25*	Commencement Ceremony
December 13-19	Finals	May 27	Memorial Day Holiday
January 2, 2024	Grades Due via Internet by 11 p.m.	June 3	Grades Due via Internet by 11 p.m.

Two Variable Flex Days for Faculty for the 2023/2024 academic year

Summer 2023 Window Period: Tuesday, May 30 to Friday, August 4, 2023
Tuesday, July 4, 2023 Independence Day Holiday
Grades Due: Monday, August 7, 2023 by 11 p.m. via Internet

COLLEGE TELEPHONE NUMBERS

MAIN TELEPHONE NUMBER (510) 723-6600

PRESIDENT (510) 723-6641

Alumni Association Staff Development
Development & Foundation
Institutional Effectiveness
Institutional Planning
Marketing and Community Relations Grant Development
Program Review Institutional Research

ADMINISTRATIVE SERVICES

Vice President, Administrative Services (510) 723-6618
Fiscal Services
Budget Development and Management
Purchasing Control
College Bookstore
College Box Office
College Bursar
Facilities Rental
College Mailroom
College Maintenance and Operations
College Capital Construction
College Switchboard
Director, Campus Safety and Security (510) 723-6923
Reprographics Center (510) 723-6761
Manager, Bookstore (510) 723-2650

ACADEMIC SERVICES

Vice President (510) 723-6626
Professional Development
Distance Education

Dean, Applied Technology and Business (510) 723-6652
Accounting, Administration of Justice, Advanced Manufacturing, Apprenticeship, Automotive Technology, Business, Computer Application Systems, Entrepreneurship, Electronic Systems Technology, Fire Technology, Industrial Technology, Machine Tool Technology, Real Estate, Sheriff Academy, Strong Workforce Program, Welding Technology, Work Experience
Vocational Education (BACCC, CCCAOE, Advisory Committees)
Perkins

Dean, Arts, Media & Communication (510) 723-6669
Architecture, Art, Art History, Communication Studies, Digital Media, Humanities, Film, Interior Design, Mass Communications, Music (Applied), Music (Literature, Theory, and Musicianship), Music (Performance), Music (Recording & Technology), Philosophy, Photography, Religious Studies, Theater Arts
Performing Arts Center, Radio Station
TV Station
The Spectator

Dean, Social Sciences (510) 723-6669
Anthropology, Early Childhood Development, Economics, Environmental Studies, Ethnic Studies, Geography, History, Political Science, Psychology, Sociology, Women's Studies

Dean, Academic Pathways and Student Success (510) 723-7564
General Studies, Library Skills, Tutoring
Career Pathways
First Year Experience Program
Guided Pathways
Learning Connection
STEM Center

Dean, Health, Kinesiology & Athletics (510) 723-7202
Adaptive Physical Education, Dance, Dental Hygiene, Emergency Medical Technician, Health, Healthy Aging, Kinesiology, Medical Assisting, Nursing, Nutrition, Physical Education
Athletics
Dental Hygiene Clinic, Fitness Center, Nursing Skills Lab

Dean, Language Arts (510) 723-6805
English Composition, English Learning Skills, English Literature, English As A Second Language (ESL), Language Center, Service Learning, Sign Language, World Languages (Chinese, French, Japanese, Spanish)
Library

Dean, Science and Mathematics 510) 723-6897
Astronomy, Biological Sciences (Anatomy, Biology, Biotechnology, Environmental Science, Microbiology, Physiology), Chemistry, Computer Science, Engineering, Mathematics, Physical Science, Physics

Program Director, Early Childhood (510) 723-7483
Lab School
Child Care Services, Education (CCAMPIS, Food Program, Health Care)
Family Resources Coordination (510) 723-6600

STUDENT SERVICES

Vice President (510) 723-6743
Student Access and Community Outreach
Student Conduct and Due Process/Student Discipline
Student Services Program Review and Assessment
Behavior Intervention Team
Student Rights and Responsibilities/Grievances

Student Health Center (510) 723-7625

Dean, Counseling (510) 723-6716
Academic Counseling Articulation Assessment
Career Counseling Career/Transfer Center
Crisis Intervention and Referral Health/Mental Health Services; New Student Orientation
Peer Guide Program; Personal Counseling
College to Career Training, Title IX
Psychology-Counseling (Instruction/Curriculum) Student Follow-Up
Student Online Services Center (SOS)
Student Success & Support Program

Director, Admission and Records (510) 723-6700
Admissions
Apprenticeship
Attendance Accounting and Grades
Concurrent Enrollment
Cross-Registration with Transfer Institutions
Degree Audit
Enrollment Verifications
Evaluations
G.E. Certification
Health Science Admissions
International Student Admissions
Records Disposition, Security, and Maintenance
Registration
Special Admissions
State Attendance Reporting
Student Accounts
Transcripts

Director, El Centro (510) 723-6714
Bilingual Services (Spanish)
Academic and Career Counseling
Financial Aid Advising
Math Tutoring
Peer Mentoring
Summer Bridge
School Tours
Undocumented Students Specialized Counseling
Laptop Lending Program
Immigration Legal Services
Adult Education Services

Director, Financial Aid (510) 723-6751
Federal (Title IV) Programs
Pell Grant
SEOG
Federal Work Study
Federal Direct Loans
California State Programs
California College Promise Grant (Fee Waiver)(CCPG)
Cal Grant
Chafee (Foster Youth) Grant
Dream Act
Disbursement of Other Program Funds (Scholarships, EOPS, CARE, TRIO, etc.)
Community and Campus Financial Aid Outreach

Dean, Special Programs and Services (510) 723-6956
Athletics Counselor (510) 723-6930
Change It Now (CIN)
Disabled Student Programs and Services (DSPS) (510) 723-6725
EOPS/CARE/CalWORKs (510) 723-6909
Foster Youth Success Program (510) 723-7682
Hayward Promise Neighborhood (510) 723-2979
Movement API (510) 723-7228
PACE (510) 723-2626
Puente Program (510) 723-7120
TRIO/ASPIRE (510) 723-7547
TRIO/EXCEL (510) 723-7502
TRIO/Educational Talent Search (ETS) (510) 723-7570
TRIO-STEM & MESA Programs (510) 723-7265
Umoja Program (510) 723-6747

Director of Student Life (510) 723-6608
SSCC Flea Market (510) 723-6918
Co-curricular funding
SSCC Inter-Club Council/Student Clubs (510) 723-6800
Scholarships and Awards
Student Activities and Events Hotline (510) 723-7140
Student Government (SSCC) (510) 723-6800
SSCC President (510) 723-7460
Veterans Services (510) 723-6910

CHABOT LAS POSITAS COMMUNITY COLLEGE DISTRICT

DISTRICT TELEPHONE NUMBERS

CHANCELLOR

Ronald P. Gerhard (925) 485-5206

BUSINESS OFFICE/FISCAL SERVICES/ PURCHASING

Vice Chancellor
Jonah Nicholas (925) 485-5253

Director, Business Services
Daniela Ballif (925) 485-5231

Accounting Supervisor
Karen Esteller (925) 485-5224

Manager, Purchasing & Warehouse Services
Marie Hampton (925) 485-5233

Buyer
Bill Pagano (925) 485-5205

Director, Maintenance & Operations
Walter Blevins (510) 723-6648

HUMAN RESOURCES

Vice Chancellor
Wyman Fong (925) 485-5261

Information and Questions
Denise Marriott (925) 485-5236

Human Resources Manager
Jennifer Druley (925) 485-5240

Director, Employee & Labor Relations
Melinda Trammell (925) 485-5513

Payroll Manager
Kathleen Cramsey (925) 485-5228

INFORMATION TECHNOLOGY SERVICES

Chief Technology Officer
Bruce Griffin (925) 485-5213

ADMINISTRATION ORGANIZATIONAL CHART

* Denotes Non-Administration Confidential

College President
Susan Sperling, Ph.D.

Vice President
Academic Services
Jamal Cooks, Ph.D.

- *** Executive Assistant**
  Cheree Manicki
- **Dean**
  Academic Pathways & Student Success
  Abigail Patton, M.A.
  - **Science, Technology, Engineering and Mathematics (STEM) Center Equity Director**
    Gabriel Chaparro, M.A.
  - **Project Manager**
    Career & Technical Education (CTE) Pathways
    Christina Read, M.A.
- **Dean**
  Applied Technology & Business
  Donald Carlson, M.B.A.
- **Dean**
  Arts, Media & Communication
  Deonne Kunkel Wu, Ph.D.
- **Dean**
  Health, Kinesiology & Athletics
  Vacant
- **Dean, Interim**
  Language Arts
  Roam Romagnoli, Ed.D.
- **Dean**
  Science & Mathematics
  Safiyyah Forbes, Ph.D.
- **Dean**
  Social Sciences
  Robert Nakamoto, Ed.D.
  - **Program Director**
    Early Childhood Development Lab School
    Jemima Munoz, M.A.
  - **Project Director**
    Foster Care and Kinship Education
    Lael Adediji, Ed.D.
  - **Program Manager**
    Restorative Integrated Self-Education (RISE)
    Eric Gentry, B.A.

Vice President
Administrative Services
Dale Wagoner, M.A.

- *** Executive Assistant**
  Angela Castellanos, A.A.
- **Director, Interim**
  Campus Safety & Security
  Bradon Wilson, B.S.
- **Director**
  California Early Childhood Mentor Program
  Neva Bandelow, M.A.

  Assistant Director
  Brooke Giesen, B.A.

Vice President
Student Services
Matthew Kritscher, Ed.D.

- *** Executive Assistant**
  Bella Witt, B.A.
- **Dean**
  Counseling
  Debra Trigg, M.S.W.
- **Director**
  Admissions & Records
  Paulette Lino, B.S.N.
- **Dean**
  Special Programs & Services
  Patricia G. Molina, M.S.
  - **Director**
    Disabled Student Programs & Services (DSPS)
    Nathaniel Rice, B.S.
- **Director**
  Financial Aid
  Kathryn Medina, M.A.
- **Director**
  Hispanic-Serving Institution (HSI)
  Vacant
- **Director**
  Student Life
  Arnold Paguio, M.A.
- **Director**
  Student Equity & Success (Student Equity)
  Terri Anderson, Ed.D.

- *** Executive Assistant**
  Kirti Reddy, M.S.Ed.

  *** Sr. Administrative Assistant**
  Christine Herrera
- **Executive Director**
  Institutional Advancement
  Yvonne Wu Craig, M.A.
- **Director**
  Research, Planning and Institutional Effectiveness
  Brian Goo, M.Ed.

Revised: 05/18/2022
President's Office/kr

HISTORY

The Chabot-Las Positas Community College District is in its 55th year of providing educational opportunities to residents of the Bay Area.

The formation of a "junior college district" was approved by the voters on January 10, 1961, and the first Board of Trustees elected on April 18, 1961. Chabot College opened for classes on September 11, 1961, on a seven and one-half acre temporary site in San Leandro with an enrollment of 1,163 students. The 94-acre Chabot College site on Hesperian Boulevard in Hayward opened for its first day of classes on September 20,1965.

Chabot College primarily serves residents of Alameda County in the East Bay area, including the district communities of Castro Valley, Hayward, San Leandro, San Lorenzo and Union City.

The site for Las Positas College on 147 acres in Livermore was purchased in October 1964, and the college known then as Chabot College's Valley Campus opened for instruction on March 31, 1975, in four buildings designed for 600 students. Las Positas College was designated California's 107th community college by the California Community Colleges Board of Governors in October 1988. Las Positas College primarily serves residents of Alameda County and a portion of Contra Costa County in the Tri-Valley area, including the district communities of Dublin, Livermore, Pleasanton and Sunol. The District serves over 26,000 students.

ACCREDITATION

Chabot College is accredited by the Western Association of Schools and Colleges. Chabot College is also accredited by the Council on Dental Education, American Dental Association, the Committee on Allied Health Education and Accreditation in collaboration with the American Hospital Health Information Management Association and the American Medical Assisting Association. The Program in Nursing is accredited by the California Board of Registered Nursing. The college is approved by the California State Department of Education and is a member of the American Association of Community and Junior Colleges and the Community College League of California.

Appropriate courses are fully accepted on transfer by the University of California, the state university system, and by private four-year colleges and universities. The College is approved for the training of veterans and for the education of foreign students.

BOARD PRIORITIES

Background: A priority of the previous year was the creation of a district strategic plan and an educational master plan for each college. These plans include the three pillars that support student success-EC2: Educational Excellence; Curriculum Relevancy; and Community Collaboration.

To that end, the following Board priorities are established for the 2016-2019 academic years. These priorities align with the district's strategic plan and colleges' educational master plans.

EDUCATIONAL EXCELLENCE

- Focus on improvement by closing achievement gaps utilizing established metrics of Institutional Effectiveness, Student Success and Student Equity.
- Cultivate a student-centered culture with a focus on excellence, trust, service and accountability.
- Create an evolutionary process for people to learn and keep up to date.

CURRICULUM RELEVANCY & COMMUNITY COLLABORATION

- Expand educational pathways with our K-14 partners in order to streamline and remove structural barriers to their success.
- Improve our international student programs and services at both colleges to better support the needs of our students.
- Expand the use of technology to enhance instruction, support assessment and ensure continuous improvement of our services to students.

CHABOT COLLEGE VISION, MISSION, AND VALUE STATEMENTS

VISION

Chabot College empowers students to reach their academic and career goals and to lead in sustainability, innovation, and equity in their communities and the world.

MISSION

Chabot College is a dynamic, student-centered community college that serves the educational, career, job skill, and personal development needs of our community. We provide culturally responsive, revitalizing, and sustaining learning and support services driven by a goal of equity. Building upon students' strengths and voices, we empower students to achieve their goals and lead us towards an equitable and sustainable world.

VALUES

Learning and Teaching

- Providing an environment that fosters intellectual curiosity, creativity, innovation, critical thinking, and equity.
- Supporting the development of the whole person with compassion and care.
- Providing quality and culturally responsive, revitalizing, and sustaining educational experiences that meet students where they are and help them achieve their goals.
- Providing opportunities for career exploration and career readiness based on self-knowledge, interests, values, and skills.
- Holistically supporting students and making learning accessible to all.

Community, Inclusion, and Equity

- Establishing equity and inclusivity in our campus culture, decision- making, policies, and practices.
- Treating one another with respect, dignity and integrity.
- Providing a safe, welcoming, and well-maintained learning and working environment, free from anti-blackness and racism, discrimination, intimidation, harassment, and bullying.
- Practicing our work in an ethical and reflective manner.
- Honoring, respecting, and celebrating diversity, and valuing, in particular, the perspectives of those most impacted by systemic inequality.

Integrity: Individual and Collective Responsibility

- Valuing broad participation and collaborating through open communication, professionalism, and commitment to working together.
- Developing responsible and compassionate community members with a sense of individual and social responsibility.
- Adhering to the highest standards of ethics and public stewardship.
- Providing resources to make it possible for students to achieve their goals.

Innovation, Growth, and Sustainability

- Fostering innovative instruction, student services, operations, and organizational culture.
- Advocating for change geared towards a just, equitable, and sustainable world.
- Providing professional development and continued learning opportunities for all employees.

Strategic Plan and Educational Master Plan

The college's current Strategic Plan and the Educational Master Plan can be accessed on the college website, **www.chabotcollege.edu**, or by calling (510) 723-6640.

INSTITUTIONAL LEARNING OUTCOMES

CRITICAL THINKING

- Analyze, evaluate and question information from various sources for validity and significance
- Identify and explore a problem applying logic and quantitative and qualitative reasoning
- Consider multiple strategies to propose effective solutions or desired outcomes and implement a plan to address the problem

COMMUNICATION

- Express ideas designed to generate meaning and foster understanding in various contexts, while keeping the audience in mind
- Express ideas using credible and relevant sources
- Use active listening skills
- Effectively analyze and comprehend a written text or presentation

CIVIC & GLOBAL ENGAGEMENT

- Be open to multiple perspectives and to think from the perspective of another individual or world view
- Articulate current and historical sources of structural inequity
- Articulate how natural, social, cultural, economic, or political issues impact people's lives and the earth's sustainability
- Engage controversy/conflict with civility to develop new and creative solutions to social problems
- Civically engage in individual actions or collective community-based efforts for justice

INFORMATION & TECHNOLOGICAL LITERACY

- Question dominant forms of knowledge production including whose voices/perspectives they validate, and whose experiences are missing
- Construct meaning with active engagement, as opposed to merely finding and reporting on information
- Challenge the perception of information as being objective/neutral
- Select and use technology effectively to accomplish a task or solve a practical problem

DEVELOPMENT OF THE WHOLE PERSON

- Cultivate the health of mind, body, and spirit
- Gain transferable skills important for academic and career success
- Nourish a love of life-long learning
- Expand capacity for self-understanding, including recognizing one's strengths and weaknesses

STATEMENT OF THE OBJECTIVES OF THE GENERAL EDUCATION PROGRAM

General education programs have come to be accepted as a significant part of the program of studies in American colleges and universities. The term "general education" refers to a program of studies which introduces the student to areas of study that mature the mind, enrich family and widen social and ethnic relationships, and develop skills and aptitudes that can aid the student in furthering personal and social usefulness, and to live in the environment as a thinking and contributing citizen.

It is a program, furthermore, that activates the imagination, deepens the perspective of life, and gives life direction and purpose. The general education program is eminently well suited to a democracy where every person is eligible to enjoy the cultural riches of the world and to become a useful citizen in dealing with local, national and world economics, cultural, social and political problems.

EDUCATIONAL PROGRAM

In keeping with its Philosophy and Objectives, Chabot College offers a diverse curriculum of lower division courses designed to (1) permit students to transfer typically as juniors, to leading four-year colleges and universities; (2) provide technical training to prepare students for employment in occupations requiring two years of study or less, or to assist persons already employed; (3) make continuing education available to residents desiring to increase their knowledge and skills. **A list of Degree and Certificate Programs may be found on pages 18-21.**

CITIZENS' ADVISORY BOARDS

Citizens' Advisory Boards, composed of leaders in business, industry, labor, public agencies, and the professions are working with the faculty to develop curricula.

The Advisory Boards assure that instructional programs are developed in accordance with the needs of business, industry and professions in the District. The Advisory Boards advise the colleges on the need or desirability of a particular educational program or course, content of such programs or courses, performance standards, equipment and facilities, selection of students, placement of students, technical information evaluation, teacher recruitment and financial and legislative matters.

The following Advisory Boards and committees presently operate: Accounting and Business, Administration of Justice, Architectural, Automotive Technology, Computer Applications Systems, Dental Hygiene Programs, Disabled Students Programs and Services, Early Childhood Development, Electronics, Engineering, EOPS/CARE/ CalWORKs, Film Production, Fire Technology, Graphic Design, Human Services, Interior Design, Machine Tool Technology, Medical Assisting, Nursing, Radio and Television Broadcasting, Real Estate, Service to Seniors, Welding Technology. As new needs are identified, other Advisory Boards will be appointed to assist the college in developing appropriate programs.

GENERAL EDUCATION AT CHABOT COLLEGE

Chabot College offers students a unique educational opportunity. The facilities have been planned to take advantage of new approaches to learning, to facilitate the development of experimental programs and to be adaptable to changes brought about by new technology.

As the college's population has grown since its opening in 1961, many modifications have taken place to accommodate changing curriculum and to help ensure students' academic success. For additional help with their studies, students can now visit Building 100 for the Learning Connection (tutoring across the curriculum), WRAC Center (Writing and Reading Across the Curriculum) and Language Center (ESL), the STEM Center (tutoring in mathematics, chemistry and Life Sciences) in Building 3900, or the Communication Studies Lab in Building 800. **For more information on The Learning Connection, go to page 61.** The Disabled Student Resource Center (Building 2400) offers high-tech equipment and personal counseling. A state-of-the-art computer lab in the Library has more than 120 Internet-ready computers available to students, along with other computer labs.

The Media Center contains a television studio equipped to send closed circuit educational television programs to many classrooms throughout the campus and to send programming over cable television. Work was completed on a $6 million project to remove architectural barriers to disabled students which includes the construction of elevators, and installation of new door knobs and electric doors, and renovation of 70 restrooms.

In 1999, a 40,000 square-foot computer and science building was added to the campus. Many other buildings are under renovation or construction since the passage of the district's facilities bond in 2004. In the 2009-10 academic year, the campus opened two new facilities: a 33,500 square-foot Instructional Office Building (IOB), Building 400, and the 51,000 square-foot Community and Student Services Center (CSSC), Building 700. Both buildings are state of the art -- the IOB built to LEED Silver standards and the CSSC receiving a LEED Platinum Certification.

Campus buildings house classrooms and laboratories for social science, language arts, humanities, international language, art, music, drama, physics and mathematics and physical education. Additional buildings house the student center, and faculty and administration offices.

Special features include a planetarium, two gymnasiums, five athletic fields, tennis courts, strength training facilities, a 400-meter track, and a state-of-the-art fitness center.

The Reed L. Buffington Visual and Performing Arts Center, originally financed jointly under an agreement with the Hayward Area Recreation and Park District, is the largest central

East Bay venue available for corporate meetings, conferences, public performances, and fundraising events. It includes a 200-seat stage and a 1,432-seat auditorium, and offers extensive backstage features, on-site professional support staff, and inexpensive parking.

LIBRARY

The Chabot College Library is located on the second floor of Building 100 and offers an extensive range of services and materials for students, faculty, and staff. Librarians provide instruction in library research skills courses, and in collaboration with instructional faculty, offer orientations tailored to specific class needs. Thousands of print and electronic books covering a wide range of interests are available for checkout. Equipment available for checkout includes HP Laptops, Apple MacBooks, iPads, cameras, telescopes, and other electronic devices. Electronic resources such as online databases, journals, and video streaming databases are available in person and remotely. Additionally, the Library has a large student computer lab, an audio-visual center, updated study carrels with electrical outlets for charging devices, and a maker space. Password-free Wi-Fi is available throughout the library. Resources are available via the Library's web page **www.chabotcollege.edu/library**. Contact the reference desk for details at (510) 723-6764.

REPROGRAPHICS CENTER

The Reprographics Center provides multimedia products and services designed to support and enhance faculty instruction, class projects, and campus events. Some of the services provided include accessible/inclusive graphic design, desktop publishing, digital reproduction,.and print services such as brochures, certificates, class readers, postcards, posters, and tickets.

OFF-CAMPUS PROGRAMS

Chabot College offers a number of classes at various locations in Hayward and in surrounding communities. The San Leandro Center, located 8 miles north of the Hayward campus at 1448 Williams Street in San Leandro, is our newest location in the community, and has now served over 500 students. The Center offers a wide range of Chabot courses that meet requirements for four-year college and university transfer, general education, and the AA/AS degree or certificate.

DISTANCE EDUCATION

Distance Education (DE) is an alternative mode of course delivery which provides students a flexible schedule of courses that promote student access and success through technology in instruction. At Chabot College, DE courses are presented in online and hybrid formats. An online course is conducted completely online, without any required on-campus meetings. An instructor may require participation in online sessions at specified times and dates. A hybrid course is conducted using a combination of online learning and required on-campus meetings. Students will find the complete list of Distance Education courses at www.chabotcollege.edu (select "Distance Education").

THE OCCUPATIONAL WORK EXPERIENCE PROGRAM

The Occupational Work Experience Program enjoys a wide participation from business, industry, and all levels of Governmental agencies. The program enables students to apply their classroom instruction to related career employment for training and experience. The opportunity to examine and utilize the latest techniques, procedures, and equipment in community agencies and business firms makes the student's classwork even more functional and relevant. Close coordination and supervision by the college ensures that the Work Experience Program becomes a real learning opportunity related to that area of the student's studies.

RELATED OCCUPATIONAL WORK EXPERIENCE COURSES

In order to participate in Cooperative Work Experience Education, students shall meet the following criteria:

1. Pursue a planned program of Cooperative Work Experience Education which, in the opinion of the Instructor/ Coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.

2. Have on-the-job learning experiences that contribute to their occupational or education goals.

3. Have the approval of the academic personnel.

4. Meet the following condition if self-employed: Identify a person who is approved by academic personnel to serve as the designated employer representative. This representative shall agree in writing to accept the following employer responsibilities:

    a. Assist the student in identifying new or expanded on-the-job learning objectives.

    b. Assist in the evaluation of the student's identified on-the-job learning objectives.

    c. Validate hours worked.

5. Students must attend a Cooperative Work Experience Education (CWEE) orientation at the beginning of each semester which provides students with all the information necessary to successfully comply with cooperative work experience course requirements.

Visit **www.chabotcollege.edu/academics/apprenticeship** for more information

GENERAL EXPENSES

Every effort is made by the colleges to keep student expenses as low as possible. Major costs will be for books, supplies, and enrollment fees. Students who desire to park on college parking lots must also purchase a parking permit. The total cost to a typical full-time student for these expenses is estimated to be $800 per semester or $1,600 per year. Partial costs of some textbooks can be recovered by reselling them to the college. Students are encouraged, however, to retain their books for future reference. Costs for room, board, transportation, clothing, recreation, medical and dental care, phone calls, postage, and spending money must be considered as standard living expenses incurred by all college students.

FEES

All fees are subject to change.

Enrollment Fee: $46.00 per unit.

Nonresident Tuition: Out-of-state students are required to pay $292 per semester unit in addition to the enrollment fee and basic fees.

International, Non-immigrant Visa Tuition: International students and non-immigrant aliens attending on other visa types are required to pay $292 per semester unit in addition to the enrollment fee and basic fees.

Associated Students Activity Fee: This is an optional $10.00 fee.

Parking Fees: Students who wish to park their vehicles on College parking lots must purchase either a daily parking permit or a semester parking permit. The fee is $45.00 per semester for 4-wheeled vehicles; $20.00 per semester for motorcycles, and $3.00 for daily parking.

Student Health Fee: Mandatory health service fee of $21.00 per semester and $18.00 for Summer Session to support health services for enrolled students. Information on exemptions may be obtained from the Director of Student Life, Room 2355, Building 2300.

Admissions and Records Fees:

Transcripts $5.00

On-demand transcript $15.00
(Includes one copy of transcript)

Application fee for international students $100.00

Student representation fee $2.00

Fees Are Subject To Change

Enrollment fees are regulated by the State budget. The college reserves the right to collect enrollment fee increases approved by the State Legislature from all students including those who have paid fees prior to the implementation of new rates. Updates to fee information will be made available on the College website at **www.chabotcollege.edu** or by contacting the Office of Admissions and Records.

DEGREES AND CERTIFICATES

The academic and vocational programs at Chabot College reflect the diverse educational/career goals of our student population. Whether students are attending Chabot College to prepare to transfer to a four-year institution, gaining technical skills to enter a vocational field, or enriching their lives by pursuing an individualized education plan, they have the opportunity to have their efforts acknowledged by being awarded an Associate Degree, a Certificate of Achievement or a Certificate of Proficiency.

Application for Degrees and Certificates requires the student to submit a petition in the Admission and Records office by the appropriate date. (Students should refer to the College Calendar to verify dates.)

The program of study leading to the Associate in Arts Degree (AA) and the Associate in Science Degree (AS) has two primary components, (1) a focus of study in some field of knowledge (the major or Area of Emphasis) and (2) a broad exposure to additional subject areas that are designed to prepare the student to acquire a greater understanding of the self, the physical and the social world (general education requirements). The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) are programs intended for students who plan to complete a Bachelor's Degree in a similar major at a California State University (CSU).

Students are eligible to receive an **Associate in Arts** or an **Associate in Science Degree** after they have successfully completed: 1) an outlined program of study (major or area of emphasis), 2) a minimum of 60 degree-applicable semester units with a minimum grade point average of 2.0 in all courses required for the degree, and 3) the appropriate general education requirements for either the Associate of Arts (AA) Degree, or the Associate of Science (AS) Degree. All courses in the major must be completed with a minimum grade of "C".

Effective Fall 2020, students earning an AA or AS degree may opt to complete either the Intersegmental General Education Transfer Curriculum (IGETC), or CSU General Education Breadth in lieu of the AA or AS general education requirements. For students using the following general education patterns: Associate of Arts, Associate in Science, or California State University General Education Breadth, a minimum grade of "C-" is required in English Composition and Mathematics/ Math Proficiency. Students using the Intersegmental General Education Transfer Curriculum (IGETC) pattern must earn minimum grades of "C" in all general education courses.

Students are eligible to receive an **Associate in Arts** for **Transfer or Associate in Science for Transfer** after they have successfully completed: 1) 60 CSU transferable units with a grade point average of 2.0 or better and 2) have completed either the CSU General Education Breadth (CSU-GE) or the CSU Intersegmental General Education Transfer Curriculum (IGETC) and 3) completed all required major courses with a minimum grade of "C". For students using the California State University General Education Breadth, a minimum grade of "C-" is required in English Composition and Mathematics. Students using the Intersegmental General Education Transfer Curriculum (IGETC) pattern must earn minimum grades of "C" in all general education courses.

A **Certificate of Achievement** is designed to offer the student an opportunity to develop skills in a specific focus. A Certificate of Achievement is awarded to those students who have successfully completed a specifically approved program of courses, with a grade-point average of 2.0 or better. A Certificate or Certificate of Proficiency is designed to augment other degrees or occupational areas by targeting a very specific series of courses in the academic, vocational and/ or technical field.

A **Certificate of Proficiency** is awarded to those students who have completed a minimum of 10 semester units of specifically approved courses, with a grade-point average of 2.0 or better.

Please note: Certificates of Proficiency are not posted on the student's transcript per Title 5 §55070(b). Certificates requiring fewer than 16 semester units are ineligible for federal or state financial aid other than the CCPG fee waiver program.

A **Certificate of Competency** is designed to offer the student an opportunity to develop skills needed for successful completion of college-level coursework. A certificate of competency is awarded to those students who have successfully completed a specifically approved program of noncredit courses.

A **Certificate of Completion** is designed to offer the student an opportunity to develop skills for short-term vocational programs with high potential for employment and career development. A certificate of completion is awarded to those students who have successfully completed a specifically approved program of noncredit courses.

Please note: Certificates of Competency and Certificates of Completion are posted on the student's noncredit transcript.

Residency Requirements: In order to be issued a degree or certificate, students earning a certificate, Associate in Science, or Associate in Arts degree in an Occupational/Technical area must complete a minimum of 12 units in residency at Chabot College within the degree major or certificate program. Students in articulated degree/transfer or Liberal Arts programs will need a total of 12 units of residency at Chabot College in general education, major, or elective courses.

CATALOG REQUIREMENTS AND CONTINUOUS ATTENDANCE

A student in continuous attendance in regular semesters may, for the purpose of meeting degree or certificate requirements, elect to meet the requirements in effect at any time during their period of continuous attendance at Chabot-Las Positas Community College District.

Graduation requirements are listed in the catalog. If a break in attendance occurs before graduation requirements have been met, the graduation requirements which shall apply to the student are those listed in the catalog in force at the time continuous studies are resumed.

Continuous attendance is defined as enrollment in at least one semester during the academic year on a continuing basis without a break of more than one semester excluding summer session. Any academic record symbol (A-F, P, NP, I, IP, RD, W, EW) shall constitute enrollment. A student who drops out for one academic year or more is considered to be a returning student and would follow the catalog in effect at the time of their return.

The Chabot-Las Positas Community College Catalog Requirements and Continuous Attendance policy does not necessarily apply to requirements in effect at transfer institutions. Courses applicable toward major and General Education requirements may change. Students who are planning to transfer are advised to consult the catalog of the university to which they will transfer and **www.assist.org**.

ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENTS

AA/AS 2022-23

Chabot College Associate Degree

GENERAL EDUCATION (GE)

Courses listed below are effective during the following terms (or beyond with catalog rights):
Fall 2022, Spring 2023, Summer 2023

- Complete one course from each area below. Note exceptions for: Wellness, Program-Based GE, Writing and Critical Thinking, and American Institutions.
- Courses may be used in one GE area, except American Cultures & Math Proficiency courses, which may be used in two GE areas.
- GE courses also required for major requirements may be used to satisfy both requirements. Units, however, are not doubled.

LANGUAGE AND RATIONALITY (Title 5, § 55063)

English Composition - One course; 3 semester/4 quarter units. Minimum grade of "C-".

ENGL 1

Communication and Analytical Thinking - One course; 3 semester/4 quarter units

ARCH 3; APPM 9771A, 9774; BUS 14, 16, 19; CHIN 1A, 1B; COMM 1, 2, 10, 11, 20, 46; CAS 50, 92A, 92B, 92C, 92D; CSCI 8, 10, 14, 15, 19A; ENTR 30; FRNC 1A, 1A1, 1A2, 1B, 1B1, 1B2; GEO 20, 21, 22; HIS 5, 12; INTD 74; ID 49; JAPN 1A, 1B; MCOM 43, 44; MTT 71A; MTH 1, 2, 15, 16, 20, 21, 22, 31, 31S, 33, 33S, 36, 36S, 37, 37S, 41, 41S, 43, 43S, 44, 47, 47S, 53, 53A, MTH 53B, 55, 57; PHIL 55; PSY 5; SPA 1A, 1A1, 1A2, 1B, 1B1, 1B2; THTR 3, 7

MATHEMATICS PROFICIENCY - One course or demonstrate proficiency. Minimum grade of "C-". (Title 5, § 55063)
Courses completed for the Math Proficiency may also be used to satisfy Communications/Analytical Thinking. Units are not doubled.

BUS 19; MTH 1, 2, 15, 16, 20, 21, 22, 31, 31S, 33, 33S, 36, 36S, 37, 37S, 41, 41S, 43, 43S, 44, 47, 47S, 53, 53B, 55, 57; PSY 5; OR Demonstrate proficiency at, or beyond, intermediate algebra with one of the following: AP Statistics or Calculus Exam (score of "3" or higher); CSU EAP Math with "Standard Meet" or "Standard Exceeded"; second semester of high school Algebra 2 or Integrated Math 3 (or higher) with a minimum grade of C-; Chabot College Accuplacer (no longer offered).

NATURAL SCIENCES - One course; 3 semester/4 quarter units (Title 5, § 55063)

ANTH 1, 1L, 13, 13L; ASTR 10, 20, 30, 45; BIOS 1, 5, 15, 21A, 21B, 21C, 41, 42, 43, 44; CHEM 1A, 10, 30A, 30B, 31; ENSC 10, 11, 12, 15, 15L; GEO 1, 1L, 8, 13, 20, 21, 22; GEOS 1, 11; KINE 2; PSCI 15; PHYS 3A, 3B, 4A, 4B, 4C, 5, 11; PSY 4

HUMANITIES - One course; 3 semester/4 quarter units (Title 5, § 55063)

ARCH 2A, 2B, 4A, 4B, 8A, 8B, 12, 14, 16; ART 2A, 3A, 16A, 17A, 18A, 20, 22, 23, 24, 54; ARTH 1, 3, 4, 5, 6, 7, 8, 20; CHIN 1A, 1B, 2A, 2B; COMM 2, 6; DIGM 1, 2; ENGL 11A, 12A, 13A, 20, 21, 22, 25, 28, 31, 32, 35, 41, 45, 48; FILM 14, 15, 16; FRNC 1A, 1A1, 1A2, 1B, 1B1, 1B2, 2A, 2B; HIS 1, 2, 3, 4; HUMN 50, 60, 65, 68; ID 52; JAPN 1A, 1B, 2A, 2B; MUSL 1, 2A, 2B, 2C, 3, 4, 8; PHIL 50, 60, 65, 70; PHOT 1A, 2A, 20, 53A; RELS 50, 64, 65, 70; SL 64, 65, 66, 67; SPA 1A, 1A1, 1A2, 1B, 1B1, 1B2, 2A, 2B; THTR 1, 4A, 7, 10, 14, 21, 22, 47A, 48A

SOCIAL AND BEHAVIORAL SCIENCES - One course; 3 semester/4 quarter units (Title 5, § 55063)

ADMJ 45, 50, 60, 70; ANTH 1, 2, 3, 4, 5, 6, 8, 12; APHC 9702, 9710, 9711, 9712; BIOS 18; BUS 12, 20, 36, 40; COMM 11, 12, 50; ECD 52, 56, 62, 69, 79, 87; ECN 1, 2, 10; ENTR 1, 5; ENST 1; ES 1, 2, 3, 4, 5, 6, 7, 10, 25, 42, 43, 52, 53, 62, 63; GEO 1, 2, 3, 5, 10, 12, 21, 22; HLTH 8, 18; HIS 1, 2, 3, 4, 5, 7, 8, 12, 19, 22, 25, 32, 33, 42, 43, 48, 49, 52, 53, 62, 63; KINE 70: MCOM 40, 41; POSC 1, 12, 15, 20, 25, 30, 35; PSY 1, 2, 3, 4, 6, 7, 8, 12, 25, 33, 45; PSCN 1, 4, 5, 13; SOCI 1, 2, 3, 4, 5, 6, 7, 8, 10

AMERICAN CULTURES - One course. Minimum grade of "C". American Cultures courses listed in another GE area will satisfy both requirements. Units are not doubled.

ANTH 5; ARTH 7; COMM 11; ECD 79; ENGL 32; ES 1, 4, 5, 6, 7; HIS 5, 7, 8, 12, 48, 49; HUMN 65; MUSL 8; PSCN 1, 4, 13; SOCI 1, 3, 7; THTR 14

NOTE: Similar courses completed at other colleges with the same course name or number may not satisfy this requirement..

The remaining Chabot GE requirements below are unique to either AA or AS degree majors.

WELLNESS

For AS degree majors: Complete 1 semester/1 quarter unit from either Areas of Health or PE Activity.
For AA degree majors: Complete 3 semester/4 quarter units from Areas of Health and 1 semester/1 quarter unit PE activity.

NOTE: For the AS in Nursing, the Wellness GE is not required. For the AS in Dental Hygiene, Nutrition 1 is required and will completely satisfy the Wellness requirement.

Areas of Health

ECD 54; FT 7; HLTH 1, 4; KINE 14, 19, 24; NUTR 1, 4, 6; PSY 25, 33; PSCN 30

Physical Education Activity

Any PE activity course with a prefix of: ADPE, ATHL, DANC, PEAC or FT 88ABCD; ADMJ 9907

NOTE: Students with official transcripts on file indicating an AA/AS degree (or higher) are automatically exempt from the PE Activity. For an exemption due to a verified illness/physical disability, students may complete a **Request for Waiver of a Program Requirement** from the Counseling Division.

PROGRAM -BASED GE (For AS degree majors only) - One course; 3 semester/4 quarter units
Program-Based GE course may not be applied to any other GE area

Program-based GE course options are found with the major requirements in the Chabot College Catalog

WRITING AND CRITICAL THINKING (For AA degree majors only) - One course; 3 semester/4 quarter units

BUS 10; CHIN 2A, 2B; ENGL 4A, 7A; FRNC 2A, 2B; JAPN 2A, 2B; PHIL 55; SPA 2A, 2B

AMERICAN INSTITUTIONS (For AA degree majors only) - One course; 3 semester/4 quarter units.
Courses below may not be applied to the Social and Behavioral Sciences area

ES/HIS 25, 42, 43, 52, 53, 62, 63; HIS 7, 8, 12, 22, 48, 49; POSC 1, 12, 35

FREQUENTLY ASKED QUESTIONS ABOUT GENERAL EDUCATION REQUIREMENTS

My goal is an Associate Degree for Transfer (AA-T/AS-T). Is this the right GE pattern?

NO. Associate Degrees for Transfer must complete one of the following general education patterns:

- California State University General Education Breadth Requirements (CSU GE Breadth) OR
- Intersegmental General Education Transfer Curriculum for CSU (IGETC)

Can I use either the CSU GE Breadth or IGETC patterns towards an AA or AS degree?

Yes, students may opt to use the transfer GE patterns towards any Chabot Associates Degree in lieu of the GE on this flyer.

How will my courses from another college apply toward a degree at Chabot College?

Contact the admissions office or registrar at each college attended and request official transcripts be sent to Chabot College Admissions and Records. Students who have completed Chabot courses may request an Incoming Transcript Evaluation by petition. Chabot Counselors also do unofficial transcript evaluations by appointment for all educational goals and majors.

What Associate Degrees does Chabot College offer?

The next four pages provide a full list of all degrees and certificates offered at Chabot College. The most up-to-date version can be found online at **www.chabotcollege.edu/academics/programs.php**

How do I apply for graduation or participate in the commencement ceremony?

If you attended other colleges, all official transcripts must be on file at Chabot College Admissions and Records. Submit a Request for Degree or Certificate form by the fifth week of the fall or spring semester (summer term deadlines vary). Commencement is held in late May.

REQUIREMENTS TO EARN AN ASSOCIATE DEGREE

To earn a Chabot College Associate Degree, you must complete all of the following:

1. **General Education Courses**
   Complete the general education courses for either AS or AA majors. See the FAQs above for additional options.

2. **Major Courses**
   Located in the Chabot College Catalog

3. **Grade Requirements**
   - The following require a minimum grade of "C": American Cultures; all courses required for the major
   - The following require a minimum grade of "C-": English Composition; Math Proficiency

4. **Units**
   60 semester degree-applicable units
   - Units in Residence: Minimum of 12 semester units completed at Chabot College

5. **Grade Point Average (GPA)**
   Minimum 2.0 cumulative GPA.

For the AA & AS GE patterns: Every effort has been make to publish accurate information. However, course requirements are subject to change each academic year. For the most up-to-date Chabot College general education course patterns, go to: **www.chabotcollege.edu/counseling/graduation.php**.
For CSU GE and IGETC patterns: Go to **www.assist.org** or **www.chabotcollege.edu/counseling/graduation.php**

DEGREES AND CERTIFICATES

Programs	Associate Degree	Transfer Degree	Certificate	Noncredit
Accounting	AS			
Accounting Technician			CA	
Acting: Advanced			CA	
Acting: Fundamentals			CA	
Administration of Justice	AA	AS-T		
Administrative Assistant	AS		CA	
Advanced Manufacturing Technology	AS		CA	
Africana and African American Studies			CA	
Animation			CA	
Anthropology	AA	AA-T		
Applied Ceramics			CA	
Architecture	AA			
Architecture Technology			CA	
Art History	AA	AA-T		
ASE Test Preparation				NL
ASE Under Car Test Preparation				NL
Asian American Studies			CA	
Audio Recording			CA	
Automotive Chassis Technology			CA	NL
Automotive Electrical and Body Electronics Technology			CA	NL
Automotive Engine Performance			CA	NL
Automotive Maintenance Technology			CA	
Automotive Powertrain Technology			CA	NL
Automotive Service Consulting			CA	
Automotive Technology	AS		CA	NL
Behavioral Health			CA	
Behavioral Science	AA			
Biological Sciences: Emphasis Health Science	AS			
Biological Sciences: Health Science Fundamentals			CA	
Biology	AS	AS-T		
Black & White Darkroom Photography			CA	
Bookkeeping			CA	
Business	AS			
Business Administration			CA	
Business Administration 2.0		AS-T		
Careers in Education				NL
Chemistry	AS			
Chicanx and Latinx Studies			CA	
Chinese			CA	
Communication Studies		AA-T		
Community and Organizational Leadership in the Justice System			CA	
Computational Design			CA	

Programs	Associate Degree	Transfer Degree	Certificate	Noncredit
Computer Numerical Control Programmer			CA	
Computer Science	AS			
CPA Exam Preparation: Auditing and Attestation			CP	
CPA Exam Preparation: Business Environment and Concepts			CP	
CPA Exam Preparation: Financial Accounting and Reporting			CP	
CPA Exam Preparation: Regulation			CP	
Creative Writing			CP	
CSU GE Breadth			CA	
Dental Hygiene	AS			
Dental Radiation Safety			CA	
Digital Imaging			CA	
Digital Media Arts			CA	
Early Childhood Education		AS-T		
Early Childhood Administration			CA	
Early Childhood Curriculum Specialist/Transitional Kindergarten			CA	
Early Childhood Development	AA			
Early Childhood Development (Associate Teacher)			CA	
Early Childhood Development (Basic Teacher)			CA	
Early Childhood Intervention	AA			
Early Childhood Intervention Assistant			CA	
Economics		AA-T		
Educational Aide			CA	
Electrician, Inside Wireman Technology	AS		CA	
Electronic Systems Technology	AS			
Elementary Teacher Education		AA-T		
Engineering	AS			
English		AA-T		
English (Emphasis in Creative Writing)	AA			
English (Emphasis in Literature)	AA			
Enrolled Agent (EA) Exam Preparation			CP	
Entrepreneurship	AS			
Environmental Science	AS			
Environmental Studies	AA			
ESYS: Consumer Technology			CA	
ESYS: Industrial Electronic Technology			CA	
Ethnic Studies	AA			
Family Child Care Entrepreneurship			CA	
Film and Animation	AA			
Film, Television and Electronic Media		AS-T		
Filmmaking			CA	
Fine Art Ceramics	AA			
Fine Art Painting and Drawing	AA			

Programs	Associate Degree	Transfer Degree	Certificate	Noncredit
Fine Art Photography	AA			
Fine Art Sculpture	AA			
Fine Art Studio Foundations	AA			
Fire Fighter Academy			CA	
Fire Prevention Inspector	AS		CA	
Fire Technology	AS		CA	
French	AA		CA	
Geographic Information Systems			CP	
Geography	AA	AA-T		
Graphic Design	AA		CA	
Harmony & Musicianship			CA	
Health Care Administrator			CA	
Health Information Coding			CA	
History		AA-T		
Human Resources Assistant			CA	
Human Services	AS			
Humanities	AA			
Hybrid and Alternative Fuel Vehicles			CA	NL
Industrial Electronic Technology				NL
Industrial Technology	AS			
Infant/Toddler Specialist			CA	
Information Technology (AS)	AS			
Information Technology (COA)			CA	
Inspection and Pipe Welding			CP	
Interior Design (AS)	AS			
Interior Design (Residential) (COA)			CA	
Intermediate ESL				NY
Intermediate ESL Oral Communication				NY
Intermediate ESL Reading and Writing				NY
International Entrepreneur – French			CA	
International Entrepreneur – Japanese			CA	
International Entrepreneur – Spanish			CA	
International Entrepreneur-Chinese			CA	
International Studies	AA			
Interpersonal Communication			CA	
Intersegmental General Education Transfer Curriculum (IGETC)			CA	
Introduction to Infant/Toddler Care				NL
Japanese			CA	
Jazz Studies			CA	
Journalism		AA-T		
Kinesiology		AA-T		
Kitchen and Bath Design (COA)			CA	

Programs	Associate Degree	Transfer Degree	Certificate	Noncredit
Law Enforcement			CA	
Liberal Arts	AA			
Liberal Arts and Sciences: Science, Math and Technology	AS			
Low-Intermediate ESL				NY
LVN-RN	AS			
Machine Tool Technology	AS			
Machinist			CA	
Management			CA	
Marketing			CA	
Mass Communications	AA			
Mathematics	AS	AS-T		
Medical Assisting	AS		CA	
Music		AA-T		
Music Production			CA	
Music Technology & Production	AA			
Non-Credit Preparation for English Composition				NY
Numerical Control	AS			
Nursing	AS			
Nutrition and Dietetics		AS-T		
Paralegal Studies			CA	
Pathway to Sports Injury Care			CA	
Persuasive and Rhetorical Communication			CA	
Philosophy	AA	AA-T		
Photography	AA		CA	
Physics		AS-T		
Political Science		AA-T		
Prealgebra				NY
Precision Manufacturing	AS		CA	
Preparation for Academic ESL				NY
Preparation for BSTEM Math				NY
Preparation for Statistics and Liberal Arts Math				NY
Project Management			CP	
Psychology		AA-T		
Public Health Science		AS-T		
Public Speaking and Forensics			CA	
Radio and Television Broadcasting	AA			
Real Estate	AA			
Real Estate Agent			CP	
Real Estate Broker			CA	
Real Estate Entrepreneur			CP	
Retail Management			CA	
Retailing			CP	

DEGREES AND CERTIFICATES

Programs	Associate Degree	Transfer Degree	Certificate	Noncredit
Small Business Management			CA	
Social Justice: African American Studies		AA-T		
Social Justice: Asian American Studies		AA-T		
Social Justice: Chicano Studies		AA-T		
Social Justice: Ethnic Studies		AA-T		
Social Science	AA			
Social Work And Human Services		AA-T		
Sociology		AA-T		
Software Specialist	AS		CA	
Spanish	AA	AA-T	CA	
Speech Communication	AA			
Sprinkler Fitter Technology	AS		CA	
Student Support Leadership (Emphasis in Tutoring)			CA	
Studio Arts		AA-T		
Tax Preparer			CA	
Technical Design Drafting			CA	
Technical Theater			CA	
Technology-Based Automotive Systems			CA	NL
Theater Arts	AA			
Theatre Arts		AA-T		
Tool Maker			CA	
Welding			CP	
Welding Technology	AS			
Women's Studies			CA	

GENERAL EDUCATION RECIPROCITY WITH COMMUNITY COLLEGES

Effective Fall 2007, the Chabot-Las Positas Community College District has entered into a mutual agreement with eleven other local community colleges to accept the General Education and graduation proficiency of these colleges as completed for Chabot College and Las Positas College. The participating colleges are: Cabrillo College, DeAnza College, Evergreen Valley College, Foothill College, Gavilan College, Hartnell College, Mission College, Monterey Peninsula College, Ohlone College, San Jose City College, and West Valley College.

Students who obtain an official General Education Reciprocity Program Certification (which verifies completion of Associate Degree General Education and graduation proficiency) or complete an Associate Degree at any one of the participating colleges will have both their General Education coursework and graduation proficiency accepted as completing Chabot College's and Las Positas College's General Education and graduation proficiency for the Associate in Arts and/or the Associate in Science Degree. No additional general education or graduation proficiency course work will be required if the certification is submitted to the Admissions and Records office in a sealed envelope from the sending college mentioned above. Students will still be required to complete all courses or prerequisites needed for a major. The agreement also means that the other participating colleges will accept the General Education and graduation proficiency pattern of Chabot College and Las Positas College if an official General Education Reciprocity Program Certification is presented at any of the member colleges. Students must request certification at Admissions and Records, Building 700. This agreement will be reviewed periodically.

TRANSFER

Chabot College provides the freshman and sophomore years of a Baccalaureate Degree granting institution (college or university) program. Students intending to transfer to colleges and universities may complete their lower-division major preparatory courses and lower-division general education courses at Chabot College. The General Counseling Division in Building 700, 2nd floor, provides the most current transfer information. The Career and Transfer Center (723-6720) in Building 700, 2nd floor, provides many transfer related activities including transfer workshops, appointments with university representatives, Transfer Day (Fall semester), and field trips to universities.

Students are advised to meet early and regularly with a counselor to ensure a smooth transition to the transfer institution. Counselors and students partner together to develop a Student Educational Plan (SEP) that maps out the courses needed for transfer to intended major(s) at the transfer university(ies).

TRANSFER PREPARATION

The main components of the Baccalaureate granting institution lower-division requirements are listed below:

1. **Lower-Division Major Requirement:** Student may need to fulfill specific lower-division courses required for their chosen major (also called "major preparatory courses"). Impacted majors (competitive majors having more applicants than space available) typically require all or most major preparatory courses to be completed by the Spring term, before Fall term transfer.

2. **Lower-Division General Education Requirements:** To earn a Bachelor's (BA/BS) Degree from a university, each student must complete a program of general education. The pattern for the California State University system is called CSU/General Education (GE) Breadth Requirements. The Intersegmental General Education Transfer Curriculum (IGETC) is a GE pattern acceptable to the University of California (UC) and California State University (CSU) systems. Some California private/ independent colleges and universities accept the CSU GE and/or IGETC pattern. Please consult with a counselor for assistance.

3. **Electives:** Electives are courses taken in addition to the lower-division major preparation and general education requirements in order to meet the total number of units to transfer. The CSU transferable course list and/or the UC transferable course list contain all of the courses that transfer to CSU or UC respectively and could be used for electives. Both may also be found online at **www.assist.org**.

4. **Grade Point Average (GPA):** Transfer admission at some institutions may be limited to student applicants whose GPA exceeds the minimum required for admission. Some college and majors will limit transfer admissions to those students with the highest grades.

ARTICULATION: THE TRANSFER OF CHABOT COLLEGE COURSES

Many courses offered at Chabot College have articulation agreements with comparable courses offered at the University of California (UC), California State University (CSU) and many private institutions to assure that courses will transfer. The official repository of all Chabot College articulation agreements with CSU and UC can be found at the ASSIST website at www.assist.org. Current UC and CSU transfer flyers outlining some of these agreements may be found on the webpages for the Chabot College Transfer Center and Counseling Division, and in their offices in Building 700.

- CSU Transferable Courses flyer(alphabetical listing of all courses transferable to CSU)
- CSU/General Education Breadth Requirements flyer
- UC Transferable Courses flyer(alphabetical listing of all courses transferable to UC)
- IGETC Requirements flyer (General Education requirements for transfer to UC or CSU and some private schools)

ARTICULATION OFFICE

The articulation office initiates, updates, and reports articulation (comparable courses) agreements to help facilitate student transfer to baccalaureate-granting colleges and universities, including the California State University, University of California, and some private and out-of-state institutions. These articulation agreements include: general education, course-to-course, and lower-division major preparation, and are housed in the website ASSIST, which is the official repository of articulation agreements for public colleges and universities in the state of California. Students can view articulation agreements on ASSIST at www.assist.org. The articulation office also maintains the college's transfer flyers (listed above), and provides consultation to counseling faculty, instructional faculty, and students with course transferability and articulation concerns. The articulation office is located within the Counseling Division, Building 700.

CALIFORNIA STATE UNIVERSITY (CSU)

- www.calstate.edu
- www2.calstate.edu/apply

TRANSFER ADMISSION REQUIREMENTS

If you have completed college units after leaving high school, you are considered a "transfer" student. Students who have 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 CSU admission requirements for first-time freshman.

There are two types of transfer students, lower-division transfer and upper division transfer. Lower-division transfer students are those who have completed less than 60 transferable semester units (90 quarter units). Upper-division transfers have completed 60 or more transferable semester units (90 quarter units).

LOWER DIVISION (FRESHMAN/SOPHOMORE LEVEL) TRANSFER ADMISSION REQUIREMENTS

Transferring with less than 60 CSU transferable units

- Are transferring with less than 60 CSU transferable units.
- Have a college GPA (grade point average) of 2.0 or higher in all transferable college units completed. Some programs require a higher GPA for admissions. Consult the individual CSU website or college representative for specific information.
- Are in good standing at the last college or university attended, i.e., you are eligible to re-enroll.
- Meet the CSU admission requirements for first-time freshman or have successfully completed necessary course to make up deficiencies you had in high school if you did not complete the 15 course (A-G) pattern of college preparatory subjects.
- Meet the eligibility index required of a first-time freshman to CSU.
- Some CSU campuses require completion of English Composition and GE Math.
- Contact the CSU campus of your choice to determine your status as a lower division transfer student and whether that CSU campus is accepting lower division transfers.

UPPER DIVISION (JUNIOR LEVEL) TRANSFER ADMISSION REQUIREMENTS

- Complete Areas A.1.(Oral Communication), A.2. (Written Communication), A.3. (Critical Thinking) and B.4. (Mathematics) all with a grade of "C" or higher.
- Complete an additional 18 units from CSU/GE Areas A-E (including the units from above (12) for a minimum total of 30 units. All courses would need to have a grade of "C" or higher.
- Complete an overall total of 60 semester CSU transferable units with a cumulative GPA of at least a 2.0 ("C").
- Are in good standing at the last college or university attended, i.e., you are eligible to re-enroll.

NOTES:

For students transferring more than 70 CSU transferable units, individual classes will not be disregarded, however CSU will only apply up to 70 CSU transferable lower-division units toward the baccalaureate degree.

IGETC can be used in lieu of CSU/GE Breadth. Students using IGETC for CSU will need to complete Area A, Group 1C: Communications and are advised to complete the U.S. History, Constitutions and American Ideals section.

GENERAL EDUCATION REQUIREMENTS FOR CALIFORNIA STATE UNIVERSITY

To earn a Bachelor's Degree from the California State University, each student must complete a program of general education. Chabot College offers two general education patterns which enable students to complete, prior to transfer, all of the lower-division general education requirements at the CSU. Students can complete either the Intersegmental General Education Transfer Curriculum (IGETC) or the CSU General Education Breadth Requirements (CSU/GE). It is strongly recommended that students consult with a counselor to determine which general education pattern is best for their transfer program.

While not a requirement for admission, California State University does require completion of 6 units of U.S. History, Constitution and American Ideals for graduation from CSU, which can be satisfied prior to transfer. See the IGETC pattern or the CSU/GE Breadth pattern for a list of courses that complete this requirement.

CSU GENERAL EDUCATION BREADTH REQUIREMENTS (CSU GE)

Chabot students have the opportunity to complete all of their lowerdivision CSU GE requirements for the Baccalaureate Degree prior to transfer to any of the 23 California State Universities.

CSU GE is separated into five separate academic areas. Each area requires specific class/unit requirements. More detail regarding the academic areas and the courses associated with those areas can be found on the Chabot College CSU/GE Breath pattern. For CSU GE courses, go to www.assist.org or the Chabot College website/counseling. Those areas are:

Area A Communications in the English Language (9 semester units)

Area B Physical and Life Sciences and Mathematics (9 semester units)

Area C Arts, Literature, Philosophy and Foreign Language (9 semester units)

Area D Human Social, Political and Economic Institutions and Behavior (9 semester units)

Area E Understanding and Self Development (3 semester units)

Area F While not a requirement for admission, California State University does require completion of 6 semester units of U.S. History, Constitution and American Ideals for graduation, which can be satisfied prior to transfer. Courses used to complete this area can be also used to satisfy requirements in Area D.

PRIORITY APPLICATION FILING DATES FOR CSU

Summer Term: Feb. 1 - 28 of that year

Fall Semester or Quarter: Oct. 1 - Nov. 30 of prior year

Winter Quarter: June 1 - 30 of prior year

Spring Semester or Quarter: Aug. 1 - 31 of prior year

NOTE: Not all campuses admit students every semester/ quarter

CSU RESOURCES

Cal State Apply -- https://www2.calstate.edu/apply – provides information regarding admission requirements, application deadlines, and specific CSU campuses.

ASSOCIATE IN ARTS FOR TRANSFER (AA-T) AND ASSOCIATE IN SCIENCE FOR TRANSFER (AS-T) DEGREE REQUIREMENTS

- **www2.calstate.edu/apply/transfer/Pages/ccc-associate-degree-for-transfer.aspx**
- **www.sb1440.org**

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to the California State University (CSU) system for any community college student who completes an "associate degree for transfer," a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 semester units after transfer to earn a bachelor's degree (unless the major is a designated "high-unit" major).

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.

The following are required for all AA-T and AS-T degrees:

- Completion of a minimum of 18 semester units with a"C" or a "P" (grades of "P" or pass grades are acceptable if "P" is defined as a grade of "C" or higher) in the major or an area of emphasis.
- Completion of CSU/GE or IGETC (CSU). At Chabot College, students using IGETC to earn the AA-T/AS-T need to complete IGETC for CSU (ie. Complete IGETC Area A, Group 1C: Oral Communication).
- Completion of a minimum of 60 CSU-transferable semester units.
- Minimum grade point average (GPA) of at least 2.0 in all CSUtransferable coursework.

NOTES:

For CSU transfer admissions, students receiving the AA-T or AS-T do not have to have their General Education courses certified. Associate Degree for Transfer is posted on their transcript which is accepted by CSU as completing admissions and lower division general education requirements.

Students are not required to complete any Chabot General Education or Graduation proficiency requirements.

Students wishing to transfer to a UC can pursue and earn an AA-T or AS-T. While the UC does not offer a guarantee of admission, transfer students applying to the UC with an AA-T or AS-T will receive comprehensive review of the application.

AA-T/AS-T RESOURCES

www2.calstate.edu/apply/transfer/Pages/ccc-associatedegree-for-transfer.aspx - provides information about the Associate Degree for Transfer and serves as a repository of AA-T and AS-Ts in the California Community College system.

Chabot College AA-T and AS-T Transfer Degrees to date:

- AA-T Administration of Justice
- AA-T Anthropology
- AA-T Art History
- AS-T Biology
- AS-T Business Administration 2.0
- AA-T Communication Studies
- AS-T Early Childhood Education
- AA-T Economics
- AA-T Elementary Teacher Education
- AA-T English
- AS-T Film, Television, and Electronic Media
- AA-T Geography
- AA-T History
- AA-T Journalism
- AS-T Kinesiology
- AS-T Mathematics
- AA-T Music
- AS-T Nutrition and Dietetics
- AA-T Philosophy
- AS-T Physics
- AA-T Political Science
- AA-T Psychology
- AS-T Public Health Science
- AA-T Social Justice: African American Studies
- AA-T Social Justice: Asian American Studies
- AA-T Social Justice: Chicano Studies
- AA-T Social Justice Studies: Ethnic Studies
- AA-T Social Work and Human Services
- AA-T Sociology
- AA-T Spanish
- AA-T Studio Arts
- AA-T Theatre Arts

UNIVERSITY OF CALIFORNIA (UC)

www.universityofcalifornia.edu

TRANSFER ADMISSION REQUIREMENTS

A transfer applicant is a student who has enrolled in a fall, winter or spring term at a college or university after high school. A student who meets this definition cannot disregard his or her college record and apply as a freshman. UC gives priority consideration to California community college students applying for admission to UC as juniors if they have completed at least 30 semester (45 quarter) UC-transferable units at one or more California community colleges and the last college attended in a regular session (fall/spring or fall/winter/spring) before enrolling at a UC campus is a California community college.

UPPER-DIVISION/JUNIOR-LEVEL TRANSFER ADMISSION REQUIREMENTS

Minimum requirements

To be considered for admission as a junior transfer, a student must fulfill both of the following criteria:

- Complete 60 semester or 90 quarter units of UC-transferable college credit with a GPA of at least 2.4 (2.8 for nonresidents). No more than 14 semester (21 quarter) units of the required 60 units may be taken Pass/Not Pass, unless the student is transferring from a college or university that awards only pass credit.
- Complete the following seven-course pattern, earning a grade of C or better in each course:
  - » Two transferable college courses (3 semester or 4–5 quarter units) 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, and physical and biological sciences.

Lower-Division (Freshman and Sophomore) Transfer Students: Some UC campuses admit a limited number of transfer students before they reach junior standing. Refer to the open/closed majors status report at https://admission.universityofcalifornia.edu/ campuses-majors/majors to see which campuses will accept freshman and sophomore transfer students for a particular term.

GENERAL EDUCATION REQUIREMENTS FOR THE UNIVERSITY OF CALIFORNIA

To earn a Bachelor's Degree from the University of California, each student must complete a program of general education. To meet the general education requirements for most majors within the UC, students can complete either the Intersegmental General Education Transfer Curriculum (IGETC) pattern or the general education (breadth requirements) of the UC campus. They are described in the campus general catalogs and articulation agreements (available at www.assist.org). Students are advised to consult a counselor for information about the general education pattern that will be best for them.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses California community college students may complete to satisfy the general education requirements at the University of California. Some majors require extensive preparation and students should prioritize completion of major preparation courses followed by general education courses. Please consult with a university representative and partner with a counselor to develop a transfer plan and/or student education plan that best prepares you for transfer to the UC.

IGETC is separated into six separate academic areas. Each area requires a specific unit/class requirement(s). A grade of "C" or "P" is required for each course used to satisfy IGETC requirements. It is recommended IGETC be completed in its entirety prior to transfer. Students who do not complete the entire program before transfer could be subject to the general education requirements of the campus or college to which they transfer.

The areas for UC/IGETC are:

Area 1 English Communication (6 semester units)
1A: English Composition,
1B: Critical Thinking

Area 2 Mathematical Concepts and Quantitative Reasoning
(Min of 3 semester units)

Area 3 Arts and Humanities. (3A: Arts, 3B: Humanities)
(9 semester units)

Area 4 Social and Behavioral Sciences
(9 semester units from at least two different disciplines)

Area 5 Physical and Biological Sciences
(5A Physical Sci, 5B Biological Sci, 5C Laboratory)
(7-9 semester units)

Area 6A Language Other Than English (LOTE)

For Languages Other than English (LOTE), students are required to demonstrate competence (proficiency) in a language other than English equal to two years of high school study. Competence may be demonstrated through one of the following:

1. Satisfactory completion of two years of high school coursework (US high school or high school in country where the language of instruction is English) in a language other than English, with a grade of "C-" or better in each course. The two years must be in the same language.
2. Satisfactory completion of a course (or courses) at a college or university with a grade of "C" or better in each course. Chabot courses: Chinese 1B or French 1B, or German 1B or Italian 1B or Japanese 1B or Spanish 1B or Sign Language 65 or French 1B2 and Spanish 1B2 will satisfy this requirement.
3. Satisfactory completion, with "C" grades or better, of two years of formal schooling at the sixth grade-level or higher in an institution where the language of instruction is not English. Appropriate documentation must be presented to substantiate that the required coursework was completed (see a counselor for assistance).
4. Satisfactory score on the SAT II: Subject Test in languages other than English.
5. Satisfactory score, 3 or higher, in the College Board Advanced Placement examination in languages other than English.
6. Satisfactory score, 5 or higher, in the International Baccalaureate (IB) Higher Level Examinations in language other than English.
7. Satisfactory completion of an achievement test administered by a community college, university or other college in a language other than English (see a counselor for assistance).
8. Language other than English "O" level exam with grade of "A", "B" or "C".
9. Language other than English International "A" level exam with a score of 5, 6, 7.
10. A Defense Language Institute language other than English course which is indicated as passed with a "C" or higher on the official transcript.

Students are encouraged to see a counselor for assistance determining the completion of the Area 6A: IGETC Language Other Than English (LOTE) requirement.

NOTES

IGETC courses must be completed with a grade of C or better. A grade or Credit or Pass may be used if the community college's policy states that it is equivalent to a grade of C (not a C-) or better.

IGETC course credit may be earned for scores of 3, 4 or 5 on Advanced Placement (AP) exams and 5, 6 or 7 on International Baccalaureate (IB) Higher Level exams that the community college faculty recognizes as equivalent to its IGETC-approved courses. An acceptable score on an AP English exam may be used to meet the English composition requirement, but not the critical thinking/ English composition requirement.

PRIORITY APPLICATION FILING DATES FOR UC

Fall Semester or Quarter: Nov. 1–30 of previous year

Winter Quarter/Spring Semester: July 1–31 of previous year

NOTE: Not all campuses admit students every semester/ quarter

UC RESOURCES

For up-to-date UC transfer admissions and application information, visit: **https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-transfer**.

UNIVERSITY OF CALIFORNIA (UC) TRANSFER ADMISSION GUARANTEE (TAG)

admission.universityofcalifornia.edu/admissionrequirements/transfer-requirements/transferadmission-guarantee-tag.html

By preparing for and meeting specific requirements, community college transfer students have an opportunity to secure a seat at one of six participating UC campuses through the UC Transfer Admission Guarantee.

By participating in TAG, you will receive early review of your academic records, early admission notification and specific guidance about major preparation and general education coursework.

The following UC campuses offer the UC TAG:

- UC Davis
- UC Irvine
- UC Merced
- UC Riverside
- UC Santa Barbara
- UC Santa Cruz

To learn more about the UC TAG, visit **https://admission.universityofcalifornia.edu/admission-requirements/transferrequirements/transfer-admission-guarantee-tag.html**. Students may want to attend a UC TAG workshop offered through the Career & Transfer Center as well as meet with the UC representative when they visit the Career & Transfer Center for TAG advice and preparation. Students may also consult with a counselor for assistance.

UC TRANSFER ADMISSION PLANNER

uctap.universityofcalifornia.edu

The UC Transfer Admission Planner (TAP) is an online tool designed to help prospective UC students transferring from California community colleges track and plan their course work, including those students who are seeking a Transfer Admission Guarantee (TAG) with one of six participating UC campuses. The UC TAP also begins a student's application to the UC and serves as a great way to monitor one's progress on UC transferable units, UC-transferable gpa, and completion of major preparation and general education requirements.

Students are encouraged to establish your UC TAP account early in your academic career and keep it updated so counselors and university representatives may best assist you in transfer planning.

The UC Transfer Admission Planner is available at: **uctap.universityofcalifornia.edu**.

CERTIFICATION OF GENERAL EDUCATION FOR TRANSFER TO UC OR CSU

IGETC and CSU GE Breadth certification is the process by which the community college verifies that a student has completed all the required coursework for the IGETC or CSU GE Breadth pattern. Students who transfer without certification may have to meet the local general education requirements of the university campus. Certification is not automatic and must be requested by the student after acceptance to the university. Certification may only be requested through the Chabot College Office of Admissions and Records for ONE campus where the student intends to enroll. The certification will be sent after final grades are posted.

FULL VS PARTIAL CERTIFICATION

Full CSU GE Certification: Students are eligible for full CSU/GE Certification when they have completed the required number of units and courses in each GE Area. Students with full certification will not have to complete additional lower-division GE requirements after transfer to the CSU. Students will have upper-division GE requirements to complete.

Partial CSU GE Certification: Partial CSU/GE Certification is granted when one or more GE Area has been completed. A student who transfers to a CSU with partial GE Certification will not have to complete additional GE requirements in the same GE area upon transfer. Students will need to complete courses for the missing GE area(s). Students will have upper-division GE requirements to complete.

Full IGETC Certification: Students are eligible for full IGETC Certification when they have completed the required number of units and courses in each GE Area. Students with full certification will not have to complete additional lower-division GE requirements after transfer to the CSU or UC. Students will have upper-division GE requirements to complete.

Partial IGETC Certification: Partial IGETC certification is defined as completing all but 2 courses on the IGETC pattern. Upon request for IGETC certification, if a partial certification is sent, each UC or CSU will inform a student who has submitted a partial certified IGETC of the specific timelines and courses needed to complete IGETC. The UC or CSU is responsible for verifying that the missing courses are completed. Students will have upper-division GE requirements to complete. Partial completion of IGETC could jeopardize admission into certain majors at the UC campus. Please consult with the university representative and your counselor for assistance.

IGETC and CSU GE for STEM: These GE patterns currently are limited to the following Associate Degree for Transfer majors: Biology, Chemistry, and Environmental Science (subject to change, see **https://c-id.net/tmc**). IGETC and CSU GE for STEM allows two GE courses to be deferred until after transfer, including one from Area 3 or C (one course from each sub area must be completed) and one course from Area 4 or D (courses completed must be from two different disciplines). IGETC for STEM is not appropriate for students planning UC transfer - please review the prior notation on partial IGETC certification.

NOTE: Students obtaining an AA-T or AS-T who are transferring to a CSU do not need to request a GE Certification. Students obtaining an AA-T or AS-T and transferring to a UC will need to request a GE Certification. Please consult with a counselor for assistance.

INDEPENDENT/PRIVATE/OUT-OF-STATE COLLEGES AND UNIVERSITIES TRANSFER ADMISSION REQUIREMENTS

Transfer requirements to California private universities or out-of-state universities vary from institution to institution, and often differ from the requirements to transfer to a CSU and UC campus. Some California private colleges accept the CSU GE Breadth and/or IGETC as appropriate lower-division general education preparation. Go to the private institution's website and inquire with the university representative. Counselors are also available to assist students with developing a transfer plan to these institutions.

PRIVATE/INDEPENDENT COLLEGE RESOURCES

For California independent colleges and universities, visit: www.californiacolleges.edu or www.aiccu.edu.

The Common Application (www.commonapp.org) is an application adopted by 600 private colleges in the United States so students have the convenience of working on one application for the intended private colleges in lieu of separate applications for each private college.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCU)

Transfer Guarantee to Historically Black Colleges and Universities (HBCU) **https://ccctransfer.org/hbcu**

In an agreement signed March 17, 2015 between the California Community Colleges and select Historically Black Colleges and Universities, California community college students who complete certain academic requirements are now guaranteed transfer to the 35 Historically Black Colleges and Universities.

HBCUs were established primarily to serve the higher education needs of the black community, however they are open to

students of any ethnicity. There are 105 HBCUs in the country, with most located in the South and East Coast. They all award Bachelor's Degrees in many fields. Some also award Masters and Doctorate Degrees.

To view the list of participating HBCUs as well as its respective requirements to be eligible for guaranteed admission to a participating HBCU, visit **https://ccctransfer.org/hbcu**

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.

CAREER AND TRANSFER CENTER

The Chabot College Career and Transfer Center specializes in working with students who intend to transfer to a 4-year college or university. The Career and Transfer Center also provides employment services to students for on/off campus work. The Career and Transfer Center is located in Building 700, 2nd Floor. For more information, students may call (510) 723-6720.

The following resources and services are available through the Career and Transfer Center:

- Individual appointments with college and university representatives
- CSU Application Workshops
- UC Transfer Admission Guarantee, Application, Personal Statement Workshops
- Private College/Common Application Workshops
- Representatives from local universities available for transfer assistance
- Transfer Day

CROSS-REGISTRATION PROGRAMS

CROSS-REGISTRATION WITH CSU EAST BAY

Students who have completed 20 semester units at Chabot College may be eligible to cross-register with California State University, East Bay, while completing the requirements for transfer or a degree at Chabot College. Students who elect to cross-register may enroll in courses at the four-year institution which are either upper-division or not offered at any time by Chabot College. Interested students should inquire with a counselor in the General Counseling Division, Building 700, 2nd Floor.

CROSS-REGISTRATION WITH MILLS COLLEGE

Students who have completed 20 semester units at Chabot College may be eligible to cross-register with Mills College in Oakland, California, while completing the requirements for transfer or a degree at Chabot College. Interested students should inquire with a counselor in the the General Counseling Division, Building 700, 2nd Floor.

CROSS-ENROLLMENT WITH UC BERKELEY

Students who have completed at least one semester at Chabot College and meet additional requirements may be eligible to cross-register with UC Berkeley. Lower-division coursework is posted onto the Chabot College transcript. Interested students should inquire with the Transfer Center Director/Counselor at the Career & Transfer Center, Building 700, 2nd floor.

R.O.T.C. (RESERVE OFFICERS TRAINING CORP) PROGRAM
CROSS-TOWN AGREEMENT WITH THE UNIVERSITY OF CALIFORNIA, BERKELEY

Students may enroll in Army or Air Force R.O.T.C. Programs at the University of California, Berkeley, while attending Chabot College full-time. The Air Force ROTC is offered through the Aerospace Studies department at U.C. Berkeley. Scholarships (including tuition, book allowance, and stipend) are available for qualified students. Students may enroll and attend one course per semester at the U.C. Berkeley campus at no cost. Upon completion of the program and granting of 4-year degree, students will commission as Second Lieutenants in the United States Air Force. To be eligible for AFROTC, applicant should be a full time student and meet additional fitness, GPA, testing, and other requirements. Interested students, please visit the department website: **http://airforcerotc.berkeley.edu**, call (510) 642-3572, or email **airforce@berkeley.edu**. For Army ROTC information please contact the Department of Military Science at U.C. Berkeley 14th Brigade, Western Region, 173 Hearst Gym, # 4440 at (510) 642-3374.

TRANSCRIPTS FROM OTHER COLLEGES AND UNIVERSITIES

Any student enrolled at Chabot College who has academic credit for courses taken at other accredited colleges/universities must submit official transcripts of that work to the Admissions and Records Office. Official transcripts are defined as academic records that are sent from other institutions to Chabot. They can be hand carried by the student, but must be unopened (in the sealed envelope of the institution). If there is evidence that the transcripts have been opened, the student will be requested to have the former school mail transcripts directly to Chabot.

Transcripts received from other institutions cannot be forwarded to other colleges. This does not apply to Las Positas College, since academic information from both Chabot and Las Positas Colleges is recorded on the same transcript.

Official transcripts are required for the following academic transactions:

1. AA/AS degree evaluations
2. Academic Renewal petitions
3. Financial Aid student education plans
4. Certification of CSU/GE or IGETC
5. Exemptions from Assessment and Student Educational Plan (SEP)

To be credited by Chabot College, the coursework must meet the following criteria:

1. The course(s) must have been taken at an accredited college/university.
2. The course(s) must have been completed with a grade of "D" or higher. All transferred grades (including F's) will be used in the calculation of units attempted, units completed, and the grade point average. (IGETC Certification requires a grade of "C")
3. The content of the course(s) must be recognized as equivalent to the current Chabot College course standards. The Dean of Counseling at Chabot College shall be responsible for determining course equivalency.

It is the student's responsibility to initiate a request to each institution asking that an official transcript of his/her work be sent directly to the Admissions and Records Office at Chabot College. See a counselor for assistance with an unofficial evaluation of your courses and petition for an official evaluation.

Unofficial transcripts (those that have been opened) can be used for:

1. Unofficial evaluation by a counselor
2. Prerequisite overrides
3. Student Education Plan (SEP) development with a counselor
4. Petitions for course substitutions and waivers

TRANSFER WEB RESOURCES

- **www.assist.org**
  Official articulation web site for CSU and UC
- **www.aiccu.edu**
  Association of Independent California Colleges & Universities
- **www.californiacolleges.edu**
  Web location for California Private/Independent Colleges
- **www.calstate.edu**
  Main web page for California State Universities
- **www2.calstate.edu/apply**
  Admissions webpage for CSU applications
- **www.cccco.edu**
  Main web site for the California Community Colleges
- **www.universityofcalifornia.edu**
  Main web site for information about the University of California, including admissions and TAG information
- **www2.calstate.edu/apply/transfer/Pages/ccc-associatedegree-for-transfer.aspx**
  Main web information for CSU Transfer Degrees (AA-T/AS-T)
- **uctap.universityofcalifornia.edu**
  UC Transfer Admission Planner

USE OF AP, IB, AND CLEP EXAMINATIONS ADVANCED PLACEMENT (AP) PROGRAM

Chabot College grants college credit for successful completion Advanced Placement (AP) exams with scores of 3 or higher, as well as to clear prerequisites for more advanced courses. For students to receive credit for AP exams, students must contact the College Board and request an official AP score report to be sent to the Chabot College Admissions Office. Scores posted to high school or college transcripts will not be accepted. Chabot does not post AP course equivalencies on Chabot College transcripts.

The Advanced Placement chart in this catalog details how Chabot College, the California State University, and the University of California awards unit and general education credit for transfer students. Students wishing to apply AP exam scores for transfer are strongly advised to see a counselor for assistance and view the ASSIST website at **www.assist.org**. Individual schools may evaluate AP exam results differently toward course requirements for majors, and in some cases will not award credit for college courses that duplicate successful completion of AP exams.

COLLEGE-LEVEL EXAMINATION PROGRAM (CLEP)

The College-Level Examination Program of the College Board provides students with the opportunity to earn college credits by earning qualifying scores on their examinations. Students who pass the CLEP exams are able to earn college credits for knowledge they've gained through independent study, prior course work, professional development, on-the-job training, cultural pursuits, or internships.

California State University accepts select CLEP exams to satisfy some CSU/General Education requirements. For more information as to how CSU awards credit for CLEP exams, go to: **https://www2.calstate.edu/apply/transfer/pages/college-level-examinationprogram.aspx**. Students are also advised to contact the individual CSU representative for more information on how subject credit may be granted.

Neither Chabot College nor the University of California accepts CLEP exams to satisfy units or course requirements toward their degrees.

INTERNATIONAL BACCALAUREATE ORGANIZATION (IB) EXAMINATION

The International Baccalaureate Organization awards either a diploma or a certificate for individual IB exams. Both CSU and UC grant limited unit and general education transfer credit based on the IB Chart in this catalog. For additional assistance, students are advised to meet with a counselor and/or the university transfer representative from campuses where they plan to apply.

Chabot College does not currently award units nor GE credit for IB exams towards associate degrees or certificates.

College Credit for Advanced Placement (AP) Examinations

Important Note: Credit may be earned for Advanced Placement (AP) Exams with scores of 3, 4, or 5. **Credit granted at Chabot College may differ from credit granted by a transfer institution,** particularly for major requirements. College courses, AP, IB, and/or A-Level exam credit that duplicate one another will only be awarded transfer credit once. Students are strongly advised to consult with a Chabot College counselor regarding transfer credit for AP scores. Every effort was make to provide up-to-date information, however, the information below is subject to change.

AP Exam	Chabot College Degrees & Certificates	Chabot College AA/AS GE Area & Units	CSU Transfer Units	CSU GE	IGETC	UC Max Units/Subject Requirement Areas
Art History	Art History 4 or 5	Humanities 3 semester units	6 semester	Area C1 or C2 3 semester units	Area 3A or 3B 3 semester units	8 quarter/5.3 semester **UC-H**
Art (Studio) 2D Design, 3D Design, Drawing	Not applicable	Humanities, portfolio review required 3 semester units	3 semester units per (2D, 3D, Drawing)	Not applicable	Not applicable	8 quarter/5.3 semester (8 quarter/5.3 semester units max for Art Studio exams)
Biology	Biology 31	Natural Sciences 4 semester units	6 semester	Area B2 and B3 4 semester units	Area 5B and 5C 4 semester units	8 quarter/5.3 semester **UC-S**
Calculus AB **OR** AB subscore	Math 1	Communications and Analytical Thinking & Math Proficiency 5 semester units	3 semester Max credit: one calculus exam	Area B4 3 semester units	Area 2A 3 semester units	4 quarter/2.6 semester max units for AB and AB subscore **UC-M**
Calculus BC	Math 2	Communications and Analytical Thinking & Math Proficiency 5 semester units	6 semester Max credit: one calculus exam	Area B4 3 semester units	Area 2A 3 semester units	8 quarter/5.3 semester **UC-M** (Maximum credit 8 quarter/5.3 semester units for both)
Chemistry	Chemistry 1A	Natural Sciences 5 semester units	6 semester	Areas B1 and B3 4 semester units	Area 5A and 5C 4 semester units	8 quarter/5.3 semester **UC-S**
Chinese Language and Culture	Not applicable	Communications and Analytical Thinking or Humanities 5 semester units	6 semester	Area C2 3 semester units	Area 3B and 6A 3 semester units	8 quarter/5.3 semester **UC-H**
Computer Science A	Computer Science 14	Communications and Analytical Thinking 4 semester units	3 semester Max credit: one CS and calculus exam	Not applicable	Not applicable	8 quarter/5.3 semester
Computer Science Principles	Not applicable	Not applicable	6 semester	Area B4 3 semester units	Not applicable	8 quarter/5.3 semester
Economics-Macroeconomics	Economics 2	Social and Behavioral Sciences 3 semester units	3 semester	Area D 3 semester units	Area 4 3 semester units	4 quarter/2.6 semester **UC-B**
Economics-Microeconomics	Economics 1	Social and Behavioral Sciences 3 semester units	3 semester	Area D 3 semester units	Area 4 3 semester units	4 quarter/2.6 semester **UC-B**
English - Language & Composition	English 1	English Composition 3 semester units	6 semester	Area A2 3 semester units	Area 1A 3 semester units	8 quarter/5.3 semester **UC-E**

AP Exam	Chabot College Degrees & Certificates	Chabot College AA/AS GE Area & Units	CSU Transfer Units	CSU GE	IGETC	UC Max Units/Subject Requirement Areas
English - Literature and Composition	English 1	English Composition or Humanities 3 semester units	6 semester	Area A2 and C2 6 semester units	Area 1A or 3B 3 semester units	8 quarter/5.3 semester **UC-E/H** (8 quarter/5.3 semester units maximum for both English Exams)
Environmental Science		Natural Sciences 4 semester units	4 semester	Areas B1 and B3 3 semester units	Area 5A and 5C 3 semester units	4 quarter/2.6 semester units **UC-S**
French Language and Culture	French 1B	Communication and Analytical Thinking or Humanities 5 semester units	6 semester	Area C2 3 semester units	Area3B and 6A 3 semester units	8 quarter/5.3 semester units **UC-H**
German Language and Culture		Communication and Analytical Thinking or Humanities 5 semester units	6 semester	Area C2 3 semester units	Area3B and 6A 3 semester units	8 quarter/5.3 semester units **UC-H**
Government and Politics-Comparative	Political Science 20	Social and Behavioral Sciences 3 semester units	3 semester	Area D 3 semester units	Area 4 3 semester units	4 quarter/2.6 semester units **UC-B**
Government and Politics-U.S.	Political Science 1	Social Sciences or American Institutions 3 semester units	3 semester	Area D and US-2 3 semester units	Area 4 and US 2 3 semester units	4 quarter/2.6 semester units **UC-B**
History-European	History 1 or 2	Humanities or Social and Behavioral Sciences 3 semester units	6 semester	Area C2 or D 3 semester units	Area 3B or 4 3 semester units	8 quarter/5.3 semester units **UC-B; UC-H**
History-U.S.	History 7 or 8	Social and Behavioral Sciences or American Institutions 3 semester units	6 semester	Areas C2 or D and US-1 3 semester units	Areas 3B or 4 and US 1 3 semester units	8 quarter/5.3 semester units **UC-B; UC-H**
History-Modern World		Social and Behavioral Sciences 3 semester units	3 semester	Area C2 or D 3 semester units	Area 3B or 4 3 semester units	8 quarter/5.3 semester units **UC-B; UC-H**
Human Geography		Social and Behavioral Sciences 3 semester units	3 semester	Area D 3 semester units	Area 4 3 semester units	4 quarter/2.6 semester units **UC-B**
Italian Language and Culture		Communication and Analytical Thinking or Humanities 5 semester units	6 semester	Area C2 3 semester units	Area3B and 6A 3 semester units	8 quarter/5.3 semester units **UC-H**
Japanese Language and Culture		Communication and Analytical Thinking or Humanities 5 semester units	6 semester	AreaC2 3 semester units	Area3B and 6A 3 semester units	8 quarter/5.3 semester units **UC-H**
Latin		Humanities 3 semester units	6 semester	Area C2 3 semester units	Area3B and 6A 3 semester units	8 quarter/5.3 semester units **UC-H**
Music Theory		Humanities 3 semester units	6 semester	Area C1 3 semester units	Not applicable	8 quarter/5.3 semester units (no credit for subscore) **UC-H**

AP Exam	Chabot College Degrees & Certificates	Chabot College AA/AS GE Area & Units	CSU Transfer Units	CSU GE	IGETC	UC Max Units/Subject Requirement Areas
Physics 1	Not applicable	Natural Sciences 4 semester units	4 semester Max 4 units toward GE; max 6 total units towards transfer	Areas B1 and B3 4 semester units Max 4 units toward GE; max 6 total units towards transfer	Areas 5A and 5C 4 semester units	8 quarter/5.3 semester **UC-S** Maximum 8 quarter/5.3 semester units for all physics exams
Physics 2	Not applicable	Natural Sciences 4 semester units	4 semester Max 4 units toward GE; max 6 total units towards transfer	Areas B1 and B3 4 semester units Max 4 units toward GE; max 6 total units towards transfer	Areas 5A and 5C 4 semester units	8 quarter/5.3 semester **UC-S** Maximum 8 quarter/5.3 semester units for all physics exams
Physics C Mechanics	Physics 4A	Natural Sciences 5 semester units	4 semester Max 4 units toward GE; max 6 total units towards transfer	Areas B1 and B3 4 semester units Max 4 units toward GE; max 6 total units towards transfer	Areas 5A and 5C 3 semester units	4 quarter/2.6 semester **UC-S** Maximum 8 quarter/5.3 semester units for all physics exams
Physics C-Electricity/ Magnetism	Physics 4B	Natural Sciences 5 semester units	4 semester Max 4 units toward GE; max 6 total units towards transfer	Areas B1 and B3 4 semester units Max 4 units toward GE; max 6 total units towards transfer	Areas 5A and 5C 3 semester units	4 quarter/2.6 semester **UC-S** Maximum 8 quarter/5.3 semester units for all physics exams
Psychology	Psychology 1	Social and Behavioral Sciences 3 semester units	3 semester	Area D 3 semester units	Area 4 3 semester units	4 quarter/2.6 semester **UC-B**
Spanish Language and Culture		Communication and Analytical Thinking or Humanities 5 semester units	6 semester	Area C2 3 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester **UC-H**
Spanish Literature and Culture		Humanities 5 semester units	6 semester	Area C2 3 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester **UC-H**
Statistics	Math 43	Communications and Analytical Thinking Math Proficiency 4 semester units	3 semester	Area B4 3 semester units	Area 2A 3 semester units	4 quarter/2.6 semester **UC-M**

INTERNATIONAL BACCALAUREATE (IB) EXAM CREDIT

International Baccalaureate (IB) exams may be applied toward the California State University (CSU), CSU General Education (CSU GE) pattern, University of California (UC), and the Intersegmental General Education Transfer Curriculum (IGETC).

For CSU IB credit information, go to: **https://www2.calstate.edu/apply/transfer/pages/international-baccalaureate-ib.aspx**.

For UC IB credit information, go to: **http://admission.universityofcalifornia.edu/counselors/exam-credit/ib-credits/index.html**.

For IB credit for IGETC, go to: **http://icas-ca.org/standards-policies-and-procedures-manual**.

Credit is awarded for Higher Level (HL) exams only.

Students should be aware that colleges courses, AP exams, IB exams, and A-Level exams may duplicate one another. In the event that exams and/or college course duplicate one another in content, course credit will only be awarded once .

IB exams will not be used to satisfy unit, general education, or course requirements for Chabot College associate degrees or certificates.

STUDENT SERVICES

GENERAL INFORMATION

Student Services provides a variety of programs and services through which individuals are brought into the college for instruction, assisted in career planning and development, assisted in planning for and pursuing courses of study, provided with avenues for obtaining financial aid and employment, and given an opportunity to participate in many different activities. Student Services is also responsible for record keeping and reporting in matters relating to student progress, attendance, and status, for health and emergency care procedures, and for the general supervision and control of the campus. Additional information about any of the Student Services areas can be obtained by contacting the office of the Vice President of Student Services, Room 204, Building 200, at Chabot College and on the college website at **www.chabotcollege.edu**.

ALCOHOL, NARCOTICS, AND DANGEROUS DRUGS

Persons possessing or being under the influence of alcohol, narcotics or dangerous drugs on campus are in violation of State law and College regulations.

DRUG-FREE WORKPLACE

Chabot-Las Positas Community College District is committed to maintaining a drug-free work/learning place in accordance with the requirements of the U.S. Drug-Free Workplace Act of 1988. The District certifies that it will provide a drug-free work/learning place by taking the actions required by the Drug-Free Workplace Act.

It is the intent of the District to make a good faith effort to continue to maintain a drug-free work/learning place through implementation of this policy.

HAZING

Section 32050 of the Education Code makes participation in any kind of hazing a misdemeanor. Hazing is defined as "any method of initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which degrades or disgraces or which causes bodily harm to any student attending any college or school in California."

HEALTH AND ACCIDENT INSURANCE

Students are responsible for providing their own health and accident insurance. For those students who do not have such coverage, health insurance information may be obtained through the Student Health Center, upstairs in Building 2300. The College carries accident insurance.

MEDICAL EMERGENCIES ON CAMPUS

Students are advised to contact the Security Office for assistance in all cases of a medical emergency or personal injury which occurs on campus. Use any hall telephone and dial 6923 or *16 from any pay telephone for assistance. All cases of personal injury should be reported to the Campus Safety Office in Building 200.

PUBLICATIONS

The Official Chabot College student newspaper, The Spectator, is published weekly by the Mass Communications/Journalism instruction program. Students interested in working with the newspaper should contact The Spectator Office located in Room 1635.

SECRET ORGANIZATIONS

Membership in secret fraternities, sororities, and organizations, as described by the California Education Code (§76035), is prohibited. Chabot College students who participate in such groups shall be subject to the penalties outlined in the Education Code.

ADMISSION PROCEDURES AND POLICIES

ADMISSION

Any person who is a high school graduate or equivalent thereof or who is eighteen years of age or older and who can profit from the instruction offered is eligible to apply for admission to Chabot College.

Students who plan to enroll at Chabot College must complete and submit an Application for Admission. Students may apply online at **www.chabotcollege.edu**.

Official transcripts of previous academic work are required to assist students to reach their educational objectives at Chabot College. Transcripts are also required for students who are candidates for special admissions programs, e.g., registered nursing, dental hygiene, etc., and/or services such as financial aid and scholarships, veteran's benefits, athletics, concurrent enrollment, EOPS, and international students.

Copies of transcripts received from other colleges and universities cannot be forwarded to a third party (another college/university/person/etc.). Students desiring such transcripts must request them directly from the issuing institution.

ADMISSION WITH ADVANCED STANDING

Credits earned at another accredited college or university will be applied towards an A.A. or A.S. degree from Chabot College upon receipt of official transcripts. Accreditation must have been listed in the Accredited Institutions of Higher Education manual. Credit will also be allowed for college-level courses taken at military service schools if such credit is recommended in the American Council on Education Guide.

READMISSION FROM DISMISSED STATUS

Students on dismissed status from Chabot College must submit a Petition for Admission from Dismissed Status form. In order to enroll in classes, readmission must be approved by the Director of Admissions and Records. Forms are available at www.chabotcollege.edu/admissions/forms.

INTERNATIONAL STUDENT ADMISSION

Chabot College is authorized under Federal Law to enroll non-immigrant alien (F-1 and M-1 visa) students. Students seeking admission to Chabot College must complete an International Student supplemental application packet, available online at www.chabotcollege.edu/international or from the International Student Program Office, Building 700, Room 703E.

International students will be accepted for admission for either the Fall or Spring semester of each academic year. International students are encouraged to apply as far in advance of the desired entry date as possible to all sufficient time for application processing and other arrangements. Chabot College will make every effort to advise prospective international students of their admission status as soon as possible after receiving the required documents. Contact the International Student Program for more information.

The number of international students admitted will be contingent upon Chabot College's ability to provide services as required.

For information on international student fees, see the catalog section titled "Registration" or consult the "Fees and Refunds" section of the current class schedule.

INTERNATIONAL STUDENT APPLICANT REQUIREMENTS

1. Satisfactory completion of appropriate secondary education that is the equivalent of a United States high school diploma or a person who is eighteen years of age or older.

2. Affidavit of financial support showing availability of sufficient funding for a minimum of one year. The certification document must include source of support and must be on official letterhead bearing the stamp or seal of the verifying bank.

3. Students must demonstrate English language proficiency sufficient to benefit from instruction at Chabot College where all courses are taught in the English languages. Although the college does offer ESL courses, a comprehensive ESL program is not available. All applicants must pass either the TOEFL with a minimum of 61 iBT or 500 PBT, the IELTS Academic test with a minimum band score of 5.5, the iTEP Academic test with a minimum score of Level 4, the PTE Academic test with a minimum score of 45, or the Eiken test with a minimum score of Grade 2A.

4. Provide completion academic records, including official secondary school and post-secondary academic records. (Contact the International Student Program for the names of certified translation agencies).

5. Provide evidence by means of a physical examination certifying freedom from active tuberculosis.

6. Proof of voluntary or school mandated medical insurance.

7. A signed international student agreement to comply with all college and immigration requirements.

8. Statement of Purpose Essay

9. $100 non-refundable application fee

10. Two passport photos

11. Copy of an unexpired passport biographic page

STUDENT AND EXCHANGE VISITOR INFORMATION SERVICES

The Student and Exchange Visitor Information System (SEVIS) is a U.S. government database program that was implemented by the Student and Exchange Visitor Program (SEVP), part of the U.S. Immigration and Customs Enforcement (ICE) branch of the U.S. Department of Homeland Security (DHS). The system maintains and tracks date of certain non-immigrants such as F-1 and M-1 students to ensure that students are in full compliance with DHS and College regulations. Chabot College is a SEVP certified institution and as such, must provide date on F-1 and M-1 students and report any subsequent changes in status each semester in SEVIS.

SPECIAL ADMISSION: CONCURRENT ENROLLMENT

The college offers concurrent enrollment education opportunities for selected minor students to enroll in college-level courses. Students who desire to participate in concurrent enrollment must be recommended by their school principal and have written parental permission and medical emergency authorization. For additional information on the Concurrent Enrollment policy and procedures please visit www.chabotcollege.edu/admissions/concurrent or contact the Office of Admissions and Records.

RESIDENCY REQUIREMENTS FOR ADMISSION

In determining tuition/enrollment fees, students fall under the following two categories:

Residents: Those who have legally resided in California for at least one year and a day immediately prior to the first day of instruction with demonstrable intent of making California their home for other than a temporary purpose. State law places the burden on the student to demonstrate clearly both physical presence in California and intent to make California the permanent home. Students need to be able to demonstrate Financial Independence. Non-citizens and certain visa holders who meet residency requirements must provide documentation from the U.S. Citizenship and Immigration Services (USCIS). Visa holders should consult the Office of Admissions and Records for further information.

Non-residents (out-of-state and international students): Those who do not meet the California residency requirements as previously outlined. See section on "Fees and Refunds." All questions concerning residence status should be referred to the Office of Admissions and Records.

BOOKSTORE

GENERAL BOOKSTORE INFORMATION

The Chabot College Bookstore is honored to be your on-campus source for course materials, school supplies, Chabot College apparel and gifts, graduation items, beverages and snacks. We support Chabot College's educational mission through the services we offer www.chabotcollege.edu/about.

LOCATION AND CONTACT INFORMATION

The Bookstore is located in Building 3800, between the cafeteria and student parking lot "B" (see the map inside the back cover). You can contact us by phone at (510) 723-2650 or email by visiting our website at www.chabotcollege.edu/bookstore. There, you'll find our current Bookstore hours, promotions, special offers, as well as course related textbook and merchandise information for all your needs. You can order your textbooks, Chabot College apparel and gifts and a wide selection of merchandise on our website. For your convenience, online orders may be shipped or picked up in the Bookstore.

GENERAL PURCHASING INFORMATION

We offer rental, used and new textbooks, with rentals saving students up to 90%. Digital textbooks are also available for a large majority of the printed textbooks, with savings up to 60%. Textbook buyback is offered every day; however, students will receive the greatest value for their textbooks during final exam week at the end of the semester. Please refer to our website for more detailed information. The Bookstore accepts Visa, MasterCard, American Express, and Discover. The cardholder must be present and must present government-issued ID for all credit transactions. Parents wishing to place orders for their children are encouraged to place orders on our website for in-store pickup. We do not accept personal or business checks.

TEXTBOOK INFORMATION

We partner with college departments and instructors to provide the most accurate and up-to-date textbook information available. Current textbook information—including pricing and money-saving used, rental and digital options—is posted on our website several weeks before the start of each term. Textbooks represent a significant expense, and we endeavor to provide cost-saving options for students whenever possible. We obtain used books whenever possible. We work closely with faculty and departments to add additional rental titles and offer less expensive versions of major textbooks that are customized exclusively for Chabot. Please note that textbook prices and information are subject to change as we receive additional information from instructors and publishers.

TEXTBOOK BUYBACK

We offer textbook buyback in the store. We buy back textbooks every day, though prices are often highest during Finals Week each semester, which is when books are in the highest demand for the upcoming semester. The price we are able to offer depends on the current demand for a given book both at Chabot and nationwide. When we buy back books to meet demand for the next semester's students, we are able to offer half of the original purchase price. Books not currently in demand at Chabot can be sold back at the national market value, and will be sent to a book wholesaler to be distributed to other colleges.

BARTLEBY

Bartleby is an online platform designed to support students in their academics inside and outside of the classroom. Bartleby learn offers instant access to thousands of easy to understand solutions written by subject matter experts with advanced degrees. This on-demand product will allow students to access the help they need anytime, anywhere. Please visit the bookstore website for further information.

REFUND POLICY

Textbooks

- A full refund will be given in your original form of payment if textbooks are returned during the first week of classes with original receipt.
- With proof of a schedule change and original receipt, a full refund will be given in your original form of payment during the first 30 days of classes.
- No refunds on unwrapped loose-leaf books or shrink-wrapped titles which do not have the wrapping intact.
- No refunds on Digital Content once accessed.
- Textbooks must be in original condition.
- No refunds or exchanges without original receipt.

General Reading Books, Nook Devices, Software, Audio, Video & Small Electronics

- A full refund will be given in your original form of payment if merchandise is returned within 14 days of purchase with original receipt in original packaging.
- Opened software, audio books, DVDs, CDs, music, and small electronics may not be returned. They can be exchanged for the same item if defective.
- Merchandise must be in original condition.
- No refunds or exchanges without original receipt.

All Other Merchandise

- A full refund will be given in your original form of payment with original receipt.
- Without a receipt, a store credit will be issued at the current selling price.
- Cash back on merchandise credits or gift cards will not exceed $1.
- No refunds on gift cards, prepaid cards, phone cards, newspapers, or magazines.
- Merchandise must be in original condition.

COUNSELING

Counseling services are provided for all enrolled students. Counselors are available to assist students to establish or clarify appropriate educational and career objectives and to help with educational, career, or personal problems as related to their academic experience.

- **Academic Counseling**
  Counselors help students plan their programs of study to reach their educational goals. Counselors offer assistance in exploring life goals, educational planning, and appropriate course selection. This assistance may include helping students evaluate their aptitudes and interest through the use of tests and interviews. Students are also encouraged to seek advice from faculty members in the Division of their major interest. However, the final responsibility for the selection of proper courses rests with the student.
- **Career Counseling**
  Counselors are available to assist students in identifying their career options. Career Counselors work in conjunction with resources found in Chabot's Career and Transfer Center. The Center is a hub of career and employment information and assistance including job listings from local employers, computers for online job search, online career resource information, and workshops on various career and employment topics such as interviewing, job search, and resume writing.
- **Transfer Counseling**
  Counselors are available to assist students in identifying transfer education goals, majors and prospective baccalaureate degree-granting colleges/universities to which the student could transfer after completing lower division coursework at Chabot College. Counselors provide guidance on Student Education Planning (SEPs) toward transfer, assistance with Transfer Admission Guarantees, and Transfer Degrees (AA-T and AS-T).
- **Personal Counseling**
  Counselors are available to students who need assistance with problems which may be affecting their academic progress. Counselors work with students to provide support and guidance and/or will refer students to the Student Health Mental Health and Wellness program or community resources.

ACADEMIC PROBATION

Success Contracts are designed for students who are on Academic Probation, which occurs when a student's Grade Point Average (GPA) falls below 2.0. Students on Academic Probation are required to meet with a Counselor to review their progress, to discuss any problems that might interfere with their studies and to develop effective strategies to strengthen their academic progress. A Success Contract is required each semester a student is on Academic Probation before being cleared for registration.

For Counseling Division hours of operation and contact information, please visit **www.chabotcollege.edu/counseling** or call the information line at (510) 723-7013.

ARTICULATION

The Articulation Office is the liaison with the University of California, California State University and private colleges and universities regarding how Chabot College courses meet general education or major requirements. Chabot College has articulation agreements with many 4-year colleges and universities. For further information regarding articulation agreements, contact the Articulation Officer, Building 700, Counseling Department, **www.chabotcollege.edu/counseling/Graduation.php** or call (510) 723-6738.

CAREER AND TRANSFER CENTER

The Chabot College Career and Transfer Center specializes in working with students who intend to transfer to a 4-year college or university. The Career and Transfer Center also provides employment services to students for on/off campus work.

The following resources and services are available through the center:

- Individual appointments with college and university representatives
- CSU Application Workshops
- UC Transfer Admission Guarantee, Application, Personal Statement Workshops
- Private College/Common Application Workshops
- Representatives from local universities available for transfer assistance
- Transfer Day and Career Fairs
- Career Development Workshops
- Referrals to local job listings
- Building your resume
- Reviewing effective job interview techniques

The Career and Transfer Center is located in Building 700, Room 761. Telephone number: (510) 723-6720 or visit **www.chabotcollege.edu/counseling/transfer-center**.

ORIENTATION

The Student Equity Achievement program requires all matriculating students to complete a college orientation. At Chabot College, the initial orientation to college is provided online at **www.chabotcollege.edu/counseling/orientation.php**.

New Student Online Orientation is an interactive way to learn about the college, programs of study and resources. The online orientation introduces students to the college's programs, services, registration procedures, academic expectations/requirements, financial assistance, rights and responsibilities, facilities and grounds, and other matters related to the college experience. Many special programs and learning communities provide additional orientations to provide more in-depth information and guidance to help students more fully engage with college programs, opportunities and services.

ASSESSMENT AND PLACEMENT

All students start their Chabot journey at the Assessment Center. The center's purpose is to help students place into classes that match their skills and experience, a critical step to get on a successful pathway in college. Placement results are used by counselors to assist students with Student Educational Planning (SEP) and career exploration. AB705 is a law that allows California Community College students access to first-level transferable English and Math courses. To unlock all first level transfer courses, students complete the English and Math Informed Course Selection tools in Class-Web. The Assessment Center offers support, administers tests in English as a Second Language (ESL) and Chemistry for appropriate placement into courses and assists students with their career testing needs. Additional information, including the assessment schedule, can be obtained in the Assessment Center, Building 700, Room 714A, at **www.chabotcollege.edu/counseling/assessment** or by calling (510) 723-6722.

STUDENT ORIENTATION AND REGISTRATION (SOAR)

The SOAR Program is designed for high school seniors. The SOAR Program allows high school seniors to register for classes earlier than regular new Chabot College students. Chabot College counselors and classified professionals visit local high schools to present admissions, assessment, program, and registration information. Students interested in participating in the SOAR Program should obtain information from their high school counselor or visit the SOAR website at **www.chabotcollege.edu/counseling/soar**.

STUDENT EDUCATION PLANNING (SEP)

All new, first time in college students are required to develop a Student Education Plan (SEP) with a Counselor for assessment interpretation, education goal and major identification, and career planning. New students develop their initial, abbreviated Student Education Plan in small groups following assessment testing. Continuing students are required to develop a comprehensive Student Education Plan after fifteen (15) units of course completion and to receive priority registration for the following academic terms. Continuing or returning students should visit the Counseling Division to receive SEP services.

TRANSFER CENTER

The Chabot College Transfer Center specializes in working with students who intend to transfer to a 4-year college or university. Resources include: computer/internet work stations, transfer admissions application assistance, transfer workshops on majors/applications/financial aid, the latest information on transition from Chabot College to a 4-year college/university, as well as the opportunity to meet with representatives from those colleges. The Transfer Center is located in Building 700, 2nd Floor. For more information, students may call (510) 723-6720 or visit us online at **www.chabotcollege.edu/transfer**.

FINANCIAL AID

Financial aid is money provided by the Federal Government, the State of California, or private scholarship funds and is administered by the Chabot Financial Aid Office, to help cover costs associated with attending college at Chabot. The college provides financial assistance to eligible students through scholarships, grants, loans and job opportunities: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Work Study (FWS), Federal Loans, Cal Grants, Bureau of Indian Affairs grants (BIA), and other external scholarships. The California College Promise Grant (CCPG) will waive the enrollment fees for eligible CA residents and eligible students with AB 540 status.

Students are responsible for knowing all eligibility and renewal requirements and criteria for each type of aid they apply for or receive. The Chabot website is the best source of current information and updates. Links to apply for financial aid, information regarding state, federal and institutions' policies, and additional Chabot forms for financial aid processes are available through the Financial Aid Office's web page at **www.chabotcollege.edu/FinAid**.

Students begin applying for financial aid for the following academic year on October with a priority deadline of March 2 each year to be considered for the Cal Grant, and for maximum types and amounts of all financial aid programs (including SEOG and FWS funds). Students applying later than this date will be considered for aid as it remains available, and in the order their applications are received, processed and awarded. Each student must reapply each year to be considered for financial aid. Students may view current, accurate information regarding their file status, eligibility, and awards on Class Web.

FINANCIAL AND ACADEMIC ELIGIBILITY

To be eligible to participate in the Title IV student financial aid provided by the U.S. Department of Education and the Chabot-Las Positas Community College District, students must demonstrate both financial and academic eligibility. Financial eligibility is determined by completion and verification of the Free Application for Federal Student Aid (FAFSA), or the California Dream Act Application (CADAA), and academic eligibility is determined by review of academic progress after each term. Maintaining Satisfactory Academic Progress requires all three eligibility criteria are met: minimum 2.00 semester and cumulative grade point average; minimum completion rate of 67% each term; and maximum period of eligibility at 150% of program length in attempted units, or credit hours.

Students who are determined to be ineligible for financial aid due to failure to demonstrate satisfactory academic progress, or who have exceeded the time limits for eligibility, may request reconsideration if they have extenuating circumstances through an appeal process.

See Chabot College's Financial Aid website for detailed eligibility requirements and policies. See Class Web Financial Aid for individual financial aid file status. www.chabotcollege.edu/FinAid

STUDENT SUCCESS SUPPORT AND SERVICES

MATRICULATION SERVICES UNDER THE STUDENT EQUITY AND ACHIEVEMENT (SEA) PROGRAM

Pursuant to Educational Code Section 78212, Matriculation services continue to be required under the Student Equity and Achievement (SEA) program. "Matriculation" means a process that brings a college and a student into an agreement for the purpose of achieving the student's educational goals and completing the student's course of study. The agreement involves the responsibilities of both parties to attain those objectives through the college's established programs, policies, and requirements. Matriculation Services include implementation of orientation, counseling and advising, referrals to student support services, and other education planning services needed to assist a student in making informed decisions about their educational goal!

Chabot provides the followings core matriculation services required for priority registration:

- Online Orientation—Core Matriculation Services offer an online orientation to help with the transition to Chabot College for all students. The online orientation introduces students to the school's programs, services, academic regulations, expectation, campus facilities, and student life. Visit **www.chabotcollege.edu/counseling/orientation.php** to complete the online orientation.
- Assessment and Placement—Per the passage of Assembly Bill 705 by the California State Legislature, Chabot College has a new placement process for English and Math. Students will use the "English Informed Course Selection" to select their first semester English course. For Math, students will use the "Math Guided Self Placement" to place themselves into an eligible math course that fits their program of study. These two tools help students choose appropriate level math and English courses to achieve their academic goal. The Assessment Center will be available to support students through this process. For information on the updated placement process, visit the Assessment Center website at: **www.chabotcollege.edu/counseling/assessment**
- Counseling and advising for course selection and the development of a Student Educational Plan (SEP)
- Quality Instruction
- Follow-up—on a student's academic and course completion progress with referral to support services when needed
- Institutional research and evaluation to monitor the effectiveness of all services provided
- Student Educational Plan (SEP): New, first time incoming college students should attend a First Semester Planning (FSP) session to create an abbreviated, one-semester Student Education Plan (SEP). The SEP helps with class selection to start you on the right path toward your educational goal. Visit the Assessment Center website at **www.chabotcollege.edu/counseling/assessment** to find out when is the best time for you to sign up for a FSP session. Returning, transferring in and continuing students who do not have an SEP should visit the Counseling Front Desk (Building 700, 2nd Floor) to request an appointment to develop a SEP. Your SEP will include a specific list of courses for you to take for each subsequent term until your academic goal is met. There are 2 types and your counselor can advise which would fit you best:

  1. **SEP Abbreviated:**
     This plan maps 1 to 3 semesters of classes.
  2. **SEP Comprehensive:**
     This plan maps out all courses needed towards your educational goal including degree, transfer and certificate.

You, the student, agree to participate in the Student Equity Achievement Program by:

- Expressing an educational goal and declaring a specific major upon admission to Chabot College
- Completing online orientation, as well as math and English or ESL assessments
- Participating in a PSCN 25 (Transition to College) group counseling workshop to develop an abbreviated Student Education Plan (½ unit of coursework can be earned for this workshop)
- Attending classes and completing assigned work
- Meeting with counselors to discuss your educational choices
- Seeking support services as needed to assist you in completing course work and maintaining progress toward your educational goal based on standards set by Chabot College

MATRICULATION SERVICES

Assessment Exemption

If a student has an AP English and/or math test score of 3 or better (a copy of the AP score report is required); and/or If the student completed a college-level English and/or mathematics course with a grade "C" or higher (official transcripts required) he/she may be exempted from the assessment core service.

No Student Education Plan Exemption

There are no exemptions to the Student Education Plan. Any student who believes they are eligible for exemption from any of the core matriculation services should consult with a counselor in Building 700.

Students who are exempt from any of the core services still need to meet with a counselor to ensure all requirements are met for priority registration. Exemption from core services does not guarantee priority registration.

Any student who believes he/she has been discriminated against in the Student Equity Achievement Program (assessment, orientation, student education planning) may file a grievance with the Dean of Counseling located in Building 700, Room 750.

AB 1805 Irwin Community colleges: Student Equity and Achievement Program

This bill adds Section 78221.5 to the Education Code.

As a condition for receiving funding, pursuant to the Student Equity and Achievement Program, AB 1805 requires a community college to provide public notice of its policies regarding the placement of students. Notice information must include a college's placement policies regarding: 1) threshold scores required on specified assessments; 2) the multiple measures placement policies developed by the community college, and 3) inform students of their rights to access transfer-level coursework and academic credit English as a second language (ESL) coursework. This bill requires each college to report their student placement policies, results, and information concerning justifications for students placed in below transfer-level math and English courses to the Chancellor's Office annually. This bill also requires the Chancellor's Office to publicly post outcome data or make this information available upon request.

AB 705 BACKGROUND

California Assembly Bill (AB) 705 provides more inclusive and expansive access to transfer-level English and mathematics/quantitative reasoning courses to increase the numbers of students who successfully move through these high-stakes gateways within a one-year time frame. Under AB 705, California Community Colleges may not place students in a below-transfer course in Math or English unless a college can demonstrate that doing so improves the probability that a student will enter and complete transfer-level coursework within a one-year time-frame.

Although all students may register for transfer-level English classes, students who speak English as their second language have an additional option: they can register for English as a Second Language (ESL) classes to develop their English skills in preparation for transfer-level coursework and earn academic credit. Chabot College is committed to providing academic and student support services to achieve the goal of maximizing the probability students will enter and complete such coursework.

The law also requires that the placement process utilize multiple measures, such as high school GPA and high school course completion. Chabot policies implementing these provisions of AB 705 are described below.

ENGLISH INFORMED COURSE SELECTION

Students are no longer being asked to take an assessment test to place into transfer-level English. All students are eligible to enroll in transfer-level English 1, or may choose to take a college-preparatory course, English 101A or English 102. Students can learn about their options for their first English class on the Chabot English department's webpage: **www.chabotcollege.edu/academics/language-arts/english/course-selection**

To get started and to register for your first semester English class: The English Informed Course Selection tool (ICS) can be found in Class-Web. Students may access Class-Web upon receipt of a student identification number ("W" number).

ESL ASSESSMENT

It is recommended that English language learners take the ESL Assessment; using the ESL Assessment and multiple measures, the Assessment Center can recommend the courses best matched to their skill level. English language learners who have completed four years of high school English but who are uncertain whether their English skills will allow them to succeed in college-level courses are advised to take the ESL Assessment.

The following link provides the instructions for taking the ESL Assessment: **www.chabotcollege.edu/counseling/assessment/placement-esl-students.php**

ESL classes are not basic skills or remedial classes; they are considered college-level foreign language classes for students who already know one or more languages. ESL courses are designed so that it is possible for students beginning the program to complete their transfer-level English requirements within three years.

CHABOT COLLEGE

ENGLISH INFORMED COURSE SELECTION

First Semester English Courses at Chabot College

ENGLISH 201A/201B

Non-Credit • Non-Transferable
FREE • Pass/No Pass
Not Required for AA/AS Degrees

English 201A and 201B are **slower-paced college preparatory English classes**, FREE to students. Each class is 9 weeks and can be taken in sequence or as a stand alone class. Both include in-class time to practice college-level reading and writing. Students who take 201A and/or 201B, may move into 102 the following semester, or jump ahead into English 1. Students who complete 201A and 201B will earn a Certificate of Competency.

Course and Student Expectations

Expect to spend time in and out of class:

- Reading and writing about a range of texts, including full-length works
- Developing paragraphs and essays
- Building active reading habits to understand college-level texts
- Moving at a moderate, step by step pace

Students who choose English 201A/B:

- Prefer learning step by step at a slower pace
- Did not get a lot of experience reading and writing in high school
- Want to refresh reading and writing skills typically taught in high school
- Want a short-term course to practice English skills
- Prefer a course that builds English vocabulary and comprehension
- Want more time and support before taking college-level English 1 for a letter grade

ENGLISH 102

4 units • Non-Transferable
Pass/No Pass
Not Required for AA/AS Degrees

English 102 is an **accelerated college preparatory English class designed for students to move, in one semester, into English 1**, and includes in-class time to practice college-level reading and writing.

Course and Student Expectations

Expect to spend time in and out of class:

- Reading and writing about full-length books
- Developing academic reading skills, such as analysis and synthesis
- Writing academic essays
- Moving at a faster pace than English 201A/201B
- Building a strong foundation for English 1

Students who choose English 102:

- Are motivated to advance quickly
- Had limited experience with academic reading and essay writing in high school
- Want to refresh reading and writing skills typically taught in high school
- Want in-class, hands on practice with citing sources, reading for main points, and writing longer papers about books
- Want to establish a stronger foundation in academic reading and writing before taking college-level English 1 for a letter grade

ENGLISH 1

4 units • Transferable
Letter Grade Only
Required for AA/AS Degrees

English 1 is a **transferable, college-level English course.** Students develop advanced reading, writing, and critical thinking skills.

Course and Student Expectations

Expect to spend time in and out of class:

- Reading and analyzing full-length books
- Synthesizing ideas from multiple sources as you write an essay
- Conducting research, with the support of the instructor

Students who choose English 1:

- Have solid experience reading books and writing academic essays (from high school or college classes)
- Have effective strategies for annotating a text and separating out main points from details
- Are aware of how to quote and cite texts
- Are comfortable reading 50-75 pages per week or feel ready for the challenge
- Are comfortable writing essays of 1500 words (5-7 pages, double-spaced) or feel ready for the challenge

NOTE FOR STUDENTS AND COUNSELORS:

English 201A/201B and 102 are not prerequisites to taking English 1. They are college-preparatory courses to help students who choose them to be more successful or feel more prepared when taking English 1. If a student does not pass English 201A/201B or English 102, he or she may still move into English 1. Students may also enroll in English 1 with a noncredit support class, English 215. English 215 is FREE. Students who complete English 201A or 201B and English 215 will receive a Certificate of Competency.

MATH PLACEMENT

All students have access to transfer-level math courses after using the Math Guided Self-Placement Tool, which also helps students place beyond the first level and consider lower level options. It is helpful for you to complete the Math GSP at home before you attend a First Semester Planning session, so you can jump to talking to a counselor about your math choice.

Go to the Assessment Center website to learn more about how the Chabot Assessment Center can help you place into classes that match your skills and experience:

www.chabotcollege.edu/counseling/assessment

The first-level transferable math courses are MTH 31, 31S, 33, 33S, 36, 36S, 41, 43, 47; PSY 5; and BUS 19. MTH 31, 31S, 36, and 36S are for students who need calculus; general students should choose another course. For more information about choosing a first-level transfer math course, use the Online Resources links below after completing the Math Course Selection in CLASS-Web.

How to Complete Math Course Selection

Step 1: Log into CLASS-Web

Step 2: Click on the "Student Services" tab

Step 3: Toward the bottom of the page, click on the "Chabot Math Course Selection" link

Step 4: Follow the directions for each page and, when completed, a recommendation will be displayed.

Online resources

To view math course options based on academic or career fields:

https://tinyurl.com/ChabotMathByFields

For more detail about math courses:

https://tinyurl.com/ChabotMathCourses

Sections with Support

This option is available for MTH 31, 36, 43, 47, and PSY 5 for additional instructional support.

- PSY 5 students may additionally enroll in any section of PSY 5W workshop (0.5 unit). It is recommended especially for new college students with a high school GPA less than 2.3.
- MTH 43 and 47 students may additionally enroll in any section of MTH 220 Math Jam that is designated for their course. It is noncredit (no cost, 1.5 hrs/wk) and recommended especially for new college students with a high school GPA less than 2.3.
- Instead of MTH 31 or MTH 36, students needing those courses and want support may enroll in MTH 31S or 36S, respectively. The S version of the course provides three more hours of instructional support than the regular version. Some students are only eligible for MTH 31S/36S and not MTH 31/36.

Overview of the Math Course Selection

Transfer-Level Courses

Do you plan to take Statistics and Liberal Arts Math (SLAM)?
YES Take MTH 47, Math for Liberal Arts
or MTH 41, Number Systems
or MTH 43, Statistics
or PSY 5, Statistics for Behavioral & Social Sciences

Are you majoring in Business?
YES ...and do you plan to take Applied Calculus?
YES Start with MTH 31 or MTH 31S, College Algebra
NO Take BUS 19, Business Statistics

Are you majoring in Science,Technology, Engineering, and Math (STEM)?
YES Start with MTH 36 or MTH 36S, Trigonometry

AP Exam Scores or Transfer Courses

Present your documentation to a counselor for higher placement. Visit the Counseling website for more information at **www.chabotcollege.edu/counseling**.

Pre-Transfer Courses

To ensure that all students understand their right under AB 705 and the benefits of enrolling in transfer-level math course, a petition is required to enroll in a pre-transfer credit math course (MTH 53, 55, 122). The petition is located in CLASS-Web where the Math Course Selection is found.

For information about updated placement process, please visit the Assessment Center website at **www.chabotcollege.edu/counseling/assessment**

Notes about the Course Sequence Chart

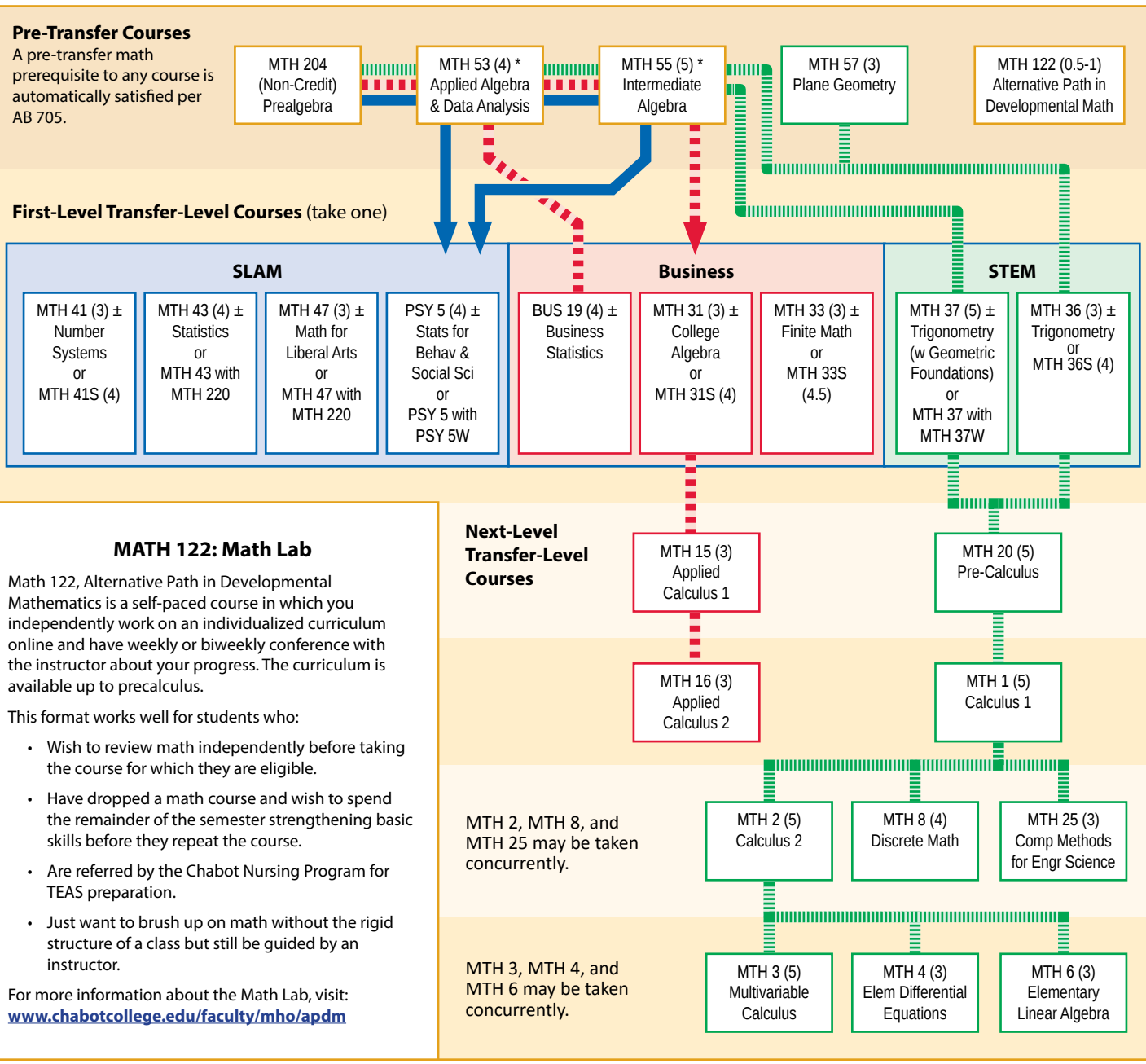
- The unit load for the course is in (parentheses).
- An * notes a class that meets the minimum requirement to satisfy the AA/AS math proficiency requirement. However, AB 705 gives you direct access to first-level transferable math courses, which you are encouraged to take to meet both the AA/AS math proficiency and transfer math requirements at the same time.
- A ± notes a class with the minimum requirement to satisfy the CSU GE math requirement.
- It is advised that you consult a Counselor to determine UC admission math requirements and visit www.assist.org to determine math requirements for your major.

Math Sequence

The green slotted line shows the path for Science, Technology, Engineering, Mathematics (STEM) math courses.

The red dashed line shows the path for Business majors

The blue solid line shows the path for Statistics and Liberal Arts Math (SLAM) courses



MATH 122: Math Lab

Math 122, Alternative Path in Developmental Mathematics is a self-paced course in which you independently work on an individualized curriculum online and have weekly or biweekly conference with the instructor about your progress. The curriculum is available up to precalculus.

This format works well for students who:

- Wish to review math independently before taking the course for which they are eligible.
- Have dropped a math course and wish to spend the remainder of the semester strengthening basic skills before they repeat the course.
- Are referred by the Chabot Nursing Program for TEAS preparation.
- Just want to brush up on math without the rigid structure of a class but still be guided by an instructor.

For more information about the Math Lab, visit: www.chabotcollege.edu/faculty/mho/apdm

REGISTRATION

NEW STUDENTS

Students who have never attended the Chabot/Las Positas Community College District will need to complete the following steps for registration:

1. Complete and submit an application for admission online at **www.chabotcollege.edu**
2. Access student Zonemail
3. Apply for Financial Aid: **www.chabotcollege.edu/finaid**
4. Complete online orientation by visiting: **www.chabotcollege.edu/counseling/orientation.php**
5. Placement: Per the passage of Assembly Bill 705 by the California State Legislature, Chabot College has a new placement process for English and Math for summer and fall 2019. Students will use the "English Informed Course Selection" to select their first semester English course. For Math, students will use the "Math Guided Self Placement" to place themselves into an eligible math course that fits their program of study. These two tools help students choose appropriate level math and English courses to achieve their academic goal. The Assessment Center will be available to support students through this process. For information on the updated placement process, visit the Assessment Center website at: **www.chabotcollege.edu/counseling/assessment**
6. Complete First Semester Planning. Visit **www.chabotcollege.edu/counseling/assessment/placement-incoming-freshmen.php** for more information.
7. Register for classes online by logging into CLASS-Web or The Zone - on or after assigned registration date
8. Pay fees online
9. Buy parking permit
10. Get student ID card
11. Attend classes

FORMER STUDENTS

Students who are not enrolled in the current term but who have previously attended the Chabot/Las Positas Community College District will need to complete the following steps for registration.

1. Complete and submit a new application for admission online at **www.chabotcollege.edu**
2. Former students on probation must obtain counselor advisement and approval before proceeding with registration
3. Former students on dismissal status must submit a Petition for Admission from Dismissed Status to the Director of Admissions & Records
4. Access student Zonemail
5. Apply for Financial Aid: **www.chabotcollege.edu/finaid**
6. Complete online orientation by visiting: **www.chabotcollege.edu/counseling/orientation.php**
7. Placement: Per the passage of Assembly Bill 705 by the California State Legislature, Chabot College has a new placement process for English and Math for summer and fall 2019. Students will use the "English Informed Course Selection" to select their first semester English course. For Math, students will use the "Math Guided Self Placement" to place themselves into an eligible math course that fits their program of study. These two tools help students choose appropriate level math and English courses to achieve their academic goal. The Assessment Center will be available to support students through this process. For information on the updated placement process, visit the Assessment Center website at: **www.chabotcollege.edu/counseling/assessment**
8. Complete First Semester Planning. Visit **www.chabotcollege.edu/counseling/assessment/placement-incoming-freshmen.php**
9. Submit official transcripts.
10. Log on to CLASS-Web to check priority registration status
11. Register for classes online by logging into CLASS-Web or The Zone
12. Pay fees online
13. Buy parking permit
14. Attend classes

CONTINUING STUDENTS

Students who are enrolled in the current semester are considered continuing students. Students must be registered in at least one course past the NGR (No Grade of Record) deadline each semester to maintain status as a continuing student.

Log on to CLASS-Web or The Zone to check priority registration status. Instructions on how to use the online registration system (CLASS-Web—Chabot-Las Positas Automated Services System) is posted on the college website at **www.chabotcollege.edu**.

PRIORITY REGISTRATION

Registration priority group and registration date will be determined by the completion of the three Core Matriculation Services (Placement, Orientation, and Student Education Plan), the number of units completed and in progress at Chabot-Las Positas Community College District, and maintenance of good academic standing.

The California Community College Board of Governors approved a policy change to establish system-wide registration priorities in an effort to improve student success. The new regulations are designed to ensure that classes are available for students seeking job training, an associate degree or transfer, and to reward students who are making academic progress towards their academic goals. Consequently, enrollment priorities have been redefined and changes have gone into effect.

Under the State regulations, new and continuing students who have completed college placement, orientation, and developed education plans, as well as students in good academic standing who have not exceeded 100 units (not including units in basic English, Math or English as a Second Language) will have enrollment priority over students who do not meet these criteria. Students will register for courses according to an enrollment priority system as defined by Title 5 regulations and the Chabot-Las Positas Community College District.

Priority Groups information is included in the current class schedule and posted on the college website at **www.chabotcollege.edu**.

REGISTRATION METHOD

Students may register for classes by logging on to CLASSWeb or The Zone, accessible from **www.chabotcollege.edu**. Special registration assistance is available to students with disabilities through the Accessibility Center for Education, Building 2400.

NOTE: There are some classes that are designated for students in special programs (PACE, Puente, Umoja, etc). Students who are not in a special program must register for a different section.

WAITLIST

Waitlist is a registration feature in CLASS-Web that goes into effect when a class is closed and has reached its enrollment limit. Waitlist information is available online at **www.chabotcollege.edu/admissions/registration/waitlist.php**.

SCHEDULE OF CLASSES

Prior to the beginning of each semester, the schedule of classes is available online at **www.chabotcollege.edu**. Published copies are available at Online Services and mailed Every Door Direct U.S. Mail within our Service Area.

STUDENT FEE PAYMENT POLICY

Fees must be paid in full by the scheduled payment due date or the student may be dropped from classes. Enrollment each term is conditional. Chabot College reserves the right to cancel registration.

CALIFORNIA RESIDENTS: ENROLLMENT FEE

California residents, except those exempt by law, will be charged an enrollment fee of $46 per unit for classes at Chabot College. Apply for Financial Aid to waive enrollment fees and potentially receive additional money for school. Enrollment fees are subject to legislative changes throughout the year.

NONRESIDENT TUITION

Nonresidents of California are required to pay a tuition fee of $292 per unit in addition to the enrollment fee.

INTERNATIONAL STUDENT TUITION

The tuition fee for international students, non-immigrant aliens or students on other visa types is $292 per unit in addition to the enrollment fee. International students (F-1 and M-1 visa) are required to enroll in a minimum of twelve units per semester.

EXEMPTION FROM NONRESIDENT TUITION

AB540 does not grant residency, but it does require that certain nonresident students who attended three years of high school in California AND received a high school diploma or its equivalent be exempted from paying nonresident tuition. Students exempted from paying nonresident tuition pursuant to California Education Code SS68130.5 do not become residents for eligibility purposes for any state-funded program. This benefit is available to all U.S. citizens, permanent residents of the U.S., and aliens who are not nonimmigrants (including those who are undocumented), who meet all other eligibility criteria.

EXCEPTIÓN DE LA MATRICULA DE NO-RESIDENTE DE CALIFORNIA

Para estudiantes elegibles que se graduaron de una High School de California (La legislatura aprobó la ley bajo el nombre "AB 540")

INFORMATIÓN GENERAL

Todos los estudiantes (menos los extranjeros que no sean inmigrantes) que cumplen con los requisitos siguientes no tienen que pagar la matrícula de no-residente en las universidades públicas del estado de California, que son: los California Community Colleges, California State University, y University of California.

- Los Requisitos:
  1. El estudiante tiene que haber asistido a clases de un High School en el estado de California (pública o privada) por lo menos tres años.
  2. El estudiante tiene que haberse graduado de un High School de California o haber aprobado un examen de graduación (por ejemplo, el GED o el examen California High School Proficiency) antes
  3. del comienzo del periodo académico.
  4. Todos los estudiantes que no tengan un estado de inmigración legal deben someter una declaración con la universidad en la cual indiquen que ya han sometido una petición para arreglar tal estado o, si esto no es posible en la actualidad, que lo van a hacer tan pronto califiquen.
- Los estudiantes que tienen visas de no-inmigrantes (las visas de estudiante 'F' y las visas de turista 'B') no califican para esta excepción.
- El estudiante tiene que someter una petición para la excepción con la universidad, incluyendo una declaración legal firmada en la cual afirma que ha cumplido con todos los requisitos pertinentes. Esta información se mantendrá confidencial al menos cuando la ley requiera que se proporcione.
- Los estudiantes elegibles para esta excepción que piensan cambiarse a otra universidad pública deben someter una nueva petición para esta excepción a cada universidad en la cual se piensen matricular (y si es necesario los documentos necesarios).
- Aunque los estudiantes no-residentes que complen con esos requisitos no tendrán que pagar la matricula de no-residente, no se convierten en residentes de California a través de esta nueva ley. Siguen siendo non-residents.
- La ley AB540 no ofrece a los estudiantes sin eocumentos la posibilidad de conseguir becas gubernamentales. Estos estudiantes siguen inelegibles para estas becas, tanto al nivel nacional como al nivel estatal.

FEES

HEALTH SERVICES FEE

The Associated Students of Chabot College approved the mandatory health service fee of $21 per semester and $18 for Summer Session to provide health services for enrolled students.

The only exceptions to not paying the Student Health Fee is Pursuant to Section 76355 of the Education Code: students who can provide documentation of active membership in a religious organization that relies exclusively on prayer for healing, and students attending community college under an approved apprenticeship program may request to have the Health Fee waived. Applications for waiver are available in the Student Health Center.

Please contact the Health Center for information about services and referrals. The Center is located in Room 2315, second floor, in Building 2300 or visit the website at **www.chabotcollege.edu/HealthCenter**.

STUDENT REPRESENTATION FEE

Students will be charged a $2 fee each term to be used to provide support for student governmental affairs representation. A student may request to be exempt from the student representation fee without providing a reason for refusing to pay the fee by the established deadline.

Revenue from the student representation fee will be used to help establish and support the operation of a statewide community college student organization in order to support student participation and engagement in statewide higher education policy and advocacy activities to the required goals of the statewide community college student organization. Revenue from the student representation fee may also be used to provide support for governmental affairs representatives of local or statewide student body organizations who may be stating their positions and viewpoints before city, county, and district governments, and before offices and agencies of state government.

ASSOCIATED STUDENTS ACTIVITY FEE (OPTIONAL)

The District shall charge a student activity fee each term. Revenue from the student activities fee may be used to support co-curricular and extracurricular activities at the colleges. The District defines co-curricular activities in CLPCCD Board Policy 5430 and Administrative Procedure 5430 – Co-Curricular Activities. Furthermore, revenue from the student activities fee may be used to compensate student officers for fulfilling their duties per the student government or student senate constitution and bylaws. Students may request to be exempt from the student activities fee without providing a reason for refusing to pay the fee by the established deadline.

COLLECTION POLICY

Chabot-Las Positas Community College District may refer a student's outstanding debt to a collection agency and/or the State of California Franchise Tax Board (FTB) for collection. Once referred, additional fees may apply and credit rating may be affected. If debt is referred to the FTB, amount owed may be deducted from a student's state tax refund, California lottery prize, or unclaimed property.

ENROLLMENT REFUND POLICY

Students may request a refund of enrollment fees as long as the student withdraws from the class during the first two weeks of a full-term class, or by the 10% point of the length of a short-term class. Refunds are not automatic. Requests for refunds must be filed by June 30 for the academic year just ended. Credit balances do not carry over from one academic year to the next.

A student who must withdraw for military purpose shall be refunded 100% of fees paid for the term, regardless of the date of withdrawal. In this case, requests for refunds made after the end of the academic year will be honored.

To apply for an enrollment fee refund, student must submit an Application for Refund of Fees form to the Admissions and Records Office. This form is available online at **www.chabotcollege.edu/admissions**.

- No refunds will be given for classes dropped after the last day to drop with No Grade of Record (NGR).
- A $10 processing fee will be subtracted from each enrollment fee refund. (NOTE: No processing fee will be charged if classes were canceled by the college).
- The health services and Associated Students activity fees are not refundable.
- Refund checks from the Chabot-Las Positas Community College District Business Office will be sent by mail approximately two weeks after the request is submitted.
- Non-resident and International tuition refunds will be given as follows:

  1. Prior to the first day of instruction = 90%
  2. During the first week of Instruction for a full-term class = 75%
  3. After the first week of Instruction for a full-term class = No Refund

For further information concerning tuition changes, go to **www.chabotcollege.edu**.

REGISTRATION POLICIES

PREREQUISITES

Many courses offered by the College require the completion of prerequisite courses taken at Chabot College, or their equivalent at another accredited institution. Students are advised to consult the course descriptions found in the current College Catalog, Catalog Addendum, and/or Class Schedule to identify any course prerequisites.

IMPORTANT DEFINITIONS

Prerequisite means a condition of enrollment which a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

Corequisite means a condition of enrollment consisting of a course which a student is required to simultaneously take in order to enroll in another course. This condition of simultaneous enrollment is required throughout the duration of the term. Should one of the corequisite classes be dropped for any reason, the student will be disenrolled from the other corequisite class.

Strongly Recommended means a condition of enrollment which a student is advised, but not required, to meet before, or in conjunction with, enrollment in a course or educational program.

Conditions for Challenging Prerequisite:

1. Challenging the prerequisite on the grounds that it has not been made reasonably available.
2. Challenging the prerequisite on the grounds that it was established in violation of regulation or in violation of the District-approved processes. (student documentation required).
3. The prerequisite is discriminatory or applied in a discriminatory manner (student documentation required).
4. Challenging the prerequisite based on a student's knowledge or ability to succeed in the course despite not meeting the prerequisite (student documentation required).

For more information, visit website **www.chabotcollege.edu/counseling/prerequisite-clearance.php**. Forms for both Prerequisite Clearances and Prerequisite Challenges are available on the Counseling Division website webpages under "Forms", as well as in the Counseling Division Office, building 700.

REQUEST FOR COURSE SUBSTITUTION OR WAIVER OF PROGRAM REQUIREMENT

Students who have had substantial prior experience related to the content of a college level course and who can present adequate evidence of their competence may petition to have enrollment in that class waived without college credit for purposes of satisfying a program requirement. Requests for Course Substitutions or Waivers of Program Requirements petition forms may be found on the Counseling Division website webpages under "Forms", as well as in the Counseling Division Office, building 700. Course Substitutions and/or Waivers of Program Requirements must be approved by all of the following: program faculty in the related major (counseling faculty reviews local general education substitutions/waivers), program's Division Dean, and the Dean of Counseling. Approval shall be based on the following criteria: See Chabot College Articulation Officer for additional information regarding course substitutions for Associate Degrees for Transfer.

Adequate evidence of competence as supported by transcripts, statements of employers, military or technical school certificates, etc. Course substitutions for transfer requirements and/or transfer associate degrees (AA-T/ASTs) are subject to additional guidelines according to CSU, UC and/or the State of California.

Course substitutions and waivers are granted at the college's discretion, and are subject to state laws, district policies and procedures, and Chabot College faculty curriculum guidelines. Students shall be advised that courses waived receive neither unit nor grade credit and other courses may be needed to satisfy the total number of units required to complete the program of study.

OPEN ENROLLMENT

It is the policy of this District that every class offered, unless otherwise indicated in the official catalog and schedule of classes, shall be fully open to enrollment and participation by any person who meets the academic prerequisites of such class and who is otherwise eligible for admission at Chabot College.

ENROLLMENT LIMITS

Students are cautioned that some classes and programs may prove to be so popular or be limited by physical facilities and/or availability of qualified instructors that all students who apply cannot be accommodated.

LIMITATION ON UNIT LOAD

Eighteen units per semester is considered to be a maximum load for a student. Requests for to enroll in more than 18 units may be granted by petition with counselor approval. Excess Units Petition forms may be found on the Counseling Division website webpages under "Forms", as well as in the Counseling Division Office, building 700.

STUDENT UNIT LOAD CLASSIFICATIONS

Full-time student—12 or more units
Three-quarter student—9.0 to 11.5 units
Half-time student—6.0 to 8.5 units

BASIC SKILLS COURSE LIMITATION

Basic skills courses (courses numbered above 100) are not degree-applicable. Basic skills courses provide a foundation in reading, writing, mathematics, English as a Second Language, learning and study skills. Students are expected to learn skills necessary to succeed in college-level work. Except as specifically exempted, no student shall accrue more than 30 units of credit for basic skills coursework at the College. (Title 5, §55756.5)

The following classifications of students are exempted from the 30-unit limitation on Basic Skills coursework:

- Student enrolled in one or more courses of English as a Second Language
- Students identified as learning disabled according to Title 5, §56014 and §56029.

Non-exempt students who have exhausted the unit limitation shall be referred to appropriate alternate educational service providers.

COURSE CONFLICT/COURSE OVERLAP

Students may not enroll in two classes that meet during any part of the same hour. (Title 5, Section 55007)

COURSE ADD PROCEDURE

Students may attempt to add into open classes during the first few weeks of instruction. Add Authorization numbers are generated on a random basis for instructors to issue to students. Go to **www.chabotcollege.edu/admissions/registration** for add procedures. Go to CLASS-Web for add deadline.

DROPPING OR WITHDRAWING FROM CLASSES

Students are responsible for dropping or withdrawing from classes. Failure to follow the withdrawal procedures may result in a grade of "F." Students who drop before the no grade of record period will not have a grade appear on their transcript. Student who drop after the no grade of record ("NGR") deadline and before the withdrawal deadline will have a "W" on their transcript.

Drop and withdrawal deadline dates are listed in Schedule of Classes and also online. Students may drop online, via CLASSWeb.

Withdrawals do not affect the students' grade point average; however, excess "W" notation may result in (1) poor progress or dismissal status, and affect (2) full-time enrollment status, (3) eligibility for financial aid and other benefits, and (4) athletic eligibility.

Students may withdraw no more than 4 times for the same course. Subsequent enrollment in the course will require special permission from the Vice President of Student Services or designee. (Title 5, §55024)

ADMINISTRATIVE SYMBOL "EW" FOR EXCUSED WITHDRAWAL

An excused withdrawal ("EW") will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt, nor will it be counted in progress probation and dismissal calculations. An excused withdrawal occurs when a student is permitted to withdraw from a course(s) due to specific events beyond the control of the student affecting his/her/their ability to complete a course(s) and may include a job transfer outside the geographical region, an illness in the family where the student is the primary caregiver, when the student who is incarcerated in a California state prison or county jail is released from custody or involuntarily transferred before the end of the term, when the student is subject to immigration action, or other extenuating circumstance making completion impracticable. In the case of an incarcerated student, an excused withdrawal cannot be applied if the failure to complete the course(s) was the result of the student's behavioral violation or if the student requested and was granted a mid-semester

transfer. Upon verification of these conditions and consistent with the District's required documentation substantiating the condition, a withdrawal symbol of "EW" may be

assigned at any time after the period established by the District during which no notation is made for withdrawals. In no case shall an excused withdrawal result in a student being assigned an "FW" grade.

MILITARY WITHDRAWAL

A military withdrawal ("MW") will not be counted toward the permitted number of withdrawals or counted as an enrollment attempt. A military withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Upon verification of such orders, a withdrawal symbol of "MW" may be assigned at any time after the period established by AP 5075 Chabot-Las Positas Community College District the District during which no notation is made for withdrawals. In no case shall a military withdrawal result in a student being assigned an "FW" grade.

TOTAL WITHDRAWAL

Students who intend to withdraw from the college must initiate withdrawal procedures for each class in which they are enrolled. Students are held accountable for clearing all obligations with the college including fees, library books, equipment, and lockers. The deadline for withdrawal from classes with a guaranteed symbol "W" is 75% of class meetings. Go to **www.chabotcollege.edu** for deadlines.

INSTRUCTORS' WITHDRAWAL OPTION

Students who miss the first meeting of a course may be dropped by the instructor. The first meeting of online or hybrid Distance Education courses is the first day of the class as specified in the class schedule listing. For these courses, instructors may drop students who do not login to their Canvas course site and/or complete indicated activities by the third day of classes. In addition, an instructor may initiate a drop if the student is absent for a total of four (4) consecutive or six (6) cumulative instructional periods and/or two (2) consecutive weeks of instruction.

REPEATING A COURSE

California Title 5 Regulations, as amended, determine the conditions and processes related to repetition, enrollment, and apportionment limits at California Community Colleges. An "Enrollment" occurs when a student receives an evaluative OR non-evaluative symbol on their official transcript per §55023 (A, B, C, D, F, FW, P, NP, NC, CR OR W, I, IP, RD, MW). Only a Military Withdrawal (MW) does not count toward "enrollment."

Unless a course is noted as "repeatable", on the official course outline, the student who receives a satisfactory grade (C , P, or higher) cannot repeat the course, unless an exemption applies per §55042(b). If a student receives a sub-standard grade and/or withdraws from the course, the student is allowed to enroll in that course TWO more times (for a total maximum of THREE enrollments) per §58161. California Title 5 Regulations specify the circumstances under which a student may repeat a course per sections 55040-55045.

Only three kinds of courses can indicate the course is repeatable on the course outline of record (55040). Courses for:

1. Intercollegiate Athletics (any course with an ATHL rubric)
2. Intercollegiate competition type courses like Forenics in Communication Studies
3. Any course(s) required as lower division preparation to for a major at the UC/CSU (typically designated Music classes)

PROCEDURE FOR PETITIONING TO REPEAT A COURSE

For all other requests to repeat a course where the student has completed the course with a C or P, has been blocked due to exceeding the limit of 3 attempts, or another reason needs to submit a Petition to Repeat a Course to the Counseling Division to be reviewed by a Counselor. This document is required for approval of repetitions beyond the limits noted in California Title 5 Regulations. Documentation may be required depending on the reason for the Petition to Repeat.

The following are the specific elements that may be addressed on the Petition to Repeat a Course:

1. **Significant Lapse of Time (per 55043 & 55003)**
   Campus recency pre-requisite for [course number] Significant Lapse of Time (per 55043 & 55003)—another institution of higher education for [program].

2. **Extenuating Circumstances (per 55045)**
   Previous grade resulted from verified extenuating cases of accidents, illness, or other circumstances beyond the control of the student. Describe below the accident, illness or circumstance beyond your control. Documentation is required that supports the extenuating circumstance.

3. **Special Course Repetition (per 55040 and 56029)**
   Student with a disability repeating a special class for students with disabilities based on an individualized determination that such repetition is required as a disability-related accommodation for that student. Check with Disabled Students Resource Center (DSRC) for verification of disability.

4. **Extraordinary Conditions [(per 55024(a)(10)]**
   One of previous three enrollments noted on student transcript resulted due to fire, flood, or other extraordinary conditions (per 55024 & 58509) OR if the District was unable to keep the college open for at least 175 days due to fire, flood, epidemic, emergency created by war, or other major safety hazards (per 58146).

5. **Legally Mandated Training [(per 55041(b) & 58161(c) (1)]**
   Necessary to meet legally mandated training requirements as a condition of paid or volunteer employment. Significant Change in Industry or Licensure Standards [(per 55040(b)(9)]—and condition of paid or volunteer employment. Documentation is required from the agency or place of employment or prospective employer.

6. **Military Withdrawal [(per 55024(d)(1)]**
   Student on active or reserve duty in U.S. Military received orders compelling withdrawal. Upon verification of orders, enrollment does NOT count in maximum number of enrollments nor withdrawals. G. Portion of Variable Unit Open Entry/Open Exit Credit Course (per 55044)—enrollment required to complete ONE TIME the entire curriculum of the variable unit course as described in the course outline of record. May NOT repeat any portion of the course, unless it is

   A. Legally mandated
   B. A special class for students with disabilities
   C. Justified by extenuating circumstances above, or
   D. To alleviate substandard work recorded for that portion of the variable unit course.

7. **Cooperative Work Experience [(per 58161 (c)(4) & 55252]**
   Enrollment in a cooperative work experience course.

When a student has repeated a course the most recent grade points are applied to the student's grade point average and academic progress standing.

Students are advised that both the original and subsequent grade will remain on their transcript and that in transferring to other institutions, they may be held responsible for all units attempted.

TEXTBOOKS AND SUPPLIES

All students are required to furnish their own textbooks and supplies which are available at the College Bookstore. Typical costs for books and supplies average $500 per semester for those persons pursuing a full-time program. Students financially unable to buy their own books and supplies should apply for financial aid. Contact the Financial Aid Office for assistance.

TRANSCRIPTS

Chabot College utilizes an online transcript ordering system. Chabot College has retained Credentials, Inc. to accept transcript orders online. All official transcript orders must be placed through the website (**www.chabotcollege.edu/admissions/transcripts**).

To request your first two free transcripts, request must be submitted directly to the Admissions & Records Office. Free transcripts are not offered online.

Students may print unofficial transcripts from their CLASSWeb account.

TUTORING (THE LEARNING CONNECTION)

The Learning Connection at Chabot College offers FREE tutoring and study groups in a variety of subjects by appointment or on a drop-in basis. All tutors and learning assistants are Chabot College students who have been recommended and trained by Chabot instructors. Anyone enrolled at Chabot can use our services. We offer the following:

- Individual and group tutoring by appointment
- Study groups by course
- Conversation groups for world language and ESL courses
- Drop-in tutoring by subject, including the STEM Center, WRAC (Writing and Reading Across the Curriculum) Center, and ESL Language Center
- The Communication Studies Lab
- Learning Assistants – tutors who work in classrooms as requested by instructors

Current tutoring labs and learning support programs across campus include the Learning Connection (LC) for tutoring across the curriculum, the Writing and Reading Across the Curriculum (WRAC) Center; and the Language Center for ESL support all housed on the bottom floor of Building 100, Room 108.

The Communication Studies Lab is located in Building 800, Room 803, and the STEM Center is in Building 3900, Room 3906. In addition, in-class tutors, or Learning Assistants, are available upon instructor request to support students in their classrooms.

For current locations and hours of service please visit us at **www.chabotcollege.edu/LearningConnection**, send us an e-mail at **learningconnection@chabotcollege.edu**, or call (510) 723-6920.

NONCREDIT INFORMATION

1. What is a noncredit class?

Noncredit courses are offered to students without the expense of enrollment fees to help students reach personal, academic, and professional goals. Courses are tuition free and do not require proof of residency to enroll. Noncredit courses are repeatable and bear no units, so they have no impact on GPA.

2. Why should I consider a noncredit class?

Noncredit courses focus on skill development, not grades, so they are a great way to begin taking college courses even if you are unsure of your academic or career goals. These courses are repeatable and not affected by the 30-unit basic skills limitation. Noncredit certificates are designed to prepare students for credit programs or employment and to bridge education with career pathways through career training preparation, practice, and certification. Noncredit is affordable because it is FREE from enrollment fees (except campus-based fees) and it does not count towards financial aid, allowing you to save your allowed financial aid units for other courses. Plus, as a noncredit student you still have access to Counseling and Student Services.

3. What are the key differences between credit and noncredit?

Noncredit courses bear no units and are repeatable, while most credit courses are not repeatable except under special circumstances. See the Counseling website for more information. Credit students may earn an Associates Degree or Certificate of Achievement, while noncredit students may earn Certificates of Completion and Certificates of Competency.

4. Can I earn a noncredit certificate?

YES! You can earn a Certificate of Completion by completing a sequence of noncredit courses in areas with high employment potential or career training preparation, or you can earn a Certificate of Competency by completing a sequence of courses in basic skills English, Mathematics, or English as a Second Language (ESL).

5. Do I get a grade for noncredit courses?

Noncredit courses have the following grading options:

- Letter grade
- Progress Indicators (Pass/Satisfactory Progress/No Pass)

Records for noncredit coursework are maintained on a separate noncredit transcript since noncredit courses bear no units and are not reflected in your GPA.

ON-LINE SERVICES WELCOME CENTER

The On-Line Services/Welcome Center provides students online access to CLASSWeb, which enables them to retrieve information regarding grades, enrollment, academic history, admission applications, assessment and registration. In addition, students can also access information for career exploration, financial aid, and transfer to colleges and universities.

On-Line Services is located on the first floor of Building 700, Room 710.

STUDENT LIFE

OFFICE OF STUDENT LIFE

The Student Life office helps students maximize their experience at Chabot College by providing opportunities for leadership development, involvement in shared governance and student-run clubs and organizations, attending and planning special events, community service opportunities, and other ways to get engaged with the campus and greater community. These co-curricular experiences allow students to grow as leaders, develop valuable skills that future employers are looking for, and make a positive impact on their campus and community. The Student Life office is in Building 2300, Room 2355, on the second floor. Visit the Student Life website at **www.chabotcollege.edu/studentlife**.

STUDENT SENATE OF CHABOT COLLEGE

The Student Senate of Chabot College (SSCC) is a great opportunity for students to practice leadership skills and improve the student experience for their peers at Chabot College. The SSCC is the official voice of students at Chabot College and provides opportunities for student input on campus policies, procedures, improvements and more. The SSCC supports Student Live by hosting and sponsoring special events and activities on campus. The SSCC also represents the students of Chabot College in the community through regional and state Student Government organizations.

INTERCLUB COUNCIL

The Interclub Council (ICC) provides an opportunity for student organizations at Chabot College to network with, support their fellow organizations, and take collective action to enhance the Student Life experience on campus. The ICC promotes collaboration among student organizations and provides funding and other resources to recognized student organizations.

STUDENT ORGANIZATIONS

Student Organizations are another great way to meet other students, learn about campus activities, develop leadership skills, and serve the campus and community. A list of currently recognized student organizations is available on the Student Life website, **www.chabotcollege.edu/StudentClubs**. Student Organizations must complete the recognition process through the Student Life Office on an annual basis in order to utilize campus resources. We also encourage students to start new organizations by visiting the Student Life office.

SPECIAL EVENTS AND CAMPUS ACTIVITIES

A wide variety of special events and activities are offered on a regular basis by the Student Life office and various campus partners, including the Student Senate of Chabot College, student organizations, and campus departments and organizations. These events provide educational opportunities, social activity, community service and engagement and lots of fun! Events range from concerts, to carnivals, to sporting events, special lectures and performances, and more. For information about special events and campus activities contact the Student Life office.

HOUSING

Chabot College does not provide any sponsored housing programs. Listings of open apartments, roommates, open rooms, etc., are posted regularly on community bulletin boards throughout the campus. All community members are welcome to post information on these boards, however listings are not verified or sponsored by Chabot College.

HEALTH SERVICES

STUDENT HEALTH CENTER

All students are eligible for unlimited visits to the Student Health Center located in Building 2300 Room 2315 (2nd floor). Services at low or no cost include assessment, evaluation, and treatment for minor illnesses and injuries, physical examinations, over-the-counter medications, immunizations, reproductive health services, non-urgent emergency care, early illness intervention, physician referrals, and health education and advisement. Operational hours are designed to support student needs, as resources permit and are available on the Student Health Center website. Call (510) 723-7625 or visit **www.chabotcollege.edu/student-services/health-center**

DENTAL HYGIENE CLINIC

The Dental Hygiene Clinic is located in Building 2200, Room 2203 and is open to all students, faculty, and staff. Dental hygiene services include oral health screenings, blood pressure checks, teeth cleanings, nonsurgical periodontal therapy, exams, x-rays, and sealants. Dental referrals to local clinics are provided. The clinic is open during the Fall and Spring semester. Call (510) 723- 6900 for an appointment.

CAMPUS SAFETY AND SECURITY

MISSION STATEMENT

The Chabot College Department of Campus Safety and Security is committed to providing a safe and secure learning and work environment for all members of the campus community and guests. We recognize our role as service providers and are dedicated to delivering consistent and quality service to diverse groups of people and individuals alike.

HOW TO CONTACT US

Location:	Building 200, Room 203
Office Hours:	6:00 am to 10:00 pm, Monday to Friday; 8:00 am to 3:00 pm Saturday
Office Phone:	(510) 723-6923
Duty Officer Phone:	(510) 377-0173
Urgent Response:	(510) 723-6666
Activate one of the 26 emergency Talk A Phone call boxes.	
For Emergencies:	**Dial 9-1-1**

If the office is closed, please call the on-duty safety officer at (510) 723-6923. For incidents at the San Leandro Campus located at 1448 Williams St. San Leandro Ca. 94577, you can contact the San Leandro Police Department at (510) 577-3217, or contact the Chabot College Campus Safety Department at (510) 723-6923.

Emergency Talk A Phones

Emergency Talk A Phones are outdoors in all the parking lots and various areas throughout the campus. They can be found by locating the Red Emergency Talk A Phone or illuminated blue light during darkness. Simply follow the directions on the Talk A Phone for assistance.

Emergency Telephones

Emergency Campus Telephones can be found in all of our elevators and buildings. The telephones are mounted to the wall. Pick up the phone and follow the printed directions. Elevator phones will dial directly to the Campus Safety and Security Office while other phones require you dial the Campus Safety and Security extension (6923 or 6666). Please familiarize yourself with the locations of the emergency phones in the areas you travel on campus.

LOST AND FOUND

A centralized Lost and Found is located in the Campus Safety Office in room 203, Building 200. Articles deposited with the Lost and Found are held until the end of each semester. After this period, unclaimed items will be disposed.

CRIME PREVENTION

The most essential element of any effective crime prevention program is educating the members of the community. We offer several crime prevention tips and brochures published by the Hayward Police Department at the Office of Campus Safety and Security. Another key element to a successful crime prevention program is active participation by members of the community. Each of us can do our part to prevent crime by taking appropriate preventative measures and promptly reporting crimes or suspicious activities. Here is how you can do your part.

- Avoid isolated, dark, or less traveled areas of the campus.
- Walk in well-traveled, lighted areas.
- Try to avoid walking alone at night. Stay in groups or use our Safe Ride program which offers student escorts.
- Carry a whistle, cellular telephone, or other device to summon aid if you detect trouble.
- Stay alert and be aware of your surroundings.
- Become familiar with the locations of phones and Emergency Talk A Phones.
- Always lock your car and never leave valuables in sight.
- When returning to your vehicle, have your keys in hand for a speedy entry. Check the rear seat of your vehicle before entering and immediately lock your car doors upon entering.
- Avoid working or studying in buildings alone at any time.
- If you see something, say something.

See Something, Say Something

It is import to report suspicious activity to keep yourself and our community safe. If you witness any suspicious behavior, call us at (510) 723-6923. We also recommend that you program this number into your mobile phone for easy access in case of an emergency. Suspicious behavior or circumstances can include:

- Anyone forcibly entering a car
- Someone tampering with property
- Strangers loitering or entering rooms, offices, or labs with no apparent legitimate cause
- Someone carrying a weapon
- Strange vehicles parked in your area
- Any behavior that is out of character on a college campus
- Packages left unattended
- Suspicious or noxious odors

Please report any suspicious activity to Campus Safety at 510.723.6923

SAFETY PROGRAMS AND MEASURES

Emergency Notification System

The Chabot College Campus safety department, is committed to ensuring that our campus community receives timely, accurate, and useful information in the event of a significant emergency or dangerous situation on campus or in the local area that poses an immediate threat to the health and safety of campus community members. Chabot College uses the emergency notification system "Everbridge" which is an emergency notification service that proactively contacts students, staff and faculty at their district assigned e-mail. Everbridge can be used to send emergency messages within minutes of the occurrence of an incident. Messages are sent by multiple methods to contact information listed in the campus directory as well as confidential contact information registered by users. The system can send simultaneous messages to the college community by e-mail and SMS text. Campus community members can contact the Campus Safety department to update or change their contact information and are encouraged to list "SMS Text" as their primary contact method.

Timely Warnings

In an effort to provide timely notice to the campus community in the event of a Clery Act crime that may pose a serious or ongoing threat to members of the community, Chabot Campus Safety Department will issue out a "Timely Warning." The Campus Safety department will generally issue these warnings for the following crimes: criminal homicide; sexual assaults; robbery; aggravated assault; arson; burglary; and hate crimes. Campus Safety will post these warnings through a variety of ways, including but not limited to e-mails, posters or bulletins, and class discussions. The purpose of these warnings is to notify the campus community of the incident and to provide information that may enable community members to protect themselves from similar incidents. Campus Safety will issue these warnings whenever the following criteria are met:

1. A crime is committed;
2. The perpetrator has not been apprehended; and
3. There is a substantial and on-going risk to the physical safety of other members of the campus community because of this crime.

Such crimes include, but are not limited to: Clery Act crimes that are reported to any campus security authority or the local police; or when the college determines that the incident represents an on-going threat to the campus community. Additionally, the Campus Safety department may, in some circumstances, issue warnings when there is a pattern of crimes against persons or property. The Campus Safety Director or designee will generally make the determination, in consultation with the President, if a warning is required. However, in emergency situations, any Campus Safety officer may authorize a Timely Warning. For incidents involving off campus crimes, the college may issue a Crime Advisory if the crime occurred in a location used and frequented by the college population. Timely Warnings are sent out to the campus community via email or through the Everbridge system. If you have an official Chabot email address, you are automatically enrolled in the crime alert notification system. These messages are a very effective way to important information to the campus community about safety and congestion in the campus areas.

Safe Ride Program

The Department of Campus Safety and Security offers escorts to the campus community to and from the parking lots. To arrange to have an escort accompany you from your classroom or office to your vehicle, dial 6923 from any college phone, or activate a nearby Emergency Talk A Phone. An escort will be dispatched by radio to meet you at your location.

Educational Programs

The Department of Campus Safety and Security sponsors educational programs on a wide variety of issues related to crime prevention and personal safety. Check with the Campus Safety and Security office or Office of Student Life for details on upcoming events. In addition, the Department of Campus Safety and Security is committed to keeping the campus community informed about patterns, trends, or incidents that pose a threat or substantial risk to our community. Such information is typically published in special crime bulletins posted at the office of the Department of Campus Safety and Security or other campus media such as the campus newspaper, The Spectator.

Environmental Design

Safety through environmental design is yet another component of effective crime prevention. Our Maintenance and Operations Department works hard at keeping the campus grounds well-groomed and adequately lit during darkness. Emergency Talk A Phones and telephones are strategically located throughout the campus for your safety.

ALCOHOL AND DRUG POLICY

Chabot Community College strives to maintain a drug-free and alcohol-free environment. A student may be arrested, suspended, expelled, placed on probation or given a lesser sanction for good cause and in accordance with procedures consistent with due process for violations of the drug and alcohol policy. The drug and alcohol policy reads: "On college property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, alcoholic beverages or narcotics as those terms are used in California statutes except when lawfully prescribed or permitted. District/college property includes real or personal property in the possession of, or under the control of the Board of Trustees of the Chabot-Las Positas District and all district facilities whether operated by the District or by a District auxiliary organization." The policy can be found under the Chabot-Las Positas Administrative Rules and Procedures Manual section 5512(A)(8) and the Drug-Free Workplace provisions listed under section 2315.

WEAPONS ON CAMPUS

Chabot College prohibits the use or possession of any weapons as defined below. A student may be arrested, expelled, suspended, placed on probation or given a lesser sanction for good cause and in accordance with procedures consistent with due process for violations of the weapons policy.

The policy reads: "Knowing possession or use of explosives, dangerous chemicals or deadly weapons on college property or at a college function. Deadly weapons include any instrument or weapon of the kind commonly known as a blackjack, sling shot, Billy club, sand club, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, any metal pipe or bar used or intended to be used as a club." The policy can be found under the Chabot-Las Positas Administrative Rules and Procedures Manual section 5512(A)(9).

ZERO TOLERANCE POLICY

About the Zero Tolerance Policy

Chabot College maintains a Zero Tolerance policy regarding all forms of sexual violence. If you, or anyone you know, becomes the victim of sexual assault, domestic violence, or stalking, you may seek immediate help at the Campus Safety Office. The Department of Campus Safety is committed to keeping the campus community informed about patterns, trends, or incidents that pose a threat or substantial risk to our community. Such information is typically published in special crime bulletins posted at the Campus Safety Office or other campus media such as the campus newspaper, The Spectator.

Sex Offender Registry

California law requires sex offenders who are employed, volunteer, are a resident of, or enrolled as a student at an institution of higher education, to register with their local Police Department. To search the database of registered sex offenders in California by name or geography, check the Megan's Law website at **www.meganslaw.ca.gov** or information concerning registered sex offenders can be obtained from the Hayward Police Department.

You may obtain information on sexual offenders living in the area by contacting:

Hayward Police Department

300 W. Winton Avenue, Hayward, CA 94540
Phone: (510) 293-7023
Records are available for review:
Wednesdays from 9 a.m. – 11:30 a.m.; 1 p.m. – 4 p.m.
Appointment required

Alameda County Sheriff's Office, Eden Township Substation

15001 Foothill Blvd., San Leandro, CA 94562
Phone: (510) 667-7721
Records are available for review:
Monday – Friday, 8:30 a.m. – 4:30 p.m.
No appointment necessary

CHABOT COLLEGE CRIME STATISTICS

In 1998, the federal government passed The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, formerly The Student Right to Know Act of 1990. This law requires colleges and universities receiving federal funding to disclose the reported instances of criminal activity on their campuses. The following table is an accounting of mandatory crime statistics on campus. You may contact the Hayward Police Department (510) 293-7272, for crime statistics on public property adjacent to the campus.

CRIME	2016	2017	2018	2019	2020
Murder/Non-Negligent Manslaughter	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0
Sex Offenses: Forcible	1	1	0	1	0
Sex Offenses: Non-Forcible	0	0	0	0	0
Robbery	0	0	1	2	1
Aggravated Assault	0	0	0	0	0
Burglary	1	0	1	1	2
Motor Vehicle Theft	12	1	5	5	4

CRIME	2016	2017	2018	2019	2020
Arson	0	0	0	0	0
Illegal Weapons Possession	0	0	1	0	0
Drug Law Violations	0	1	4	3	0
Liquor Law Violations	0	2	1	0	2
Hate Crime	0	0	0	0	0
Domestic Violence	1	1	0	1	1
Dating Violence	1	0	0	0	0
Stalking	0	0	0	0	0

PARKING

Parking on campus is a privilege extended by the Board of Trustees to the faculty, staff, student body and guests. To ensure safety and the efficient use of available parking space, parking rules and regulations adopted by the Board are enforced all year round. There are no grace periods or exceptions to the parking rules and regulations without the expressed direction of the Director of Campus Safety and Security.

Drivers using college parking lots shall comply with the rules and regulations adopted by the Board of Trustees pursuant to California Vehicle Code §21113. Failure to comply with the parking rules and regulations may result in disciplinary action, the issuance of a parking citation and/or cause the vehicle in violation to be towed at the owner's expense. Please refer to the Parking Rules, Procedures, and Information bulletin or contact the Campus Safety and Security Department for more information.

Parking Permits

Parking is by permit only. Student semester parking permits are available online through CLASS-Web or The Zone. Daily parking permits can be purchased for $3 from dispensers located in all the parking lots.

Use this link for parking permits or information:
www.tocite.net/chabotcollege/portal

Permit enforcement hours are Monday through Friday, 7:00 a.m.–10:00 p.m. and Saturday, 7:00 a.m.–5:00 a.m. Permit parking is not enforced on Sunday and holidays identified by the college. The following fees have been set for parking in accordance with §76360 of the California Education Code and adopted by the Board of Trustees.

Fall/Spring Semester motor vehicle	$45.00
Fall/Spring Semester motorcycle	$20.00
Summer Session	$20.00
Daily Permit	$3.00
Summer Session motorcycle	$10.00

NOTICE: Parking permits do not guarantee a parking space, rather, they authorize parking in available spaces. Contact Campus Safety for any stolen vehicles or license plates. Parking fees are subject to change. Please refer to your class schedule or the Campus Safety and Security Department for current fees.

Parking Lots

Parking lots are provided and maintained for the convenience of our campus community. Maintenance of the parking lot is funded exclusively by revenue generated through the sales of parking permits and citations. Parking is restricted to designated lots. For example, Faculty/Staff parking lots are restricted to holders of Chabot-Las Positas Faculty/Staff parking permits. Student lots are for use by students, staff, and visitors. All vehicles shall be parked clearly within a designated parking stall (between the white lines) and head in only. Motorcycles must be parked in designated motorcycle parking areas located in all student lots. Designated parking spaces are provided in all campus parking lots for holders of Department of Motor Vehicles disabled license plates or placards. A valid parking permit must also be displayed.

Do not park in white loading zones, yellow loading zones, or blue disabled spaces or access areas without proper authorization or placards. Never park, stop, or stand in any red zone, traffic thoroughfare, driveways, grass, or planter areas. Do not park, drive, stop or stand on the inner campus or athletic areas without express consent from the Director of Campus Safety and Security or his/her designee.

To promote safety in our parking lots, there are Emergency Talk A Phones strategically located throughout the campus and parking lots. Look for the Red Emergency Talk A Phone and blue light to locate the Emergency Talk A Phone nearest you. Simply follow the directions printed on the front of the Talk A Phone for assistance.

The following is a list of Emergency Talk A Phone locations

Parking Lot A	Section A2, A8 near Campus Drive
Parking Lot B	Section B1, B4, B6, B15
Parking Lot D	Near Building 3900
Parking Lot E	Near Building 3400 behind Building 1400 (Automotive) behind Building 3500 (Children's Ctr.)
Parking Lot G1, G2, G8 and G15	
	Between Buildings 1400 and 1600 Between Buildings 1800 and 2000 Between Buildings 1900 and 2200
Parking Lot H	
Parking Lot J	
Building 1100	Entrance
Building 2300 walkway	By Building 100
Building 2100 walkway	Facing Building 2400
Building 2500 walkway	Next to the Bookstore
Building 2700	On the Swimming Pool upper deck
Softball Field Snack Bar Wall	
Soccer Field	Near the Baseball Field
Soccer/Tennis Court Storage	On Athletic pathway

Bicycles and Motorcycles

Bicycles and motorcycles are encouraged alternatives to driving automobiles and/or mass transit. Special motorcycle parking areas are located in all of the student lots. Bicyclists can make use of bicycle racks conveniently located in Student Lot B and at Buildings 100, 400, 700, 1200, 1500, 1800, 1900, 2600, 2900, 3800, and 4000.

Please observe the rules and regulations governing the use of motorcycles and bicycles on or about the campus. Contact Campus Safety and Security in Building 200, Room 203 for more information.

PUBLIC TRANSPORTATION

Direct service from the downtown Hayward BART station is available via AC Transit bus route 22. Current travel time is approximately 15-20 minutes depending on the time of day. AC Transit also offers several other routes to Chabot College from various points throughout their service area. More information on routes, schedules, prices, passes, etc., for both AC Transit and BART are available on **www.511.org** or by dialing 511.

DRIVING TO CAMPUS

If you choose to drive to campus, carpooling is encouraged. Information about a free carpool service is available online at **www.511.org**. Calling 511 or visiting the **www.511.org** website is also a great source for real time traffic information to help you get to campus quickly and efficiently.

ACCESS TO COLLEGE FACILITIES

The college's normal hours of operation are printed on signs at every entrance to the campus. Normal hours of operation are:

- **Sunday**
  Campus closed
- **Monday through Friday**
  7:00 a.m. to 10:00 p.m.
- **Saturday**
  7:00 a.m. to 5:00 p.m.

There are typically special events that take place after the normal hours of operation. However, access is restricted to the special event(s). Individuals who need to be in campus buildings or areas outside the normal hours of operation may be required to obtain authorization from their supervisor and must notify the on-duty campus safety officer of their presence prior to entry. All students, faculty and staff have been issued ID cards, which they may be asked to produce if there is a question about their authorization to be in a specific area before, during, or after the normal hours of operation.

Many college buildings, classrooms and labs are protected by intrusion alarms. Do not enter the area until an instructor or authorized person has deactivated the alarm. We are all responsible to ensure the safety and security of our college buildings and facilities. Ensure all doors and windows are locked when rooms are unattended. Turn off lights, gas, machinery, or equipment when not in use. Activate the intrusion alarm system if applicable. Report any problems with safety or security of our buildings, facilities, or areas promptly to the Campus Safety and Security Office at (510) 723-6923.

VISITORS TO THE COLLEGE

Visitors to the campus should first check in with Campus Safety and Security in Building 200 (room 203). Visitors to classrooms is possible, but only with permission of the instructor and with a special permit, issued by the Vice President of Student Services. Permits may be obtained by visiting the Office of the Vice President of Student Services in Building 700, room 708. Chabot College students may visit classes they are not enrolled in by obtaining prior permission from the course instructor. All visitation and use of Chabot College and Chabot-Las Positas Community College District facilities and property either stated or implied in other policies or practices, is subject to control of time, place, and manner.

Please note that campus buildings, classrooms, etc. are furnished with intrusion alarms and attempting to enter facilities during non-standard hours should only be done after security or other authorized personnel have deactivated these alarms. Problems with alarms or other security issues should be reported to Campus Safety and Security as soon as possible by calling (510) 723-6923; **for emergencies please call 911**.

INTERCOLLEGIATE ATHLETICS

Chabot College competes under the regulations of the California Community College Athletic Association and is a member of the Coast Conference for all sports, except for Football, which competes in the Northern California Football Association. Intercollegiate sports offered are Men's Baseball, Men's & Women's Basketball, Men's Football, Men's Golf, Men's & Women's Soccer, Women's Softball, Men's & Women's Tennis, Men's & Women's Track & Field, Women's Volleyball, Men's Wrestling, and Men's & Women's Swimming.

All students meeting eligibility requirements may try out for the appropriate athletic teams. For further information, contact the Division of Health, Kinesiology and Athletics at (510) 723-7203.

ATHLETIC ELIGIBILITY

In order to be eligible for competition, student athletes must successfully pass a physical health screening, maintain a cumulative 2.0 grade point average in all units attempted, and be actively enrolled in 12 units or more during their season of competition. Before competing in a sport for a second season, athletes must earn 24 units. Transfer athletes with prior competition at another community college must earn 12 units in residency at Chabot College in order to become eligible for competition. Only 8 units may be earned in the Summer term to satisfy the Transfer Residency requirement.

An athlete may compete for a maximum of two seasons in the same sport. Athletes must adhere to a Code of Conduct which is based upon honor, honesty, fairness, integrity, and loyalty. Athletes who violate the Code of Conduct for student athletes may lose their eligibility status. For further information contact the Division of Health, Kinesiology and Athletics (510) 723-7203 or the Athletics Counselor at (510) 723-6930.

ATHLETIC FACILITIES

A 5,000 seat lighted football field and 400 meter all-weather track stadium is located in the northwest section of the campus. Other athletic facilities include an Olympic swimming pool, baseball and softball stadiums, a 1,500 seat gymnasium, a matted wrestling room, soccer field, tennis facility and strength training facilities. The baseball, softball, and soccer fields are all natural grass turf. The football field in the stadium is all-weather Field Turf®.

USE OF FACILITIES

It is the policy of the Board of Trustees to encourage full use of the College facilities by community groups at such times as they are not required for the educational program. It is also the policy of the Board of Trustees that such usage must be on a cost-reimbursement basis. The Office of Administrative Services located in Room 208, Building 200, provides information and processes applications for the community use of Chabot College facilities. Additional Information and Facilities Form can be access at **www.chabotcollege.edu/facilitiesuseandrental**.

PETS

No live animal, fowl or reptile, whether or not on a leash or in a cage, shall be allowed in any room or area where food or beverages is prepared, stored, kept or served.

Only registered service animals are allowed inside of buildings. Requests for other animals to be allowed on campus require special permission from the Vice President of Student Services. No owner or keeper of a dog shall allow or permit such dog to come on campus unless it is securely restricted by a substantial leash not to exceed six feet in length. The dog shall be in the charge of and under the control of a person competent to keep it under effective charge and control. Under no circumstances shall dogs be tethered and left unattended.

Any dogs on campus in violation of this regulation may be impounded by the College for ultimate transfer to the Hayward Police Department Animal Control Service.

Horses, ponies, mules, donkeys or other such animals are prohibited on the campus at any time, except when authorized by special permit issued in advance by the Vice President, Student Services, and cleared with the Campus Security Service.

STUDENT SUPPORT PROGRAMS

CALWORKS

CalWORKs (California Work Opportunities and Responsibility to Kids) is the statewide comprehensive education/job training, job services, and job placement program. TANF (Temporary Assistance to Needy Families) provides time-limited benefits to TANF recipients who must be involved in work/job training activities as part of the Federal Welfare Reform.

Chabot provides training programs in collaboration with the County of Alameda for TANF/CalWORKs adult recipients in one- and two-parent families. Individualized education/training plans are developed which include classes that provide skills required for success in college and prepare the student for entering the workforce.

Support services include counseling, tutoring, career assessment, job search/preparation, and job placement. The goal of the individualized education and training program is gainful employment. Through cooperation with the Alameda County Social Services Agency, other support services, such as childcare and transportation can be provided.

For further information contact the CalWORKs program second floor, Building 700 or call 510-723-6985

CHANGE IT NOW! (CIN)

CIN is a rigorous, academic, leadership program designed to empower students interested in social change, who would also like to transfer to four-year colleges and universities. Within their designated courses, students may have the opportunity to self-select various community issues to explore such as: education, health care, budget cuts, environmental issues, poverty, violence and any other issues that they find relevant to their lives. CIN students build strong relationships with each other and develop skills to become leaders in their communities. For more information go to **www.chabotcollege.edu/CIN**.

DISABLED STUDENT PROGRAMS AND SERVICES

This catalog is available in alternate format. Contact the Disabled Student Resource Center, Building 2400 or call (510) 723-6725.

DISABLED STUDENT RESOURCE CENTER

The Disabled Student Resource Center (DSRC) offers support services for students with disabilities. Any student with a verified physical, communication, psychological, or learning disability is eligible for services. Support services include direct services, programs, and campus and community referrals.

Counselors are available in the Center to assist students with academic and vocational goals. Counselors are also available for personal counseling and community referrals. Direct services include assistance with academic planning, registration, new student orientation, mobility, interpreters, reader services, and alternative testing. Available for student use are braille writers, closed circuit TVs for visually impaired, TDDs and Phonic Ears for hearing impaired, and an extensive High Tech Center with adapted computer equipment.

Students are encouraged to participate in the Able-Disabled Club. The Club sponsors activities for both disabled and non-disabled members at Chabot College.

The DSRC is located in Building 2400. The telephone number is (510) 723-6725 or TDD (510) 723-7199.

HIGH-TECH CENTER

Computers with state-of-the-art adaptive hardware and software make up the High-Tech Center. Programs include screen readers, screen magnifiers, voice recognition software for students who cannot use a keyboard, and a program to assist students in reading textbooks by use of a scanner. The Center also provides other programs to help students learn keyboarding and word processing, as well as software assigned by other instructors.

LEARNING SKILLS PROGRAM

The Learning Skills program is designed to assess students to determine if there is a Learning Disability and to provide instruction to prepare students academically for college courses. The program includes three types of services for students: (1) assessment for services and accommodations (LNSK 116), (2) skill building classes for reading, writing, and math (LNSK 117, 118A, 118B and 119), and (3) support classes to be taken concurrently with academic English and Math courses (LNSK 120 & 121).

ADAPTIVE PHYSICAL EDUCATION

DSPS offers students an opportunity to design their own individualized physical education program with an instructor. Activities range from weight training and flexibility exercise to swimming and self-defense. Chabot provides a fully equipped Adaptive Physical Education gym, where students can work out on treadmills, pulleys, weights, walkers, and exercise bikes.

Adapted Physical Education courses are available for students at Chabot College with physical disabilities. Students with disabilities seeking additional information should contact the Disabled Student Resource Center, (510) 723-6725.

VOCATIONAL REHABILITATION SERVICES

Students who have a verified physical, communication, psychological, or learning disability that impacts them vocationally may be eligible for services from the State Department of Rehabilitation. These services may include vocational counseling, training, and job placement.

Appointments may be made with a counselor by contacting the State Department of Rehabilitation, 1253 A Street, Hayward, California 94541; telephone number: (510) 881- 2404. Additional information may be obtained by contacting counselors in the Disabled Student Resource Center.

DREAM CENTER

El Centro is also home to the Dream Center, a safe and confidential space where undocumented students (including AB540 and DACA) students and allies can find bilingual support, resources, and information, including counseling, financial aid and scholarship advising, immigration legal services, laptop lending program and educator resources. The Dream Center is located in building 700 South, inside El Centro. You may also call to schedule an appointment or get more information by calling 510 723-6957 or visiting our website **www.chabotcollege.edu/dreamers**.

EL CENTRO

El Centro is a bilingual (English/Spanish) resources center dedicated to serving the needs of Latinx and low-income students and their families. Services include counseling, financial aid advising, math tutoring, peer mentoring, campus tours, ethnic studies library, the Summer Bridge Transitional Program and cultural campus and community events. Our Summer Bridge program for incoming first-time students anticipating to receive a degree and/or certificate provides Math Preparation and Personalized Support for 3 weeks. We also provide support for adult learners transitioning back to school and provide referrals for adult schools.

El Centro is located in building 700 South. You may also call to schedule an appointment with our counselors or financial aid advisor by calling 510 723-7261.

EOPS/CARE

EOPS

Extended Opportunity Programs and Services (EOPS) is a student academic support program for educationally and economically disadvantaged students, funded by the State of California and the Chabot-Las Positas Community College District. The program is designed to provide educational opportunity for students with academic potential who historically would have not attended college.

Specifically, EOPS provides eligible students with academic support services such as personal and career counseling, academic advising, transfer assistance, priority registration, university application fee waivers, financial aid application assistance, EOPS grants, and cultural awareness and enrichment activities.

To be eligible for EOPS sponsorship a student must meet all of the following criteria:

- Must meet California Residency Requirement;
- Must qualify for a Board of Governors Waiver (BOGW A or B);
- Must be enrolled full-time (12 units or more);
- Must not have completed more than 70 degree applicable units or more than six consecutive semesters of college;
- Must be determined to be educationally disadvantaged.

CARE

Cooperative Agencies Resources for Education (CARE) is a unique educational program which represents a cooperative effort between Chabot-Las Positas Community College District, the Alameda County Social Services Agency, and community agencies designed to assist single parents achieve their educational goals and work towards achieving financial independence. Support services include: personal and career counseling, academic advising, transfer assistance, CARE grants and meal tickets, peer support, and campus and community referrals.

To be eligible for CARE, students must meet all of the following criteria:

- Be a current EOPS student. (You must be accepted into the EOPS program first)
- Be at least 18 years old
- Be a single parent and considered Head of Household
- Be a TANF (Temporary Aid for Needy Families) recipient. Student and/or dependent(s) must be receiving the cash aid

For further information about EOPS and/or CARE, visit the EOPS/CARE/CalWORKs reception desk, second floor kiosk, Building 700, or call (510) 723-6909.

EARLY CHILDHOOD LAB SCHOOL

OUR MISSION

Our mission is to positively impact the field of Early Childhood by providing and supporting quality early education and care while modeling professionalism for Early Childhood Development lab students, children and families.

OUR PHILOSOPHY

We provide training to students of Early Childhood Development and serve Southern Alameda County by providing quality care for the children of students, faculty, and community. We provide a safe environment that meets the developmental needs of children, which nurtures their curiosity and love of learning. We acknowledge that families are the child's first teacher and strive to build relationships with families that lead to a strong partnership which reflects sensitivity to issues such as ethnic, cultural and developmental diversity.

OUR CURRICULUM

The Chabot College Early Childhood Lab School follows a philosophy of Emergent Curriculum implemented at all age levels. Emergent curriculum is child centered and developmentally based, focusing on individual growth and development. We define our curriculum as "everything that happens in the classroom" including the environment, daily routines, all of the relationships between adults and children, as well as specific projects and activities.

WHO WE SERVE

Preschool children between the ages of 3 years and 5 years old. Families who meet eligibility and need requirements for State Preschool and Head Start programs.

Hours of operation Monday–Friday, 8:00 am - 4:00 pm.
For further information, call us at (510) 723-6684.

FIRST YEAR EXPERIENCE PROGRAM

The First Year Experience Program (FYE) features a variety of Pathway cohorts that allow incoming students to maximize their first year of college by taking a customized set of fall and spring courses along with other new students who share similar interests. FYE Pathway students are provided additional support and guidance as they explore their academic and career goals and work toward their degrees.

Benefits include:

- Reserved sections of hard-to-get UC/CSU classes needed to transfer
- Counselors to help you stay on track
- Access to faculty in your area of interest
- Career exploration & interactive activities
- Experienced Chabot students to provide answers to questions and personalized support
- Individual and/or group tutoring in Math & English if desired

Students can select from pathways including: Art and Design, Business and the Economy, Change it Now (CIN!), Health and Wellness, Science and Math, and Society, Culture, and Ideas, with more new pathways to come. Space is limited – visit **www.chabotcollege.edu/FYE** for more information and to apply.

FOSTER AND KINSHIP CARE EDUCATION PROGRAM (FKCE)

The FKCE program is offered to serve the training needs of Foster/Resource, Kinship, Resource, Guardianship and Adoptive parents. Chabot and Alameda County Department of Social Services collaborate to provide comprehensive and relevant pre-service and on-going training during the day, evenings and weekends. Classes are offered on campus and in neighborhoods throughout Alameda County. Call (510) 723-6912 for further information.

GUARDIAN SCHOLARS PROGRAM

The Guardian Scholars Program (formerly known as Foster Youth Program) offers current and former students in the fostercare system with academic and supportive services they need to succeed at Chabot College. Contact Elsa Saenz at **esaenz@chabotcollege.edu** to learn more. Call (510) 723-7011

HAYWARD PROMISE NEIGHBORHOODS

Hayward Promise Neighborhoods (HPN) is a unique and exciting collaboration of local educators, government agencies, businesses, non-profit organizations, and community residents working together to provide a comprehensive system of support throughout the cradle to college to career pipeline.

As a place-based initiative, the HPN continues to serve the Jackson Triangle and expands the neighborhood to West Harder Road in the north, Huntwood Avenue in the east, Tennyson Road in the south, and Underwood Avenue and Tyrrell Avenue in the west.

To learn more and see if you are eligible to participate in the HPN programs that are currently in place at Chabot College, contact the HPN Grant Coordinator at (510) 723-7570.

INTERNATIONAL STUDENT PROGRAM

The International Student Program at Chabot College encourages students from other countries to enroll. The International Student Program includes provision of services to international students who hold F-1 and M-1 visa by assisting them in completing the required Student Equity and Achievement Program matriculation process which includes the three core services of English and Math Placement, Orientation, and the development of a Student Education Plan (SEP). Admissions, counseling and followup support are also provided. Events on campus are also coordinated to promote global awareness. Through the college's International Club, members plan academic and social events that help international students make friends, learn about other cultures, and explore Bay Area attractions and activities. Please contact the International Student Program at **www.chabotcollege.edu/international** or call 510-723-6715 for more information.

PACE PROGRAM

The PACE Program, a Degree and Transfer Program for working adults, is a Learning Community designed to help working adults pursue an AA degree and transfer to CSU. PACE is designed to meet the needs of students who work 9 a.m.–5 p.m. jobs and so require convenient evening, and online courses. The PACE Program fulfills both AA degree requirements at Chabot and CSU General Education transfer requirements.

PACE is a "college within a college" which helps build a sense of community among students and instructors. Students take all of their General Education classes together over multiple semesters. PACE offers students support, flexibility, and networking opportunities, as well as specialized services from an academic counselor.

PACE offers clear pathways toward certain academic goals, and is an excellent destination for students starting or returning to college, and who wish to pursue careers in Social Science (Psychology, Sociology, etc.), Education, or Business. Most PACE students earn an AA degree and then transfer to complete their Bachelor of Arts degree. Our primary transfer destination is CSU East Bay's PACE Program, which offers majors in Human Development, Liberal Studies, and a Business Minor/option. Other Bay Area transfer colleges include, among others, Holy Names University and St. Mary's.

MOVEMENT AAPI

MOVEMENT AAPI is an academic program designed for students interested in transferring, career development, and community. MOVEMENT provides curriculum and community building rooted in Asian American and Pacific Islander history, culture, and experiences. MOVEMENT counselor, faculty, staff, and students work together to support student wellness and success. MOVEMENT is open to all students.

MOVEMENT students receive

- Their own academic counselor
- Transferable courses
- Professional development
- Leadership opportunities

Visit the MOVEMENT website to learn more:
www.chabotcollege.edu/aapi/movement

PUENTE PROJECT

Puente is an academic, counseling and mentoring program supporting students to build the skills necessary for success in personal, academic and career goals while at Chabot College. Students in Puente work closely with their counselor, English instructor, and Mentor to prepare for transfer to four-year colleges and universities. Puente is open to all students who are:

- Planning to transfer to a four-year college or university.
- Interested in developing critical reading and writing skills within Latino themes.
- Interested in returning to the community as leaders and mentors.

For more information, call (510) 723-7044 or visit
www.chabotcollege.edu/specialprograms/puente.

TRIO PROGRAMS

TRIO ASPIRE

This program was designed to help low-income and first-generation college students and individuals with disabilities graduate from college with Baccalaureate Degrees.

ASPIRE participants receive assistance with applying for financial aid; personal, academic and career counseling; tutoring; and assistance with applying to four-year colleges and universities. Higher education students are now being served at 796 colleges and universities nationwide. For information, call (510) 723-7547.

TRIO EXCEL

This program offers low-income and first generation and/ or disabled eligible ESL students an in-depth English program. Our bilingual counselor, instructor and staff offer one-on-one support engulfing the individual with rich cultural activities. Other services include individualized academic ESL courses, personal counseling, tutoring, career exploration, campus visits to UC, CSU and private universities each semester.

EXCEL participants are provided workshops on financial aid, time management and college university readiness. The program goal is to provide a safety net for ESL students and help make the dream of a postsecondary education a reality for this historically underrepresented population. For more information contact the TRIO office in Building 700 or call (510) 723-7547.

TRIO ETS: EDUCATIONAL TALENT SEARCH

This program identifies and assists individuals from low-income and disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice.

The Chabot College ETS program provides support at the following high school and middle schools: Hayward, Mt. Eden, Tennyson, San Lorenzo High Schools; Cesar Chavez, Winton, Martin Luther King, and Edendale Middle Schools. The goal of Talent Search is to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in postsecondary education institutions of their choice.

TRIO-STEM & MESA

Chabot College offers both a TRIO-STEM program and a MESA program to support students intending to transfer to a university in a science, technology, engineering, or math major (STEM). These programs offer specialized academic counseling, priority registration, tutoring, faculty mentorship, speakers from STEM industries, conferences, and campus visits as well as information on the transfer process, financial aid, and internships. Chabot College provides the MESA Center in Room 2005 as a study and relaxation space for students with free school supplies, printing, and snacks as well as a lending program for STEM textbooks, laptops, and calculators.

To be eligible, students must be: 1) in a STEM major; 2) intending to transfer to a 4-year university; and 3) must demonstrate an economic and/or educational disadvantage. (Usually that means receiving financial aid and/or first generation in their family to get a college degree in the US.) To find out more or to apply, visit our website at **www.chabotcollege.edu/mesa**.

RESTORATIVE INTEGRATED SELF-EDUCATION (RISE)

The RISE learning community is an implementation of a three-partner jail-to-college pathway in Alameda County to address the significant needs of reentry population. The program enrolls and supports low-risk inmates who are released on probation to gain the skills to reenter society and their community through education and vocational training.

WHO CAN JOIN?

RISE is open to all ages, races, sexes, and gender identity. All persons formerly incarcerated, who are committed to attending Chabot College, and meet the following eligibility criteria can join:

1. Leadership
2. Participation
3. Positive Attitude
4. Team Player
5. Low Criminogenic Risk

Interested and eligible inmates approved by Inmate Services can attend College Readiness workshops facilitated by Open Gate. These workshops set realistic expectations of the level of commitment expected of students.

On-campus RISE orientations are held at the beginning of each semester. During the summer a Summer Bridge is held that includes workshops and activities to acclimate students to the campus.

HOW TO JOIN?

Open Gate, Inc. founders visit Santa Rita Jail to work closely with staff in identifying potential RISE scholars. Educational options are introduced to inmates through College Readiness workshops held within Santa Rita. Open Gate also recruits for RISE in the community and probation centers.

Upon release, the matriculation process begins with prospective RISE scholars completing the Chabot College application, assessment testing, orientation and FAFSA. Interested students will meet on Chabot College campus for RISE orientations and informational sessions held once a semester. OG MAC (Open Gate Men's Advisory Council) will act as navigators and mentors for new RISE scholars.

As a RISE scholar, you'll have access to staff and support services, school supplies, regular community meetings and study sessions, activities and events. Ultimately, RISE is here to ensure you achieve your educational goals and feel supported along the way.

Services

In addition to the love and support of the RISE learning community, a RISE scholar will have access to:

- Designated DSPS Counselor Debbie Green **dgreen@chabotcollege.edu**
- Substance Abuse Support
- Snacks
- Transportation Assistance
- Book Loan Program
- Supplies
- Mentor Support
- Tutoring
- Activities

For additional info, please contact the RISE office by calling (510) 723-7678 or visit **www.chabotcollege.edu/rise**.

UMOJA PROGRAM

The Umoja Program is a learning community designed to promote transfer and increase academic and personal success. This program addresses students' needs through academic support services and a curriculum focused on African American history, literature, and culture. Umoja students work closely with their Counselors and Instructors to prepare for transfer to four year colleges and universities.

Umoja is open to all students:

- Serious about their education
- Interested in developing critical reading and writing skills within African American themes
- Planning to transfer to a 4 year college

For more information, call the Umoja Office at (510) 723-2664.

FYE
First Year Experience

2022-2023 PATHWAY OPTIONS

First Year Experience (FYE) empowers students to follow an effective, intentional academic and career path based on their interests and academic goals while providing an enriching community network through embracive and individualized support.

1

Select a pathway based upon your academic and career interests. We have dedicated classes for full-time and part-time FYE students, for both Fall and Spring semesters of your first year.

2

Guaranteed enrollment in high-demand classes.

3

Receive vital support from across the Chabot College campus to help you be successful in your first year and beyond.

4

Be a part of a community.

INTERESTED IN A PATHWAY?

For more information, to submit your FYE application, or if you don't see a pathway that fits your interests, visit our website: **www.chabotcollege.edu/FYE**

SCIENCE and MATH

The STEM pathways are for students interested in Science, Technology, Pre-Med, Pre-Dentistry, Engineering, Mathematics, and other related majors.

BUSINESS and the ECONOMY

The Business pathway allows students to explore their interests in various business majors ranging from Health Care, Retail, and Small Business Management to Accounting, Entrepreneurship, Human Resources, and Small Business Ownership.

HEALTH and WELLNESS

The Health and Wellness pathway is for those interested in Nursing,Dental Hygiene, Health Science, Medical Technology, and Human Services (i.e. mental health, social work, counseling) related majors. This pathway offers reserved seating in high-demand core classes.

ART and DESIGN

Apply creative expression by engaging the theory and practice of art,music, theater, and design. This is a great pathway for students interested in Graphic Design, Digital Media, Photography, Painting,Drawing/Illustration, Ceramics, and Sculpture.

SOCIETY, CULTURE, and IDEAS

The Social Sciences pathway prepares students to major in Anthropology, Economics, Ethnic studies, Geography, History, Political Science, Psychology, and for future careers across many fields that rely on analytical, leadership, and interpersonal skills.

Don't know which pathway to pick?
E-mail **pmwamba@chabotcollege.edu**

PACE

Pathway for Working Adults

Designed for people who work 9:00 am - 5:00 pm

Includes both evening and online classes.

Creates a learning community of adult learners

Seamless transfer to CSU East Bay's PACE Program

Offers Bachelor's degrees in Human Development and Liberal Studies

Leads to A.A. in Behavioral Science or Liberal Arts and CSU transfer

For more information visit www.chabotcollege.edu/PACE

ACADEMIC REGULATIONS

TRAINING AND DEVELOPMENT SOLUTIONS

Workforce preparation and economic development experts agree: the continued vitality of the East Bay economy depends largely on the ability of its workforce preparation systems to respond to the region's growing employers. Training and Development Solutions, the contract training division of the Chabot-Las Positas Community College District, is an integral part of our region's workforce preparation system. The part of the system that will work directly with you on the recruitment, development and retention of your most valuable asset: your human capital.

With access to the highest quality resources necessary, TDS is uniquely positioned to assess the performance of your operations, identify opportunities for performance improvement, and deliver both training and non-training solutions. TDS was specifically designed to be responsive to employers, aid them in reaching defined business and workforce performance goals through the delivery of flexible, customized, industry-focused, performance-based business and training solutions. Contact TDS directly at (925) 485-5239.

SCHOLASTIC STANDARDS OF CHABOT COLLEGE

The academic standards policy of Chabot College is established to assist students in making appropriate educational plans. There are two indices to academic standards: Academic Status and Academic Progress. Academic Progress is an evaluation of the student's successful completion of units. The College will advise students of their grade point average and progress in order that they may make sound self-appraisal of their college work.

GRADES

Grades are a means of communicating student achievement within courses of instruction. The suggested meaning of college grades is as follows:

A — The student has been consistently superior in all phases of the course and has shown initiative, imagination, and self-direction well beyond that required by the instructor.

B — The student has satisfied the course objectives with fairly consistent performance typically above average and demonstrates considerable mastery of the course materials.

C — The student has completed most of the course objectives and requirements in a satisfactory manner as to quantity and quality of performance, including attendance and participation.

D — The student has barely met the course objectives and success in advanced work is doubtful.

EW — Excused Withdrawal

F — The student has failed to accomplish the minimum requirements of the course and has not met the course objectives to any significant degree.

P — The student has completed the course with "C" or better work.

MW — Military Withdrawal: The "MW" symbol may be used to denote military withdrawal

NP — The student has completed the course but without credit. The student has either not taken the examination or has fallen below the grade of "C."

I — Incomplete. The student has not completed the course, has not taken the final examination, and has made an agreement with the instructor to complete the requirements.

IP — In progress: The "IP" symbol shall be used only in those courses which extend beyond the normal end of an academic term. It indicates that work is "in progress," but that assignment of an evaluative symbol (grade) must await its completion. The "IP" symbol shall remain on the student's permanent record in order to satisfy enrollment documentation. The appropriate evaluative symbol (grade) and unit credit shall be assigned and appear on the student's permanent record for the term in which the course is completed. The "IP"shall not be used in calculating grade point averages. If a student enrolled in an "open-entry, open-exit" course is assigned an "IP" at the end of a term and does not re-enroll in that course during the subsequent term, the appropriate faculty will assign an evaluative symbol (grade) in accordance with subdivision (a) or (a) and (b) if plus and minus grading is used) to be recorded on the student's permanent record for the course.

RD — Report Delayed: The "RD" symbol may be assigned by the registrar only. It is to be used when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

SP — Indicates satisfactory progress, but not completion of a noncredit course.

W — Withdrawal: The "W" symbol may be used to denote withdrawal

I (incomplete) grades represent an instructor-student agreement that the student may complete the course work by the end of the following term or semester and receive an appropriate letter grade. If the student does not complete the course work before this deadline, the right of the student to make up the work is forfeited. The "I" will be replaced with the alternate letter grade assigned by the instructor at the time the incomplete was assigned. Consequently the revised GPA will be calculated.

ACADEMIC GRADE POINT AVERAGE

The Academic Grade Point Average is an index of the quality of a student's work.

Grades earned in non-degree-applicable (numbered 100–199) or noncredit courses (numbered 200-299) will not be used when calculating a student's degree applicable grade point average. No courses below the English 1A requirement are degree applicable.

To enable the calculation of grade point average, eligibility for honors and recognition, and other scholastic status, letter grades are converted to numerical form using the following grade point equivalents:

Grade	Meaning	Grade Value
A	Excellent	Grade Point of 4
B	Good	Grade Point of 3
C	Satisfactory	Grade Point of 2
D	Passing (less than satisfactory)	Grade Point of 1
F	Failing	Grade Point of 0
P	Passing (at least satisfactory)	Units awarded not counted in GPA
NP	No Pass (less than satisfactory, or failing)	Units not counted in GPA
SP	Satisfactory Progress	Student shows satisfactory progress towards completion of a noncredit course. This symbol is not supplanted by any other symbol.

The grade point average (GPA) is calculated by dividing total grade points by total units attempted:

GPA = Total Grade Points ÷ Total Units Attempted

Example:

History 1	3 units x 3 grade points (B)	=	9 grade points
Math I	5 units x 2 grade points (C)	=	10 grade points
P.E. 1	½ unit x 4 grade points (A)	=	2 grade points
TOTAL UNITS	8.5 units		
TOTAL GRADE POINTS	21 grade points		

GPA = 21 grade points ÷ 8.5 units

GPA = 2.47 or C

SCHOLASTIC HONORS

Students who graduate with "Highest Honors" (GPA of 3.50 or better) and those who graduate with "Honors" (GPA of 3.25 or better) are recognized at graduation.

Students who complete at least 6 units of work each semester with grades of A, B, C, D, or F yielding a semester grade point average of 3.5 or better are recognized for academic distinction by placement on the Academic Honors List and by a notation on the semester grade report and transcript.

Academic achievement may be further recognized by our Chabot College chapter of Alpha Gamma Sigma, the California Community College scholastic honor society. Students who fulfill the membership criteria of this community service-oriented club will earn a special recognition on their transcript. Individual programs and divisions may also recognize their graduates at commencement or special ceremonies. Membership eligibility and other information is available from the Office of Student Life in Building 2300.

ACADEMIC PROBATION AND DISMISSAL

A student who has attempted at least 12 semester units of college courses (not including W's) and has a cumulative grade point average of less than 2.0 will be placed on Academic Probation level I.

A student on Academic Probation I who does not raise his/her cumulative grade point average to a 2.0 or higher in the following semester will be placed on Academic Probation level II. Please note that Veterans lose their certification for Veterans benefits after two semesters of academic probation. Please refer to the college's Office of Veterans Affairs Academic Standards of Progress for further information.

A student on Academic Probation II who does not raise his/her cumulative grade point average to a 2.0 or higher in the following semester of attendance will be dismissed. The first time a student is dismissed he or she may apply for readmission after one semester (summer session not included) of nonattendance. In the case of a second dismissal, the student may apply for readmission after 5 years of nonattendance. Summer session does not count as a semester in determining academic status.

REMOVAL OF POOR ACADEMIC STATUS

Once a student on academic probation raises his or her overall (cumulative) grade point average to a 2.0 (C), or higher, he/she will be taken off of Academic Probation status and will become a "student in Good Standing."

PROGRESS PROBATION AND DISMISSAL

Progress Probation is determined by the percentage of cumulative units with grades of W, NP, or I (Poor Progress Grades). A student who has attempted 12 semester units of college course work will be placed on Progress Probation level I if 50% or more of the cumulative units attempted resulted in Poor Progress grades.

A student on Progress Probation I who does not reduce his/her percentage of cumulative poor progress units to below 50% will be placed on Progress Probation II.

If a student on Progress Probation II continues to have 50% or more of his/her cumulative units made up of Poor Progress grades in the following semester, he/she will be dismissed. The first time a student is dismissed he or she may apply for readmission after one semester (summer session not included) of non-attendance. In the case of a second dismissal, the student may apply for readmission after 5 years of non-attendance. Summer session does not count as a semester in determining progress status.

REMOVAL OF POOR PROGRESS STATUS

In order to reverse poor progress status and become a student in good standing a student must reduce the cumulative units of W, NP or I grades to less than 50% of his/her total units attempted. Summer session does not count as a semester in determining progress status.

APPEAL PROCESS

Under extenuating circumstances beyond the student's control or ability to foresee, exceptions to these policies may be granted by the Director of Admissions and Records.

Students should see a counselor to discuss their progress or academic status and for details associated with the academic standards policy.

GRADE CHANGE DEADLINE PERIOD

Awarding grades to students is the responsibility of the instructor of the course in which the student is registered. The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence.

When a student believes that an error has been made in the assignment of a grade, he or she should discuss the problem with the instructor. To correct an erroneous grade, a special "Request for Grade Change" form must be completed by the instructor and submitted to the division Dean who will forward the form to the Vice President of Academic Services. Final authorization to change the grade shall be granted by the President of the College or designee.

Requests for a grade change must be made during the semester immediately following the semester or session for which the grade was assigned. Responsibility for monitoring personal academic records rests with the student. Grade changes will not be made after the established deadline except in cases with extenuating circumstances. These are acute medical, family or other personal problems which rendered the student unable to meet the deadline. Requests for a grade change under this exception shall be made to the Vice President of Academic Services or designee who may, upon verification of the circumstance(s), authorize the initiation of a grade change. The student must present evidence of the extenuating circumstance(s).

PASS/NO PASS GRADES

Formerly "Credit/No Credit"

Unit Limitations May Exist at Transfer Institutions

In accordance with the Education Code and Title 5, §55022, Chabot College has established a grading policy which adds the "P" (pass) and "NP" (no pass) grades to the standard letter grades (A,B,C,D,F) used in colleges and universities. Courses in which a "P" (pass) grade is earned will apply toward the 60 units required for graduation, but will not affect the student's grade point average. A maximum of 12 units of "P" (pass) may be attempted and applied toward the Associate in Arts or Associate in Science Degree. (Additional units may be applied provided the student secures prior approval of the division Dean of Counseling. A course in which a "NP" (no pass) grade is earned will not apply toward graduation and will not affect the student's grade point average. An excess number of "NP" (no pass) grades will affect the student's academic progress ratio, resulting in a low figure.

Offering courses for pass/no pass grades provides the student with the opportunity to explore areas outside his/her current interest field without undue concern for his or her grade point average. This policy allows the student to take coursework outside his or her major without the fear of a substandard grade, namely a "D" or "F." Students are expected to complete the course and comply with College attendance requirements and other expectancies of the course. Should they fail to do so, their enrollment in the class may be terminated and the work may be graded on the basis of a standard letter grade.

Chabot College offers:

1. Some courses solely for a pass/no pass (P or NP) grade.
2. Some courses solely for a standard letter grade.
3. Some courses in which the student may choose to complete the course for either a pass/no pass grade OR for a standard letter grade.

On or before the last day of the fifth week of the semester, the student shall inform the Admissions and Records Office, by petition, of his or her intention to complete a course for a pass/no pass grade and the instructor shall report to the Director of Admissions and Records a final grade of "P" (pass) or "NP" (no pass) for students who so petition. The student's decision to opt for pass/no pass grade may not be reversed by either the student or the instructor at a later date.

The "P" (pass) grade will be given to indicate completion of a course with "C" or better work.

A student may repeat a course in which a grade of "D," "F" or "NP" (no pass) is earned.

ADMINISTRATIVE SYMBOLS "IP," "RD," AND "I"

ADMINISTRATIVE SYMBOL "IP" MASTERY LEARNING COURSES

The administrative symbol "IP" is established to indicate coursework "in progress." Its use is limited to mastery learning courses. It may be used only for a student who is making satisfactory progress toward the completion of a course but who has not completed all of the modules by the end of the semester or session.

The symbol "IP" is not a grade; therefore, it has no value in calculating unit credit or grade point average.

Only one symbol "IP" may be received by a student for any mastery learning module or course. The required coursework to remove the "IP" must be completed by the end of the term or session following the date the "IP" was granted. If a student is assigned an "IP" at the end of an attendance period and does not re-enroll in and complete that course during the subsequent attendance period, the appropriate faculty member will assign an evaluate symbol (grade) to be recorded on the student's permanent record.

ADMINISTRATIVE SYMBOL "RD" REPORT DELAYED

The administrative symbol "RD" may be assigned only by the Director of Admissions and Records. It is to be used when there is a delay in reporting a grade due to extenuating circumstances. It is a temporary notation to be replaced by a permanent grade/symbol, as soon as possible. "RD" shall not be used in calculating grade point averages.

ADMINISTRATIVE SYMBOL "I" INCOMPLETE

Incomplete academic work for unforeseeable emergency and justifiable reasons at the end of the term may result an "I" symbol being entered by the instructor on the student's permanent record. A "grade change card" with the following documentation shall be maintained by the Director of Admissions and Records.

1. The condition(s) stated by the instructor for removal of the "I."
2. The letter grade to be assigned if the work has not been completed within the designated time limit.
3. The letter grade assigned when the stipulated work has been completed.
4. The signature of the student.

The "I" shall be made up by the end of the term or semester following the date it was granted. The student may petition to extend this deadline date because of extenuating circumstances, but this will require the approval of the Vice President of Student Services, or designee, and the instructor of record.

The letter grade to be assigned if work has not been completed within the designated time shall be changed following grade change procedure.

The "I" symbol shall not be used in calculating units attempted nor for grade points.

CREDIT BY EXAMINATION

Chabot College supports the general proposition that the full value of classroom learning experiences cannot be measured by any examination. Students who have achieved elsewhere an equivalent knowledge, understanding and experience to that required by regular college courses may receive units of credit based on successful completion of a comprehensive and searching course examination administered by the College. Standardized examination may be used in specified "licensure" programs and to determine the appropriate placement of students in a field of study. The student receiving credit must be registered at the College, in good academic standing and have paid all applicable fees and/or tuition. The courses for which credit is allowed must be listed in the Chabot College Catalog. The amount of credit to be granted cannot be greater than that listed for the course in the catalog. Credit by examination is offered under the provisions of the California Administrative Code, Title 5, §55050.

Comprehensive Examination Administered by the College

1. **Eligibility**
   Any student applying for credit by examination will be expected to have had extensive experiences which have prepared the person in the subject matter and for which the individual can provide acceptable evidence of those experiences at the time of application.

2. **Application and Administration**
   A petition for completing a course through credit by examination must be approved by the appropriate instructor, division dean, and the Vice President of Academic Services. Applicable fees and/or tuition must be paid at the Admissions and Records Office. Arrangements for completing the examination and the actual administration will be made between the student and the instructor after the petition is approved. The examination itself may take any appropriate form such as written, oral, demonstration or a combination of methods.

3. **Awarding of Credit**
   Upon completion of the examination, the administering instructor will verify the course and number of units to be received and will assign an appropriate grade. Where the student does not achieve a grade of "C" or better, he or she will be expected to complete the course in the usual manner.

4. **The Director of Admissions and Records, or designee,** will annotate the student's transcript to indicate that the credit was granted for the course in question by examination. This credit by examination coursework may not be counted as part of the 12-unit residency requirement necessary for graduation from Chabot College.

5. **Limitations**
   Credit cannot be given for a course which is comparable to a course already credited on the student's secondary school transcript although an examination in such a course may be given to determine the level of achievement and the appropriate placement of the student in the field of study. The amount of credit which may be earned and counted toward graduation at Chabot College is limited to 10 semester units. Under certain circumstances, advanced placement credit may be awarded to a diploma graduate in nursing which may include up to 30 semester units (one year) of academic credit.

ACADEMIC RENEWAL

Academic Renewal is a process that permits the alleviation of substandard (D's, F's) academic coursework not reflective of the student's current scholastic ability. Previously recorded substandard academic performance may be disregarded if it is not reflective of a student's demonstrated ability. Students may petition for academic renewal only once. The student may submit a petition for academic renewal to the Admissions and Records Office upon completion, at a regionally accredited institution, of the following:

- A minimum of 12 units taken consecutively with a grade point average of 2.5 or better
- A minimum of 20 units with at least a 2.0 grade point average.

Up to 24 units of course work may be eliminated from consideration in the cumulative grade point average.

Specific courses and/or categories of courses that are exempt from academic renewal must be described. Academic renewal actions are irreversible. When academic renewal procedures permit previously recorded substandard coursework to be disregarded in the computation of a student's grade point average, the student's permanent academic record should contain an accurate record of all coursework to ensure a complete academic history.

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.

Upon approval to have a student's records renewed, the student's transcript shall be annotated in such a manner that all courses disregarded shall remain legible on the transcript, indicating a true and accurate history of the student's record. Academic renewal at Chabot and Las Positas College does not guarantee that other colleges will accept this action. Acceptance of academic renewal is at the discretion of the receiving institution.

PROGRAM REQUIREMENT WAIVER AND/OR SUBSTITUTIONS

Students who have coursework from other institutions or knowledge gained elsewhere which is equivalent to Chabot College course(s) may request course substitutions for degree or certificate requirements. To petition for a course substitution or waiver, see a counselor for guidance as to appropriate substitutions/waivers, approval processes, and request forms.

EXAMINATIONS

Students are expected to take mid-term and final examinations in each course for which they are enrolled. Additional examinations may be scheduled by instructors at their discretion. Unless students have made prior arrangements with the instructor, the instructor is under no obligation to help a student make up an examination he or she has missed.

Instructors may notify students of unsatisfactory work at any time during the semester. Such notices are given to the student in person or mailed to the student at his/her home address. Excessive absences, academic deficiency, and failure to submit assignments constitute reasons for notices of unsatisfactory work.

A student who receives such notices, or any student who experiences difficulty with academic achievement, is encouraged to consult with his/her instructor and counselor for assistance in planning a student educational plan.

CAPABILITY TO PROFIT FROM INSTRUCTION

Under the provisions of the California State Education Code and Governing Board Policy of this District, a student's capability to profit from the instruction offered shall be determined by evidence of the individual's:

1. Capability to meet the demands of college instruction at Chabot College;
2. Capability to master and proceed beyond the minimum basic skill levels required for success in college education;
3. Capability to show substantial progress in cognitive and affective learning in college courses;
4. Capability to show progress toward independent learning.

By this rule, the College shall determine whether a person is or is not capable of profiting from college instruction. The determination of capability to profit is a matter of composite professional judgment based upon available evidence.

Additional information may be obtained from the Office of the Vice President of Student Services, Chabot College.

IMPOUNDING STUDENT RECORDS

Whenever a student is delinquent through failure to comply with College rules and regulations, to pay debts, or to return property owned by the College, that student's records may be impounded. A student whose records are impounded shall not be allowed to register for subsequent terms of instruction or receive other services of the College which relate to his/her records. When the student has cleared his/her obligation with the College, the impoundment of his/her records shall be removed.

ATTENDANCE REQUIREMENTS

It is assumed that each student will consider attendance an absolute requirement. It is the student's responsibility to attend every class for the scheduled length of time. Excessive absences, tardiness, and leaving class early may be taken into consideration by instructors in assigning grades or dropping the student from the course.

REPORTING ABSENCE

Absences should be cleared directly with instructors. (Note: The size of the College prevents telephone messages being given to instructors.)

EXCESSIVE ABSENCE

A student absent for a total of four consecutive or six cumulative instructional hours and/or two consecutive weeks of instruction may be dropped from that class by the instructor. This action constitutes an official termination of class enrollment and will be recorded.

STUDENT RIGHTS AND RESPONSIBILITIES

USE OF TAPE RECORDERS OR OTHER RECORDING DEVICES

Students are not permitted to make recordings in class or in any campus meetings without the express approval of the instructors involved. Exceptions shall be made for physically limited students who have a permit issued by the Disabled Student Resource Center. The permit is evidence of the physical need of the student to use a tape recorder and of the student's agreement to not use or allow to be used the content of the tape for any purpose(s) other than course related study.

AMERICANS WITH DISABILITIES ACT (ADA)

In accordance with Section 504 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA) the Chabot Las Positas Community College District prohibits discrimination against students and employees with physical or mental disabilities that substantially limit activities such as working, walking, talking, seeing, hearing, or caring for oneself. People who have a record of such an impairment and those regarded as having an impairment are also protected.

The college ensures that students with disabilities will not be unlawfully subjected to discrimination or excluded from participating in or benefiting from programs, services or activities. Students are accorded due process as outlined in specific complaint procedures developed by the College.

Students with disabilities at the College have the right to: access courses, programs, services, activities and facilities offered through the College an equal opportunity to learn and receive reasonable accommodations, and/or auxiliary aids and services; be assured that all information regarding their disability is kept confidential; disclose their disability directly to faculty.

Students with disabilities at the College have the responsibility to:

- Meet all fundamental course requirements and qualifications and maintain essential institutional standards for courses, programs, services, employment, activities and facilities;
- Identify themselves to the Disabled Student Resource Center (DSRC) as an individual with a disability when an accommodation is needed and demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, employment, activities and facilities;
- Actively work in partnership with faculty and DSRC staff to develop reasonable accommodations appropriate to their disability; and
- Comply with the Academic Accommodations Procedures for requesting and utilizing DSRC services.

For information regarding filing complaints based upon discrimination on the basis of physical or mental disability, students should contact the college ADA/504 Coordinator:

Matthew Kritscher, *Vice President of Student Services*
mkritscher@chabotcollege.edu
25555 Hesperian Blvd., Bldg 200, Rm 204, Hayward, CA 94545
510.723.6744

DECLARATION OF NON-DISCRIMINATION

Chabot College desires to maintain an academic and work environment which protects the dignity and promotes the mutual respect of all employees and students. Sexual harassment of employees or students will not be condoned. In general, deliberate verbal comments, gestures or physical contact of a sexual nature that are unsolicited and unwelcomed will be considered harassment (Title VII of the Civil Rights Act of 1964). Inquiries concerning the application of these policies to programs and activities of Chabot College may be referred to the following officers assigned the administrative responsibility of reviewing such matters:

Employee Concerns
Wyman Fong, *Vice Chancellor, Human Resources*
wfong@clpccd.org
7600 Dublin Blvd., 3rd Floor, Dublin, CA 94568
(925) 485-5235

Student Discrimination Concerns
Matthew Kritscher, *Vice President of Student Services*
mkritscher@chabotcollege.edu
25555 Hesperian Blvd., Bldg 200, Rm 204, Hayward, CA 94545
(510) 723-6744

Inquiries may also be addressed to
San Francisco Office of Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200, San Francisco, CA 94105
(415) 486-5555

DECLARACIÓN DE NO DISCRIMINACIÓN

Chabot y Las Positas colleges, de acuerdo con las leyes civiles, declara que no discrimina hacia ninguna persona a base de su raza, color, nacionalidad, ascendencia, religión, creencia, sexo, edad o incapacidad, en sus programas y políticas de empleo y educación. El conocimiento limitado del idioma no limita acceso a programas y servicios ocupacionales. Cualquier pregunta sobre la aplicación de esta declaración puede dirigirse a:

Assuntos de Empleo
Wyman Fong, *Vicerrectora de Recursos Humanos*
wfong@clpccd.org
7600 Dublin Blvd., 3rd Floor, Dublin, CA 94568
(925) 485-5235

Asuntos de Estudiantes/Asuntos de Discriminación
Matthew Kritscher, *Vicepresidente de Servicios Estudiantiles*
mkritscher@chabotcollege.edu
25555 Hesperian Blvd., Bldg 200, Rm 204, Hayward, CA 94545
(510) 723-6744

Las investigaciones se pueden también tratar a
San Francisco Office of Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200, San Francisco, CA 94105
(415) 486-5555

POSTING AREAS

At Chabot College, the Office of Student Life is responsible for posting of all materials on campus, in designated locations. This service is offered at no charge to all college departments, clubs and organizations, and for a minimal fee to non-affiliated and off-campus organizations. Academic and administrative department bulletin boards (usually located in specific department buildings) are maintained by each department. Permission for posting at these locations must be obtained individually from each area Dean.

Flyers are posted on Tuesdays and Fridays during the regular school year, for up to two weeks. Due to space limitations, flyers must not exceed 8½"x14" in size. Exceptions to this must be pre-approved and are subject to space availability. Posting for summer and holidays may vary. All items to be posted must be received by 5 p.m. on the day prior to the posting day desired, at the Office of Student Life, Building 2300, Room 2355. Approved posters will be stamped and posted. Any displayed posting not in the designated areas or not displaying the approved posting stamp, will be removed immediately. Repeat offenders found to be posting illegally will lose future rights to have materials posted at Chabot College. There is a limit of 25 flyers to be posted for any one event or program.

Special Posting for Housing Availability, Employment Opportunities, Community Service/Volunteer Opportunities and Car Pooling/Transportation can be done at no cost through the Office of Student Life. Enclosed glass cases for each area are updated regularly. Preprinted forms for each specific area can be completed in Room 2355.

The posting, distributing or disseminating of printed materials that advertise, publicize or otherwise provide notice of activities, events or information are subject to the following regulations.

- All printed materials must indicate the name of the sponsoring individual, department, or registered club or organization.
- All printed materials written in a language other than English must be accompanied by an English translation.
- Any printed material deemed to be slanderous, libelous, grossly obscene, offensive or pornographic will not be accepted for positing.
- The Office of Student Life supervises and authorizes all campus publicity including posting of flyers and banners and distributing hand-outs or products.
- Except as specified in these guidelines, no printed material may be placed on or against, attached to, or written on any structure or natural feature of the campus, such as, but not limited to doors, windows, building walls, walkways, roads, posts, fences, waste receptacles, trees, plants or shelters.
- No printed materials may be left unattended on campus grounds or inside campus buildings without prior permission of the Office of Student Life or the Dean responsible for the specific building.
- Publicity may not be affixed or inserted into campus lawns or grounds.
- Publicity may not be affixed to or left on cars in Chabot College parking lots.
- The use of the Chabot College name or logo is limited to authorized or official publicity. It may only be used by a registered student club with approval of the Director of Student Life.

DISTRICT BOARD POLICY BP 3410 NONDISCRIMINATION

REFERENCES

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;
Title 5 Sections 53000 et seq. and 59300 et seq.;
Penal Code Section 422.55;
Government Code Sections 12926.1 and 12940 et seq.;
Labor Code Section 1197.5;
Title 2 Sections 10500 et seq.;
Accreditation Standard II.B.2.c

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

Date Adopted: June 16, 2015; Edited August 21, 2018

DISTRICT ADMINISTRATIVE PROCEDURE AP 3410 NONDISCRIMINATION

REFERENCES

Education Programs
- Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;
- Penal Code Sections 422.55 et seq.;
- Title 5 Sections 59300 et seq.;
- Accreditation Standard II.B.2.c

Employment
- Education Code Sections 87100 et seq.;
- Title 5 Sections 53000 et seq.;
- Government Code Sections 11135 et seq. and 12940 et seq.
- Title 2 Sections 10500 et seq.

NOTE: It is legally required for districts to have this procedure.

EDUCATION PROGRAMS

The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, "gender" means sex, and includes a person's gender identity and gender expression. "Gender expression" mean's a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

EMPLOYMENT

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status, including as a Vietnam-era veteran.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

The District will not discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the selection, termination, training, or other terms and treatment of that person on the basis of their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

The procedure for the investigation and resolution of complaints of discrimination by or against any staff or faculty member within the District is set forth in AP 3435 (Discrimination and Harassment Complaint Procedures). Depending on the circumstances, the procedure for the investigation and resolution of complaints against students is set forth in either AP 3435 or AP 5530 (Student Rights and Grievances).

Date Approved: May 19, 2015; Edited November 2016.

DISTRICT BOARD POLICY BP 3430 NONDISCRIMINATION

REFERENCES

Education Code Sections 212.5, 44100, 66252, and 66281.5;
Government Code Sections 12923, 12940 and 12950.1;
Civil Code Section 51.9;
Title 2 Sections 10500 et seq.;
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e;
Age Discrimination in Employment Act of 1967 (ADEA):
Americans with Disabilities Act of 1990 (ADA)

All forms of harassment are contrary to basic standards of conduct between individuals. State and federal law and this policy prohibit harassment and the District will not tolerate harassment. The District is committed to providing an academic and work environment that respects the dignity of individuals and groups. The District shall be free of unlawful harassment, including that which is based on any of the following statuses: race, ethnicity, religious creed, color, national origin, ancestry, immigration status, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation, or because he/she/they is perceived to have one or more of the foregoing characteristics.

The District seeks to foster an environment in which all employees and students feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the District also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. The District will investigate all allegations of retaliation swiftly and thoroughly. If the District determines that someone has retaliated, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, unpaid intern, or volunteer who believes that he/she/they has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435. The District requires supervisors to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the Chancellor shall ensure that the institution undertakes education and training activities to counter harassment and to prevent, minimize or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The Chancellor shall establish procedures that define harassment on campus. The Chancellor shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures to resolve complaints of harassment and discrimination. State and federal law and this policy prohibit retaliatory acts by the District, its employees, students, and agents.

The District will publish and publicize this policy and related written procedures (including the procedure for making complaints) to administrators, faculty, staff, students, unpaid interns, and volunteers particularly when they are new to the institution. The District will make this policy and related written procedures (including the procedure for making complaints) available in all administrative offices and will post them on the District's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be

subject to disciplinary measures up to and including expulsion. Unpaid interns and volunteers who violate this policy and related procedures may be subject to disciplinary measures up to and including termination from the internship or other unpaid work experience program.

Adopted: June 16, 2015; Edited November 20, 2017;
Board Reviewed: April 20, 2021

DISTRICT ADMINISTRATIVE PROCEDURE AP 3430 PROHIBITION OF HARASSMENT

REFERENCES

Education Code Sections 212.5; 44100; 66281.5;
Government Code Section 12940;
Title 2 Sections 10500 et seq.;
Title 5, Sections 59320 et seq.;
Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e

NOTE: This procedure is legally required.

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus. The procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District is set forth in AP 3435.

This procedure and the related policy protect students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

DEFINITIONS

General Harassment: Harassment based on race or ethnicity, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Harassment shall be found where a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with his/her/their ability to participate in or to realize the intended benefits of an institutional activity, employment, or resource.

For sexual harassment under Title IX, complainants must proceed under BP 3433 (Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Harassment Based on Sex under Title IX. For other forms of sexual harassment or gender-based harassment, complainants should use this procedure.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

Verbal – Inappropriate or offensive remarks, slurs, jokes, or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation, or other protected status.

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.

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 protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

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 protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, racial or ethnic groups, sexual orientations, genders, or other

protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her/their immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

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

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

This definition encompasses two kinds of sexual harassment:

"**Quid pro quo**" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"**Hostile environment**" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e., a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Examples: Harassment includes, but is not limited to the following misconduct:

- **Verbal**: Inappropriate or offensive remarks, slurs, jokes, or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.
- **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.
- **Visual or Written**: The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.
- **Environmental**: An academic or work environment that is permeated with racially or sexually oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

CONSENSUAL RELATIONSHIPS

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty members, or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty member, or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. If such relationships do occur, the District has the authority to transfer any involved employee to

eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

ACADEMIC FREEDOM

No provision of this Administrative Procedure shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. Freedom of speech and academic freedom are, however, not limitless and this procedure will not protect speech or expressive conduct that violates federal or California anti-discrimination laws.

To the extent the harassment policies and procedures conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether this violates the sexual harassment policy.

Any student or employee who believes that he/she has been harassed or retaliated against in violation of this procedure should immediately report such incidents by following the procedures described in AP 3435 titled Discrimination and Harassment Complaint Procedures. Supervisors are mandated to report all incidents of harassment and retaliation that come to their attention.

In cases involving complaints against represented employees, please refer to the collective bargaining agreement for additional procedures and protections.

Approved: May 19, 2015; Edited November 2016;
Board Reviewed: March 16, 2021

DISTRICT ADMINISTRATIVE PROCEDURE AP 3434 RESPONDING TO HARASSMENT BASED ON SEX UNDER TITLE IX

REFERENCES

20 U.S. Code Sections 1681 et seq.;
34 Code of Federal Regulations Parts 106.1 et seq.

NOTE: This procedure is legally required.

INTRODUCTION

The District encourages members of the District community to report sexual harassment. This procedure only applies to conduct defined as sexual harassment under Title IX and applicable federal regulations and that meet Title IX jurisdictional requirements. The District will respond to sexual harassment and sexual misconduct that falls outside that definition and outside the jurisdiction of the Title IX federal regulations using California law and applicable District policies and procedures. In implementing these procedures discussed below, the District will also provide supportive measures, training, and resources in compliance with California law, unless they are preempted by the Title IX regulations.

TITLE IX COORDINATOR

Questions concerning Title IX may be referred to the District Title IX Coordinator whose contact information is below.

The Title IX Coordinators' contact information is:

Chabot College
Matthew Kritscher, *Vice President of Student Services*
mkritscher@chabotcollege.edu
25555 Hesperian Blvd., Bldg 200, Rm 204
Hayward, CA 94545
(510) 723-6744

Las Positas College
Anette Raichbart, *Vice President, Administrative Services*
araichbart@laspositascollege.edu
300 Campus Hill Drive, Bldg. 1600
Livermore, CA 94551-7623
(925) 424-1630

District Office
Melinda Trammell, *Director, Employee and Labor Relations*
mtrammell@clpccd.org
7600 Dublin Blvd, 3rd Floor
Dublin, CA 94568
(925) 485-5513

The Title IX Coordinator is required to respond to reports of sexual harassment or misconduct. The Title IX Coordinator will handle information received with the utmost discretion and will share information with others on a need-to-know basis. For example, the Title IX Coordinator may need to address public safety concerns on campus, comply with state and federal legal requirements, or share information to implement supportive measures.

A report of sexual harassment to the Title IX Coordinator does not necessarily lead to a full investigation, as discussed more fully below. However, the Title IX Coordinator will make an assessment to determine if there is a safety risk to the campus. If the Title IX Coordinator finds there is a continued risk, the Title IX Coordinator will file the formal complaint without the Complainant's consent or cooperation.

TITLE IX HARASSMENT COMPLAINTS, INVESTIGATIONS, AND HEARINGS

These Title IX sexual harassment procedures and the related policy protect students, employees, applicants for employment, and applicants for admission.

JURISDICTIONAL REQUIREMENTS – APPLICATION OF PROCEDURES

These procedures apply if the conduct meets the following three jurisdictional requirements:

- The conduct took place in the United States;
- The conduct took place in a District "education program or activity." This includes locations, events, or circumstances over which the District exercised substantial control over both the Respondent and the context in which the harassment occurred, including on-campus and off-campus property and buildings the District owns or controls or student organizations officially recognized by the District own or control.
- The conduct meets the definition of Title IX "sexual harassment."

DEFINITIONS

Advisor: Throughout the grievance process, both the Complainant and Respondent have a right to an Advisor of their choice. If a Party does not have an Advisor at the time of the hearing, the District must provide the Party an Advisor of its choice, free of charge. The District may establish restrictions regarding the extent to which the Advisor may participate in the proceedings as long as the restrictions apply equally to both Parties.

Complainant: A Complainant is an individual who alleges he/she/they is the victim of conduct that could constitute sexual harassment.

Consent: Consent means affirmative, conscious, and voluntary agreement to engage in sexual activity. Both Parties must give affirmative consent to sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he/she/they has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest, lack of resistance, or silence does not indicate consent. Affirmative consent must be ongoing throughout a sexual activity and one can revoke his/her/their consent at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, is not an indicator of consent.

The Respondent's belief that the Complainant consented will not provide a valid defense unless the belief was actual and reasonable, based on the facts and circumstances the Respondent knew, or reasonably should have known, at the time of the incident. A Respondent's belief is not a valid defense where:

- The Respondent's belief arose from the Respondent's own intoxication or recklessness;
- The Respondent did not take reasonable steps to ascertain whether the Complainant affirmatively consented; or
- The Respondent knew or a reasonable person should have known that the Complainant was unable to consent because the Complainant was incapacitated, in that the Complainant was:
  - asleep or unconscious;
  - unable to understand the fact, nature, or extent of the sexual activity due to the influence of drugs, alcohol, or medication; or
  - unable to communicate due to a mental or physical condition.

Decision-Maker: The person(s) who will oversee the live hearing and make a determination of responsibility. The District may have one Decision-Maker determine whether the Respondent is responsible, and another Decision-Maker determine the appropriate level of penalty for the conduct. The Decision-Maker cannot be the Title IX Coordinator or the investigator.

Formal Complaint: A written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation. If the Title IX Coordinator signs the formal complaint, he/she/they will not become a Party to the complaint.

Parties: As used in this procedure, this means the Complainant and Respondent.

Respondent: A Respondent is an individual reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Harassment under Title IX: Conduct that satisfies one or more of the following:

- A District employee conditions the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (quid pro quo harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;
- Sexual assault, including the following:
  - **Sex Offenses**. Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
  - **Rape** (except Statutory Rape). The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical

incapacity. There is carnal knowledge if there is the slightest penetration of the genital or anal opening of the body of another person.

- **Nonconsensual Sodomy**. Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
- **Sexual Assault with an Object**. To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything the offender uses other than the offender's genitalia, e.g., a finger, bottle, handgun, stick.
- **Nonconsensual Fondling**. The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
- **Sex Offenses, Non-Forcible Unlawful, Non-Forcible Sexual Intercourse**.
  - **Incest**. Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
  - **Statutory Rape** – Non-Forcible. Sexual intercourse with a person who is under the statutory age of consent. There is no force or coercion used in Statutory Rape; the act is not an attack.
- **Dating violence**. Violence against a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a relationship will be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- **Domestic Violence**. Violence committed:
  - By a current or former spouse or intimate partner of the victim;
  - By a person with whom the victim shares a child in common;
  - By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
  - By a person similarly situated to a spouse of the victim under the domestic or family violence laws of California; or
  - By any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws of California.
- **Stalking**. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of others or suffer substantial emotional distress.

REPORTING OPTIONS

Any individual may report sexual harassment to the College/District Title IX Coordinator.

The District strongly encourages prompt reporting of sexual harassment. Prompt reporting allows for the collection and preservation of evidence, including physical evidence, digital media, and witness statements. A delay may limit the District's ability to effectively investigate and respond.

Individuals have the opportunity to decide whether they want to pursue a formal Title IX complaint. Reporting sexual harassment to the Title IX Coordinator does not automatically initiate an investigation under these procedures. A report allows the District to provide a wide variety of support and resources to impacted individuals and to prevent the reoccurrence of the conduct. A Complainant or the Title IX Coordinator filing a formal complaint will initiate an investigation.

If there are parallel criminal and Title IX investigations, the District will cooperate with the external law enforcement agency and will coordinate to ensure that the Title IX process does not hinder legal process or proceedings.

The District will document reports of sexual harassment in compliance with the Clery Act, a federal law requiring data collection of crime within the campus geography. Under the Clery Act, the District does not document personal information; the District reports the type of conduct, and the time, date, and location. (Also see BP/AP 3540 Sexual and Other Assaults on Campus.)

DISTRICT EMPLOYEES AND OFFICIALS WITH AUTHORITY

District Officials with Authority are not confidential resources and are required to report allegations of sexual harassment to the Title IX Coordinator promptly. All other employees are encouraged to report allegations to the Title IX Coordinator but are not required to do so.

The District has designated the following employees as Officials with Authority:

- Executives
- Administrators
- Supervisors

Officials with Authority are required to report all relevant information they know about sexual harassment including the name of the Respondent, the Complainant, any other witnesses, and the date, time, and location of the alleged incident.

INTAKE AND PROCESSING OF REPORT

Receipt of Report

After receiving a report of sexual harassment, the Title IX Officer will contact the Complainant and reporting party to explain rights under this policy and procedure and invite the Complainant to an in-person meeting. The Title IX Officer will discuss supportive measures with the Parties.

Timeframe for Reporting

To promote timely and effective review, the District strongly encourages individuals to report sexual harassment as soon possible because a delay in reporting may affect the ability to collect relevant evidence and may affect remedies the District can offer.

Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered free of charge to the Complainant or the Respondent regardless of whether a formal complaint has been filed. The District will provide the Complainant and Respondent with supportive measures as appropriate and as reasonably available to restore or preserve equal access to the District's education program or activities. These measures are designed to protect the safety of all Parties, protect the District's educational environment, or deter sexual harassment. The District will provide supportive measures on a confidential basis and will only make disclosures to those with a need to know to enable the District to provide the service. Supportive measures may include counseling, extensions of deadlines, other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the Parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Removal of Respondent Pending Final Determination

Upon receiving a report regarding sexual harassment, the Title IX Coordinator will make an immediate assessment concerning the health and safety of the Complainant and campus community as a whole. The District has the right to order emergency removal of a Respondent, or if the Respondent is an employee, place the employee on administrative leave.

Emergency Removal

The District may remove a non-employee Respondent from the District's education program or activity on an emergency basis after it conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.

The District may not use emergency removal to address a Respondent's threat of obstructing the sexual harassment investigation or destroying relevant evidence. Emergency removal is only available to address health or safety risks against individuals arising out of sexual harassment allegations, not to address other forms of misconduct that a Respondent might commit pending the processing of a complaint.

The College/District Title IX Officer, or designee, will conduct the individualized safety and risk analysis.

If the District/Campus Title IX Officer or designee determines emergency removal is appropriate, he/she/they or designee will provide the person the District is removing from campus on an emergency basis with a notice and opportunity to attend a meeting and challenge the basis of his/her/their removal. The College President or Vice Chancellor of HR, or designee, will determine whether the emergency removal from campus order is warranted after considering information provided by the Respondent challenging the emergency removal.

Administrative leave

The District may place a non-student employee Respondent on administrative leave during the pendency of a grievance process described in the formal complaint process below. The District will follow any relevant policies, procedures, collective bargaining agreements, or state law in placing an employee on administrative leave.

FORMAL COMPLAINT GRIEVANCE PROCESS

Notice to Parties

Upon receipt of a formal complaint, the Title IX Coordinator will provide the following notice in writing, to the Parties:

- Notice of the District's Title IX grievance process;
- Notice of the allegations of alleged sexual harassment with sufficient details known at the time and with sufficient time to prepare a response before any initial interview;
- Statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- Notice that the Parties may have Advisor of their choice, who may be, but is not required to be, an attorney;
- Notice that the Parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence whether obtained from a Party or other source; and
- Inform the Parties of any provision in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the Complainant or Respondent that are not included in the notice provided above, the Title IX Coordinator will provide notice in writing of the additional allegations to the Parties.

Dismissal of formal complaint

The District must investigate the allegations in a formal complaint. However, the District must dismiss the formal complaint and will not process the complaint under these procedures if any of the following three circumstances exist:

- If the conduct alleged in the formal complaint would not constitute Title IX sexual harassment as defined in this procedure;
- If the conduct alleged did not occur in the District's education program or activity;
- If the conduct alleged did not occur against a person in the United States.

The District has discretion to dismiss a formal complaint or any allegation under the following circumstances:

- If at any time during the investigation or hearing: a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations;
- If the Respondent is no longer enrolled or employed by the District; or
- If there are specific circumstances that prevent the District from gathering evidence sufficient to reach a determination regarding responsibility as to the formal complaint or allegations.

If the District dismissed the formal complaint or any allegations, the Title IX Coordinator shall simultaneously provide the Parties with written notice of the dismissal and reason. The District will also notify the Parties of their right to appeal.

The District may commence proceedings under other policies and procedures after dismissing a formal complaint.

Consolidation of Formal Complaints

The District may, but is not required to, consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one Party against the other Party, where the allegations of sexual harassment arise out of the same facts or circumstances.

EQUITABLE TREATMENT OF THE PARTIES

The District's determination of responsibility is a neutral, fact-finding process. The District will treat Complainants and Respondents equitably. The procedures will apply equally to both Parties. The District will not discipline a Respondent unless it determines the Respondent was responsible for sexual harassment at the conclusion of the grievance process.

STATEMENT OF PRESUMPTION OF NON-RESPONSIBILITY

The investigation is a neutral, fact-finding process. The District presumes all reports are in good faith. Further, the District presumes the Respondent is not responsible for the alleged conduct. The District makes its determination regarding responsibility at the conclusion of the grievance process.

BIAS OR CONFLICT OF INTEREST

The College/District Title IX Coordinator, investigator, Decision-Maker, or any person designated by the District to facilitate an informal resolution process, will not have potential actual bias or conflict of interest in the investigatory, hearing, sanctioning, or appeal process or bias for or against Complainants or Respondents generally. Actual bias is an articulated prejudice in favor of or against one Party or position; it is not generalized concern about the personal or professional backgrounds, positions, beliefs, or interests of the Decision-Maker in the process. The District will ensure that the Title IX Coordinator, investigator, Decision-Maker, and facilitator receive training on:

- The definition of sexual harassment in this procedure;
- The scope of the District's education program or activity;
- How to conduct an investigation;
- The grievance process including conducting hearings, appeals, and informal resolution processes; and
- How to serve impartially, including avoiding: prejudgment of the facts at issue; conflicts of interest; and bias.

TIMELINE FOR COMPLETION

The District will undertake its grievance process promptly and as swiftly as possible. The District will complete the investigation and its determination regarding responsibility or the informal resolution process within 180 calendar days.

When appropriate, the Title IX Coordinator may determine that good cause exists to extend the 180-calendar day period to conduct a fair and complete investigation, to accommodate an investigation by law enforcement, to accommodate the unavailability of witnesses or delays by the Parties, to account for District breaks or vacations, or due to the complexity of the investigation. The District will provide notice of this extension to the Complainant and Respondent in writing and include the reason for the delay and anticipated timing of completion.

A Party may request an extension from the Title IX Coordinator in writing by explaining the reason for the delay and the length of the continuance requested. The Title IX Coordinator will notify the Parties and document the grant or denial of a request for extension or delay as part of the case recordkeeping.

ROLE OF ADVISOR

The role of the Advisor is to provide support and assistance in understanding and navigating the investigation process.

The Advisor may not testify in or obstruct an interview or disrupt the process. The Title IX Coordinator has the right to determine what constitutes appropriate behavior of an Advisor and take reasonable steps to ensure compliance with this procedure.

A Party does not have a right to self-representation at the hearing; an Advisor must conduct any cross-examination. The District must provide an Advisor of its choice, free of charge to any Party without an Advisor in order to conduct cross-examination. If an Advisor fails to appear at the hearing, the District will provide an Advisor to appear on behalf of the non-appearing Advisor. To limit the number of individuals with confidential information about the issues, each Party may identify one Advisor.

CONFIDENTIALITY AGREEMENTS

To protect the privacy of those involved, the Parties and Advisors are required to sign a confidentiality agreement prior to attending an interview or otherwise participating in the District's grievance process. The confidentiality agreement restricts dissemination of any of the evidence subject to inspection and review or use of this evidence for any purpose unrelated to the Title IX grievance process. The confidentiality agreement will not restrict the ability of either Party to discuss the allegations under investigation.

USE OF PRIVILEGED INFORMATION

The District's formal complaint procedure does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally-recognized privilege (e.g., attorney-client privilege, doctor-patient privilege, spousal privilege, etc.), unless the person holding the privilege provides voluntary, written consent to waive the privilege.

INVESTIGATIONS

The Title IX Coordinator is responsible to oversee investigations to ensure timely resolution and compliance with Title IX and this procedure.

Both Parties have the right to have an Advisor present at every meeting described in this section.

TRAINED INVESTIGATORS

The District will investigate Title IX formal complaints fairly and objectively. Individuals serving as investigators under this procedure will have adequate training on what constitutes sexual harassment and how the District's grievance procedures operate. The District will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence and complies with this procedure.

GATHERING EVIDENCE AND BURDEN OF PROOF

The District, not the Parties, has the responsibility to gather information and interview witnesses. When the investigator

evaluates the evidence, he/she/they will do so using the preponderance of the evidence standard. After considering all the evidence gathered, the investigator will decide whether it is more likely than not that reported conduct occurred.

NOTICE OF INVESTIGATIVE INTERVIEW

The District will provide written notice of the date, time, location, participants, and purpose of all investigative interviews to a Party whose participation is invited or expected, with sufficient time for the Party to prepare to participate.

EVIDENCE REVIEW

Both Parties have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a Party or other source.

Prior to the investigator preparing an investigative report, the District will send to each Party and the Party's Advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The Parties will have at least ten days to submit a written response. The investigator must consider this written response prior to completing the investigative report.

INVESTIGATIVE REPORT

The results of the investigation of a formal complaint will be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the formal complaint;
- A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
- A summary of the testimony of each witness the investigator interviewed;
- An analysis of relevant evidence collected during the investigation, including a list of relevant documents;
- A specific finding as to whether the allegations occurred using a preponderance of the evidence standard;
- A table of contents if the report exceeds ten pages; and
- Any other information deemed appropriate by the District.

The investigator will not make a determination regarding responsibility.

The investigator may redact information not directly related to the allegations or privileged information. However, the investigator will keep a log of information he/she/they do not produce to the Parties. The investigator will provide this log only to the Title IX Coordinator. The Title IX Coordinator will not disclose the log to the Parties but will maintain the log in the Title IX Coordinator's file, in the event it later becomes relevant.

At least ten days prior to a hearing or other time of determination regarding responsibility, the District will send the investigative report to each Party and their Advisors, if any, the investigative report in an electronic format or a hard copy, for review and written response. The Parties will have at least ten days to submit a written response.

HEARING

After completing an investigation and prior to completing a determination regarding responsibility, the District will hold a live hearing to provide the Complainant and Respondent an opportunity to respond to the evidence gathered before a Decision-Maker. Neither Party may choose to waive the right to a live hearing, but the Parties can choose whether to participate in the hearing or answer some or all cross-examination questions.

NOTICE

If the District proceeds to a hearing, the District will provide all Parties written notice of the date, time, location, participants, and purpose of the hearing with sufficient time for the Party to prepare to participate.

HEARING FORMAT

The District may provide a live hearing with all Parties physically present in the same geographic location or, at the District's discretion if either Party requests, the District may provide any or all Parties, witnesses, and other participants the ability to appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other in real time.

The District will make the information reviewed during the Evidence Review available at the hearing for reference and consultation. The District will not restrict the ability of either Party to discuss the allegations under investigation or to gather and present relevant evidence.

The District will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the Parties for inspection and review.

DECISION-MAKER

The Decision-Maker will be free from conflict of interest or bias, including bias for or against Complainants or Respondents.

The Decision-Maker may ask the Parties and the witnesses questions during the hearing. The Decision-Maker must objectively evaluate all relevant evidence both inculpatory and exculpatory and must independently reach a determination regarding responsibility without giving deference to the investigative report. The Decision-Maker must receive training on issues of relevance, how to apply the rape-shield protections for Complainants, and any technology to be used at the hearing.

PRESENTING WITNESSES

The District will provide the Complainant and Respondent an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Witnesses, like Parties, are not required to participate in the live hearing process.

Only relevant evidence will be admissible during the hearing. Relevant evidence means evidence, including evidence relevant to the credibility of a Party or witness, having any tendency in reason to prove or disprove any disputed fact material to the allegations under investigation.

CROSS-EXAMINATION

The District will permit each Party's Advisor to ask the other Party and any witnesses all relevant questions and follow-up questions, including those questions challenging credibility. The Party's Advisor must conduct cross-examination directly, orally, and in real time. A Party may never personally conduct cross-examination.

Advisors may only ask relevant cross-examination and other questions of a Party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the Decision-Maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. The Decision-Maker need not provide a lengthy or complicated explanation in support of a relevance determination. If a Party or witness disagrees with a relevance determination, that individual has the choice of either (1) abiding by the Decision-Maker's determination and answering the question or (2) refusing to answer the question.

If a Party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not rely on any statement of that Party or witness in reaching a determination regarding responsibility. A Party or witness may also decline to answer a question, and the Decision-Maker cannot rely on any statement on which that Party or witness has declined to answer cross-examination questions. A Decision-Maker cannot draw an inference about the determination regarding responsibility based solely on a Party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

DETERMINATIONS OF RESPONSIBILITY

When the Decision-Maker makes a determination of responsibility or non-responsibility, the Decision-Maker will issue a written determination regarding responsibility, no later than 20 business days after the date that the hearing ends.

When making a determination regarding responsibility, a Decision-Maker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence. A Decision-Maker may not make credibility determinations based on an individual's status as a Complainant, Respondent, or witness. In evaluating the evidence, the Decision-Maker will use the preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that sexual harassment occurred.

The written determination will include:

• Identification of the allegations potentially constituting Title IX sexual harassment as defined in these procedures;

- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including who conducted the investigation and gave notifications to the Parties. The determination will also state when, where, and the date the investigator interviewed the Parties and witnesses, conducted site visits, the methods used to gather other evidence. The procedural section should also discuss the dates and how the Parties were provided the opportunity to review and inspect evidence and the date of any hearings held and who attended the hearing;
- Findings of fact supporting the determination. In making these findings, the Decision-Maker will focus on analyzing the findings of fact that support the determination of responsibility or non-responsibility;
- Conclusions regarding the application of the District's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
- A statement of, and rationale for, any disciplinary sanctions the District imposes on the Respondent;
- A statement of whether the District will provide the Complainant with remedies designed to restore or preserve equal access to the District's education program or activity;
- The District need not disclose to the Respondent remedies that do not affect him/her/them as part of the written determination. The District can inform the Respondent that it will provide remedies to the Complainant. However, the District will inform the Complainant of the sanctions against the Respondent;
- The District's procedures and permissible bases for the Complainant and Respondent to appeal.

The District will provide the written determination to the Parties simultaneously. The determination regarding responsibility becomes final either on the date that the District provides the Parties with the written determination of the result of the appeal, if the Parties file an appeal, or if the Parties do not file an appeal, the date on which an appeal would no longer be timely.

DISCIPLINARY SANCTIONS AND REMEDIES

The District must have completed the grievance procedures (investigation, hearing, and any appeal, if applicable) before the imposing disciplinary sanctions or any other actions that are not supportive measures against a Respondent. If the Decision-Maker determines the Respondent was responsible for conduct that constitutes sexual harassment, the District will take disciplinary action against the Respondent and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense.

Remedies for the Complainant might include, but are not limited to:

- Providing an escort to ensure that the Complainant can move safely between classes and activities;
- Ensuring that the Complainant and Respondent do not attend the same classes or work in the same work area;
- Providing counseling services or a referral to counseling services;
- Providing medical services or a referral to medical services;
- Providing academic support services, such as tutoring;
- Arranging for a Complainant, if a student, to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant's academic record; and
- Reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant's discipline.

Possible disciplinary sanctions for student Respondents include written or verbal reprimand, required training or counseling, non-academic probation, suspension, and expulsion. Possible disciplinary sanctions for employee Respondents include written or verbal reprimand, required training or counseling, reduction in, demotion, suspension, or discharge.

APPEAL OF DISMISSAL OF A FORMAL COMPLAINT OR OF THE DETERMINATION OF RESPONSIBILITY

A Complainant or Respondent may appeal the District's determination regarding responsibility or the dismissal of a formal complaint or any allegations. A Complainant or Respondent must submit a written appeal within seven business days from the date of the notice of determination regarding responsibility or from the date of the District's notice of dismissal of a formal complaint or any allegations.

GROUNDS FOR APPEAL

The Chancellor/College President or designee will serve as the Decision-Maker on Appeal. In filing an appeal of the District's determination regarding responsibility or the District's dismissal of a formal complaint, the Party must state the grounds for appeal and a statement of facts supporting those grounds. The grounds for appeal are as follows:

- A procedural irregularity affected the outcome;
- New evidence was not reasonably available at the time the District's determination regarding responsibility or dismissal was made, and this new evidence could affect the outcome; or
- The District's Title IX Coordinator, investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome.

APPEAL PROCEDURE

If the Complainant or Respondent submit an appeal to the District, the District will:

- Notify the other Party in writing within 5 business days of receiving a Party's appeal;
- Allow the non-appealing Parties at least ten business days from the date of receipt of the appeal to submit a written statement in support of, or challenging, the outcome;

The appeal Decision-Maker will issue a written decision on whether to grant or deny the appeal, and the rationale for the decision, within 45 business days after the Decision-Maker on appeal receives the response to the appeal or the last day to provide a response. The District will provide the written decision simultaneously to both Parties.

The Decision-Maker on appeal may extend or otherwise modify the deadlines provided above. Either Party may seek an extension by submitting a written request to the appeal Decision-Maker explaining the need for the extension and the proposed length of the extension. The Decision-Maker will respond to the request within 48 hours in writing and will inform the Parties simultaneously whether the extension is granted.

INFORMAL RESOLUTION

If the District determines that a formal complaint is appropriate for informal resolution, it may provide the Parties with the opportunity to participate in an informal resolution process, including mediation, at any time prior to reaching a determination regarding responsibility.

The District will provide the Complainant and Respondent written disclosure of the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the Parties from resuming a formal complaint arising from the same allegations, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

The District must obtain the Parties' voluntary, written consent to the informal resolution process. If the Parties reach an agreement,

the District does not have to complete a full investigation and adjudication of a report of sexual harassment. At any time prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.

RETALIATION PROHIBITED

The District prohibits any intimidation, threats, coercion, or discrimination against any individual who made a report or complaint of sexual harassment, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Individuals who experience retaliation may file a complaint using the formal complaint process described above.

DISSEMINATION OF POLICY AND PROCEDURES

The District will provide its policy and procedures related to Title IX on its website and in each handbook or catalog provided to applicants for admission and employment, students, employees, and all unions or professional organizations holding collective bargaining with the District.

When hired, employees are required to sign acknowledging that they have received the policy and procedures. The District will place the signed acknowledgment of receipt in each employee's personnel file.

TRAINING

The District will provide training to Title IX Coordinators, investigators, Decision-Makers, and any individual who facilitates an informal resolution process, on the definition of sexual harassment, the scope of the District's education program or activities, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Any materials used to train the District's Title IX Coordinator, investigators, Decision-Makers, and any person who facilitates an informal resolution process, will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

FILE RETENTION

The District will retain on file for a period of at least seven years after closing the case copies of:

- The original report or complaint;
- Any actions taken in response to the complaint, including supportive measures;
- The investigative report including all evidence gathered and any responses from the Parties;
- The District's determination regarding responsibility;
- Audio or audiovisual recording or transcript from a hearing;
- Records of any disciplinary sanctions imposed on the Respondent;
- Records of any remedies provided to the Complainant;
- Any appeal and the result;
- Any informal resolution and the result; and
- All materials used to train Title IX Coordinators, investigators, Decision-Makers, and any person who facilitates an informal resolution process. The District will make these training materials publicly available on its website.

The District will make these documents available to the U.S. Department of Education Office for Civil Rights upon request.

Approved: April 20, 2021

DISTRICT ADMINISTRATIVE PROCEDURE AP 3435 DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURES

REFERENCES

Education Code Sections 212.5, 231.5, 66281.5, and 67386;
Government Code Section 12950.1;
Title 5 sections 59320, 59324, 59326, 59328, and 53000 et seq.;
Title 2 Sections 11023 and 11024;

NOTE: This procedure is legally required.

For sexual harassment under Title IX, Complainants must proceed under BP 3433 Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Sexual Harassment under Title IX, and AP 3434 Responding to Harassment Based on Sex under Title IX. For other forms of sexual harassment or gender-based harassment, Complainants should use this procedure.

REPORTING AND FILING COMPLAINTS

The law prohibits coworkers, supervisors, managers, and third parties with whom an employee comes into contact from engaging in harassment, discrimination, or retaliation. Any person who has suffered harassment, discrimination, or retaliation or who has learned of harassment, discrimination, or retaliation may report harassment, discrimination, or retaliation. Complainants may have the option of filing a Complaint.

COMPLAINTS

A Complaint is a written or verbal statement filed with the District that alleges harassment, discrimination, or retaliation in violation of the District's Board Policies, Administrative Procedures, or in violation of state or federal law. Formal Complaints must be filed with the Vice Chancellor of HR or designee unless the Party submitting the Formal Complaint alleges discrimination, harassment, or retaliation against the Vice Chancellor of Human Resources or designee, in which case it should be submitted directly to the Chancellor.

The District may request but shall not require the Complainant to submit a Complaint on the form prescribed by the Chancellor of the California Community Colleges. A copy of the form will be available at **districtazure.clpccd.org/hr/eeo-complaint.php**. A Complainant shall report a verbal Complaint to the Vice Chancellor Human Resources or designee. The Vice Chancellor Human Resources or designee shall record the verbal complaint in writing. The Vice Chancellor Human Resources or designee will take steps to ensure the writing accurately reflects the facts alleged by the Complainant.

A Complaint must meet **each of the following** criteria:

- It must allege facts with enough specificity to show that the allegations, if true, would constitute a violation of District policies or procedures prohibiting discrimination, harassment, or retaliation;
- The Complainant must file any Complaint not involving employment within one year of the date of the alleged discriminatory, harassing, or retaliatory conduct or within one year of the date on which the Complainant knew or should have known of the facts underlying the allegation(s) of discrimination, harassment, or retaliation; and
- The Complainant must file any Complaint alleging discrimination, harassment, or retaliation in employment within 180 days of the date of the alleged discriminatory, harassing, or retaliatory conduct, except that this period shall be extended by no more than 90 days following the expiration of the 180 days if the Complainant first obtained knowledge of the facts of the alleged violation after the expiration of the 180 days.

If the Complaint does not meet the requirements set forth above, the Vice Chancellor Human Resources or designee will promptly contact the Complainant and specify the defect. If the Complainant is unable to fix the defect in the Complaint, the Vice Chancellor of Human Resources or designee shall consider the allegations contained in the Complaint and determine the appropriate course of action. This may include efforts to informally resolve the matter or a fact-finding investigation.

OVERSIGHT OF COMPLAINT PROCEDURE

The Vice Chancellor of Human Resources or designee is the "responsible District officer" (RDO) charged with receiving complaints of discrimination or harassment and coordinating their investigation.

The actual investigation of complaints may be assigned by the RDO or designee to other staff or to outside persons or organizations under contract with the District. This shall occur whenever the Chancellor, Vice Chancellor of Human Resources or designee is named in the complaint or implicated by the allegations in the complaint.

WHO MAY FILE A COMPLAINT

Any student, employee, parent of a minor, or an individual with legal authority on behalf of a student or employee who believes the student or employee has been discriminated against or harassed by a student, employee, or third party in violation of this procedure and the related policy.

WHERE TO FILE A COMPLAINT

A student, employee, parent of a minor, or an individual with legal authority on behalf of a student or employee who believes the student or employee has been discriminated against or harassed in violation of these policies and procedures may make

a complaint orally or in writing directed to the Vice Chancellor of HR or designee. Complaints may, but are not required to, use the form prescribed by the Chancellor Z of the California Community Colleges. These forms are available on the District website and at the California Community Colleges Chancellor's Office website.

Complainants may but are not required to use the form prescribed by the Chancellor of the California Community Colleges. The forms are available from the Human Resources website and at the California Community Colleges Chancellor's Office website.

EMPLOYMENT-RELATED COMPLAINTS

Complainants filing employment-related complaints shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or the Department of Fair Employment and Housing (DFEH).

Any District employee who receives a harassment or discrimination complaint shall notify the RDO or designee immediately.

FILING A TIMELY COMPLAINT

Since failure to report harassment and discrimination impedes the District's ability to stop the behavior, the District strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The District also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of harassment and discrimination, the existence of a hostile, offensive, or intimidating work environment, and acts of retaliation.

The District will investigate complaints involving acts that occur off campus if they are related to an academic or work activity or if the harassing conduct interferes with or limits a student's or employee's ability to participate in or benefit from the school's programs or activities.

COMMUNICATING THAT THE CONDUCT IS UNWELCOME

The District further encourages students and staff to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste or inappropriate.

INTAKE AND PROCESSING OF THE COMPLAINT

Upon receiving notification of a harassment or discrimination complaint, the RDO or designee shall:

- Consider whether the District can undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work/academic schedules, obtaining apologies, providing informal counseling, training, etc.
- Advise all Parties that he/she/they need not participate in an informal resolution of the complaint, as described above, and they have the right to end the informal resolution process at any time.
- Advise a student Complainant that he/she/they may file a complaint with the Office for Civil Rights of the U.S. Department of Education, and employee Complainants may file a complaint with the Department of Fair Employment and Housing. All Complainants should be advised that they have a right to file a complaint with local law enforcement if the act complained of is also a criminal act. The District must investigate even if the Complainant files a complaint with local law enforcement. In addition, the District should ensure that Complainants are aware of any available resources, such as counseling, health, and mental health services.
- Take interim steps to protect a Complainant from coming into contact with an accused individual, especially if the Complainant is a victim of sexual violence. The RDO or designee should notify the Complainant of his/her/their options to avoid contact with the accused individual and allow students to change academic situations as appropriate. For instance, the District may prohibit the accused individual from having any contact with the Complainant pending the results of the investigation. When taking steps to separate the Complainant and accused individual, the District shall minimize the burden on the Complainant. For example, it is not appropriate to remove Complainants from classes or housing while allowing accused individuals to remain.

INVESTIGATION

The RDO or designee shall:

- Authorize the investigation of the Complaint, and supervise or conduct a thorough, prompt, and impartial investigation of the Complaint, as set forth below. Where the Parties opt for informal resolution, the designated officer will determine whether further investigation is necessary to ensure resolution of the matter and utilize the investigation process outlined below as appropriate. The investigation will include interviews with the Complainant, the accused, and any other persons who may have relevant knowledge concerning the complaint. This may include victims of similar conduct.

- Review the factual information gathered through the investigation to determine whether the alleged conduct constitutes harassment, or other unlawful discriminatory conduct, giving consideration to all factual information and the totality of the circumstances, including the nature of the verbal, physical, visual or sexual conduct, and the context in which the alleged incidents occurred.

INVESTIGATION OF THE COMPLAINT

The District shall promptly investigate every Complaint. No claim of workplace or academic harassment or discrimination shall remain unexamined. This includes Complaints involving activities that occur off campus and in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, on a District bus, or at a class or training program sponsored by the District at another location. The District shall promptly investigate complaints of harassment or discrimination that occur off campus if the alleged conduct creates a hostile environment on campus. The District shall notify the Complainant that the District will commence an impartial fact-finding investigation of the allegations contained in the complaint.

As set forth above, where the Parties opt for an informal resolution, the RDO or designee may limit the scope of the investigation, as appropriate. The District will keep the investigation confidential to the extent possible but cannot guarantee absolute confidentiality because release of some information on a "need-to-know-basis" is essential to a thorough investigation. When determining whether to maintain confidentiality, the District may weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment; the Complainant's age; whether there have been other harassment complaints about the same individual; and the accused individual's rights to receive information about the allegations if the information is maintained by the District as an "education record" under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal Regulations Part 99.15. The District will inform the Complainant if it cannot maintain confidentiality.

INVESTIGATION STEPS

The District will fairly and objectively investigate harassment and discrimination complaints. Individuals designated to serve as investigators under this policy shall have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the District's grievance procedures operate. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.

Investigators will use the following steps: interviewing the Complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each Party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the District's no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved Parties; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see that all recommended action is carried out in a timely fashion. When the District evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the District will decide whether it is more likely than not that discrimination or harassment has occurred.

TIMELINE FOR COMPLETION

The District will undertake its investigation promptly and swiftly as possible. To that end, the investigator shall complete the above steps, and prepare a written report within 90 days of the District receiving the Complaint.

COOPERATION EXPECTED

All employees are expected to cooperate with a District investigation into allegations of harassment or discrimination. Lack of cooperation impedes the ability of the District to investigate thoroughly and respond effectively. However, lack of cooperation by a Complainant or witnesses does not relieve the District of its obligation to investigate. The District will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a Complaint is filed. No employee will be retaliated against as a result of lodging a Complaint or participating in any workplace investigation.

WRITTEN REPORT

The results of the investigation of a complaint shall be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the Complaint;
- A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
- A summary of the testimony provided by each witness, including the complainant and any available witnesses identified by the Complainant in the Complaint;
- An analysis of relevant data or other evidence collected during the course of the investigation, including a list of relevant documents;
- A specific finding as to whether each factual allegation in the complaint occurred based on the preponderance of the evidence standard;
- A table of contents if the report exceeds ten pages and
- Any other information deemed appropriate by the District.

CONFIDENTIALITY OF THE PROCESS

Investigations are best conducted within a confidential climate. Therefore, the District does not reveal information about ongoing investigations except as necessary to fulfill its legal obligations. The District will keep the investigation confidential to the extent possible, but it cannot guarantee absolute confidentiality because release of some information on a "need-to-know-basis" is essential to a thorough investigation and to protect the rights of student and employee Respondents during the investigation process and any ensuing discipline.

ADMINISTRATIVE DETERMINATION

In any case not involving employment discrimination, within 90 days of receiving a Complaint, the district shall complete its investigation and forward a copy or summary of the report, and written notice to the Complainant setting forth all of the following:

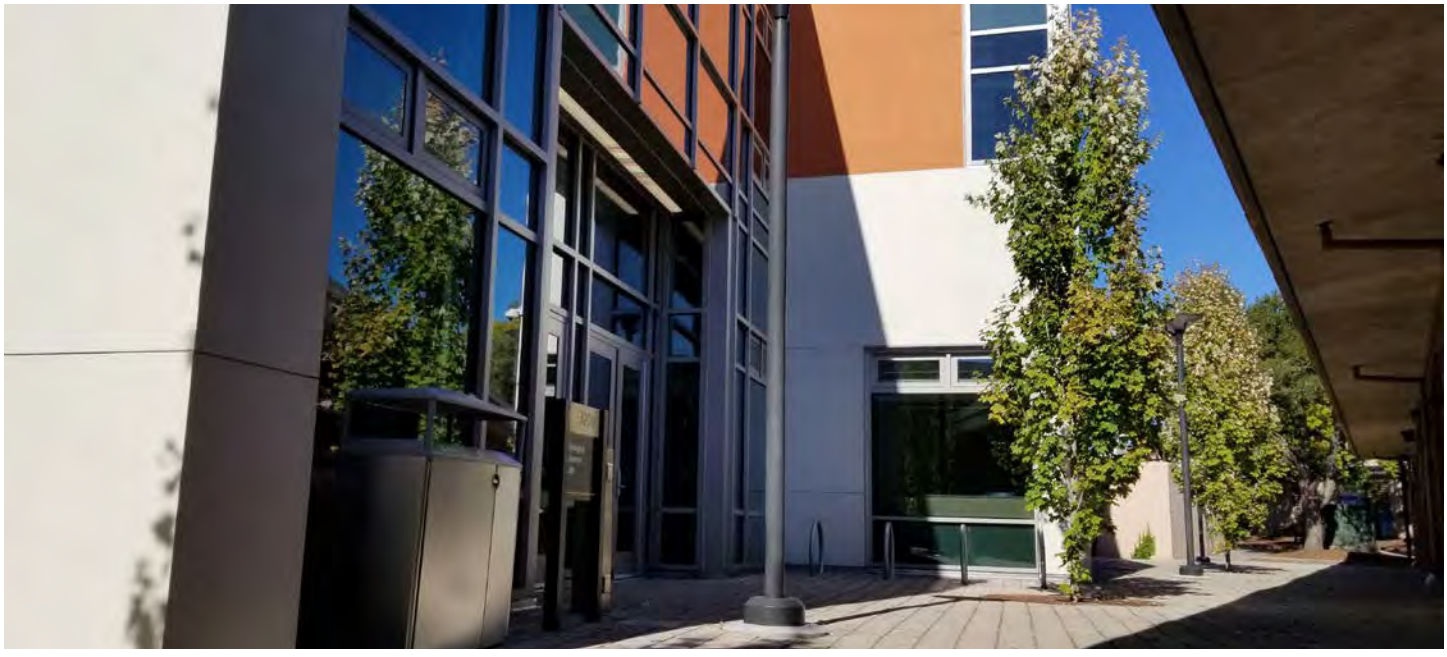
- The District's determination as to whether unlawful discrimination occurred with respect to each allegation in the complaint based on a preponderance of the evidence standard;
- In the event a discrimination allegation is substantiated, a description of actions taken, if any, to prevent similar acts of unlawful discrimination from occurring in the future;
- The proposed resolution of the Complaint;
- The Complainant's right to appeal to the District's Board of Trustees and the California Community Colleges Chancellor's Office; and
- In matters involving student sexual misconduct, the Respondent's right to appeal to the District's Board of Trustees any disciplinary sanction imposed upon the Respondent.

In any case involving employment discrimination, within 90 days of receiving a Complaint, the District shall complete its investigation and forward a copy or summary of the report and written notice to the Complainant setting forth all the following:

- The District's determination as to whether discrimination occurred with respect to each allegation in the complaint based on the preponderance of the evidence standard;
- If a discrimination allegation is substantiated, a description of actions taken, if any, to prevent similar acts of unlawful discrimination from occurring in the future;
- The proposed resolution of the complaint; and
- The Complainant's right to appeal to the District's Board of Trustees and to file a complaint with Department of Fair Employment and Housing.

The District shall also provide the Respondent the following:

- The District's determination as to whether unlawful discrimination occurred with respect to each allegation in the complaint based on the preponderance of the evidence standard;
- The proposed resolution of the complaint, including any disciplinary action against the Respondent; and
- In matters involving student sexual misconduct not subject to Title IX, the Respondent's right to appeal to the District's Board of Trustees any disciplinary sanction imposed upon the Respondent.



DISCIPLINE FOR STUDENT SEXUAL MISCONDUCT NOT SUBJECT TO TITLE IX

In a complaint involving student sexual misconduct not subject to Title IX, if a student Respondent is subject to severe disciplinary sanctions, and the credibility of witnesses was central to the investigative findings, the District will provide an opportunity for the student Respondent to cross-examine witnesses indirectly at a live hearing, either in person or by videoconference and a live hearing conducted by a neutral decision-maker other than the investigator. The District shall appoint a neutral third party to attend the hearing solely for the purpose of asking any questions to the witnesses. The neutral third party shall not be the student Respondent, the student Respondent's representative, or any individual charged with making a final determination regarding discipline. The student Respondent may submit written questions before and during the cross-examination, including any follow-up questions. The neutral third-party asking questions shall not exclude any questions unless there is an objection to the question by any individual charged with making a final determination regarding discipline.

DISCIPLINE AND CORRECTIVE ACTION

If harassment, discrimination, or retaliation occurred in violation of the policy or procedure, the District shall take disciplinary action against the accused and any other remedial action it determines to be appropriate consistent with state and federal law. The action will be prompt, effective, and commensurate with the severity of the offense. Remedies for the Complainant might include, but are not limited to:

- providing an escort to ensure that the Complainant can move safely between classes and activities;
- ensuring that the Complainant and alleged perpetrator do not attend the same classes or work in the same work area;
- preventing offending third parties from entering campus;
- providing counseling services or a referral to counseling services;
- providing medical services or a referral to medical services;
- providing academic support services, such as tutoring;
- arranging for a student Complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant's academic record; and
- reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant being disciplined.

If the District imposes discipline, the nature of the discipline will not be communicated to the Complainant. However, the District may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the Complainant; for example, the District may inform the Complainant that the harasser must stay away from the Complainant.

Disciplinary actions against faculty, staff, and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The District shall also take reasonable steps to protect the Complainant from further harassment, or discrimination, and to protect the Complainant and witnesses from retaliation as a result of communicating the complaint or assisting in the investigation.

The District will ensure that Complainants and witnesses know how to report any subsequent problems and should follow-up with Complainants to determine whether any retaliation or new incidents of harassment have occurred. The District shall take reasonable steps to ensure the confidentiality of the investigation and to protect the privacy of all Parties to the extent possible without impeding the District's ability to investigate and respond effectively to the complaint.

If the District cannot take disciplinary action against the accused individual because the Complainant refuses to participate in the investigation, it should pursue other steps to limit the effects of the alleged harassment and prevent its recurrence.

APPEALS

If the District imposes discipline against a student or employee as a result of the findings in its investigation, the student or employee may appeal the decision using the procedure for appealing a disciplinary decision.

If the Complainant is not satisfied with the results of the administrative determination, he/she/they may, within 30 days, submit a written appeal to the Board of Trustees.

In a complaint involving student sexual misconduct not subject to Title IX, a Respondent who is not satisfied with the results of the administrative determination may submit a written appeal to the District's Board of Trustees within 30 days.

The Board shall review the original complaint, the investigative report, the administrative decision, and the appeal. The Board shall issue a final District decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Board shall be forwarded to the Complainant and the Respondent. The Complainant shall also be notified of his/her/their right to appeal this decision.

If the Board does not act within 45 days, the administrative determination shall be deemed approved on the forty-sixth day and shall become the final decision of the District in the matter. The District shall promptly notify the Complainant and the Respondent of the Board's action, or if the Board took no action, that the administrative determination is deemed approved.

In any case not involving workplace discrimination, harassment, or retaliation, the Complainant shall have the right to file a written appeal with the California Community Colleges Chancellor's Office within 30 days after the Board issued the final District decision or permitted the administrative decision to become final. Such appeals shall be processed pursuant to the provision of Title 5 Section 59350.

In any case involving employment discrimination, including workplace harassment, the Complainant may, at any time before or after the issuance of the final decision of the District, file a complaint with the Department of Fair Employment and Housing.

REMAND

The California Community College Chancellor's Office may remand any matter to the District for any of the following reasons: to cure defects in the investigation or in procedural compliance; to consider new evidence not available during the investigation despite the Complainant's due diligence that would substantially impact the outcome of the investigation; or to modify or reverse a decision of the District's Board of Trustees based upon misapplication of an applicable legal standard or an abuse of discretion.

If the California Community College Chancellor's Office remands a matter to the District, the District shall take necessary action and issue a decision after remand within 60 days. In any case not involving employment discrimination, the Complainant may appeal the District's amended determination to the California Community College Chancellor's Office within 30 days by following the appeal procedures above.

EXTENSION OF TIME

If the District is unable to comply with the 90-day deadline, the District may extend the time to respond by up to forty-five additional days. An extension may be taken only once without permission from the California Community Colleges Chancellor's Office, and must be necessary for one of the following reasons:

- a need to interview a party or witness who has been unavailable;
- a need to review or analyze additional evidence, new allegations, or new complaints related to the matter; or
- to prepare and finalize an administrative determination.

The District shall send a written notice to the Complainant and to a Respondent who is aware of an investigation indicating the necessity of an extension, the justification for the extension, and the number of days the deadline will be extended. The District shall send this notice no later than 10 days prior to the initial time to respond.

The District may request additional extensions from the California Community Colleges Chancellor's Office after the initial 45-day extension. The District shall send a copy of the extension request to the Complainant and to a Respondent who is aware of an investigation. The Complainant and Respondent may each file a written objection with the California Community Colleges Chancellor's Office within 5 days of receipt.

DISCLOSURES TO THE CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE

Upon request of the California Community Colleges Chancellor's Office, the District shall provide copies of all documents related to a discrimination complaint, including the following: the original complaint, any investigative report unless subject to the attorney-client privilege, the written notice to the Complainant setting forth the results of the investigation, the final administrative decision rendered by the Board or a statement indicating the date upon which the decision became final, and a copy of the notification to the Complainant of his/her/their appeal rights, the Complainant's appeal of the District's administrative determination, any other non-privileged documents or information the Chancellor requests.

The District shall provide to the California Community Colleges Chancellor's Office an annual report with the following information: the number of employment and non-employment discrimination complaints and informal charges received in the previous academic year; the number of complaints and informal charges resolved in the previous academic year; the number of complaints of unlawful discrimination received in the previous academic year, and the number of those complaints that were sustained in whole or in part; and any other information requested by the Chancellor.

FILE RETENTION

The District will retain on file for a period of at least five years after closing the case copies of:

- the original complaint;
- the investigatory report;
- the summary of the report if one is prepared;
- the notice provided to the Parties, of the District's administrative determination and the right to appeal;
- any appeal; and
- the District's final decision.

For any appeal to the California Community Colleges Chancellor's Office, the District shall provide all relevant, non-privileged documents upon request of the Chancellor.

DISSEMINATION OF POLICY AND PROCEDURES

District Policy and Procedures related to harassment will include information that specifically addresses sexual violence. District policy and procedures will be provided to all students, faculty members, members of the administrative staff and members of the classified professionals and will be posted on campus and on the District's website.

When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are incorporated into the college catalogs and orientation materials for new students.

TRAINING

By January 1, 2021, the District shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees and at least one hour of classroom or other effective interactive training and education regarding sexual harassment to all nonsupervisory employees. All new employees must be provided with the training and education within six months of their assumption of his/her/their position. After January 1, 2021, the District shall provide sexual harassment training and education to each employee once every two years. An employee who received this training and education in 2019 is not required to have refresher training until after two years thereafter.

The training and education required by this procedure shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment, a review of "abusive conduct," and harassment based on gender identity, gender expression, and sexual orientation. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. Supervisor's harassment training must also address potential exposure and liability for employers and individuals, supervisor's obligation to report sexual harassment, discrimination, and retaliation when they become aware of it, appropriate remedial measures to correct harassing behavior.

The District will maintain appropriate records of the training provided, including the names of the supervisory employees trained, the date of training, sign in sheets, copies of all certificates of attendance or completion issued, the type of training provided, a copy of all written or recorded training materials, and the name of the training provider. If the training is provided by webinar, the District will maintain a copy of the webinar, all written materials used by the training and all written questions submitted during the webinar, and document all written response or guidance the trainer provided during the webinar. The District will retain these records for at least two years.

[See also BP and AP 3410 (Nondiscrimination) and BP and AP 3430 (Prohibition of Harassment.]

Adopted: July 21, 2015; Edited November 20, 2017
Board Reviewed: January 18, 2022

DISTRICT ADMINISTRATIVE PROCEDURE AP 3515 REPORTING OF CRIMES

REFERENCES:

Education Code Sections 212, 67380, 67383, and 87014;
Penal Code Section 245 and 422.55;
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998;
20 United States Code Section 1232g;
34 Code of Federal Regulations Parts 99.31(a)(13), (14) and 668.46;
Campus Security Act of 1990

NOTE: This procedure is legally required.

Individuals who are witnesses or victims of a crime at the colleges should immediately report the crime to Campus Safety & Security. Individuals who are witnesses or victims of a crime at the District Offices should immediately report the crime to the Police Department.

In the event an employee is assaulted, attacked or menaced by a student, the employee shall notify his/her supervisor as soon as practical after the incident. The supervisor of any employee who is attacked, assaulted or menaced shall assist the employee to promptly report the attack or assault to the appropriate law enforcement authorities. The supervisor himself/herself shall make the report if the employee is unable or unwilling to do so. Reporting a complaint to local law enforcement will not relieve the District of its obligation to investigate all complaints of harassment.

TO REPORT A CRIME

Contact Campus Safety & Security or dial 9-1-1 (emergencies only). Any suspicious activity or person seen in the parking lots or loitering around vehicles or inside buildings should be reported to Campus Safety & Security.

The District does not allow victims or witnesses to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

The District may disclose the final results of disciplinary proceeding to a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, regardless of the outcome. The District may also disclose to anyone, the final results of a disciplinary proceeding in which it concludes that a student violated District policy with respect to a crime of violence or non-forcible sex offense. The offenses that apply to this permissible disclosure are:

- Arson;
- Assault offenses;
- Burglary;
- Criminal homicide – manslaughter by negligence;

- Criminal homicide – murder and non-negligent manslaughter;
- Destruction, damage, or vandalism of property;
- Kidnapping or abduction;
- Robbery;
- Forcible sex offenses.

The disclosure may only include the final result of the disciplinary proceeding with respect to the alleged criminal offense. The District shall not disclose the name of any other student, including a victim or witness, unless the victim or witness has waived his/her right to confidentiality.

REQUIRED REPORTS TO LOCAL LAW ENFORCEMENT AGENCY

Any report of willful homicide, forcible rape, robbery, aggravated assault, sexual assault, or hate crime, committed on or off campus, that is received by a campus security authority and made by the victim for the purposes of notifying the institution or law enforcement must be immediately, or as soon as practicably possible, disclosed to the local law enforcement agency. The report shall not identify the victim, unless the victim consents to being identified after the victim has been informed of his/her right to have his/her personally identifying information withheld. If the victim does not consent to being identified, the alleged assailant shall not be identified in the information disclosed to the local law enforcement agency unless the institution determines that both of the following apply, in which case the institution shall disclose the identity of the alleged assailant to the local law enforcement agency and notify the victim of the disclosure:

- the alleged assailant represents a serious or ongoing threat to the safety of students, employees, or the institution; and
- the immediate assistance of the local law enforcement agency is necessary to contact or detain the assailant.

Date Approved: August 18, 2015, Revised April, 2017

DISTRICT BOARD POLICY BP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS

REFERENCES:

Education Code Sections 67382, 67385, and 67386;
20 U.S. Code Section 1092(f);
34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to rape as defined by California law, whether committed by an employee, student or member of the public, that occurs on District property, is a violation of District policies and procedures, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures consistent with state and federal law. Students, faculty, and staff who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The Chancellor shall establish administrative procedures that ensure that students, faculty, and staff who are victims of sexual and other assaults receive appropriate information and treatment, and that educational information about preventing sexual violence is provided and publicized as required by law.

The procedures shall meet the criteria contained in Education Code Sections 67385 and 67385.7, and 67386, and 34 Code of Federal Regulations Section 668.46.

Adopted: September 15, 2015; Board Reviewed: April 20, 2021

DISTRICT ADMINISTRATIVE PROCEDURE AP 3540 SEXUAL AND OTHER ASSAULTS ON CAMPUS

REFERENCES:

Education Code Sections 67385 and 67386;
20 U.S. Code Section 1092(f);
34 Code of Federal Regulations Section 668.46(b)(11)

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assaults, or stalking, as defined by California law, whether committed by an employee, student, or member of the public, occurring on District property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities or at another location, or on an off-campus site or facility maintained by the District, or on grounds or facilities maintained by a student organization, is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see AP 5500 titled Standards of Student Conduct.)

"Sexual assault," "dating violence," "Domestic violence," and "stalking" are defined in Administrative Procedure 3434 – Responding to Harassment Based on Sex under Title IX.

It is the responsibility of each person involved in sexual activity to ensure that he/she/they has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

"Affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, also see AP 3500 titled Campus Safety, AP 3510 titled Workplace Violence Plan, and AP 3515 titled Reporting of Crimes.)

All students, faculty members or staff members who allege they are the victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be provided with information regarding options and assistance available to them. Information shall be available from the College Title IX Officer, who shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the College Title IX Officer is authorized to release such information.

The College Title IX Officer shall provide all alleged victims of domestic violence, dating violence, sexual assault, or stalking with the following:

- A copy of the District's policy and procedure regarding domestic violence, dating violence, sexual assault, or stalking;
- A list of personnel on campus who should be notified and procedures for such notification, if the alleged victim consents;
- Information about the importance of preserving evidence and the identification and location of witnesses;
- A description of available services, and the persons on campus available to provide those services if requested. Services and those responsible for provided or arranging them include:
    - transportation to a hospital, if necessary;
    - counseling, or referral to a counseling center;
    - notice to the police, if desired;
    - a list of other available campus resources or appropriate off-campus resources.
- The victim's option to:
    - notify proper law enforcement authorities, including on-campus and local police;
    - be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
    - decline to notify such authorities;
- The rights of victims and the institution's responsibilities regarding orders of protection, no contact orders, or similar lawful orders issued by a court;
- Information about how the district will protect the confidentiality of victims; and
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.
- A description of each of the following procedures:
    - criminal prosecution;
    - civil prosecution (i.e., lawsuit);
    - District disciplinary procedures, both student and employee;
    - modification of class schedules;
    - tutoring, if necessary.

The College Title IX Officer should be available to provide assistance to District law enforcement unit employees regarding how to respond appropriately to reports of sexual violence.

The District will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3434 Responding to Harassment Based on Sex under Title IX, regardless of whether a complaint is filed with local law enforcement.

All alleged victims of domestic violence, dating violence, sexual assault, or stalking on District property shall be kept informed, through the College Title IX Officer of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality consistent with state and federal law.

A Complainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the District's student conduct policy at or near the time of the incident, unless the District determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic honesty.

In the evaluation of complaints in any disciplinary process, it shall not be a valid excuse to alleged lack of affirmative consent that the accused believed that the Complainant consented to the sexual activity under either of the following circumstances:

- The accused's belief in affirmative consent arose from the intoxication or recklessness of the accused.
- The accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain whether the complainant affirmatively consented.

In the evaluation of complaints in the disciplinary process, it shall not be a valid excuse that the accused believed that the complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the complainant was unable to consent to the sexual activity under any of the following circumstances:

- The Complainant was asleep or unconscious.
- The Complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.
- The Complainant was unable to communicate due to a mental or physical condition.

The District shall maintain the identity of any alleged victim or witness of domestic violence, dating violence, sexual assault, or stalking on District property, as defined above, in confidence consistent with state and federal law unless the alleged victim or witness specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking on District property shall be referred to the College Title IX Officer to assure that all confidentiality rights are maintained consistent with state and federal law.

Additionally, the Annual Security Report will include a statement regarding the District's programs to prevent sexual assault, domestic violence, dating violence, and stalking and procedures that should be followed after an incident of domestic violence, dating violence, sexual assault, or stalking has been reported, including a statement of the standard of evidence that will be used during any district proceeding arising from such a report. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking;
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests, and the right to decline to notify these authorities;
- Information about how the District will protect the confidentiality of victims:
- Information for students about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance or other services for victims;
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement;
- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sexual assault, or stalking including a clear statement that:
  - Such proceedings shall provide a prompt, fair, and impartial resolution;
  - Such proceedings shall be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability;
  - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
  - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged domestic violence, dating violence, sexual assault or stalking, the procedures for the accused and victim to appeal the results of the disciplinary proceeding, of any changes to the results that occurs prior to the time that such results become final, and when such results become final. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act. For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused.
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

EDUCATION AND PREVENTION INFORMATION

The College Title IX Officer shall:

- Provide, as part of each campus' established on-campus orientation program, education and prevention information about domestic violence, dating violence, sexual assault, or stalking. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations, and shall include the District's sexual assault policy and prevention strategies including empowerment programming for victim prevention, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.
- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault, and stalking.

Approved: August 18, 2015, Board Reviewed: March 16, 2021

DISTRICT ADMINISTRATIVE PROCEDURE AP 5500 STANDARDS OF STUDENT CONDUCT

REFERENCES

Education Code Sections 66300 and 66301;
ACCJC Accreditation Standards I.C.8 and 10

Students who violate any of the Standards of Student Conduct as outlined in BP 5500 Standards of Student Conduct will be subject to the discipline as delineated in AP 5520 Student Discipline Procedures.

All complaints of alleged misconduct made against a student by any person should be submitted to the Vice President of Student Services or designee (VPSS/designee), with a copy to the area administrator. These complaints must be made in writing, specifying the time, place, and nature of the alleged misconduct. Identifying information for the complainant is also required. If the VPSS/designee determines the complaint to be capricious, the complaint may be dismissed.

The VPSS/Designee shall conduct an investigation of the reported incident as is appropriate. The VPSS/Designee will confer with the accused student for the purposes of advising the student of the report and of the student's rights under college rules and regulations. The VPSS/Designee may also procure information relating to the report from the accused student and other persons, including an assessment of damage to property or injury to persons. Such investigations shall be treated as confidential and shall not be placed in the student's file unless a charge is upheld, and a decision is rendered by the VPSS/Designee against the student.

Following investigation, the VPSS/Designee will render a decision in writing to the student as well as the person filing the complaint against the student (if appropriate) within five (5) working days. The VPSS/Designee may find that the complaint lacks merit; or deliver a written statement to the accused student formally charging that student with misconduct.

This statement will specify one or more of the following actions that will be taken in the case:

1. Place on record a verbal or written reprimand.
2. Apply restorative justice or restitution practices which require the student to take specific actions.
3. Place the student on probation, temporary exclusion, or suspension.
4. Recommend expulsion to the District Board of Trustees via the President of the College and the District Chancellor.
5. Assign the case for further review to a formal Hearing Committee.

The student may do one of the following:

1. Accept the VPSS/Designee decision.
2. Notify the VPSS/Designee in writing within two (2) working days to initiate a formal hearing.

DEFINITIONS

District means Chabot-Las Positas Community College District.

College means Chabot College or Las Positas College.

Student includes all persons taking courses at the College, both full time and part-time studies. Persons who are not officially enrolled for a particular term but who have a continuing relationship with the (College) are considered "students".

Faculty member means any persons hired by the (College/District) to conduct classroom activities.

Manager includes any person employed by the (College/District) performing assigned administrative, professional, or staff responsibilities.

Agent of the college includes any person who is a student, faculty member, classified professional, (College/District) official or any other person employed by the (College).

(College) premises includes all land, buildings, facilities, and other property in the possession of or owned, used or controlled by the (College) including adjacent streets and sidewalks.

College community includes any person who is a student, faculty member, staff, (College/District) official or any other person employed by the (College).

Organization means any number of persons who have complied with the formal requirements for (College) enrollment/registration.

Behavior includes conduct and expression.

Hazing means any method of initiation into a student organization, or any pastime or amusement engaged in with regard to such an organization or causes, or is likely to cause bodily danger, or physical or emotional harm, to any member of the college community.

Deadly weapons include any instrument or weapon of the kind commonly known as a blackjack, sling shot, billy club, sand club, sandbag, metal knuckles, any dirk, dagger, switchblade knife, or any knife having a blade longer than five inches, pistol, revolver, or any other firearm, any razor with an unguarded blade, any metal pipe or bar used or intended to be used as a club.

Shall is used in the imperative sense.

May is used in the permissive sense.

Policy is defined as the written regulations of the (College/ District) as found in, but not limited to, the Student Code, and College Catalog.

Cheating includes, but is not limited to: fraud deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials which are prohibited or inappropriate in the context of the academic assignment in questions, such as: copying or attempting to copy from others during an exam or on an assignment, communicating answers with another person during an exam, preprogramming a calculator to contain answers or other unauthorized information for exams, using unauthorized materials, prepared answers, written notes, or concealed information during an exam, or allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term-paper service.

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work or another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared; by another person or agency engaged in the selling of term papers or other academic materials.

Designee is the person(s) designated by the college or District. The Vice President of Student Services or college President may name a designee for Vice President of Student Services. The campus safety administrator or President may name a designee for campus safety administrator. The Chancellor may name the college President or another designee for Chancellor.

Day means a day during fall and spring semesters when the College is in session and regular classes are held, excluding Saturdays and Sundays. For the summer session, days—for purposes of notice and response under this Administrative Procedure—may be reasonably extended to ensure the responsible parties are able to appropriately attend to the issue. Notice of extension will be provided to the student.

District community refers to the entirety of the public that interacts with the District, its Colleges, and District operations. This includes students, employees, visitors, and contractors.

Also see BP 5500 Standards of Student Conduct and AP 5520 Student Discipline Procedures.

Adopted: March 18, 2014; Revised August 2016
Board Reviewed: January 18, 2022
(Replaces former Administrative Rules and Procedures 5512)

DISTRICT ADMINISTRATIVE PROCEDURE AP 5520 STUDENT DISCIPLINE PROCEDURES

REFERENCES

Education Code Sections 66017, 66300, 72122, 76030, and 76030 et seq.;
Penal Code Section 626.4

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct, which guarantees to the student or students involved the due process rights guaranteed them by state and federal constitutional protections. This procedure will be used in a fair and equitable manner, and not for purposes of retaliation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

These Administrative Procedures are specifically not intended to infringe in any way on the rights of students to engage in free expression as protected by the state and federal constitutions, and by Education Code Section 76120, and will not be used to punish expression that is protected.

For discipline resulting from a sexual harassment complaint under Title IX, the procedure in AP 3434 Responding to Harassment Based on Sex under Title IX, must be used.

DEFINITIONS:

District: The Chabot-Las Positas Community College District.

Student: Any person admitted or enrolled in Chabot – Las Positas Community College District instructional activities and services who was also enrolled at the time of the alleged violation of the Standards of Student Conduct.

Instructor: Any academic employee of the District in whose class a student subject to discipline is enrolled, or counselor who is providing or has provided services to the student, or other academic employee who has responsibility for the student's educational program.

Designee: A person designated by the college or District. The Vice President of Student Services or college President may name a designee for Vice President of Student Services. The campus safety administrator or President may name a designee for campus safety administrator. The Chancellor may name the college President or another designee for Chancellor.

Short-Term Suspension: Exclusion of the student by the Chancellor or designee for good cause from one or more classes for a period of up to ten consecutive days of instruction.

Long-Term Suspension: Exclusion of the student by the Chancellor or designee for good cause from one or more classes for the remainder of the school term, or from all classes and activities of the college for one or more terms.

Expulsion: Exclusion of the student by the Board of Trustees from all colleges in the District.

Removal from Class: Exclusion of the student by an instructor for the day of the removal and the next class meeting.

Written or Verbal Reprimand: An admonition to the student to cease and desist from conduct determined to violate the Standards of Student Conduct. Written reprimands may become part of a student's permanent record at the college. A record of the fact that a verbal reprimand has been given may become part of a student's record at the college for a period of up to one year.

Withdrawal of Consent to Remain on Campus: Withdrawal of consent by the campus safety administrator/supervisor or designee for any person to remain on campus in accordance with California Penal Code Section 626.4 where the campus safety administrator/supervisor or designee has reasonable cause to believe that such person has willfully disrupted the orderly operation of the campus.

Day: Days during fall and spring semesters when the College is in session and regular classes are held, excluding Saturdays and Sundays. For the summer session, days—for purposes of notice and response under this Administrative Procedure-- may be reasonably extended to ensure the responsible parties are able to appropriately address the issue. Notice of extension will be provided to the student.

SHORT-TERM SUSPENSIONS, LONG-TERM SUSPENSIONS, AND EXPULSION PROCEDURES

Before any disciplinary action to suspend or expel is taken against a student, the following procedures will apply:

- **Notice** – The Vice President of Student Services or designee (VPSS/Designee) will provide the student with written notice of the conduct warranting the discipline. The written notice will include the following:
  1. the specific section of the Standards of Student Conduct that the student is accused of violating.
  2. a short statement of the facts supporting the accusation.
  3. the right of the student to meet with the VPSS/Designee to discuss the accusation, or to respond in writing.
  4. the nature of the discipline that is being considered.
- **Time limits** – The notice must be provided to the student within 10 days of the date on which the conduct was reported; in the case of continuous, repeated or ongoing conduct, the notice must be provided within 10 days of the date on which conduct was reported which led to the decision to take disciplinary action.
- **Meeting** – If the student chooses to meet with the VPSS/Designee, the meeting must occur no later than 10 days after the student requests the meeting. At the meeting, the student will again be told the facts leading to the accusation and must be given an opportunity to respond verbally or in writing to the accusation. Within five (5) days of the meeting, subject to any needed further investigation, the VPSS/Designee will deliver a written statement to the accused student in accordance with Administrative Procedure 5500. The student may either accept the VPSS/Designee decision, and allow the recommended action to proceed, or may, if the recommended action is long-term suspension or expulsion, notify the VPSS/Designee in writing within two (2) days to initiate a formal hearing.

THE FOLLOWING DESCRIBE ACTIONS THAT MAY BE TAKEN:

Immediate Interim Suspension (Education Code Section 66017)

The Chancellor/Designee may order immediate suspension of a student when concluding that immediate suspension is required to protect lives or property and to ensure the maintenance of order. In cases where an interim suspension has been ordered, the time limits contained in these procedures shall not apply, and all hearing rights, including the right to a formal hearing where a long-term suspension or expulsion is recommended, will be afforded to the student within 10 days.

Removal from Class (Education Code Section 76032)

Any instructor may order a student removed from their class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the VPSS and the area dean. The area dean shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the VPSS/Designee shall attend the conference. The student shall not be returned to the class during the period of the removal without the concurrence of the instructor. Nothing herein will prevent the VPSS/Designee from recommending further disciplinary procedures in accordance with these procedures based on the facts which led to the removal. The VPSS/Designee will report efforts to the College President who will inform the Chancellor.

Withdrawal of Consent to Remain on Campus

The campus safety administrator/supervisor or VPSS/Designee may notify any person for whom there is a reasonable belief that the person has willfully disrupted the orderly operation of the campus that consent to remain on campus has been withdrawn. If the person is on campus at the time, they must promptly leave or be escorted off campus. If consent to remain on campus is withdrawn by the VPSS/Designee, a written report must be promptly made to the College President and Chancellor.

The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the period of the withdrawal. The request shall be granted not later than ten (10) days from the date of receipt of the request. The hearing will be conducted in accordance with the provisions of this procedure relating to interim suspensions.

In no case shall consent be withdrawn for longer than five (5) days from the date upon which consent was initially withdrawn.

Any person as to whom consent to remain on campus has been withdrawn who knowingly reenters the campus during the period in which consent has been withdrawn, except to come for a meeting or hearing, is subject to arrest (Penal Code Section 626.4).

Short-term Suspension

Within 10 days after the VPSS/Designee issues a written statement, the college President/Designee shall, pursuant to a recommendation from the VPSS/Designee, decide whether to impose a short-term suspension, whether to impose some lesser disciplinary action. A short-term suspension will be for up to 10 days. Written notice of the college President/designee's decision shall be provided to the student within five (5) days after the meeting. The notice will include the length of time of the suspension, or the nature of the lesser disciplinary action, and the effective date of the action to be taken. The college President/Designee's decision on a short-term suspension shall be final.

Long-term Suspension

Within 15 days after the VPSS/Designee issues a written statement, the college President/Designee shall, pursuant to a recommendation from the VPSS/Designee, decide whether to impose a long-term suspension. Written notice of the college President's decision shall be provided to the student. If the college President's/Designee decision is to impose a long-term suspension, the notice will include the effective date and the right of the student to request a formal hearing within two (2) days after receiving the notification. The student will also be provided a copy of AP 5520 Student Discipline Procedures describing the procedures for a hearing.

Expulsion

Within 15 days after the VPSS/Designee issues a written statement, the Chancellor shall, pursuant to a recommendation from the college President/Designee, decide whether to recommend expulsion to the Board of Trustees. Written notice of the Chancellor's decision shall be provided to the student. The notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of AP 5520 Student Discipline Procedures describing the procedures for a hearing.

Hearing Procedures

Request for Hearing shall occur within five (5) days after receipt of the Chancellor/designee's decision regarding a long-term suspension or expulsion, the student may request a formal hearing. The request must be made in writing to the Chancellor or designee.

Schedule of Hearing

The formal hearing shall be held within 20 days after a formal request for hearing is received.

Hearing Panel

The hearing panel for any disciplinary action shall be composed of at least one administrator, one faculty member, and one student.

Hearing Panel Chair

The Chancellor/President shall appoint one member of the panel to serve as the chair. The decision of the hearing panel chair shall be final on all matters relating to the conduct of the hearing unless there is a vote by both other members of the panel to the contrary.

Conduct of the Hearing

The members of the hearing panel shall be provided with a copy of the accusation against the student and any written response provided by the student before the hearing begins. The facts supporting the accusation shall be presented by the VPSS/Designee.

Hearings shall be closed and confidential unless the student requests that it be open to the public. Any such request must be made no less than five (5) days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the panel agree to the contrary.

Refer to AP 5530 Student Rights and Grievances for further hearing procedure detail.

Chancellor Decision

A decision made by the Chancellor or their designee.

Long-term suspension

Within 10 days following receipt of the hearing panel's recommendation, the college President/Designee shall render a final written decision. The college President/Designee may accept, modify, or reject the findings, decisions, and recommendations of the hearing panel. If the Chancellor/Designee modifies or rejects the hearing panel's recommendation, the Chancellor/

Designee shall review the record of the hearing and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Chancellor/Designee shall be final.

Expulsion

Within 10 days following receipt of the hearing panel's recommendation, the Chancellor/Designee shall render a written recommended decision to the Board of Trustees. The Chancellor/Designee may accept, modify, or reject the findings, decisions and recommendations of the hearing panel. If the Chancellor/Designee modifies or rejects the hearing panel's decision, upon review of the record of the hearing, they shall prepare a new written decision which contains specific factual findings and conclusions. The Chancellor/Designee decision shall be forwarded to the Board of Trustees.

Board of Trustees Decision

The Board of Trustees shall consider any recommendation from the Chancellor/Designee for expulsion at the next regularly scheduled meeting of the Board after receipt of the recommended decision.

The Board shall consider an expulsion recommendation in closed session, unless the student has requested that the matter be considered in a public meeting in accordance with these procedures (Education Code Section 72122).

The student shall be notified in writing, by registered or certified mail to the address last on file with the District, or by personal service, at least three (3) days prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within 48 hours after receipt of the notice, request that the hearing be held as a public meeting.

Even if a student has requested that the Board consider an expulsion recommendation in a public meeting, the Board will hold any discussion that might conflict with the right to privacy of any student other than the student requesting the public meeting in closed session.

The Board may accept, modify, or reject the findings, decisions, and recommendations of the Chancellor/Designee, college President, or the hearing panel. If the Board modifies or rejects the decision, the Board shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the Board shall be final.

The final action of the Board on the expulsion shall be taken at a public meeting, and the result of the action shall be a public record of the District.

Time Limits

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Also see BP/AP 5500 Standards of Student Conduct and AP 5530 Student Rights and Grievances.

Adopted: March 18, 2014; Revised August 2016
Board Reviewed: January 18, 2022

DISTRICT ADMINISTRATIVE PROCEDURE AP 5530 STUDENT RIGHTS AND GRIEVANCES

REFERENCES

Education Code Section 76224(a);
Title IX, Education Amendments of 1972

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student. The procedures shall include grievances regarding:

- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "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." "Mistake" may include, but is not limited to errors made by an instructor in calculating a student's grade and clerical errors.
- Violation of policies and procedures by the college to the extent they have a direct and significant impact on the student, such as on the student's exercise of rights of free expression. Under this section, a grievance may be initiated by a student alleging the violation of college/District policies and procedures against an instructor, an administrator or a member of the classified staff.

This procedure does not apply to:

- Student disciplinary actions, which are covered under separate Board Policies and Administrative Procedures.
- Sex discrimination, sexual harassment, or illegal discrimination which are covered under separate Board Policies and Administrative Procedures.
- Financial aid actions, which are covered under separate Board Policies and Administrative Procedures.
- Police citations (i.e. "tickets"); complaints about citations must be directed to the County Courthouse in the same way as any traffic violation.

DEFINITIONS

Party – The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the College Grievance Officer.

Student – A currently enrolled student, a person who has filed an application for admission to the college, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Designee – A person designated by the college or District. The Vice President of Student Services or college President may name a designee for Vice President of Student Services. The Vice President of Academic Affairs or college President may name a designee for Vice President of Academic Affairs. The Chancellor or college President may name a designee for President. The Chancellor may name the college President or another designee for Chancellor.

Respondent – Any person claimed by a grievant to be responsible for the alleged grievance.

Day – Days during fall and spring semesters when the College is in session and regular classes are held, excluding Saturdays and Sundays. For the summer session, days—for purposes of notice and response under this Administrative Procedure-- may be reasonably extended to ensure the responsible parties are able to appropriately attend to the issue. Notice of extension will be provided to the student.

Informal Resolution – Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local college administration.

The Vice President of Academic Affairs or designee shall serve as Grievance Officer on grade disputes and grievances arising out of instructional services. The Vice President of Student Services or designee shall serve as Grievance Officer for grievances arising outside of instructional services. The Grievance Officer and the student may also seek the assistance of the Associated Student Organization in attempting to resolve a grievance informally.

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

Any student who believes he/she has a grievance shall file a Statement of Grievance with the appropriate Grievance Officer within 10 days of the incident on which the grievance is based, or 10 days after the student learns of the basis for the grievance, whichever is later. The Statement of Grievance must be filed whether or not the student has already initiated efforts at informal resolution, if the student wishes the grievance to become official. Within 5 days following receipt of the Statement of Grievance Form, the Grievance Officer shall advise the student of his or her rights and responsibilities under these procedures, and assist the student, if necessary, in the final preparation of the Statement of Grievance form.

If at the end of 10 days following the student's first meeting with the Grievance Officer, there is no informal resolution of the complaint which is satisfactory to the student, the student shall have the right to request a grievance hearing.

Grievance Hearing Committee - The college President shall at the beginning of each academic year, establish a standing panel of 15 members of the college community, including 5 students, 5 faculty members and 5 administrators, from which one or more Grievance Hearing Committees may be appointed. The panel will be established with the advice and assistance of the Associated Students Organization and the Academic Senate, who shall each submit names to the Chancellor for inclusion on the panel. A Grievance Hearing Committee shall be constituted in accordance with the following:

- It shall include at least 1 student, 1 instructor, and 1 college administrator selected from the panel described above.
- No person shall serve as a member of a Grievance Hearing Committee if that person has been personally involved in any matter giving rise to the grievance, has made any statement on the matters at issue, or could otherwise not act in a neutral manner. Any party to the grievance may challenge for cause any member of the hearing committee prior to the beginning of the hearing by addressing a challenge to the Grievance Officer who shall determine whether cause for disqualification has been shown. If the Grievance Officer feels that sufficient ground for removal of a member of the committee has been presented, the Grievance Officer shall remove the challenged member or members and substitute a member or members from the panel described above. This determination is subject to appeal as defined below.

The Grievance Officer shall sit with the Grievance Hearing Committee but shall not vote, except to break a tie. The Grievance Officer shall coordinate all scheduling of hearings, shall serve to assist all parties and the Hearing Committee to facilitate a full, fair and efficient resolution of the grievance, and shall avoid an adversary role.

Request for Grievance Hearing – A request for a grievance hearing shall be filed on a Request for a Grievance Hearing no later than 10 days following the student's first meeting with the Grievance Officer.

Within 10 days following receipt of the request for grievance hearing, the college President shall appoint a Grievance Hearing Committee as described above, and the Grievance Hearing Committee shall meet in private and without the parties present to select a chair and to determine on the basis of the Statement of Grievance whether it presents sufficient grounds for a hearing.

The determination of whether the Statement of Grievance presents sufficient grounds for a hearing shall be based on the following:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;
- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

If the grievance does not meet each of the requirements, the Grievance Officer shall notify the student in writing of the rejection of the Request for a Grievance Hearing, together with the specific reasons for the rejection and the procedures for appeal. This notice will be provided within 5 days of the date the decision is made by the Grievance Hearing Committee.

If the Request for Grievance Hearing satisfies each of the requirements, the College Grievance Officer shall schedule a grievance hearing. The hearing will begin within 15 days following the decision to grant a Grievance Hearing. All parties to the grievance shall be given not less than 5 days notice of the date, time and place of the hearing.

HEARING PROCEDURE

The decision of the Grievance Hearing Committee chair shall be final on all matters relating to the conduct of the hearing unless there is a vote of a majority of the other members of the panel to the contrary.

The members of the Grievance Hearing Committee shall be provided with a copy of the grievance and any written response provided by the respondent before the hearing begins.

Each party to the grievance may call witnesses and introduce oral and written testimony relevant to the issues of the matter. Formal rules of evidence shall not apply. Any relevant evidence shall be admitted.

Unless the Grievance Hearing Committee determines to proceed otherwise, each party to the grievance shall be permitted to make an opening statement. Thereafter, the grievant or grievants shall make the first presentation, followed by the respondent or respondents. The grievant(s) may present rebuttal evidence after the respondent(s)' evidence. The burden shall be on the grievant or grievants to prove by substantial evidence that the facts alleged are true and that a grievance has been established as specified above.

Each party to the grievance may represent himself/herself, and may also have the right to be represented by a person of his/her choice; except that a party shall not be represented by an attorney unless, in the judgment of the Grievance Officer, complex legal issues are involved. If a party wishes to be represented by an attorney, a request must be presented not less than 5 days prior to the date of the hearing. If one party is permitted to be represented by an attorney, any other party shall have the right to be represented by an attorney. The hearing committee may also request legal assistance through the Grievance Officer. Any legal advisor provided to the hearing committee may sit with it in an advisory capacity to provide legal counsel but shall not be a member of the panel nor vote with it.

Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than 5 days prior to the date of the hearing.

In a closed hearing, witnesses shall not be present at the hearing when not testifying, unless all parties and the committee agree to the contrary.

The hearing shall be recorded by the Grievance Officer either by tape recording or stenographic recording, and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. In the event the recording is by tape recording, the Grievance Hearing Committee Chair shall, at the beginning of the hearing, ask each person present to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The tape recording shall remain in the custody of the District, either at the college or the District office, at all times, unless released to a professional transcribing service. Any party may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the Grievance Hearing Committee Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be tape recorded shall be considered to be unavailable.

Within 10 days following the close of the hearing, the Grievance Hearing Committee shall prepare and send to the college President a written decision. The decision shall include specific factual findings regarding the grievance, and shall include specific conclusions regarding whether a grievance has been established as defined above. The decision shall also include a specific recommendation regarding the relief to be afforded the

grievant, if any. The decision shall be based only on the record of the hearing, and not on matter outside of that record. The record consists of the original grievance, any written response, and the oral and written evidence produced at the hearing.

President's Decision - Within 5 days following receipt of the Grievance Hearing Committee's decision and recommendation(s), the college President shall send to all parties his/her written decision, together with the Hearing Committee's decision and recommendations. The President may accept or reject the findings, decisions and recommendations of the Hearing Committee. The factual findings of the Hearing Committee shall be accorded great weight. If the President does not accept the decision or a finding or recommendation of the Hearing Committee, the President shall review the record of the hearing, and shall prepare a new written decision which contains specific factual findings and conclusions. The decision of the President shall be final, subject only to appeal as provided below.

Appeal - Any appeal relating to a Grievance Hearing Committee decision that the Statement of Grievance does not present a grievance as defined in these procedures shall be made in writing to the college President within 5 days of that decision. The President shall review the Statement of Grievance and Request for Grievance Hearing in accordance with the requirements for a grievance provided in these procedures, but shall not consider any other matters. The President's decision whether or not to grant a grievance hearing shall be final and not subject to further appeal.

Any party to the grievance may appeal the decision of the President after a hearing before a Grievance Hearing Committee by filing an appeal with the President. The President may designate a college administrator or request that the Chancellor designate a District administrator to review the appeal and make a recommendation.

Any such appeal shall be submitted in writing within five days following receipt of the President's decision and shall state specifically the grounds for appeal.

The written appeal shall be sent to all concerned parties. All parties may submit written statements on the appeal.

The President's designee shall review the record of the hearing and the documents submitted in connection with the appeal, but shall not consider any matters outside of the record. Following the review of the record and appeal statements, the President's designee shall make a written recommendation to the President regarding the outcome of the appeal.

The President may decide to sustain, reverse or modify the decision of the President's designee. The President's decision shall be in writing and shall include a statement of reasons for the decision. The President's decision shall then be final.

The decision on appeal shall be reached within five days after receipt of the appeal documents. Copies of the appeal decision shall be sent to all parties.

TIME LIMITS

Any times specified in these procedures may be shortened or lengthened if there is mutual concurrence by all parties.

Date Approved: March 18, 2014; Revised August 2016

(This procedure replaces Administrative Rules and Procedures 5513)

COURSES OF INSTRUCTION

ACADEMIC CREDIT, UNITS, AND COURSE NUMBERING

Courses listed in this catalog are either credit-bearing or noncredit. Noncredit courses do not carry college credit, and many have no enrollment fee.

SEMESTER UNITS

All credit courses in this catalog are described in semester units.

SEMESTER NONCREDIT HOURS

Noncredit courses are described in hours. Noncredit courses are repeatable.

NUMBERING SYSTEM

- Courses numbered 1-99 are baccalaureate level, and the majority transfer to the California State University. For the most current information on CSU and UC transfer credit, please consult a counselor and/or refer to **www.assist.org**
- Courses numbered 100-299 are not degree applicable and not transferable
  - » 100-199 - Basic Skills
  - » 200-299 - Noncredit

CLASS SCHEDULE

The class schedule lists the courses offered during the upcoming term, and is published biannually: Summer and Fall semesters and Spring semester. It includes course information, including: method of course delivery, locations, days, times, instructors of record. It is published toward the end of the prior semester, and can be found on the college website as well as in print at the campus bookstore and other locations across campus..

ADMINISTRATION OF JUSTICE (ADMJ)

Degrees

AS-T Administration of Justice
AA Administration of Justice

Certificate of Achievement

Community and Organizational Leadership in the Justice System
Law Enforcement

ADMINISTRATION OF JUSTICE

Associate in Science for Transfer

The Associate of Science Degree in Administration of Justice for Transfer (AS-T) is specifically designed to prepare students to transfer to universities offering a major in Administration of Justice/Criminal Justice. The two-year program introduces students to criminal law, evidence procedures, investigations, and community relations with general education courses required for graduation. It also combines a series of courses intended to develop interpersonal and written communication skills, social and cultural sensitivity, ethical awareness, and concepts of leadership necessary to be successful in a variety of careers. The degree prepares students seeking to transfer to a CSU Administration of Justice/Criminal Justice program and for careers in law, law enforcement, probation and parole, corrections, security and other justice-related and technical occupations. Students who successfully complete the AS-T in Administration of Justice earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission a local CSU campus and to a program or major in Administration of Justice or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. Students are required to complete 60 semester units that are eligible for transfer to a California State University, including one of the following: (1) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education ? Breadth Requirements and (2) 18-19 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.

Career Opportunities

The Administration of Justice Associate in Science for Transfer will prepare students for entry-level careers in federal, state, and local law enforcement agencies, judicial administration, correctional agencies and institutions, and private security agencies.

Program Learning Outcomes

1. Evaluate and analyze administration of justice issues and topics using knowledge of the institutions and processes of the justice system.
2. Understand the interdisciplinary nature of the justice system and the varying perspectives of the liberal arts, sciences and technology as related to law enforcement, courts, and corrections.

Required Core

ADMJ 50	Introduction to the Administration of Justice	3
ADMJ 60	Criminal Law	3

List A (choose 2 courses)

ADMJ 40	Juvenile Procedures	3
ADMJ 55	Introduction to Correctional Science	3
ADMJ 61	Evidence	3
ADMJ 63	Criminal Investigation	3
ADMJ 70	Community Relations	3
ADMJ 80	Criminal Court Process	3
ADMJ 85	Introduction to Forensics	3

List B (choose 2 courses)

ADMJ 42	Leadership and Integrity	3
PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
	or	
MTH 43	Introduction to Probability and Statistics	4
	or	
BUS 19	Business Statistics	4

Major Requirements	18 - 19 units
General Education	CSU GE 37 units IGETC (CSU) 39 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

Note: All courses in the major area of emphasis are required to have a grade of""C"" or higher, and a cumulative GPA of 2.0 must be achieved.

ADMINISTRATION OF JUSTICE

Associate in Arts

The Administration of Justice program prepares students to serve in law, law enforcement, probation, corrections and other justice-related careers by providing in-depth knowledge of criminal law, evidence, procedure, investigations and forensics. It also develops students' interpersonal and written communication skills and explores social and cultural sensitivity, ethical awareness, and fundamentals of leadership. The program has been authorized by the Commission on Peace Officer Standards and Training (P.O.S.T) to offer certain technical and specialized courses.

Career Opportunities

The Administration of Justice Associate in Arts will prepare students for entry-level careers in federal, state, and local law enforcement agencies, security and court administration, probation, and correctional agencies.

Program Learning Outcomes

1. Evaluate and analyze administration of justice issues and topics using knowledge of the institutions and processes of the justice system.
2. Understand the interdisciplinary nature of the justice system and the varying perspectives of the liberal arts and sciences as related to law enforcement, courts, and corrections.

Year One		Units
ADMJ 42	Leadership and Integrity	3
ADMJ 50	Introduction to the Administration of Justice	3
ADMJ 60	Criminal Law	3
ADMJ 61	Evidence	3

Year Two

ADMJ 63	Criminal Investigation	3
ADMJ 70	Community Relations	3

Electives (choose 2 courses)

ADMJ 40	Juvenile Procedures	3
ADMJ 41	Legal Persuasion and Argument	3
ADMJ 54	Investigative Reporting	3
ADMJ 55	Introduction to Correctional Science	3
ADMJ 74	Gangs and Drugs	2
ADMJ 80	Criminal Court Process	3
ADMJ 85	Introduction to Forensics	3

For specific A.A. General Education courses refer to catalog section on A.A. General Education Requirements.

Major Requirements	23 - 24units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

COMMUNITY AND ORGANIZATIONAL LEADERSHIP IN THE JUSTICE SYSTEM

Certificate of Achievement

The Certificate in Community and Organizational Leadership is an interdisciplinary, multi-course program that examines the meanings, values, practices, and institutions of leadership. The certificate integrates commitment to personal and professional development; including understanding influence through interpersonal communication skills, leading effective teams, resolving conflict, and creating a positive learning organizational culture. The integration of these skills within the administration of justice system will result in more effective professional and community interactions, and provides students with the framework, skills, and knowledge to effectively lead and drive change.

Career Opportunities

The Certificate in Community and Organizational Leadership assists students seeking jobs in the administration of justice field, as well as those currently seeking to professionally advance. The certificate supports positions in law enforcement, such as Police and Sheriff's Patrol Officers, Probation Officers, Detectives and Criminal Investigators, First-Line Supervisors, and more. It also supports advancement in probation, corrections, court administration, and professional non-profit and community-based organizations involved with the justice field (e.g. engage in consulting, research, organizational development, and advocacy in the fields of juvenile and criminal justice, youth development, and violence prevention).

Program Learning Outcomes

1. Develop analytical thinking and professional skills to formulate new leadership strategies and ways of exercising leadership, whether in a position of authority or just one member of a group;
2. Identify biases in judgment and incorporate structured decision-making techniques empirically shown to enhance decision-making;
3. Identify the relationship between leadership and authority and methods of building community through the application of leadership.

First Semester		Units
ADMJ 42	Leadership and Integrity	3
ADMJ 50	Introduction to the Administration of Justice	3

Second Semester

ANTH 3	Social and Cultural Anthropology	3
ADMJ 70	Community Relations	3

Electives (choose 6 units)

ADMJ 41	Legal Persuasion and Argument	3
COMM 1	Fundamentals of Speech Communication	3
COMM 10	Interpersonal Communication	3
PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3
Total		**18**

LAW ENFORCEMENT

Certificate of Achievement

The Certificate of Achievement in Law Enforcement provides POST-certified basic law enforcement training and satisfies the entry-level training requirement for California peace officers, as specified in Commission Regulation 1005. It prepares students for entry-level peace officer positions in local and state law enforcement agencies. The comprehensive coursework, taught by experienced law enforcement and legal professionals, combines career competencies and technical skills with real-world knowledge. Course topics include: leadership, professionalism and ethics, the criminal justice system, community relations, criminal law, investigative report writing, crime scene investigation, forensics, information systems, cultural diversity/bias and procedural justice. Candidates must meet state minimums and be at least 20 years of age at application and 21 years of age by academy graduation. Candidates must also be a US citizen or have an accepted application for US citizenship in progress. All coursework and training occurs at the Alameda County Sheriff's Regional Training Center. For additional eligibility and program requirements, please visit **www.chabotcollege.edu/academics/applied-technology-business/admj/alameda-county-sheriffs-academy.php.**

Career Opportunities

Upon recommendation by the ADMJ Advisory Board (consisting of industry professionals) the Law Enforcement certificate prepares students for an entry-level career as a Peace Officer in the state of California, Deputy Sheriff, State Trooper, Border Patrol Agent, Fish and Game Warden, as well as a Special jurisdiction Police Officer, including public college and university police forces and public school district police. The certificate also supports careers as a criminal investigator, detective, and supervisory positions. According to the US Bureau of Labor Statistics, law enforcement has a projected growth rate of 5% and the median annual salary for a police officer in California is $63,380.

Program Learning Outcomes

1. Develop the analytical thinking and professional skills necessary to work as a peace officer, including the application of procedures and techniques of law enforcement, criminal law, patrol procedures, cultural diversity, investigative procedures, report writing, defensive tactics, firearms, leadership, ethics, community policing, police vehicle operations, traffic enforcement, accident investigation, emotional well-being and first aid/CPR.
2. Ability to apply to police agencies as a qualified peace officer, having satisfied the requirements set by the Commission on Peace Officer Standard Training for the state of California.
3. Identify and apply principles of nutrition, stress, fitness and overall wellness based on a peace officer work schedule.

Required Core (6 units)		Units
ADMJ 9907	Physical Fitness for Law Enforcement	1
ADMJ 9997	Law Enforcement Academy	29
Total		**30**

ADMINISTRATION OF JUSTICE (ADMJ) COURSES

40 Juvenile Procedures 3 Units

This course is an examination of the origin, development, and organization of the juvenile justice system as it evolved in the U.S. justice system. The course explores the theories that focus on juvenile law, courts and processes, and the constitutional protections extended to juveniles in the U.S. justice system. It also examines recent case law and alternate methods and programs to assist juveniles. 54 hours lecture. **Strongly Recommended:** ADMJ 50.

41 Legal Persuasion and Argument 3 Units

In this course, students will learn strategies for recognizing and evaluating the conflicting statements of others, including victims, lay witnesses, expert witnesses, and other professionals within the field of administration of justice. They will also learn how to gather, analyze and interpret statutory law, case law, data and other information. Upon completion of this course, students will also learn to think critically and independently and support their own written and oral persuasive arguments with facts, research and logic. 54 hours lecture. **Strongly Recommended:** ADMJ 50 (with a grade of "C" or higher).

42 Leadership and Integrity 3 Units

This course will examine the impact of leadership, effective communication and organizational integrity in establishing trust in the administration of justice system. Beginning with initial contact with citizens to adjudication and punishment, this course will analyze the challenges of the complex procedures and processes that impact the legal system and the lives of people. The course will emphasize the importance of ethical behavior and ethical leadership by individuals and organizations as a philosophy. 54 hours lecture.

45 Law and Democracy 3 Units

(See also POSC 45)

The Law and Democracy course is an interdisciplinary exploration of themes such as equality, citizenship, participation, access, and social justice. We will look critically at how law structures as well as limits democracy and examine the idea of democracy as a universal value. 54 hours lecture. **Prerequisite:** ADMJ 50 (with a grade of "C" or higher) or POSC 1 (with a grade of "C" or higher).

50 Introduction to the Administration of Justice 3 Units

This is an introductory course that examines the characteristics of the criminal justice system in the United States. The course covers the history, theory, and philosophy of administration of justice and the evolution of the principles, operational practices, and structure of the police, courts, and corrections agencies. Particular emphasis is placed on crime measurement, theoretical explanations of crime, and the challenges and opportunities for law enforcement in an increasingly diverse society. Students are introduced to the origins and development of criminal law, legal processes, and sentencing and incarceration policies. 54 hours lecture.

54 Investigative Reporting 3 Units

Investigative reports with emphasis upon accuracy and necessary details. Includes arrest reports, incident reports and miscellaneous field reports. Techniques and methods used to cover information; how to analyze and present information in a clear and concise report. 54 hours lecture.

55 Introduction to Correctional Science 3 Units

This course focuses on the major programs within the corrections component of the criminal justice system. It includes analysis of probation, institutional treatment, parole, and community corrections programs. Development of corrections philosophy, theory, and practice will be presented with emphasis on constitutional rights of offenders. Exploration also includes alternatives to punishment, rates of recidivism, types of correctional institutions, and impact on the criminal justice system. 54 hours lecture. **Strongly Recommended:** ADMJ 50.

60 Criminal Law 3 Units

This course offers an analysis of the doctrine of criminal liability in the United States and classification of crimes against persons, property, morals, and public welfare. Emphasis is placed on the classification of crime, elements of particular crimes, and defenses to crime. This course utilizes case law and case studies to introduce students to criminal law and will include some limited discussion of prosecution and defense decision making, criminal culpability, and defenses to crime. 54 hours lecture.

61 Evidence 3 Units

This course examines the origins, development, philosophy and the constitutional basis for the rules of evidence. During the course of the semester, we will explore the rules and policies governing the kinds of information which can be received at trial, how evidence can be properly developed and obtained by law enforcement officers, and how evidence may be considered by the judge and/or jury. Topics are considered from both a theoretical and a practical viewpoint. 54 hours lecture. **Strongly Recommended:** ADMJ 50, ADMJ 60.

63 Criminal Investigation 3 Units

This course addresses the techniques, procedures, and ethical issues in the investigation of crime, including organization of the investigative process, crime scene searches, interviewing and interrogating, surveillance, source of information, utility of evidence, scientific analysis of evidence and the role of the investigator in the trial process. 54 hours lecture. **Strongly Recommended:** ADMJ 50 and ADMJ 60.

70 Community Relations 3 Units

This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. Topics include crime prevention, restorative justice, conflict resolution, ethics, and current best practices to enhance public safety while building trust. Students will also engage in analysis of strategies that affect agency culture, policy, administrative process, transparency, community engagement, and interactions with various populations. 54 hours lecture. **Strongly Recommended:** ADMJ 50.

74 Gangs and Drugs 2 Units

Definition of a gang and gang activity. Historical and cultural aspects. Inter-relationships among local, national and international gangs, including prison gangs. Gang activity in relation to drug trafficking. 36 hours lecture.

79 Homicide Investigation 3 Units

Analysis of the death case in order to arrive at the true cause and manner of the death, whether it be murder, suicide, accidental or natural. Emphasis on importance to investigation of the death scene. 54 hours lecture.

80 Criminal Court Process 3 Units

This course examines due process and the constitutional, statutory and rule-based issues that arise in the formal processing of a criminal case from pre-arrest through trial and appeal. 54 hours lecture. **Strongly Recommended:** ADMJ 50, ADMJ 60.

85 Introduction to Forensics 3 Units

This course provides an introduction to the role of forensics in criminal investigations. It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, documents and controlled substances. 54 hours lecture. **Strongly Recommended:** ADMJ 50.

89 Family Violence 3 Units

Origins of violence in the family including child abuse from the administration of justice perspective. Specific types of violent interactions and abuse among family members and responsible adults. Emphasis on techniques for use by peace officers and other social service professionals to intervene effectively. 54 hours lecture.

9907 Physical Fitness for Law Enforcement 1 Unit

This course is designed to prepare the administration of justice student for pre-employment physical ability testing, physical aspects of the Police Academy, and the maintenance of fitness and wellness as an incumbent. Course sessions will address aerobic and strength training, muscular endurance, nutrition and weight management, agility, coordination, balance and flexibility. An emphasis will be placed on injury prevention and back care. 54 hours laboratory.

9954 Defensive Tactics Instructor 2.5 Units

Students will develop knowledge in practices and philosophy of use of force, basic principles and concepts of Arrest & Control and legal issues. Students will develop skills in course development, class planning, instructional techniques, and instructor liability for a defensive tactics program. Students will develop a basic lesson plan and teach assigned blocks of instruction in defensive tactics to other class participants. Students will demonstrate proficiency in the physical techniques of defensive tactics. Completion of this Defensive Tactics Instructor Course satisfies Regulation 1070 in the POST Administrative Manual. This course also satisfies the Arrest and Control perishable skills mandate. Special approval required for enrollment. 27 hours lecture, 54 hours laboratory. **Strongly Recommended:** ADMJ 50 (with a grade of "P" or higher).

9965 Internal Affairs Investigations 1.5 Units

Designed to instruct experienced law enforcement officers and related personnel on the unique investigative and legal aspects of conducting internal affairs investigations, both administrative and criminal. Provides instruction on the techniques and procedures used in these investigations, as well as the legal, ethical and moral considerations that may arise when dealing with government employees. This class is designed for POST certified peace officers who hold a minimum of a basic POST certificate or civilian police employees who have been designated by their respective agency as an Internal Affairs investigator. Special approval required for enrollment. 27 hours lecture. **Strongly Recommended:** ADMJ 50 (with a grade of "P" or higher).

9969 Firearms Instructor 2.5 Units

Designed to train individuals to be firearms instructors. Covers basic firearms knowledge, teaching techniques and lesson planning, range preparation, combat shooting techniques and safety. A California Peace Officer Standards and Training (POST) certified course designed for full-time peace officers. Special approval required for enrollment. 27 hours lecture, 54 hours laboratory. **Strongly Recommended:** ADMJ 50 (with a grade of "P" or higher).

9979 Basic Police Cyclist 1.5 Units

This course is designed for those newly assigned to bicycle patrol work. It covers basic cycling principles and skills, including riding in traffic, bicycle fitness, gear selection, basic maintenance, health and nutrition, emergency handling skills, hazard evasion, night riding, patrol tactics, legal issues, traffic laws and scenarios. This is a California Peace Officer Standards and Training (POST) certified course for regular or reserve peace officers in federal, state, or local law enforcement. Special approval required for enrollment. 18 hours lecture, 27 hours laboratory. **Strongly Recommended:** ADMJ 50 (with a grade of "P" or higher)

9980 Rifle Marksmanship and Sniper/Observer 2 Units

A course designed to provide the necessary rifle and tactical skills for the Sniper/Observer to function in support of high-risk law enforcement operations. Course content includes team missions, organization, marksmanship skills, field craft, ballistics, information collection, reporting procedures and tactical command post. This is a California Peace Officers Standards and Training (POST) certified course designed for regular or reserve peace officers in federal, state, or local law enforcement and/or active duty military personnel. Special approval required for enrollment. 27 hours lecture, 27 hours laboratory. **Strongly Recommended:** ADMJ 50 (with a grade of "P" or higher).

9982 Patrol Rifle Instructor 1.5 Units

This course provides instruction and practical exercises focused on the specific needs of the patrol rifle instructor. Includes the use and application of the rifle as it pertains to law enforcement and the skills to instruct others in its use and maintenance. A California Peace Officers Standards and Training (POST) certified course designed for full-time peace officers. Special approval required for enrollment. 18 hours lecture, 27 hours laboratory. **Strongly Recommended:** ADMJ 50 (with a grade of "P" or higher).

9987 Basic S.W.A.T. 2.5 Units

This course introduces officers to basic weapons and tactical skills associated with the responsibilities of a Special Weapons And Tactics Team (S.W.A.T.) member. Training includes member selection and team make-up, keys to survival, introduction to tactical weapons and movement of fire, weapon retention and take away, tactical building searches, rappelling, incident management under SMEAC and liability issues. This is a California Peace Officer Standards and Training (POST) certified course designed for full-time peace officers approved for SWAT training for their agency. Special approval required for enrollment. 27 hours lecture, 54 hours laboratory. **Strongly Recommended:** ADMJ 50 (with a grade of "P" or higher).

9995 Firearms/Tactical Rifle for the First Responder 0.5 Units

This course is designed to train individuals in the use of the patrol rifle or carbine. Topics covered include rifle safety, marksmanship, zeroing procedures, firing positions, ballistics, reloading drills, malfunction drills, proper use of the rifle sling, basic tactics, low light engagements, and cover. Each attendee will be required to demonstrate proper usage and safe handling of the rifle. This course is intended for full time sworn law enforcement and/or active duty military personnel and other Public Safety First Responders. Special approval required for enrollment. 9 hours lecture. **Strongly Recommended:** ADMJ 50 (with a grade of "P" or higher).

9997 Law Enforcement Academy 29 Units

The Basic Police Academy course provides training in fundamental principles, procedures and techniques of law enforcement and is designed for employed or aspiring police officer recruits. It examines community relations, criminal law, criminal evidence, patrol procedures, investigation, vehicle codes, vehicle safety and operations, communication skills, physical conditioning, self-defense tactics, weapons, and health and safety. The Basic Police Academy Course is certified by the Commission of Peace Officer Standards and Training (POST). Special approval required for enrollment. 252 hours lecture, 810 hours laboratory. **Strongly Recommended:** ADMJ 42 (with a grade of "C" or higher) and ADMJ 50 (with a grade of "C" or higher) and ADMJ 60 (with a grade of "C" or higher) and ADMJ 61 (with a grade of "C" or higher) and ADMJ 70 (with a grade of "C" or higher).

9998 POST Basic Supervisory 4.5 Units

This course will cover the basic theories of leadership as they apply to problem-solving. The principles of authority and command will also be explored, as will the concept of failure as it relates to organizational decision-making. Examples will be offered from various models of leadership, including historic leadership styles, command and control, and leadership roles. Problem-solving/decision-making and strategic planning are current themes to be covered in the context of leadership. Students eligible to enroll in this course must have successfully completed a POST-certified basic law enforcement academy and be a peace officer pursuant to California Penal Code Section 830. Additionally, the student must obtain approval to register for this course from the Alameda County Sheriff's Office Regional Training Center. For more information, please visit the Alameda County Sheriff's Office Regional Training Center website at www.sheriffacademy.com 81 hours lecture. **Strongly Recommended:** ADMJ 50 (with a grade of "P" or higher).

ADAPTED PHYSICAL EDUCATION (ADPE)

See **Physical Education**,page 309

ANATOMY (ANAT)

Now **Biological Sciences,** page 153

ANTHROPOLOGY (ANTH)

Degrees

AA-T	Anthropology
AA	Anthropology

ANTHROPOLOGY

Associate in Arts for Transfer

Chabot College offers an Associate in Arts for Transfer Degree in Anthropology specifically for students who wish to transfer as Anthropology majors to a California State University. Anthropologists study humans from a biocultural and evolutionary perspective. Emphasis is placed on biological and cultural diversity, on the interaction between humans and their physical and cultural environment, and on the evolution of human biological and cultural adaptations. The core courses introduce students to three major subfields of Anthropology. Students can then focus on their area/s of interest by taking additional Anthropology courses, and courses in related fields. The AA-T in Anthropology requires the following: Complete 60 semester units or 90 quarter units of CSU degree-applicable courses, earn a minimum overall grade point average of 2.0 in those CSU degree-applicable courses, earn a minimum grade of "C" (or "P") for each course in the major, and complete either the IGETC or CSU GE-Breadth course pattern.

Program Learning Outcomes

1. Analyze human biological and cultural adaptations. In this context, evaluate the different factors that have affected, and are affecting humans biologically and culturally.
2. Analyze the factors that cause modern humans biological and cultural diversity, and demonstrate an appreciation for, and sensitivity to human biological and cultural diversity.

Required Core		Units
ANTH 1	Biological/Physical Anthropology	3
ANTH 1L	Biological/Physical Anthropology Laboratory	1
ANTH 2	Introduction to Archaeology	3
ANTH 3	Social and Cultural Anthropology	3

List A (choose minimum 4 units)

ANTH 4	Language and Culture	3
ANTH 12	Magic, Religion, Witchcraft and Healing	3
MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

List B (choose minimum 3 units)

Select one of the following courses or any course from List A not already used

BIOS 42	General Human Anatomy	5
GEO 20	Introduction to Geographic Information Systems	3
SOCI 5	Introduction to Social Research Methods	3

List C (choose minimum 3 units)

Select one of the following courses or any course from List A or B not already used.

ANTH 5	Cultures of the U.S. in Global Perspective	3
ANTH 8	Native American Cultures	3
ANTH 13	Forensic Anthropology	3
COMM 11	Intercultural Communication	3
ES 1	Introduction to Ethnic Studies	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3
GEO 2	Cultural Geography	3
GEO 3	Economic Geography	3
GEO 10	Global Environmental Problems	3
MUSL 3	World Music	3
PSCN 4	Multiethnic/Cultural Communication	3
PSCN 13	Multicultural Issues in Contemporary America	3
RELS 50	Religions of the World	3
SOCI 3	Introduction to Race and Ethnicity	3

Major Requirements	19-22 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ANTHROPOLOGY

Associate in Art (AA)

Chabot College offers an Associate in Arts Degree in Anthropology to provide students with a multidisciplinary and holistic approach to the study of humans. Emphasis is placed on biological and cultural diversity, on the interaction between humans and their physical and cultural environment, and on the evolution of human biological and cultural adaptations. The core courses introduce students to three of the subfields of Anthropology: Biological/Physical Anthropology, Social/Cultural Anthropology, and Archaeology.

Career Opportunities

Anthropology serves as a basic springboard for understanding and working within the global arena. Anthropology graduates find opportunities in colleges, universities and museums as teachers and researchers, in federal and state governments as community planners, social science and public health analysts, archaeologists and education officers. With a major in anthropology, career opportunities can include the following: Archaeologist, Linguist, Environmental Impact Analyst, Museum Curator, Health Researcher, Redevelopment Specialist, Industrial Consultant, Artifacts Conservator, Cultural Resource Manager, Ethnic Relations Specialist, Population Analyst, Urban Planner, Exhibit Designer, Expedition Guide, Film Ethnographer, Social Gerontologist, College Faculty Instructor, Medical Anthropologist, Bilingual Education Consultant, Primatologist, Zoo Director, Museum Program Director, Museum Registrar, Forensic Anthropologist, Folklorist, Archivist, Surveyor, Researcher, Urban Planner, Travel Agent/Guide, Human Resources Manager, Journalist - Marketing Manager, National/State Park Interpreter, Coroner/Medical Examiner, State/Federal Government Policy Analyst, Social Worker, Public Health Educator, Bilingual/Bicultural Program Specialist, Teacher - Visual Anthropologist.

Program Learning Outcomes

1. Analyze human biological and cultural adaptations. In this context, evaluate the different factors that have affected, and are affecting humans biologically and culturally.
2. Analyze the factors that cause modern humans biological and cultural diversity, and demonstrate an appreciation for, and sensitivity to human biological and cultural diversity.

Required Core		Units
ANTH 1	Biological/Physical Anthropology	3
ANTH 1L	Biological/Physical Anthropology Laboratory	1
ANTH 2	Introduction to Archaeology	3
ANTH 3	Social and Cultural Anthropology	3

List A (choose 2 courses)

ANTH 4	Language and Culture	3
ANTH 5	Cultures of the U.S. in Global Perspective	3
ANTH 8	Native American Cultures	3
ANTH 12	Magic, Religion, Witchcraft and Healing	3
ANTH 13	Forensic Anthropology	3

List B (choose 2 courses)

BIOS 1	Introduction to the Science of Biology	4
	or	
BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 15	Anatomy and Physiology	4
BIOS 21A	Principles of Plant Biology and Ecology	4
BIOS 21B	Principles of Animal Biology and Evolution	4
BIOS 21C	Principles of Cell and Molecular Biology	5
BIOS 42	General Human Anatomy	5
COMM 11	Intercultural Communication	3
ECD 50	Early Childhood Principles and Practices	3
ECD 52	Childhood and Adolescence	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 79	Teaching in a Diverse Society	3
ENST 1	Introduction to Environmental Studies	3
	or	
ENSC 11	Humans and the Environment with Laboratory	4
	or	
ENSC 12	Current Issues in Environmental Science	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 4	Intro to Latinx Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
GEO 1	Introduction to Physical Geography	3
GEO 2	Cultural Geography	3
GEO 5	World Regional Geography	3
GEO 10	Global Environmental Problems	3
GEO 12	Geography of California	3
GEO 20	Introduction to Geographic Information Systems	3
HIS 3	World History: Beginnings to 1500	3
HIS 4	World History: 1500 to the Present	3
HIS 7	U.S. History Through Reconstruction	3
HIS 8	U.S. History Since Reconstruction	3
HIS 12	History of California	3
HIS 22	Mexican American History and Culture	3
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
ES 52	United States History from a Chicano Perspective I	3
HIS 25	American Indian History and Culture	3
	or	
ES 25	American Indian History and Culture	3
HIS 49	U.S. Women's History Post-Reconstruction	3
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
	or	
ES 62	The African-American Experience in U.S. History Through the Civil War	3

List B continued

HIS 63	The African American Experience in U.S. History From Reconstruction	3
	or	
ES 63	The African American Experience in U.S. History From Reconstruction	3
PHIL 50	Introduction to Philosophy	3
PHIL 60	Ethics	3
POSC 1	Introduction to American Government	3
POSC 12	Introduction to California State and Local Government	3
POSC 20	Comparative Politics	3
POSC 25	Introduction to Political Theory	3
POSC 30	International Relations	3
PSY 1	General Psychology	3
PSY 2	Introduction to Psychological Methodology	3
PSY 3	Social Psychology	3
PSY 6	Abnormal Psychology	3
PSY 8	Human Sexuality	3
	or	
SOCI 8	Human Sexuality	3
	or	
HLTH 8	Human Sexuality	3
PSCN 4	Multiethnic/Cultural Communication	3
PSCN 13	Multicultural Issues in Contemporary America	3
RELS 50	Religions of the World	3
SL 64	Beginning Sign Language	3
SOCI 1	Principles of Sociology	3
SOCI 2	Social Problems	3
SOCI 3	Introduction to Race and Ethnic Relations	3
	or	
ES 3	Introduction to Muslim-American Studies	3
SOCI 4	Marriage and Family Relations	3
SOCI 10	Introduction to Asian American Studies	3
	or	
ES 10	Introduction to Asian American Studies	3
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3

For specific General Education courses refer to catalog section on Graduation Requirements.

Major Requirements	22 - 26 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ANTHROPOLOGY (ANTH) COURSES

1 Biological/Physical Anthropology 3 Units

Humans as a biological species through the examination of evolutionary biology and genetics, primate comparative anatomy and behavior, and fossil evidence. Emphasis on uniquely human biological and behavioral characteristics, as well as those shared with other animals. Current anthropological issues such as the biological meaning of race, genetic diseases, and the influence of evolution on human behavior. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A or Eligibility for ENGL 1

1L Biological/Physical Anthropology Laboratory 1 Unit

Laboratory activities and exercises developed as an adjunct to Anthropology 1 (Introduction to Biological/Physical Anthropology) including the identification of fossils through examination of fossil casts, the study of human artifacts, observation of primate behavior and structure, and problem-solving in case studies of human genetics. 54 hours laboratory. **Prerequisite** ANTH 1 may be taken concurrently **Strongly Recommended** Eligibility for ENGL 1A or Eligibility for ENGL 1

2 Introduction to Archaeology 3 Units

This course is an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences. This course may include a lab component. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A.

3 Social and Cultural Anthropology 3 Units

How human beings in different cultures meet basic biological, social and cultural needs, including kinship and marriage practices, political and social organization, economic institutions, religious and childrearing practices, social change, as well as other aspects of cultural behavior. Emphasis on understanding other cultures on their own terms. Includes the many subcultures making up North American populations. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1 or ENGL 1A.

4 Language and Culture 3 Units

An introduction to the core concepts of linguistic anthropology and the study of language in culture and society, including how language perpetuates the identity of individuals through their social interactions and their culture in everyday speech events. Topics such as identity, social status, gender, race, and institutional power, are examined in contemporary language use. Traditional study of the methods of linguistic anthropologists as well as the study of the biological basis of communication and speech, the structure of language, language origins, language through time, language variation, the ethnography of communication, sociolinguistics, nonverbal communication and writing, and how cultural context sets meaning. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A.

5 Cultures of the U.S. in Global Perspective 3 Units

Issues relevant to understanding constructs of race, class, gender and culture in U. S. society from a global perspective. Factors affecting at least three major U.S. cultural communities (such as African American, Asian American, Latino American and others) including impacts of globalization, patterns of migration, permeability of cultural communities in the U.S., the cultural politics of identity and inclusion and exclusion, and other factors influencing modern U.S. society. 54 hours lecture. **Strongly Recommended** ENGL 1A or ENGL 1.

6 Anthropology of Sex and Gender 3 Units

Using research and theory from the fields of biology, cultural anthropology, linguistics, and archaeology, this course takes an anthropological approach to the study of sex and gender across cultures and throughout time. Topics include the cultural construction of gender, sex, and sexuality; the biological foundations of sex; and how gender difference relates to cultural practice. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A or ENGL 1.

8 Native American Cultures 3 Units

Survey of the Native American cultures of North America from an anthropological perspective, including cultural developments from prehistory to the present. Emphasis on the great variety of Native American perspectives and traditions, including kinship, religion, political, social and economic institutions, and attitudes towards humans, animals, and nature. Current issues including movements for social and political justice and cultural survival. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A or Eligibility for ENGL 1.

12 Magic, Religion, Witchcraft and Healing 3 Units

Cross-cultural perspectives on spirituality, religious practice, myth, ancestor beliefs, witchcraft and the variety of religious rituals and practitioners found in the cultures of the world. Examination of the cosmologies of different cultures through the anthropological perspective. Emphasis is placed on how knowledge of the religious practices and beliefs of others can help us to understand the multicultural world in which we live. Comparison of the ways in which diverse cultures confront the large and fundamental questions of existence: those dealing with the meaning of life, birth and death, and with the relationship of humans to each other and to their universe. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A or ENGL 1.

13 Forensic Anthropology 3 Units

Introduction to the recovery and interpretation of human physical remains within the medico-legal context. Major topics include identification of human skeletal and dental remains, sex determination, age at death, ancestry, stature, analysis and identification of different types of trauma and pathologies, post-mortem alteration, time since death, recovery techniques, and legal and ethical issues pertaining to the treatment of human remains in a forensic context. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A or ENGL 1.

13L Forensic Anthropology Laboratory 1 Unit

The Forensic Anthropology Laboratory simulates field and laboratory conditions in ANTH 13 (Forensic Anthropology). Students will conduct field work, using proper archaeological methods. They will also work with casts of human skeletal and dental specimens and follow the Forensic protocol to identify a decedent, and help determine cause and manner of death. 54 hours laboratory. **Strongly Recommended** Eligibility for ENGL 1 or Eligibility for ENGL 1A **Prerequisite** ANTH 13 (with a grade of "C" or higher) (may be taken concurrently).

ARCHITECTURE (ARCH)

Degrees

AA Architecture

Certificate of Achievement

Architecture Technology

ARCHITECTURE

Associate in Arts (AA)

The Chabot College Architecture Program is a well-established program that prepares students to transfer into architecture programs at 4-year universities. Students may complete the program by earning an Associate of Arts (AA) or an Associate of Science (AS) degree in Architecture or transfer without a degree. Our program provides upgraded Building Information Modeling (B.I.M) computer labs and drafting studios with state-of-the-art computer drafting software for students to complete. Required courses cover design, drafting, building code, construction materials, interior design, graphics, 3-D modeling, urban design and landscape architecture.

Career Opportunities

This degree is designed to prepare students with knowledge of architecture building codes, drafting skills and building designs. Students who obtain this degree will be able to work with Architects, Landscape Architects, Developers, Interior Designers, Historic Preservation and Government Agencies. It is also designed as basic coursework for transferring into advanced degree programs in architecture and related fields.

Program Learning Outcomes

1. Develop architectural and freehand.
2. Identify and explain the behavior appearance and use building materials.
3. Incorporate the basic Uniform Building Code requirements to construction drawings.
4. Describe and apply knowledge of the structural systems using wood, steel, masonry, and concrete

Year One		Units
ARCH 2A	Architectural Graphics in Drawing and Sketching	3
ARCH 68	Digital Tools for Design and Visual Communication	4
ARCH 2B	Architectural Graphics in Color Rendering	3
ARCH 33	Digital Communication in Modeling	3
ARCH 14	California Architecture and Urban Design	3

Year Two		Units
ARCH 4A	Architectural Drafting Principles I	3
ARCH 8A	Fundamentals of Architectural Design I	4
ARCH 12	Construction Materials and Methods	3
ARCH 4B	Architectural Drafting Principles II	3
ARCH 8B	Fundamentals of Architectural Design II	4
ARCH 16	People and Environmental Design	3

Major Requirements	36 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ARCHITECTURE TECHNOLOGY

Certificate of Achievement

The Chabot College Architecture Program is a well-established program that prepares students to transfer into architecture programs at 4-year universities. Students may complete the program by earning an Associate of Arts (AA) or an Associate of Science (AS) degree in Architecture, Certificate of Achievement in Architecture Technology, or transfer without a degree. Our program provides upgraded Building Information Modeling (B.I.M) computer labs and drafting studios with state-of-the-art computer drafting software for students to complete. Required courses cover design, drafting, building code, construction materials, interior design, graphics, 3-D modeling, urban design and landscape architecture.

Career Opportunities

This certificate of achievement is designed to prepare students for employment with Architects, Landscape Architects, Developers, Interior Designers, General Contractors, Building Material Specification, Historic Preservation, Government Agencies, Civil Engineer and Structure Engineer. It is also designed as basic coursework for transferring into advanced degree programs in architecture and related fields.

Program Learning Outcomes

1. Develop computer rendering and drafting skills.
2. Develop advanced presentation skills in 3D forms and posters.
3. Incorporate Uniform Building Code requirements and City regulations to residential
4. Use different materials such as wood, truss, steel, masonry, and concrete to apply to structural systems.

Year One		Units
ARCH 2A	Architectural Graphics in Drawing and Sketching	3
ARCH 14	California Architecture and Urban Design	3
ARCH 68	Digital Tools for Design and Visual Communication	4
ARCH 2B	Architectural Graphics in Color Rendering	3
ARCH 4A	Architectural Drafting Principles I	3
ARCH 33	Digital Communication in Modeling	3

Year Two		Units
ARCH 4B	Architectural Drafting Principles II	3
ARCH 8A	Fundamentals of Architectural Design I	4
ARCH 12	Construction Materials and Methods	3
ARCH 8B	Fundamentals of Architectural Design II	4
ARCH 16	People and Environmental Design	3
ARCH 80	Architectural Education and Practice	2
Total		**38**

ARCHITECTURE (ARCH) COURSES

2A Architectural Graphics in Drawing and Sketching 3 Units
Introduction to freehand and mechanically constructed drawings employing orthographic, axonometric and linear perspective drawing systems to represent three-dimensional form and environments on two-dimensional surfaces. Emphasis on the understanding of basic drawing conventions, their implications and applications. 36 hours lecture, 72 hours laboratory.

2B Architectural Graphics in Color Rendering 3 Units
Continuation of the content and issues introduced in Architecture 2A plus the theories and methods for applying shadows, reflections, materials, entourage, and color in a variety of drawing types. Layout and integration of composite drawings in support of the process and presentation of architectural designs. 36 hours lecture, 72 hours laboratory. **Prerequisite** ARCH 2A (with a grade of "C" or higher).

3 Digital Tools for Design and Visual Communication 4 Units
(See also ID 49)
Introduction to digital tools with computer-aided design drafting. Ability to effectively use basic design principles in two dimensions. Topics include command basics including drawing entity creation and modification, industry layering standards, text and dimensioning systems appropriate to architecture, creating symbol libraries, external reference techniques, model and paper space commands, and plotting techniques. May not receive credit if ID 49 or ARCH 68 has been completed. 54 hours lecture, 54 hours laboratory..

4A Architectural Drafting Principles I 3 Units
Introduction to principles and practice of architectural drafting with emphasis on working drawings for wood frame construction; introduction to drafting concepts and conventions for architectural working drawings, basic building systems, and architectural applications of computer-aided drafting technology. 36 hours lecture, 72 hours laboratory. **Prerequisite** ARCH 68 (with a grade of "C" or higher) or ID 49 (with a grade of "C" or higher).

4B Architectural Drafting Principles II 3 Units

Continuation of Architecture 4A with emphasis on architectural working drawings for non-residential buildings with wood, masonry, steel and concrete structures. Application of advanced computer-aided drafting techniques for architectural construction documents will be reviewed, as will the use of electronic/web-based information sources, including Architectural Graphic Standards, Sweets Catalogs, and the Uniform Building Code. 36 hours lecture, 72 hours laboratory. **Prerequisite** ARCH 4A (with a grade of "C" or higher).

8A Fundamentals of Architectural Design I 4 Units

Introduction to the theories, principles, and methods of architectural design using traditional and digital media. Studio projects emphasize composing two- and three-dimensional organizations to convey intended concepts and meanings. Aesthetic, environmental, social, and technological factors which inform architectural design are investigated. Course work is supplemented with lectures, discussions, and readings. 54 hours lecture, 54 hours laboratory. **Prerequisite** ARCH 2B (with a grade of "C" or higher).

8B Fundamentals of Architectural Design II 4 Units

Continuation of the content and issues introduced in Architecture 8A. Emphasis on generating and developing design concepts, incorporating structure, materials, and energy considerations as determination of form. Emphasis on applied traditional and digital graphic communications tools, including scale models to convey intended concepts and meanings. 54 hours lecture, 54 hours laboratory. **Prerequisite** ARCH 8A (with a grade of "C" or higher).

12 Construction Materials and Methods 3 Units

Introduction to the methods and materials used in contemporary and historical building construction. Wood, steel, masonry, and concrete structural systems will be explored, as will major interior and exterior finish systems. The relationships between occupancy and construction types will be reviewed as will the influence of building codes, climate, labor supply, and economic factors. 36 hours lecture, 72 hours laboratory.

14 California Architecture and Urban Design 3 Units

California architecture and urban design from indigenous beginnings to the contemporary avant garde. Historic, cultural, and environmental influences on the shaping California?s distinctive buildings and cities. Work reviewed ranges from anonymous adobes to historic masterpieces by Maybeck and Morgan to new works by Gehry, Moss, and others. 54 hours lecture.

16 People and Environmental Design 3 Units

Principles of landscape architecture emphasizing design concepts as they relate to site, building, and client requirements. Includes site analysis, land use patterns, circulation, layout, planting materials, irrigation. The general design process and outcome are examined in context of relationships between people and the environments, both natural and man-made, with focus on sustainable design principles applied to passive environmental control, landscaping, functional adaptation, social and economic impacts, integrating their influences in community development and urban planning. 36 hours lecture, 72 hours laboratory.

33 Digital Communication in Modeling 3 Units

Introduction to 3-dimensional digital modeling using 3-dimensional software. Emphasis on learning basic commands to create 3-dimensional objects including building interiors and exteriors, and defining photo-realistic views with appropriate light sources. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** ARCH 68 (with a grade of "C" or higher) or ID 49 (with a grade of "C" or higher).

80 Architectural Education and Practice 2 Units

Architectural education and practice in Architecture department setting approved by Architecture faculty as related to student's architecture major or classes at Chabot. Cooperative effort between student and instructor or architecture firm supervisor to accomplish agreed upon work objectives, complete projects and broaden experiences. Student provides verification of service experience or work on projects during the term. Students will get an architecture firm approved by architecture faculty or work on projects closely with instructor. Students will meet with architecture instructor for input and hands-on experience lectures and discussion focused on architecture firm structures, project procedures, design developments, specification book and construction documents. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** ARCH 4A (with a grade of "C" or higher) and ARCH 33 (with a grade of "C" or higher).

ART (ART)

Degrees

AA-T	Studio Arts
AA	Fine Art Ceramics
AA	Fine Art Painting and Drawing
AA	Fine Art Sculpture
AA	Fine Art Studio Foundations

Certificate of Achievement

Applied Ceramics

STUDIO ARTS

Associate in Arts for Transfer

The Associate in Arts in Studio Arts for Transfer is designed for the student artist interested in transferring to a four year Studio Art program at a CSU campus. Courses are offered in painting, drawing, ceramics, sculpture, photography, art history and digital technology. The degree provides a solid basis for continuing work in upper division and graduate school and art-related fields such as Ceramist, Commercial Artist, Designer, Exhibition Designer, Art Critic/Writer, Art Director, Art Historian, and teaching art. To earn an Associate in Arts for Transfer in Studio Arts, a student must: Complete 60 semester units that are transferable to the California State University, to include: The Intersegmental General Education Transfer Curriculum (IGETC for CSU) or the California State University General Education Breadth requirements, courses required for the major with grades of "C" (or "P"), and earn a minimum cumulative grade point average of 2.0.

Program Learning Outcomes

1. Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
2. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
3. Become familiar with the historical achievements, current major issues, processes, and directions of their field(s).

Required Core		Units
ART 2A	Introduction to Drawing	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ARTH 5	Art History - Renaissance to Modern-Day	3

List A: Art History Electives (choose minimum 3 units)

ARTH 4	Art History-Ancient to Gothic	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
ARTH 8	Art History - A Global Perspective	3

List B: Studio courses (choose minimum 9 units)

ART 2B	Drawing and Composition	3
ART 3A	Figure and Composition I	3
ART 3B	Figure and Composition II	3
ART 25	Color Theory	3
ART 7A	Introduction to Watercolor Painting	3
ART 7B	Intermediate Watercolor Painting	3
ART 12A	Beginning Oil Painting	3
ART 12B	Intermediate Oil Painting	3
ART 13A	Acrylic Painting - Beginning I	3
ART 16A	Introduction to Ceramics I	3
ART 16B	Introduction to Ceramics II	3
ART 17A	Beginning Sculpture 1	3
ART 18A	Wood and Stone Sculpture I	3
ART 20	All Media Sculpture	3
ART 61	Illustration	3
DIGM 1	Introduction to Digital Art	3
	or	
DIGM 4A	Digital Illustration	3
DIGM 2	Introduction to Graphic Design	3
DIGM 5	Typography	3
DIGM 1	0A Introduction to Animation	3
PHOT 1A	Digital Photography I	3

All of the following courses must be completed with a grade of "C" or higher: required major courses, IGETC, CSU GE Breadth Areas A2 and B4. A minimum cumulative GPA of 2.0 in all CSU transfer courses is required.

Major Requirements	24 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

FINE ART CERAMICS

Associate in Arts (AA)

The Fine Art Ceramics Associate in Arts allows students to explore everything from cultural objects and traditions to functional ware and industrial applications. Students will explore combining influences from around the world with their own personal identity and symbolism. The principal component of the program is studio activity, and students explore studio work that demonstrates individual expression, critical thinking, and an awareness of historical and contemporary art making. Critical dialogue and rigorous expectations about craftsmanship and studio best practices support work toward an artistic vision.

Career Opportunities

The Associate of Fine Arts degree is offered for the student eventually seeking a Bachelor of Fine Arts degree, the position of a professional artist or designer, and for teaching studio art within a selected specialization. The A.F.A. degree program is demanding, requiring high quality performance in order to develop the professional competence and portfolio of talented students toward successful entrance into the professional art field. Job opportunities include: Curate an art gallery or mobile business. Develop an effective portfolio that leads to successful marketing and entrepreneurship. Set up, maintain, and manage a safe and effective studio. Job titles include: Commercial Artist, Designer, Exhibition Designer, Art Critic/ Writer, Art Director.

Program Learning Outcomes

1. Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
2. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in ceramics.
3. Become familiar with the historical achievements, current major issues, processes, and directions of ceramics.
4. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

Required Core (28.5 units)		Units
ART 2A	Introduction to Drawing	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ARTH 5	Art History - Renaissance to Modern-Day	3
ART 16A	Introduction to Ceramics I	3
ART 16B	Introduction to Ceramics II	3
ART 16C	Introduction to Ceramics III	3
ART 16D	Ceramics - Intermediate	3
ART 17A	Beginning Sculpture 1	3
ART 45	Artist Portfolio and Self-Promotion	1.5

List A, art electives (choose any 6 units)

ART 2B	Drawing and Composition	3
ART 3A	Figure and Composition I	3
ART 7A	Introduction to Watercolor Painting	3
ART 12A	Beginning Oil Painting	3
ART 13A	Acrylic Painting - Beginning I	3
ART 13B	Acrylic Painting - Beginning II	3
ART 17B	Beginning Sculpture 2	3
ART 18A	Wood and Stone Sculpture I	3
ART 18B	Wood and Stone Sculpture II	3
ART 20	All Media Sculpture	3
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 6A	Photoshop	3
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
FILM 16	Documentary Filmmaking	3
PHOT 1A	Digital Photography I	3
PHOT 2A	Black and White Darkroom Photography	3
PHOT 3A	Introduction to Studio Lighting	3
PHOT 4A	Color Theory for Photographers	3
PHOT 6A	Photoshop	3

List B, art history elective (choose any 3 units)

ARTH 4	Art History-Ancient to Gothic	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
ARTH 8	Art History - A Global Perspective	3

Major Requirements	37.5 units
General Education Requirements	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

FINE ART PAINTING AND DRAWING

Associate in Arts (AA)

The Painting and Drawing program promotes painting as a fundamental form of visual and artistic expression. The principal component of the program is studio activity, and students explore studio work that demonstrates individual expression, critical thinking, and an awareness of art's historical and contemporary issues. Students also consider the roles of sight, insight, and perception in relation to processes of making from the foundation level onward. Critical dialogue and rigorous expectations about studio practice support work toward an artistic vision.

Career Opportunities

The Associate of Fine Arts degree is offered for the student eventually seeking a Bachelor of Fine Arts degree, the position of a professional artist or designer, and for teaching studio art within a selected specialization. Job opportunities include: Curate an art gallery or mobile business. Develop an effective portfolio that leads to successful marketing and entrepreneurship. Set up, maintain, and manage a safe and effective studio. Job titles include: Commercial Artist, Designer, Exhibition Designer, Art Critic/Writer, Art Director, Art Historian, and Art teaching.

Program Learning Outcomes

1. Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
2. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in painting and drawing.
3. Become familiar with the historical achievements, current major issues, processes, and directions of painting and drawing.
4. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

Required Core (28.5 units)		Units
ART 2A	Introduction to Drawing	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ARTH 5	Art History - Renaissance to Modern-Day	3
ART 3A	Figure and Composition I	3
ART 2B	Drawing and Composition	3
ART 25	Color Theory	3
ART 12A	Beginning Oil Painting	3
	or	
ART 13A	Acrylic Painting - Beginning I	3
	or	
ART 7A	Introduction to Watercolor Painting	3
ART 12B	Intermediate Oil Painting	3
	or	
ART 13B	Acrylic Painting - Beginning II	3
	or	
ART 7B	Intermediate Watercolor Painting	3
ART 45	Artist Portfolio and Self-Promotion	1.5

List A, Art Electives (choose any 6 units)		
ART 2C	Individual Projects in Drawing	3
ART 7C	Advanced Watercolor Painting I	3
ART 12C	Advanced Oil Painting I	3
ART 13B	Acrylic Painting - Beginning II	3
ART 16A	Introduction to Ceramics I	3
ART 17A	Beginning Sculpture 1	3
ART 17B	Beginning Sculpture 2	3
ART 18A	Wood and Stone Sculpture I	3
ART 18B	Wood and Stone Sculpture II	3
ART 20	All Media Sculpture	3
ART 61	Illustration	3
DIGM 1	Introduction to Digital Art	3
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 6A	Photoshop	3
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
FILM 16	Documentary Filmmaking	3
PHOT 1A	Digital Photography I	3
PHOT 2A	Black and White Darkroom Photography	3
PHOT 3A	Introduction to Studio Lighting	3
PHOT 4A	Color Theory for Photographers	3
PHOT 6A	Photoshop	3

List B, Art History Elective (choose any 3 units)

ARTH 4	Art History-Ancient to Gothic	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
ARTH 8	Art History - A Global Perspective	3

Major Requirements	37.5 units
General Education Requirements	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

FINE ART SCULPTURE

Associate in Arts (AA)

The sculpture program provides a sequenced studio approach to three-dimensional creations in a variety of materials and techniques that prepare students for lifelong learning as a professional artist. Through working from observation and imagination as the backbone of the curriculum, students learn about medium, form, and content. The principal component of the program is studio activity, and students explore studio work that demonstrates individual expression, critical thinking, and an awareness of historical and contemporary art making. Critical dialogue and rigorous expectations about craftsmanship and studio best practices support work toward an artistic vision.

Career Opportunities

The Associate of Fine Arts degree is offered for the student eventually seeking a Bachelor of Fine Arts degree, the position of a professional artist or designer. The A.F.A. degree program is demanding, requiring high quality performance in order to develop the professional competence of talented students toward successful entrance into the professional art field. Job opportunities include curate an art gallery or mobile business, develop an effective portfolio that leads to successful marketing and entrepreneurship or set up, maintain, and manage a safe and effective studio. Job titles include: Commercial Artist, Designer, Exhibition Designer, Art Critic/Writer, Art Director.

Program Learning Outcomes

1. Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
2. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in sculpture.
3. Become familiar with the historical achievements, current major issues, processes, and directions of sculpture.
4. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

Required core **28.5 units**

ART 2A	Introduction to Drawing	3
ART 16A	Introduction to Ceramics I	3
ART 17A	Beginning Sculpture 1	3
ART 17B	Beginning Sculpture 2	3
ART 20	All Media Sculpture	3
ART 22	Metal Sculpture - Lost Wax Bronze Casting	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ART 45	Artist Portfolio and Self-Promotion	1.5
ARTH 5	Art History - Renaissance to Modern-Day	3

List A, art electives (choose any 6 units)

ART 2B	Drawing and Composition	3
ART 3A	Figure and Composition I	3
ART 7A	Introduction to Watercolor Painting	3
ART 12A	Beginning Oil Painting	3
ART 13A	Acrylic Painting - Beginning I	3
ART 13B	Acrylic Painting - Beginning II	3
ART 16A	Introduction to Ceramics I	3
ART 18A	Wood and Stone Sculpture I	3
ART 18B	Wood and Stone Sculpture II	3
ART 61	Illustration	3
DIGM 1	Introduction to Digital Art	3
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 6A	Photoshop	3
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
FILM 16	Documentary Filmmaking	3
PHOT 1A	Digital Photography I	3
PHOT 2A	Black and White Darkroom Photography	3
PHOT 3A	Introduction to Studio Lighting	3
PHOT 4A	Color Theory for Photographers	3
PHOT 6A	Photoshop	3

List B, art history elective (choose any 3 units)

ARTH 4	Art History-Ancient to Gothic	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
ARTH 8	Art History - A Global Perspective	3

Major Requirements	37.5 units
General Education Requirements	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

FINE ART STUDIO FOUNDATIONS

Associate in Arts (AA)

The Art Foundation Studies program is designed to prepare students with a strong foundation in art. Through working from observation and imagination as the backbone of the curriculum, students learn about medium, form, and content. The principal component of the program is studio activity, and students explore studio work that demonstrates individual expression, critical thinking, and an awareness of historical and contemporary art making. Critical dialogue and rigorous expectations about craftsmanship and studio best practices support work toward an artistic vision.

Career Opportunities

The Associate of Fine Arts degree is offered for the student eventually seeking a Bachelor of Fine Arts degree, the position of a professional artist or designer, and for teaching studio art within a selected specialization. The A.F.A. degree program is demanding, requiring high quality performance in order to develop the professional competence and portfolio of talented students toward successful entrance into the professional art field. Job opportunities include: Curate an art gallery or mobile business. Develop an effective portfolio that leads to successful marketing and entrepreneurship. Set up, maintain, and manage a safe and effective studio. Job titles include: Commercial Artist, Designer, Exhibition Designer, Art Critic/ Writer, Art Director, Art Historian, and Art teaching.

Program Learning Outcomes

1. Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
2. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
3. Become familiar with the historical achievements, current major issues, processes, and directions of their field(s).
4. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

Required Courses (13.5 units)		Units
ART 2A	Introduction to Drawing	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ARTH 5	Art History - Renaissance to Modern-Day	3
ART 45	Artist Portfolio and Self-Promotion	1.5

List A, art studio electives (choose any 18 units)

ART 2B	Drawing and Composition	3
ART 3A	Figure and Composition I	3
ART 3B	Figure and Composition II	3
ART 7A	Introduction to Watercolor Painting	3
ART 7B	Intermediate Watercolor Painting	3
ART 12A	Beginning Oil Painting	3
ART 12B	Intermediate Oil Painting	3
ART 13A	Acrylic Painting - Beginning I	3
ART 13B	Acrylic Painting - Beginning II	3
ART 16B	Introduction to Ceramics II	3
ART 16A	Introduction to Ceramics I	3
ART 17A	Beginning Sculpture 1	3
ART 18B	Wood and Stone Sculpture II	3
ART 20	All Media Sculpture	3
ART 25	Color Theory	3
ART 61	Illustration	3
DIGM 1	Introduction to Digital Art	3
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 5	Typography	3
DIGM 10A	Introduction to Animation	3
FILM 15	Introduction to Digital Filmmaking	3
PHOT 1A	Digital Photography I	3
PHOT 2A	Black and White Darkroom Photography	3
PHOT 3A	Introduction to Studio Lighting	3
PHOT 4A	Color Theory for Photographers	3
PHOT 6A	Photoshop	3

List B, art history elective (choose any 3 units)

ARTH 4	Art History-Ancient to Gothic	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
ARTH 8	Art History - A Global Perspective	3

Major Requirements	34.5 units
General Education Requirements	25 units
Electives	Degree applicable units as needed)
Total	60 minimum degree applicable units

APPLIED CERAMICS

Certificate of Achievement

The Applied Ceramics certificate of achievement provides students a comprehensive foundation in wheel thrown pottery, hand-built sculpture, glaze calculation, Kiln firing technology, mold making, glaze calculation, and three dimensional design. The program is geared towards students who want to acquire fundamental skills in ceramic art, production and technology. Students have the unique opportunity to develop the skill set and unique style to be a working artist in the industry.

Career Opportunities

Based on all available data, there appears to be an under-supply of Applied Design workers in the Bay Area. Career Opportunities include work in the field Applied Ceramic Design. Job titles include: Molders, Shapers, Casters, Potters, Sculptors and Craft Artists. Demand will increase over the next 5 years for Molders, Shapers, and Casters by 4%; demand over the next 5 years for Sculptor and Potter will increase by 2%. The highest rise in demand over the next 5 years is for Craft Artists at 7%.

Program Learning Outcomes

1. Gain functional competence with principles of visual organization, including the ability to work with the visual elements;
2. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in ceramics;
3. Become familiar with the historical achievements, current major issues, processes, and directions of ceramics;
4. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussion of their work and the work of others.

Required Core		Units
ART 16A	Introduction to Ceramics I	3
ART 16B	Introduction to Ceramics II	3
ART 24	3-D Foundations	3
ART 9A	Art Interdisciplinary Colloquium I	1
Electives (choose 9 units)		
ART 16C	Introduction to Ceramics III	3
ART 16D	Ceramics - Intermediate	3
ART 25	Color Theory	3
ART 2A	Introduction to Drawing	3
DIGM 6A	Photoshop	3
	or	
PHOT 6A	Photoshop	3
PHOT 1A	Digital Photography I	3
Total		**19**

ART (ART) COURSES

2A Introduction to Drawing 3 Units

This course provides direct experience in exploring basic drawing concepts, including the expressive use of contour, value, perspective and composition while using a variety of media. Assigned projects may include still life, landscape, portraiture and figure. Focus on perceptually based drawing, observational skills, technical abilities, and creative responses to materials and subject matter. 36 hours lecture, 72 hours laboratory.

2B Drawing and Composition 3 Units

Development of knowledge and skills introduced in Art 2A, emphasizing exploration of artistic concepts, styles, and creative expression related to intermediate-level drawing, focusing on complex subject matter and concepts using a variety of drawing mediums, techniques, and methodologies. Students in this course will build on fundamental drawing skills to develop personalized approaches to content and materials in exercises covering multiple historical and contemporary approaches to drawing. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 2A (with a grade of "C" or higher).

2C Individual Projects in Drawing 3 Units

Individual project development for advanced drawers to create a personal and related body of eight drawings. Concept definition and development to be determined by the student and approved by the instructor. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 2B (with a grade of "C" or higher).

3A Figure and Composition I 3 Units

Introduction to drawing the human figure from observation using a wide variety of drawing media and techniques. Topics include an introduction to human anatomy and the historical and contemporary roles of figure drawing in the visual arts. Students in this course will learn both descriptive and expressive approaches to drawing the figure. Open to any student, no drawing experience required. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** ART 2A (with a grade of "C" or higher).

3B Figure and Composition II 3 Units

Continued development of knowledge and skills introduced in Figure and Composition I. Emphasis on color and conceptual themes in the drawing of the human form. Students will practice and create compositions using a live model. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 3A (with a grade of "C" or higher).

3C Figure and Composition III 3 Units

Continued development of knowledge and skills further developed in Art 3B. Emphasis on composition and color and different figurative design elements during the drawing of the human form. Drawing elements stressing emotions and expressions. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 3B (with a grade of "C" or higher).

3D Figure and Composition IV 3 Units

Continued development and skills further developed in Art 3C. Emphasis on composition and color and different figurative design elements during the drawing of the human form. Drawing elements stressing individual philosophies and expressions. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 3C (with a grade of "C" or higher).

7A Introduction to Watercolor Painting 3 Units

The student will learn materials, methods, techniques and watch demonstrations of transparent watercolor painting, including its effects and possibilities. The student will work with the instructor to maximize watercolor painting skills during class and at home. 36 hours lecture, 72 hours laboratory. **Strongly Recommended:** ART 2A

7B Intermediate Watercolor Painting 3 Units
Continued development of knowledge and techniques introduced in Beginning Watercolor Painting. Emphasis on intermediate watercolor techniques that advance the student's skills and portfolio of paintings. Students will begin to create work based on their individual style. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 7A (with a grade of "C" or higher).

7C Advanced Watercolor Painting I 3 Units
Builds upon the skills and techniques introduced in Intermediate Watercolor, so that the student can solve composition problems as well as begin to utilize personal expressions. Emphasizes composition, concept and visualization skills. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 7B (with a grade of "C" or higher).

7D Advanced Watercolor Painting II 3 Units
Continued development of skills and techniques introduced in Advanced Watercolor I, directed towards individual needs. Student artist is directed to develop personalized imagery and begin to settle on individual techniques. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 7C (with a grade of "C" or higher).

9 CCACA Conference colloquium 1 Unit
Students explore all aspects of planning and executing a ceramic art exhibition of their own work at California Conference for the advancement of Ceramic Art held annually in Davis, CA. 54 hours laboratory.

9A Art Interdisciplinary Colloquium I 1 Unit
This is an interdisciplinary course, exploring the processes, ideas and diverse media of visual arts. The course addresses the thematic concepts that are central to the nature of art making today. Visual problem solving and teamwork will be emphasized throughout the course, in addition to an in-depth exploration of various materials and the nature of professional art practices. 54 hours laboratory. **Prerequisite:** Portfolio Review by Instructor.

9B Art Interdisciplinary Colloquium II 1 Unit
This is the advanced level of an interdisciplinary course, exploring the processes, ideas and diverse media of visual arts. The course addresses the thematic concepts that are central to the nature of art making today. Visual problem solving and teamwork will be emphasized throughout the course, in addition to an in-depth exploration of various materials and the nature of professional art practices. Learn leadership skills by mentoring entry level students. 54 hours laboratory. **Prerequisite:** ART 9A (with a grade of "P" or higher).

12A Beginning Oil Painting 3 Units
Introduction to principles, elements, and practices of oil painting. Focus on exploration of painting materials, perceptual skills and color theory, paint mixing and technique, as well as creative responses to materials and subject matter. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** ART 2A.

12B Intermediate Oil Painting 3 Units
Intermediate projects in oil painting focusing on more complex and varied subject matter, media and concepts. Special emphasis is placed on the development of creative, individualized approaches to materials and content. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 12A.

12C Advanced Oil Painting I 3 Units
Advanced projects in oil painting with emphasis on individual creative work and development of personal ideas and style. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 12B.

12D Advanced Oil Painting II 3 Units
Advanced projects in oil painting with emphasis on individual creative work and development of personal ideas and style. Students will build on skills previously developed in the intermediate painting classes. Students will have the ability to show independent course work through exhibition opportunities. Mentoring students from the beginning levels classes is an important aspect of this course. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 12C.

13A Acrylic Painting - Beginning I 3 Units
Introduction to principles, elements, and practices of acrylic painting. Focus on exploration of painting materials, perceptual skills and color theory, paint mixing and technique, as well as creative responses to materials and subject matter. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** ART 2A.

13B Acrylic Painting - Beginning II 3 Units
Projects in acrylic painting focusing on more complex and varied subject matter, media and concepts. Special emphasis is placed on the development of creative, individualized approaches to materials and content. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 13A (with a grade of "C" or higher).

13C Acrylic Painting - Advanced I 3 Units
Advanced projects in acrylic painting with emphasis on individual creative work and development of personal ideas and style. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 13B.

13D Acrylic Painting - Advanced II 3 Units
Advanced projects in acrylic painting with emphasis on individual creative work and development of personal ideas and style. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 13C (with a grade of "C" or higher).

16A Introduction to Ceramics I 3 Units
Instruction in the fundamental techniques of wheel-thrown and hand-constructed clay forms. Survey of clay and glaze materials and reaction to fire will be included. Methods of decorating using glazes will be introduced. Influence of Eastern and Western contemporary and historical works and the students' creations. Formulate personal creative process, including inspiration, experimentation, and evaluation. Designed for art majors as well as non-majors. 36 hours lecture, 72 hours laboratory.

16B Introduction to Ceramics II **3 Units**

Further development of the technical skills of wheel thrown and hand constructed clay forms. Exploration of surface decoration, using various glazing techniques and methods of slip decoration is continued. Designed for art majors as well as non-majors 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 16A (with a grade of "C" or higher).

16C Introduction to Ceramics III **3 Units**

Introduction of intermediate technical skills of throwing forms on the wheel with emphasis on the creative expression of the form. Kiln loading and firing procedure and process introduction. Continued development of various hand construction techniques of clay forms. Mix one large studio batch of glaze. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 16B (with a grade of "C" or higher).

16D Ceramics - Intermediate **3 Units**

Intermediate technical skills of wheel-thrown and hand-constructed clay forms, exploring more advanced concepts, and processes including basic design principles, creative development, hand-building, throwing, glaze techniques, firing and ceramic terminology. The course covers aesthetics and creative development of clay objects examining historical, contemporary, and personal modes of expression across cultures. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 16C (with a grade of "C" or higher).

17A Beginning Sculpture 1 **3 Units**

Construction methods in clay through design of three-dimensional and relief sculptures. Includes an introduction to ceramic art history and fundamentals of ceramic glaze and firing technology. Elements and principles of three-dimensional design are emphasized in oral and written critiques. This course is designed for art majors as well as general education students. 36 hours lecture, 72 hours laboratory.

17B Beginning Sculpture 2 **3 Units**

Further development of the technical skills of three-dimensional sculpture and bas relief. Development of style in surface decoration, using various glazing techniques and methods of slip decoration are continued. Designed for art majors as well as general education students. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 17A (with a grade of "C" or higher).

18A Wood and Stone Sculpture I **3 Units**

Design and carve Bas-relief sculptures, using subtractive methods in wood and stone. Examines examples from modern and cross-cultural wood and stone art forms. Includes fundamentals of pneumatic (air power) technology. Elements and principles of three-dimensional design are emphasized in oral and written critiques. Designed for art majors as well as general education students. 36 hours lecture, 72 hours laboratory.

18B Wood and Stone Sculpture II **3 Units**

An intermediate course in the Design and carving of more advanced 3-dimensional sculptures, using subtractive methods in wood and stone. Includes care and maintenance of pneumatic (air power) technology. Elements and principles of three-dimensional design are emphasized in oral and written critiques. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 18A (with a grade of "C" or higher).

20 All Media Sculpture **3 Units**

Concentrated individual studies in sculpture, designed to provide opportunity for continued investigation in the possibilities of a variety of sculptural media for the purpose of creating individual style and personal expression. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** ART 17A (with a grade of "C" or higher).

21 Individual Projects in Ceramic Sculpture 3 Units

Projects in Ceramic Sculpture for intermediate to advanced students. Building on previous knowledge and skills acquired from previous assignments in Beginning Sculpture, students will produce artwork that expresses their individual styles. 36 hours lecture, 72 hours laboratory. **Prerequisite** ART 17A (with a grade of "C" or higher).

22 Metal Sculpture - Lost Wax Bronze Casting 3 Units

Comprehensive introduction to various metal sculpture processes. Mold-making techniques for casting bronze, aluminum, as well as basic welding. Emphasis on 3-dimensional design quality, craftsmanship, and subject matter, with research in the history of traditional and contemporary metal sculpture. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** ART 17A (with a grade of "C" or higher).

23 2-D Foundations 3 Units

Introduction to the concepts and applications of two-dimensional art from various cultures, historical periods, and aesthetic sensibilities. The course covers fundamental theoretical concepts and terminology common to all two-dimensional art activities, including the study and analysis of the basic principles of organization and elements of line, shape, value, texture, color, spatial illusion. Designed to develop a visual vocabulary for creative expression through lecture presentations, studio projects, problem solving and written assignments. (May not receive credit if ART 10 has been completed). 36 hours lecture, 72 hours laboratory.

24 3-D Foundations 3 Units

Introduction to the concepts, applications, and historical references related to three-dimensional design and spatial composition, including the study of the elements and organizing principles of design as they apply to three-dimensional space and form. Development of a visual vocabulary for creative expression through lecture presentations and use of appropriate materials for three-dimensional studio projects. 36 hours lecture, 72 hours laboratory.

25 Color Theory 3 Units

A study of the principles, theories, and applications of additive and subtractive color in two dimensions. Topics will include major historical and contemporary color systems, production of projects in applied color, and the elements of design as they apply to color. 36 hours lecture, 72 hours laboratory.

45 Artist Portfolio and Self-Promotion 1.5 Units

Development of an artist's/ designer's portfolio and strategies for self-promotion in the art and design industries. Students will work to revise existing projects, create advanced projects and select and organize projects for promotion. Includes use of effective techniques of presentation. Includes creation and revision of resume, business card, and template based website. 18 hours lecture, 36 hours laboratory. **Prerequisite:** Portfolio Review.

54 Illustrating Children's Books 3 Units

Creation of two different children's books in any medium. Overview of the field of illustrating children's books. The relationship between words and images, page layout, character development, and illustration styles. Illustrate existing books or students' own stories. 36 hours lecture, 72 hours laboratory.

61 Illustration 3 Units

Creation and execution of conceptual ideas in illustration. Includes a variety of mediums and contemporary application styles. Emphasis on skills in traditional draftsmanship, craftsmanship and presentation. 36 hours lecture, 72 hours laboratory.

200 Introduction to Drawing & Painting 3 Units

Individualized program of drawing and painting for residents in skilled-nursing facilities. Application of basic principles of composition, color, and line. Study of artistic practices of diverse cultures, including African design principles and European painting. 54 hours lecture.

ART HISTORY (ARTH)

Degrees

AA-T Art History
AA Art History

ART HISTORY

Associate in Arts for Transfer

Art History involves the analysis of form, historical context, and meaning in visual images made across the globe from prehistory to today. Because humans make art to communicate the breadth and depth of human experience, art historical inquiry can lead to a consideration of varied subjects, including cultural, ethnic, social, religious, economic, and political topics, in addition to artistic and aesthetic ones. The Art History major is particularly well-suited to students who consider themselves visual learners, or those seeking to enrich their cultural backgrounds, solidify their knowledge of history, develop analytical and writing skills, sharpen critical sensibilities, and prepare for opportunities in museums, galleries, historical societies, and more. Students wishing to pursue the Associate in Arts for Transfer in Art History must complete 60 semester units eligible for transfer to the California State University, including either: The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements, and a minimum of 18 units of major coursework in the major, as detailed below. Students must maintain a minimum 2.0 GPA, including grades of C or higher in each course taken to fulfill the major.

Career Opportunities

Students in the Art History program will acquire a broad body of knowledge and a set of valuable skills that can lead towards many diverse pathways of study and careers in the 21st century, with an emphasis on those pathways that mirror the National Endowment for the Arts employment projections for art history-trained workers. These projections propose a 26 percent increase in demand for "general museum technicians," with skill sets specifically provided by Art History and Museum Studies, which enable workers to "present and preserve important objects and documents, including works of art, transcripts of meetings, photographs, coins and stamps, and historic objects at institutions such as museums, governments, colleges or universities, and historic sites.

Program Learning Outcomes

1. Develop the ability to interpret artistic content through the analysis of subject matter and form;
2. Acquire a critical understanding of art in historical eras that accounts for changing cultural frameworks over time.

Required Core (9 units)		**Units**
ARTH 4	Art History-Ancient to Gothic	3
ARTH 5	Art History - Renaissance to Modern-Day	3
ART 2A	Introduction to Drawing	3

List A (choose 1 course)		
ARTH 7	Multicultural History of American Art	3
ARTH 8	Non-Western Art	3

List B (choose 1 course)		
ART 3A	Figure and Composition I	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3

List C (choose 1 course)		
ARTH 3	Film History and Appreciation	3
ARTH 20	History of Photography	3
PHOT 20	History of Photography	3

Grades of "C" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements	18 units
General Education:	CSU GE 39 units IGETC (CSU) 37 units
Electives:	Degree applicable units as needed
Total	60 minimum degree applicable units

ART HISTORY

Associate in Arts (AA)

Art History involves the analysis of form, historical context, and meaning in visual images from prehistory to today. Because humans make images to communicate the breadth and depth of the human experience, art historical inquiry can lead to a consideration of widely varied subjects, including cultural, ethnic, social, religious, economic, and political topics, in addition to artistic and aesthetic ones. The Art History AA serves students seeking to enrich their cultural backgrounds, solidify their knowledge of history, develop analytical and writing skills, sharpen critical sensibilities, and prepare for opportunities in museums, galleries, historical societies, and more. The Art History major is particularly well-suited to those students considering themselves to be visual learners.

Career Opportunities

First and foremost, an AA degree in Art History prepares students to pursue hands-on art specializations, including: museum curator; art conservator; art authenticator, museum director; and art history lecturer. However, with its emphasis on writing, cultural awareness, visual acumen, critical thinking, and culture, the Art History degree is also advantageous in the pursuit of many other professions as well, including: librarian, archivist, art therapist, estate manager, historical house manager, heritage manager, teacher, editor, and publisher.

Program Learning Outcomes

1. Develop the ability to interpret artistic content through the analysis of subject matter and form.
2. Acquire a critical understanding of art in historical eras that accounts for changing cultural frameworks over time.

Required Core (12 units)		**Units**
ARTH 1	Introduction to Art	3
ARTH 4	Art History-Ancient to Gothic	3
ARTH 5	Art History - Renaissance to Modern-Day	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3

List A (choose 1 course)		
ART 2A	Introduction to Drawing	3
ART 17A	Beginning Sculpture 1	3
PHOT 1A	Digital Photography I	3

List B (choose 1 course)		
ARTH 7	Multicultural History of American Art	3
ARTH 8	Art History - A Global Perspective	3
ARTH 20	History of Photography	3
	or	
PHOT 20	History of Photography	3

List C (choose 1 course)

HUMN 50	The Artful Life	3
HUMN 60	Creativity and the Community	3
HIS 2	History of Western Civilization Since 1600	3
HIS 5	Critical Thinking in History	3
ANTH 3	Social and Cultural Anthropology	3
ANTH 5	Cultures of the U.S. in Global Perspective	3

Major Requirements	21 units
General Education Requirements	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ART HISTORY (ARTH) COURSES

1 Introduction to Art 3 Units

Why does art matter? Art matters because human beings have always made and always will make images to communicate the great breadth of human experience. And why does the history of art matter? Because without it, the meaning of our forebears' images—their messages, teachings, gifts—will be lost to us. In this introduction to art, our class will travel through time and across the globe to learn how we humans use painting, sculpture, architecture, photography and other forms to respond to our circumstances, to solve our problems, to demonstrate our values, and to make beauty from the materials we find around us. (Formerly ART 1; may not receive credit if ART 1 has been completed.) 54 hours lecture.

3 Film History and Appreciation 3 Units

This course aims to immerse students in three key foundations of film: its history; its artistry; and its interpretation. For the history portion we cover the invention of film through the first widespread use of color (1878 to 1939). For the artistry portion we cover essential technical and formal elements of film-making. For the interpretation portion we cover the conventions and social functions of different film genres. These topics are presented through slide-illustrated lectures and screenings of films (and film clips) from many countries of origin, providing lessons in global approaches to the art form. ARTH 3 is especially appropriate for visual learners. 54 hours lecture.

4 Art History-Ancient to Gothic 3 Units

This course presents a chronological history of the West using iconic artworks that embody the conditions and values of the people who created them. We begin in prehistory, when Cro-Magnons painted the walls of their caves, and end in the late Medieval period, when artists sought ways to give tangible form to God and the heavens. Along the way, we cover visual masterworks by ancient Arabs and Persians of Mesopotamia, northeast Africans and Nilotic peoples in Egypt, and Greeks and Romans in the Mediterranean region. This course is especially appropriate for visual learners. (Formerly ART 4; may not receive credit if ART 4 has been completed.) 54 hours lecture.

5 Art History - Renaissance to Modern-Day 3 Units

This course presents a chronological history of the West using iconic works of art and architecture that embody the conditions and values of the people who created them. We begin as Humanism cleaves the Early Renaissance away from a Medieval mindset, and conclude in recent times, as art is radically redefined by modern and contemporary artists to evocatively reflect our unpredictable, challenging times. This course is especially appropriate for visual learners. 54 hours lecture.

6 Art History - Twentieth- and Twenty-First Century Art 3 Units

This course presents a chronological history of the 20th- and 21st centuries in the West (and at times, beyond), using iconic artworks that embody the conditions and values of the people who created them. We examine artworks created in a wide variety of media and targeting a broad range of subjects. Our focus is on major movements and influential ideas of this period, which—more than any other art historical period—were shaped by women artists, indigenous artists, disasporic artists, and artists of color. This course is especially appropriate for visual learners. 54 hours lecture.

7 Multicultural History of American Art 3 Units

A multicultural survey of American art from 1800 to the present. Special emphasis on art objects created by Native American, Asian American, African American, and Hispanic/Latino artists and artisans. Considers how art objects express the maker's identity within the specific historical, social, and political circumstances of his or her life. Addresses how male and female artists and artisans from these groups have used various art forms to assert their gender and ethnic identity in response to historical change. 54 hours lecture.

8 Art History - A Global Perspective 3 Units

This course offers an overview of the rich visual cultures of Africa, Asia, Oceania, and the Americas. Our focus is on perspectives, philosophies, and aesthetics developed before and/or outside the European tradition, thereby providing students visual and intellectual lessons from civilizations with distinctive and exceptional non-white worldviews. Each unit of study addresses a non-Western civilization's visual cultures and the aesthetics associated with that civilization's periods/kingdoms, religions, and favored art types. This course is especially appropriate for visual learners. 54 hours lecture.

20 History of Photography 3 Units

(See also PHOT 20)

A broad chronological survey of photography from its invention to the present. Considers the medium's dual role as technology and art. Addresses a multiplicity of photographic themes and purposes. Considers the intersections of photography and technology, history, art, and everyday life. Not open for credit to students who have completed or are currently enrolled in ART 67, PHOT 20 or PHOT 67. 54 hours lecture.

ASTRONOMY (ASTR)

ASTRONOMY (ASTR) COURSES

10 Introduction to Astronomy: The Solar System 3 Units
Introduction to history and physical principles of astronomy, focusing on our Solar System. Includes: constellations; distance scales; historical development of astronomy; gravitation; motion of the Earth, Moon, and Planets; astronomical tools; formation and evolution of the solar system; physical properties, atmosphere, and evolution of the Earth, Moon, and planets within the solar system; asteroids, comets, and other small bodies; discovery of extra-solar planets; possibilities for life beyond Earth. Designed for non-majors in mathematics or a physical science. A companion science lab, Astronomy 30, is also available. 54 hours lecture.

20 Introduction to Astronomy: Stars and the Universe 3 Units
Introduction to the study of stars, galaxies, and cosmology. Includes the nature of light and matter, telescopes, spectroscopy, stellar formation and evolution, galaxies, quasars, and cosmology. Designed for non-majors in mathematics or a physical science. A companion science lab, Astronomy 30, is also available. 54 hours lecture.

30 Introduction to Astronomy Lab 1 Unit
Introduction to laboratory principles and techniques in astronomy. Includes telescope operation and measuring stellar magnitudes, spectral lines, motions of the sun, moon and planets. **Prerequisite** ASTR 10 or ASTR 20. 54 hours laboratory.

45 Descriptive Astronomy 3 Units
Survey of Astronomy at a descriptive level, focusing on current topics of interest including exploration of the planets, black holes, detection of extra-solar planets, search for intelligent life in the universe, astronomy in film and literature, as well as identification of seasonal constellations. Designed for non-majors in mathematics or a physical science. 54 hours lecture.

AUTOMOTIVE TECHNOLOGY (ATEC)

Degrees

AS Automotive Technology

Certificate of Achievement

Automotive Chassis Technology
Automotive Electrical and Body Electronics Technology
Automotive Engine Performance
Automotive Powertrain Technology
Automotive Service Consulting
Automotive Technology
Hybrid and Alternative Fuel Vehicles
Technology-Based Automotive Systems

AUTOMOTIVE TECHNOLOGY

Associate in Science (AS)

Students completing the Chabot Automotive Technology Degree will have obtained theoretical and practical experiences for the following Automotive Service Excellence (ASE) subject areas: A1-A8, C1, L1, L3 and Advanced Drivers Assistance Systems (ADAS), encompassing all aspects of modern vehicles. The inclusion of General Education courses provides for a well-rounded professional prepared for current and future opportunities in the Transportation and related industries.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics.

Program Learning Outcomes

1. Students completing the Chabot Automotive Technology AS Degree or Certificate Training will be prepared to obtain employment in the automotive industry.
2. Students completing the Chabot Automotive Technology AS Degree or Certificate Training will be able to demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles. They will display the confidence to perform automotive operations in a timely and professional manner with limited supervision. Students will also demonstrate an ethical code conforming to the highest standards of the automotive industry.

Courses marked below with the following symbols are recommended as preparation for the following California State and BAR tests.

- * Smog Check Technician License
- # Break Adjusters License
- + Air Conditioning Refrigeration Recovery and Recycling Certification

Required Core **Units**

ATEC 50	Introduction to Automotive Technology	3
ATEC 1	Automotive Engines	4
ATEC 2	Automotive Automatic Transmissions and Transaxles	3
ATEC 3	Automotive Manual Transmissions and Transaxles	3
ATEC 4	Automotive Suspension and Steering	3
ATEC 5	# Automotive Braking Systems	3
ATEC 6A	* Automotive Electrical and Electronic Fundamentals	4
ATEC 6B	* Automotive Electrical and Electronic Systems	3
ATEC 7	+ Automotive Heating and Air Conditioning Systems	2.5
ATEC 8	* Automotive Air and Fuel Delivery Systems	4
ATEC 10	* Automotive Advanced Engine Performance	3
ATEC 75	Automotive Service Consultant	3
ATEC 90	Hybrid Vehicle Operation and Servicing	2
ATEC 91	Hybrid Diagnosis and Alternate Fuels Technology	2
ATEC 92	Advanced Drivers Assistance Systems	3
ATEC 93	New Vehicle Technologies	3

Required Major-Specific G.E. Requirement

INDT 74	Measurements and Calculations	3

Major Requirements	48.5 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

AUTOMOTIVE CHASSIS TECHNOLOGY

Certificate of Achievement

The Automotive Chassis Technology Certificate of Achievement will provide learning opportunities related to vehicle systems such as: Steering, Suspension, Brakes, Electrical and Electronics and proper documentation practices.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department **https://edd.ca.gov** search for "Automotive Service Technicians and Mechanics.

Program Learning Outcomes

1. Obtain employment in the automotive industry.
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core **Units**

ATEC 4	Automotive Suspension and Steering	3
ATEC 5	Automotive Braking Systems	3
ATEC 6A	Automotive Electrical and Electronic Fundamentals	4
ATEC 6B	Automotive Electrical and Electronic Systems	3
ATEC 50	Introduction to Automotive Technology	3
ATEC 75	Automotive Service Consultant	3
Total		**19**

AUTOMOTIVE ELECTRICAL AND BODY ELECTRONICS TECHNOLOGY

Certificate of Achievement

The Automotive Electrical and Body Electronics Technology Certificate of Achievement will provide learning opportunities related to vehicle electrical systems such as: Starting, Charging, Batteries, Body Electronics, BUS systems and HVAC systems. Career Opportunities in Automotive Electrical and Body Electronics Technology Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department **https://edd.ca.gov** search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core **Units**

ATEC 6A	Automotive Electrical and Electronic Fundamentals	4
ATEC 6B	Automotive Electrical and Electronic Systems	3
ATEC 7	Automotive Heating and Air Conditioning Systems	2.5
ATEC 50	Introduction to Automotive Technology	3
Total		**12.5**

AUTOMOTIVE ENGINE PERFORMANCE

Certificate of Achievement

The Automotive Engine Performance Certificate of Achievement will provide learning opportunities related to vehicle engine control systems such as: Ignition, Fuel Delivery, Engine Management, Emissions, Diagnosis, Service and Maintenance.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry.
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Units
ATEC 1	Automotive Engines	4
ATEC 6A	Automotive Electrical and Electronic Fundamentals	4
ATEC 6B	Automotive Electrical and Electronic Systems	3
ATEC 8	Automotive Air and Fuel Delivery Systems	4
ATEC 10	Automotive Advanced Engine Performance	3
ATEC 50	Introduction to Automotive Technology	3
Total		**21**

AUTOMOTIVE POWERTRAIN TECHNOLOGY

Certificate of Achievement

The Automotive Powertrain Technology Certificate of Achievement will provide learning opportunities related to vehicle Powertrain systems such as: Electrical, Internal Combustion Engines, Automatic and Manual Transmissions, Differentials, Drivelines, 4WD and AWD systems.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Units
ATEC 1	Automotive Engines	4
ATEC 2	Automotive Automatic Transmissions and Transaxles	3
ATEC 3	Automotive Manual Transmissions and Transaxles	3
ATEC 6A	Automotive Electrical and Electronic Fundamentals	4
ATEC 6B	Automotive Electrical and Electronic Systems	3
ATEC 50	Introduction to Automotive Technology	3
Total		**20**

AUTOMOTIVE SERVICE CONSULTING

Certificate of Achievement

The Automotive Service Consulting Certificate of Achievement will provide learning opportunities related to customer service, communications, documentation processes, business operations and management to prepare students for employment as Service Consultants in the Transportation related industries.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include Service Consultant, Service Advisor, and Management. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics.

Program Learning Outcomes

1. Demonstrate the expertise needed to perform service consultant functions in a timely and professional manner with limited supervision;
2. Demonstrate an ethical code conforming to the highest standards of the automotive industry;
3. Prepared to obtain employment in the automotive industry.

Required Core		Units
ATEC 50	Introduction to Automotive Technology	3
ATEC 75	Automotive Service Consultant	3
BUS 14	Business Communications	3
CAS 50	Introduction to Computer Application Systems	3
Total		**12**

AUTOMOTIVE TECHNOLOGY

Certificate of Achievement

The Automotive Technology Certificate of Achievement will provide learning opportunities related to all vehicle systems such as: Engines, Transmissions, Electrical, HVAC, Engine Management, Hybrid / EV, and ADAS.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry.
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Units
ATEC 1	Automotive Engines	4
ATEC 2	Automotive Automatic Transmissions and Transaxles	3
ATEC 3	Automotive Manual Transmissions and Transaxles	3
ATEC 4	Automotive Suspension and Steering	3
ATEC 5	Automotive Braking Systems	3
ATEC 6A	Automotive Electrical and Electronic Fundamentals	4
ATEC 6B	Automotive Electrical and Electronic Systems	3
ATEC 7	Automotive Heating and Air Conditioning Systems	2.5
ATEC 8	Automotive Air and Fuel Delivery Systems	4
ATEC 10	Automotive Advanced Engine Performance	3
ATEC 50	Introduction to Automotive Technology	3
ATEC 75	Automotive Service Consultant	3
ATEC 90	Hybrid Vehicle Operation and Servicing	2
ATEC 91	Hybrid Diagnosis and Alternate Fuels Technology	2
ATEC 92	Advanced Drivers Assistance Systems	3
ATEC 93	New Vehicle Technologies	3
Total		**48.5**

HYBRID AND ALTERNATIVE FUEL VEHICLES

Certificate of Achievement

The Automotive Hybrid and Alternative Fuel Vehicles Technology Certificate of Achievement will provide learning opportunities related to hybrid and electric vehicle systems, servicing, diagnosis and repairs.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics.

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry;
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles;
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision;
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Units
ATEC 50	Introduction to Automotive Technology	3
ATEC 1	Automotive Engines	4
ATEC 6A	Automotive Electrical and Electronic Fundamentals	4
ATEC 6B	Automotive Electrical and Electronic Systems	3
ATEC 8	Automotive Air and Fuel Delivery Systems	4
ATEC 90	Hybrid Vehicle Operation and Servicing	2
ATEC 91	Hybrid Diagnosis and Alternate Fuels Technology	2
Total		**22**

TECHNOLOGY-BASED AUTOMOTIVE SYSTEMS

Certificate of Achievement

The Technology-Based Automotive Systems Certificate of Achievement will provide learning opportunities on systems such as Advanced Drivers Assistance Systems (ADAS), Autonomous Vehicles, New Technologies, Computer Programming, Software Fundamentals, and Connected Vehicles.

Career Opportunities

In the past ten years, the automotive industry has experienced a rapid growth in technology. These systems include vehicle safety, drivers assistance, and enhanced vehicle communications. As these new technologies leave the new car dealer service network, technicians in all areas will need to acquire the applicable knowledge and skills to diagnose, service and repair these systems. Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department **https://edd.ca.gov** search for "Automotive Service Technicians and Mechanics.

Program Learning Outcomes

1. Demonstrate the expertise needed to perform technician functions as they relate to Advanced Drivers Assistance Systems (ADAS).
2. Demonstrate the expertise needed to perform technician functions as they relate to New Vehicle Technologies.
3. Prepared to obtain employment in the automotive industry.

Required Core		Units
ATEC 6A	Automotive Electrical and Electronic Fundamentals	4
ATEC 6B	Automotive Electrical and Electronic Systems	3
ATEC 90	Hybrid Vehicle Operation and Servicing	2
ATEC 91	Hybrid Diagnosis and Alternate Fuels Technology	2
ATEC 92	Advanced Drivers Assistance Systems	3
ATEC 93	New Vehicle Technologies	3
Total		**17**

AUTOMOTIVE TECHNOLOGY (ATEC) COURSES

1 Automotive Engines 4 Units

(See also APAU 9747)

Automotive engine fundamentals including; configurations and designs, operation, diagnostic tests; disassembly, inspection, thread repair, broken bolt removal, precision measurement, assembly, timing chains and belts, valve adjustments, cooling systems, introduction to engine machining, proper use of shop related tools and equipment, and safety practices. 45 hours lecture, 99 hours laboratory. **Prerequisite** ATEC 50 (with a grade of "C" or higher) or equivalent (May be taken concurrently).

2 Automotive Automatic Transmissions and Transaxles 3 Units

(See also APAU 9733)

Automotive Automatic Transmission fundamentals including: Diagnosis, inspection, repair, and adjustment of automatic transmission/transaxle assemblies, torque converters, friction materials, hydraulics, gear trains, manual and electronic controls. 27 hours lecture, 90 hours laboratory. **Prerequisite** ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently) .

3 Automotive Manual Transmissions and Transaxles 3 Units

(See also APAU 9732)

Automotive Manual Transmission fundamentals including: Theory, diagnosis, repair and adjustment of automotive manual transmissions/transaxles, driveshafts, half shafts, final drives, clutches, viscous couplings, and transfer cases. Two, four and all-wheel drive assemblies, theory, service and repair. 27 hours lecture, 90 hours laboratory. **Prerequisite** ATEC 50 (with a grade of "C" or higher).

4 Automotive Suspension and Steering 3 Units

(See also APAU 9710)

Automotive Suspension and Steering fundamentals including: Diagnosis, inspection, repair, and adjustment of modern automotive steering, suspension, supplemental restraint, tire pressure monitoring, and alignment systems, theory of operation, common automotive steering and suspension systems, wheel alignment principles, methods of diagnosis, adjustment and repair, suspension service equipment. 27 hours lecture, 90 hours laboratory. **Prerequisite** ATEC 50 (with a grade of "C" or higher).

5 Automotive Braking Systems 3 Units

(See also APAU 9723)

Automotive Braking Systems including: Diagnosis, inspection, repair, and adjustment of modern automotive brakes and anti-lock braking systems, traction control, and dynamic stability control systems, theory of operation, the study of basic laws of hydraulics, brake service equipment. 27 hours lecture, 90 hours laboratory. **Prerequisite** ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

6A Automotive Electrical and Electronic Fundamentals 4 Units
(See also APAU 9725)
Automotive Electrical and Electronic Fundamentals including: Ohm's Law, basic electrical circuits, components, battery, starting, charging, and basic wiring systems, electrical components and the use of basic wiring diagrams for trouble shooting systems, repair of wiring circuits and correct use of diagnostic equipment. 45 hours lecture, 99 hours laboratory. **Prerequisite** ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

6B Automotive Electrical and Electronic Systems 3 Units
(See also APAU 9748)
Automotive body electronics, vehicle lighting, instrumentation, OEM audio, navigation, and communication systems, supplemental restraint systems, starter interlock systems, computer controlled charging systems. 27 hours lecture, 90 hours laboratory. **Prerequisite** ATEC 6A (with a grade of "C" or higher) or equivalent

7 Automotive Heating and Air Conditioning Systems 2.5 Units
(See also APAU 9729)
Automotive Heating and Air Conditioning including: Diagnosis, testing, adjustment, and repair of air conditioning, cooling and heating systems, heat and energy, air flow, refrigerant recycling, equipment and controls. 27 hours lecture, 72 hours laboratory. **Prerequisite** ATEC 50 (with a grade of "C" or higher).

8 Automotive Air and Fuel Delivery Systems 4 Units
(See also APAU 9727)
Automotive Air and Fuel Delivery including: Introduction to the principles of automotive fuel induction systems, including the inspection, diagnosis, and evaluation of fuel storage, fuel pumps, carburetion, intake and exhaust systems, engine operation principles, computerized engine controls, and fuel injection systems. 45 hours lecture, 99 hours laboratory. **Prerequisite** ATEC 6A with a grade of C or highe or equivalent

10 Automotive Advanced Engine Performance 3 Units
(See also APAU 9741)
Automotive Engine Management Systems including: Ignition systems, combustion process, emission control devices, diagnostic practices for drivability, emissions, on board diagnostic systems, vehicle systems integration, and new engine technology. 27 hours lecture, 90 hours laboratory. **Prerequisite** ATEC 8 (with a grade of "C" or higher) or equivalent

50 Introduction to Automotive Technology 3 Units
(See also APAU 9724)
Automotive industry fundamentals including careers; safety; fasteners, hand tool identification and usage; vehicle systems, electrical fundamentals; service information access and use; automotive chemical and fluid applications; hazardous waste handling; general shop equipment usage, and vehicle servicing. 45 hours lecture, 45 hours laboratory.

52 Automotive Career Exploration 1 Unit
Researching current career pathways related to the automotive industry including job opportunities, salary expectations, and training expectations. 18 hours lecture.

75 Automotive Service Consultant 3 Units
Automotive Service Consultant fundamentals including: Communications, customer service, legal documents, business interactions, billing, parts and labor guides, shop management applications, shop operations, sales, vehicle identification and systems operations. Course content is aligned with tasks identified by Automotive Service Excellence (ASE) certification. 45 hours lecture, 27 hours laboratory. **Prerequisite** ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently) ATEC 250 (with a grade of "P" or higher) or equivalent (may be taken concurrently).

80 California Emissions Testing Technician Training Course 7.5 Units
(See also APAU 9749)
Motor vehicle emission inspection and maintenance: Includes the Bureau of Automotive Repair (BAR) requirements for: BAR Specified Diagnostic and Repair Training, Level 1, Level 2. Other requirements may be necessary, reference the California Bureau of Automotive Repair for full requirements. 108 hours lecture, 72 hours laboratory **Prerequisite** ATEC 6A (with a grade of "C" or higher) or equivalent ATEC 8 (with a grade of "C" or higher) or equivalent ATEC 1 (with a grade of "C" or higher) or equivalent ATEC 10 (with a grade of "C" or higher) or equivalent.

90 Hybrid Vehicle Operation and Servicing 2 Units
(See also APAU 9750)
Study of hybrid vehicle architecture, operation, and servicing. 27 hours lecture, 36 hours laboratory. **Strongly Recommended** ATEC 6A and ATEC 8 and ATEC 2 and ATEC 5 and ATEC 10 or equivalent. **Prerequisite** ATEC 50 (with a grade of "C" or higher) or equivalent.

91 Hybrid Diagnosis and Alternate Fuels Technology 2 Units
(See also APAU 9751)
Hybrid vehicle diagnosis and repair processes, and alternate fuels application and operation. 27 hours lecture, 36 hours laboratory. **Prerequisite** ATEC 90 (with a grade of "C" or higher).

92 Advanced Drivers Assistance Systems 3 Units
This course introduces students to the Advanced Drivers Assistance Systems (ADAS) utilized in vehicles. This technology is also the foundation for autonomous vehicles. This course will cover the various Advanced Drivers Assistance Systems (ADAS), exploring system operation, diagnosis, service, repairs, and calibration. 27 hours lecture, 81 hours laboratory. **Prerequisite** ATEC 4 (with a grade of "C" or higher) or equivalent and ATEC 6A (with a grade of "C" or higher) or equivalent and ATEC 6B (with a grade of "C" or higher) or equivalent.

93 New Vehicle Technologies 3 Units
This course will introduce students to new vehicle technologies; including enhanced vehicle connectivity, vehicle electronics, and programming. The course will cover the operation, application, and practical experiences with these systems, and vehicle diagnostics, including electrical and mechanical. 27 hours lecture, 81 hours laboratory. **Prerequisite** ATEC 92 (with a grade of "C" or higher).

ATHLETICS (ATHL)

See **Physical Education**, page 309

BIOLOGY (BIOL)

Now **Biological Sciences**

BIOLOGICAL SCIENCES (BIOS)

Effective Fall 2022: courses previously listed under Biology, Anatomy, Microbiology, and Physiology have been updated under the Biological Sciences (BIOS) rubric. Please use the table below to find the course you are looking for:

New Course Number		Former Course Number
BIOS 1	formerly	BIOL 10
BIOS 5	formerly	BIOL 25
BIOS 15	formerly	BIOL 50
BIOS 18	formerly	BIOL 80
BIOS 21A	formerly	BIOL 6
BIOS 21B	formerly	BIOL 4
BIOS 21C	formerly	BIOL 2
BIOS 41	formerly	BIOL 31
BIOS 42	formerly	ANAT 1
BIOS 43	formerly	PHSI 1
BIOS 44	formerly	MIRC 1

Degrees

AS-T	Biology
AS-T	Public Health Science
AS	Biological Sciences: Emphasis Health Science
AS	Biology

Certificate of Achievement

Biological Sciences - Health Science Fundamentals

BIOLOGY

Associate in Science for Transfer

The Associate in Science in Biology for Transfer degree provides students with a foundation in biological principles and the diversity of life. Biology students study life at the molecular, cellular, organismal, ecological, and evolutionary levels. Students answer scientific questions by critically evaluating scientific information, developing and testing hypotheses using the tools and techniques of the biological sciences, analyzing data, and interpreting results. Many students major in biology to prepare for careers in research, teaching, natural resource management or medical professions. The Associate in Science in Biology for Transfer degree assists students in a more seamless transfer experience into the California State University System. California Community College students who are awarded an Associate in Science in Biology for Transfer are guaranteed admission with junior standing in the CSU System and given priority admission consideration to CSU campuses to a Biology baccalaureate degree program that is deemed similar to their community college major. Students wishing to pursue the Associate in Science in Biology for Transfer degree must: 1. Complete 60 semester units or 90 quarter units eligible for transfer to the California State University. 2. Complete the Intersegmental General Education Transfer Curriculum (IGETC/CSU) for STEM or CSU GE Breadth for STEM. 3. Complete a minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district. 4. Obtain a minimum overall grade point average of 2.0. 5. Earn a grade of "C" or better in all courses required for the major or area of emphasis.

Career Opportunities

The Associate in Science in for Transfer degree provides students with a foundation in biological principles and preparation for a wide variety of careers in research, manufacturing, teaching, natural resource management, consulting and administration. Biology is a very broad field with many sub disciplines including cell and molecular biology, genetics, ecology, physiology, zoology, and botany. According to the Bureau of Labor Statistics, employment for biologists is expected to grow faster than other occupations during the next decade in part due to the growth in the biotechnology industry, genetic counseling, and environmental science.

Program Learning Outcomes

1. Perform experiments; collect, analyze and report data;
2. Develop competency with standard equipment and techniques of biosciences;
3. Communicate scientific concepts by verbal, written, and graphic/illustrative means;
4. Collaborate with peers to perform experiments, maintain a safe laboratory environment, and discuss scientific concepts.

Required Core		Units
BIOS 21A	Principles of Plant Biology and Ecology	4
BIOS 21B	Principles of Animal Biology and Evolution	4
BIOS 21C	Principles of Cell and Molecular Biology	5

List A

PHYS 3A	College Physics A	4
PHYS 3B	College Physics B	4
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
MTH 1	Calculus I	5
	or	
MTH 15	Applied Calculus I	3

All courses in the major are required to have a grade of "C" or higher, and a cumulative GPA of 2.0 must be achieved. A "P" (Pass) grade is not an acceptable grade for courses in the major

Major Requirements	34-36 units
General Education	CSU GE 33 units IGETC (CSU) 31 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

PUBLIC HEALTH SCIENCE

Associate in Science for Transfer

The AS-T in Public Health Science provides a clearly articulated curricular track for students who wish to transfer to baccalaureate degree programs at a California State University (CSU) campus. California Community College students who are awarded an AS-T in Public Health Science are guaranteed admission with junior standing in the CSU System and given priority admission consideration to their local CSU campus to a program in areas such as Public Health, Health Science, Kinesiology with a Health Education or a Health and Wellness Promotion concentration, Collaborative Health and Human Services with Community Health option, as well as related fields. For detailed requirements for individual four-year institutions, students should contact the transfer institution and meet with a counselor for specific transfer course requirements in their chosen major. AS-T Requirements: 1. Completion of 60 semester units or 90 quarter units of degree-applicable courses, 2. Minimum overall grade point average of 2.0, 3. Minimum grade of "C" (or "P") for each course in the major, and 4. Completion of IGETC or CSU GE-Breadth.

Program Learning Outcomes

1. Acquire, conduct, analyze, and interpret data using scientific terminology, measurements, and protocols.
2. Demonstrate an understanding of health and wellness information using the scientific method, scientific research and established knowledge.
3. Explain the interdependence of molecular through organismal structure and function in both health and disease.

Required Core Units

HLTH 1	Introduction to Personal Health	3
BIOS 18	Introduction to Public Health	3
	or	
HLTH 18	Introduction to Public Health	3
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
	or	
MTH 43	Introduction to Probability and Statistics	4
BIOS 41	Fundamentals of Biology for Health Sciences	4
CHEM 30A	Introductory and Applied Chemistry I	4
PSY 1	General Psychology	3
BIOS 42	General Human Anatomy	5
	or	
BIOS 43	Human Physiology	5

List A (choose one course)

ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
HLTH 8	Human Sexuality	3
	or	
PSY 8	Human Sexuality	3
	or	
SOCI 8	Human Sexuality	3
BIOS 44	Microbiology	5
NUTR 1	Introduction to Nutrition Science	3
PSY 12	Lifespan Psychology	3
SOCI 1	Principles of Sociology	3
PSCN 3	Drugs, Recovery and Prevention in Modern Society	3

Major Requirements	29-31 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

BIOLOGICAL SCIENCES: EMPHASIS HEALTH SCIENCE

Associate in Science (AS)

The Associate of Science in Biological Sciences with an emphasis in Health Science will provide students with the foundation needed to apply for career programs in nursing, dental hygiene, physician assistant, medical technology/technicians, occupational therapy, and recreational therapy. Students will learn the basics of biology and chemistry as a foundation for studying the structure and function of the body in health and disease, for understanding how the body responds to infections, and for realizing what makes a healthy society.

Career Opportunities

This degree focus is preparation for transfer and application to programs in Health Sciences or the allied health professions.

Program Learning Outcomes

1. Explain the interdependence of molecular through organismal structure and function in both health and disease.
2. Acquire, conduct, analyze, and interpret data using scientific terminology, measurements, and protocols.

Year One		Units
BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 42	General Human Anatomy	5
CHEM 30A	Introductory and Applied Chemistry I	4

Year Two		
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5

Required For Major-Specific G.E. Requirement (Complete a minimum of 3 units)		Units
CHEM 30B	Introductory and Applied Chemistry II	4
HLTH 1	Introduction to Personal Health	3
NUTR 1	Introduction to Nutrition Science	3
PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3
BIOS 18	Introduction to Public Health	3
	or	
HLTH 18	Introduction to Public Health	3

Major Requirements	23 units
General Education Requirements	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

BIOLOGY

Associate in Science (AS)

This program of study will provide students with a foundation in biological principles and the diversity of life in order to think critically about real world problems in fields as diverse as infectious disease, neuroscience, genomics, and environmental sustainability. Biologists study life at the molecular, cellular, organismal, ecological and evolutionary levels. Biology students will explore scientific questions by critically evaluating scientific information, developing and testing hypotheses using the tools and techniques of the biological sciences, analyzing data, and interpreting results.

Career Opportunities

Biologists study the origin, development, anatomy, physiology, ecology and other basic principles of living organisms. Various areas of specialization are available to biologists in research, manufacturing, teaching, natural resource management, consulting and administration. Biologists are usually classified according to specialty, i.e., microbiologists, ecologists, physiologists, zoologists, botanists. Preparation for some entry level jobs in these and other areas generally requires a bachelor's degree. Students interested in a career in biology should plan to obtain a master's or doctorate degree.

Program Learning Outcomes

1. Communicate biological concepts by written, verbal, and graphical/illustrative means;
2. Demonstrate critical thinking and/or laboratory skills required to interpret data from a variety of experimental, written, and visual sources to answer biological questions;
3. Describe relationships between structure and function at multiple levels of biological organization;
4. Summarize how hereditary information is expressed and passed from generation to generation;
5. Describe how diversity arises by evolutionary change and how the unity of living systems results from evolutionary conservation.

Required Core (23 units)		Units
BIOS 21A	Principles of Plant Biology and Ecology	4
BIOS 21B	Principles of Animal Biology and Evolution	4
BIOS 21C	Principles of Cell and Molecular Biology	5
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5

Electives (select 2 courses)		Units
CHEM 12A	Organic Chemistry I	5
CHEM 12B	Organic Chemistry II	5
PHYS 3A	College Physics A	4
PHYS 3B	College Physics B	4

Required For Major-Specific G.E. Requirement (Complete a minimum of 3 units)		Units
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 15	Applied Calculus I	3
MTH 43	Introduction to Probability and Statistics	4
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5

Major Requirements	31 - 33 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

BIOLOGICAL SCIENCES: HEALTH SCIENCE FUNDAMENTALS

Certificate of Achievement

Students will learn the core concepts of biology, of chemistry, and of the human body that serve as the foundation for careers in the allied health fields.

Career Opportunities

The Certificate of Achievement in Allied Health contains all (or most) of the prerequisite science courses needed to apply for allied health career programs in nursing, dental hygiene, physician's assistant, medical technology/technicians, occupational therapy, recreational therapy, etc.

Program Learning Outcomes

1. Explain the interdependence of molecular through organismal structure in the function of the human body.
2. Acquire, conduct, analyze, and interpret data using scientific terminology, measurements, and protocols.

Required Core		13 units
CHEM 30A	Introductory and Applied Chemistry I	4
BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 42	General Human Anatomy	5

Electives (choose 1 course)		
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5

Total	**18**

BIOLOGICAL SCIENCES (BIOS) COURSES

1 Introduction to the Science of Biology 4 Units

This course covers basic principles of biology using a thematic approach including: cell biology and genetics, impacts of climate change on ecosystems, energy use in plants and animals, and the cellular basis for various diseases and disorders. The lab portion allows students to conduct scientific investigations and get hands-on experiences with microscopy and other biological procedures. In addition, the lab delves into bioethical issues and connects lecture topics to real world scenarios. This course is intended to fulfill the natural sciences general education requirement for students majoring outside of the biological or health sciences. May not receive credit if BIOL 10 has been completed successfully. 54 hours lecture, 54 hours laboratory.

5 Human Heredity and Evolution 3 Units

Apply the fundamental concepts underlying human genetics and evolution to contemporary technologies and topics. Applications such as transgenic organisms, DNA forensics, human genetic diversity and ancestry, and the genetic components of diseases will be explored. May not receive credit if BIOL 25 has been completed successfully. 54 hours lecture.

15 Anatomy and Physiology 4 Units

Structure and function of the human body is studied. Emphasis on human anatomy and physiological principles at the cellular and systemic level. Designed primarily for majors in paramedic and medical assisting programs and pre-medical students who wish to explore the realm of anatomy and physiology. May not receive credit if BIOL 50 has been completed successfully. 54 hours lecture, 54 hours laboratory.

18 Introduction to Public Health 3 Units

(See also APHC 9702 and HLTH 18)
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, will learn the history and accomplishments of public health officials and agencies, and will do in-depth examination of core public health disciplines. 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. May not receive credit if BIOL 80, HTLH 18, HLTH 80 or APHC 9702 have been completed successfully. 54 hours lecture.

21A Principles of Plant Biology and Ecology 4 Units

Principles of the diversity, structure and function of autotrophs including plants, protists, and bacteria. Emphasis on cell reproduction, alternation of generations, plant morphology and anatomy, homeostasis, development, phylogeny, taxonomy, and systematics. Principles of ecology including conservation biology. This course is intended for students majoring in biological sciences OR for students who will apply to professional schools, including schools of medicine, dentistry, and pharmacy. May not receive credit if BIOL 6 has been completed successfully. 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 55 (completed with a grade of "C" or higher) (or MTH 255) or equivalent. **Strongly Recommended** Eligibility for ENGL 1.

21B Principles of Animal Biology and Evolution 4 Units

Principles of the diversity, structure and function of heterotrophic organisms-animals, protists, and fungi with emphasis on homeostasis, development, phylogeny and taxonomy. Principles of evolution, evolutionary history, and population genetics. Intended for biological sciences majors. This course is intended for students majoring in biological sciences OR for students who will apply to professional schools, including schools of medicine, dentistry, and pharmacy. May not receive credit if BIOL 4 has been completed successfully. 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 55 (completed with a grade of "C" or higher) (or MTH 255) or equivalent and BIOS 21A (completed with a grade of "C" or higher) (or BIOL 6) or CHEM 1A, (completed with a grade of "C" or higher) **Strongly Recommended** Eligibility for ENGL 1.

21C Principles of Cell and Molecular Biology 5 Units

Principles of the structure and function of biological molecules, prokaryotic and eukaryotic cells, and viruses, with emphasis on homeostasis, cell reproduction and its controls, molecular and transmission genetics, control of gene expression, genetic control of pattern formation in development, and cell metabolism. This course is intended for students majoring in biological sciences OR for students who will apply to professional schools, including schools of medicine, dentistry, and pharmacy. May not receive credit if BIOL 2 has been completed successfully. 54 hours lecture, 108 hours laboratory. **Prerequisite** CHEM 1A, (completed with a grade of "C" or higher) and BIOS 21A (completed with a grade of "C" or higher) (or BIOL 6) or BIOS 21B (completed with a grade of "C" or higher) (or BIOL 4) **Strongly Recommended** Eligibility for ENGL 1

41 Fundamentals of Biology for Health Sciences 4 Units

A course that explores basic principles of biology. Emphasis is placed on cell structure and function, cell division, cell metabolism, reproduction, genetics, taxonomy, the origin of life, evolution, animal tissues and development. The laboratory emphasizes the development of important laboratory skills, such as using the metric system, collecting data, graphing, interpreting data, preparing for and taking laboratory exams. Designed to prepare the necessary concepts and laboratory skills and experience that are needed to succeed in more advanced courses in biology. This course is intended for students who will study in health sciences fields including students intending to apply to schools of nursing , dental hygiene, and medical technologies. May not receive credit if BIOL 31 has been completed successfully. 54 hours lecture, 54 hours laboratory. **Strongly Recommended** MTH 53, Eligibility for ENGL 1.

42 General Human Anatomy 5 Units

Examine the correlations between the structures and functions of the human body in both health and diseased states. Explore tissue and organ structure through both gross and microscopic examinations as well as organ and cadaver dissection. May not receive credit if ANAT 1 has been completed successfully. 54 hours lecture, 108 hours laboratory. **Prerequisite** BIOS 41 (with a grade of "C" or higher) or BIOL 31 (with a grade of "C" or higher) or BIOS 21C (with a grade of "C" or higher) **Strongly Recommended** ENGL 1 (with a grade of "C" or higher).

43 Human Physiology 5 Units

Human cellular and systemic body functions are studied. Emphasis is placed on physics, chemistry, and clinical concepts. Students will learn collection and analysis of data, extrapolations and conclusions. Working models, including human responses, and computer simulations are studied. Intended for students needing preparation for careers and program prerequisites in nursing, dental hygiene, physical therapy and other allied health sciences. May not receive credit if PHSI 1 has been completed successfully. 54 hours lecture, 108 hours laboratory. **Prerequisite** CHEM 30A (with a grade of "C" or higher) and BIOS 42 (with a grade of "C" or higher) **Strongly Recommended** CHEM 30B and Eligibility for ENGL 1.

44 Microbiology 5 Units

Bacteria, fungi, protozoa, helminths, and viruses, with an emphasis on their relationships to humans and disease. Microbial growth and control, microbial metabolism, and microbial genetics. Microbe-host interactions, including the beneficial microflora and the pathogenesis of contemporary infectious diseases. Methods used in the laboratory, including cultivation, staining, isolation, quantification, identification, and antibiotic sensitivity testing of microbes. Intended for students planning to enter training programs leading to allied health professions, such as registered nurse and dental hygienist. May not receive credit if MICR 1 has been completed successfully. 54 hours lecture, 108 hours laboratory. **Prerequisite** BIOS 41 (with a grade of "C" or higher) or BIOL 31 (with a grade of "C" or higher) or BIOS 21C (with a grade of "C" or higher) or BIOL 2 (with a grade of "C" or higher) or BIOS 21B (with a grade of "C" or higher) or BIOL 4 (with a grade of "C" or higher) and CHEM 30A (with a grade of "C" or higher) or CHEM 1A (with a grade of "C" or higher) **Strongly Recommended** BIOS 42 (with a grade of "C" or higher) or ANAT 1 (with a grade of "C" or higher) and Eligibility for ENGL 1 (with a grade of "C" or higher).

BUSINESS (BUS)

Degrees

AS-T Business Administration 2.0
AS Accounting
AS Business

Certificate of Achievement

Accounting Technician
Bookkeeping
Business Administration
Health Care Administrator
Human Resources Assistant
Management
Marketing
Retail Management
Small Business Management
Tax Preparer

Certificate of Proficiency

CPA Exam Preparation: Auditing and Attestation
CPA Exam Preparation: Business Environment and Concepts
CPA Exam Preparation: Financial Accounting and Reporting
CPA Exam Preparation: Regulation
Enrolled Agent (EA) Exam Preparation
Project Management
Retailing

BUSINESS ADMINISTRATION 2.0

Associate in Science for Transfer

This curriculum provides an opportunity to achieve an Associate in Science Degree in Business Administration 2.0 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. Completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work. This program is designed specifically for the CSU system. Lower Division requirements for the University of California system and private four-year colleges vary by transfer school. Please see a counselor for transfer requirements for other institutions. Students who intend to transfer must meet all current transfer requirements including minimum GPA. The AS-T in Business Administration 2.0 requires the following: Complete 60 semester units of CSU degree-applicable courses, earn a minimum overall grade point average of 2.0 in those CSU degree-applicable courses, earn a minimum grade of "C" (or "P") for each course in the major, and complete either the IGETC or CSU GE-Breadth course pattern. Students are strongly advised to meet with a counselor to discuss transfer requirements and lower division major preparation that are needed for their intended transfer school.

Career Opportunities

In addition to transfer, this degree may enhance a student's earnings potential by improving their chances to get a job or to get promoted in the fields of accounting, management, marketing, finance, or other areas of business administration. A student will choose a concentration after transferring to a CSU institution.

Program Learning Outcomes

1. Understand and apply generally accepted accounting principles to prepare financial statements.
2. Develop understanding of the law and the legal environment as it relates to business operations, including ethical considerations.
3. Create effective oral and written business communications using modern communication technologies.
4. Apply critical thinking and analytical skills in decision-making and problem solving.

Required Core		Units
BUS 12	Introduction to Business	3
BUS 1A	Financial Accounting	4
BUS 10	Business Law	4
ECN 1	Principles of Microeconomics	3
BUS 1B	Managerial Accounting	4
ECN 2	Principles of Macroeconomics	3
MTH 1	Calculus I	5
	or	
MTH 15	Applied Calculus I	3
	or	
MTH 33	Finite Mathematics	4
BUS 19	Business Statistics	4
	or	
MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

Note: BUS 7 (Accounting for Small Business) is strongly recommended before taking BUS 1A (Financial Accounting).

Major Requirements	28 - 30 units
General Education	CSU GE 39 units IGETC CSU 37 units
Electives	As needed, minimum of 60 CSU transferable units
Total	60 minimum degree applicable units

ACCOUNTING

Associate in Science

The A.S. degree in Accounting is the highest level of the accounting program at Chabot. The degree requires the most time and intellectual commitment. A student should obtain the degree after completing the certificate in Accounting Technician. The degree prepares students for entry-level positions within accounts receivable and accounts payable departments, payroll units, income tax firms, and financial services organizations. Graduates of the program will be able to identify, analyze, summarize, communicate, record, and interpret business transactions and financial statements. Students will learn commercial accounting software and spreadsheets and will apply the skills via intensive accounting applications. Students will study professional and ethical behavioral case studies for business, as well as attain oral and written communication skills that are necessary for success. Technical courses in accounting, taxes, and payroll with commercial software will allow graduates to seek advanced placement in accounting or information systems departments. With this accounting degree, jobs are available in just about every corporate business and non-profit organization.

Career Opportunities

While many accounting careers require at least a bachelor's degree in accounting, an associate's degree in accounting opens the door to some entry-level accounting careers. After you complete your associate's degree in accounting, you will be qualified to work in a number of accounting careers. These include general bookkeeping or being a clerk of accounts payable or accounts receivable. After gaining some experience in an accounting career, you will generally find more career options. However, accounting career options for a graduate of an associate's degree program are not as numerous as accounting career options for a graduate of a bachelor's or master's degree program. If you want to finish your degree quickly and start working, an associate's degree in accounting can be a good way to begin an accounting career. In some cases, you can use the credits you earn for your associate's degree in accounting to transfer to a four-year school and earn a bachelor's degree in accounting, opening up more accounting career options. One advantage of pursing an associate's degree in accounting first is to see how good a fit the field is for you. Another advantage is that you can start working in only two years, as opposed to waiting four or five years to complete a higher degree program.

Program Learning Outcomes

1. Understand and apply the generally accepted accounting principles to prepare financial statements
2. Identify the basics of information technology and apply software applications to accounting transactions
3. Apply critical thinking and analytical skills in decision making and problem solving
4. Create effective oral and written business communications using modern communication technologies

Required Core (25 units)		Units
BUS 1A	Financial Accounting	4
BUS 1B	Managerial Accounting	4
BUS 3A	Taxation of Individuals	3
BUS 6	Accounting Ethics	3
BUS 10	Business Law	4
BUS 12	Introduction to Business	3
BUS 92	Excel Spreadsheets for Accounting	2
BUS 93	QuickBooks	2

Note: BUS 7 (Accounting for Small Business) is strongly recommended before taking BUS 1A (Financial Accounting).

Electives (choose 2 courses)		
BUS 2A	Intermediate Accounting I	4
BUS 2B	Intermediate Accounting II	4
BUS 3B	Taxation of Business Entities	3
BUS 4	Cost Accounting	3
BUS 5	Auditing	3
BUS 8	Payroll Accounting	3
BUS 11	Governmental and Nonprofit Accounting	3

Required Major-Specific G.E. Requirement		
BUS 14	Business Communications	3

Major Requirements	34 - 36 units
General Education	19 units
Elective	Degree applicable units if needed
Total	60 minimum degree applicable units

BUSINESS

Associate in Science

The core curriculum for the Business Associate in Science Degree involves completing the courses below and the general education requirements. Students may enroll in one of the three areas of concentration: General Business, Management, or Marketing. Only one Associate in Science Degree in Business may be earned.

Career Opportunities

This program intends to prepare students for new employment or promotions in the fields of management, supervision, marketing, finance, international business, or other areas of business administration. While all classes in the program transfer to four-year universities at least as electives, the program is not intended to prepare a student for transfer. If your main goal is transfer to a four-year school, consider completing the AS-T in Business Administration for Transfer instead.

CREDIT COURSE LISTING, BUS

Program Learning Outcomes

1. Understand and apply generally accepted accounting principles to prepare financial statements
2. Develop understanding of the law and the legal environment as it relates to business operations, including ethical considerations.
3. Create effective oral and written business communications using modern communication technologies.
4. Apply critical thinking and analytical skills in decision making and problem solving.

Required Core		Units
BUS 1A	Financial Accounting	4
	or	
BUS 7	Accounting for Small Business	3
BUS 10	Business Law	4
BUS 12	Introduction to Business	3
BUS 16	Business Mathematics	3
BUS 22	Introduction to Management	3
BUS 36	Introduction to Marketing	3
BUS 40	International Business	3
CAS 50	Introduction to Computer Application Systems	3
	or	
CAS 54	Microsoft Excel	3
	or	
CSCI 8	Computer Literacy	3

Concentration

Select one area of concentration below for a total of 9 units. Only one AS degree in Business may be earned.

Concentration 1 - General Business

Select a minimum of 9 units from the following list of courses. Select a minimum of 9 units from any other business or entrepreneurship classes

BUS 1B	Managerial Accounting	4
BUS 20	Law and Society	3
BUS 21	Human Resource Management	3
BUS 26	Small Business Management	3
BUS 28	Human Relations in the Workplace	3
BUS 43	Personal Financial Planning	3
BUS 50A	Skills for Supervisors	1
BUS 50C	Interviewing for Success	1
BUS 50D	Resumes and Job Application Letters	1
BUS 50J	Time Management Skills	1
BUS 50K	Listening Skills	1
BUS 50L	Careers in Business	1
BUS 50M	Workplace Diversity	1
BUS 50N	Dealing with Difficult People	1
ENTR 1	Introduction to Entrepreneurship	3
ENTR 5	The Entrepreneurial Mindset	3
ENTR 20	Marketing for Entrepreneurs	3
ENTR 30	The Business Plan	3

Concentration 2 - Management

BUS 21	Human Resource Management	3

Select a minimum of 6 units from the following options:

BUS 1B	Managerial Accounting	4
BUS 26	Small Business Management	3
BUS 28	Human Relations in the Workplace	3
BUS 50A	Skills for Supervisors	1
BUS 50C	Interviewing for Success	1
BUS 50D	Resumes and Job Application Letters	1
BUS 50J	Time Management Skills	1
BUS 50K	Listening Skills	1
BUS 50L	Careers in Business	1
BUS 50M	Workplace Diversity	1
BUS 50N	Dealing with Difficult People	1
BUS 50P	Quality Customer Service	1
BUS 95	Work Experience	1 - 3
	or	
WEXP 95	Work Experience	1 - 3
BUS 96	Work Experience Seminar	1
	or	
WEXP 96	Work Experience Seminar	1
ENTR 1	Introduction to Entrepreneurship	3

Concentration 3 - Marketing

BUS 34	Introduction to Advertising	3
ENTR 20	Marketing for Entrepreneurs	3

Select a minimum of 6 units from the following options:

BUS 26	Small Business Management	3
BUS 32	Retail Store Management	3
BUS 50A	Skills for Supervisors	1
BUS 50C	Interviewing for Success	1
BUS 50D	Resumes and Job Application Letters	1
BUS 50J	Time Management Skills	1
BUS 50K	Listening Skills	1
BUS 50L	Careers in Business	1
BUS 50M	Workplace Diversity	1
BUS 50N	Dealing with Difficult People	1
BUS 50P	Quality Customer Service	1
BUS 95	Work Experience	1 - 3
	or	
WEXP 95	Work Experience	1 - 3
BUS 96	Work Experience Seminar	1
	or	
WEXP 96	Work Experience Seminar	1
ENTR 1	Introduction to Entrepreneurship	3

Required Major-Specific G.E. Requirement **3 units**

BUS 14	Business Communications	3

Major Requirements	34 - 35 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ACCOUNTING TECHNICIAN

Certificate of Achievement

The Accounting Technician certificate targets individuals that want to find entry-level accounting positions within accounts receivable and accounts payable departments, payroll units, income tax firms, or financial services organizations. Students learn the theory and practice of the Generally Accepted Accounting Principles (GAAP), preparation of payroll documents, individual and business tax forms, basics of written and oral business communication, and accounting and payroll software. With the certificate in Accounting Technician, jobs are available in just about every corporate business and non-profit organization. This certificate is aligned with the AS degree in Accounting and should be the 1st step in a student's pathway towards obtaining the AS in Accounting.

Career Opportunities

The Accounting Technician certificate targets individuals that want to find entry-level accounting positions within accounts receivable and accounts payable departments, payroll units, income tax firms, or financial services organizations. With the certificate in Accounting Technician, jobs are available in just about every corporate business and non-profit organization.

Program Learning Outcomes

1. Understand and apply the generally accepted accounting principles to prepare financial statements
2. Identify the basics of information technology and apply software applications to accounting transactions
3. Create effective oral and written business communications using modern communication technologies

Required Core		**Units**
BUS 1A	Financial Accounting	4
BUS 1B	Managerial Accounting	4
BUS 3A	Taxation of Individuals	3
BUS 3B	Taxation of Business Entities	3
BUS 8	Payroll Accounting	3
BUS 12	Introduction to Business	3
BUS 14	Business Communications	3
BUS 92	Excel Spreadsheets for Accounting	2
BUS 93	QuickBooks	2
Total		**27**

Note: BUS 7 (Accounting for Small Business) is strongly recommended before taking BUS 1A (Financial Accounting).

BOOKKEEPING

Certificate of Achievement

The Bookkeeping program targets individuals who want to quickly enter the workforce. You will be employed in entry-level positions as bookkeepers, payroll clerks, and income tax clerks working for small businesses, including small accounting/taxation firms. Graduates of the program will have skills and knowledge of double-entry bookkeeping, completing journals, ledgers, payroll documents, tax forms, and bank statement reconciliations. In addition, graduates will become proficient in accounting and payroll software, including QuickBooks.

Career Opportunities

The Bookkeeping program targets individuals willing to quickly enter the workforce. You will be employed in entry-level positions as bookkeepers, payroll clerks, and income tax clerks working for small businesses, including small accounting/taxation firms.

Program Learning Outcomes

1. Understand and apply the generally accepted accounting principles to prepare financial statements.
2. Identify the basics of information technology and apply software applications to accounting transactions.
3. Create effective oral and written business communications using modern communication technologies.
4. Apply critical thinking and analytical skills in decision making and problem solving.

Required Core		Units
BUS 7	Accounting for Small Business	3
BUS 93	QuickBooks	2
BUS 1A	Financial Accounting	4
BUS 3A	Taxation of Individuals	3
BUS 8	Payroll Accounting	3
BUS 92	Excel Spreadsheets for Accounting	2
BUS 14	Business Communications	3
Total		**20**

Note: If BUS 1A (Financial Accounting) is completed before BUS 7 (Accounting for Small Business), the BUS 7 requirement cannot be waived for this program

BUSINESS ADMINISTRATION

Certificate of Achievement

This certificate is developed to prepare students for further study of business administration. All courses within the certificate are also major requirements for the AS-T in Business Administration 2.0. Thus this curriculum completes 18 out of 60 units required for transfer to a CSU in Business Administration.

Career Opportunities

This certificate prepares students for further studies in business. All courses within the certificate are part of the AS-T in Business Administration 2.0. The program can lead to some career opportunities that involve knowledge and skills of bookkeeping, financial statements, contract law, budgets, costs, and the overall understanding of a modern business entity.

Program Learning Outcomes

1. Understand and apply generally accepted accounting principles to prepare financial statements.
2. Develop an understanding of the law and the legal environment as it relates to business operations, including ethical considerations.
3. Apply critical thinking and analytical skills in decision-making and problem-solving.

Required Core		Units
BUS 1A	Financial Accounting	4
BUS 12	Introduction to Business	3
BUS 1B	Managerial Accounting	4
BUS 10	Business Law	4

Electives (choose 3 units)

ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
Total		**18**

Note: BUS 7 (Accounting for Small Business) is strongly recommended before taking BUS 1A (Financial Accounting).

HEALTH CARE ADMINISTRATOR

Certificate of Achievement

Chabot's certificate provides an introduction to key management and human resource concepts; law, finance, and leadership courses focused on the healthcare organization; and the development of communication skills required for management success. The program is fast and flexible. It consists of only 6 classes. The certificate can be earned fully online. BUS 70, 71 ,72 courses are offered once every three semesters, so the program can be finished in 3 semesters attending college part-time.

Career Opportunities

Employment of healthcare occupations is projected to grow 18 percent from 2016 to 2026, much faster that the average for all occupations adding 2.4 million new jobs. This growth is mainly due to an aging population, leading to greater demand for healthcare services. Simply put, there are great healthcare management opportunities for qualified candidates. Chabot's Healthcare Management program is the only program of its type among community colleges in the Bay Area. The program is specifically designed for those currently working in any healthcare position that would like to advance into management. It's also very helpful for those working outside of healthcare, but in relevant fields such as accounting, information technology, secretarial or office management, social work, human resources, and other fields that would like to transition to the rapidly growing field of healthcare.

Program Learning Outcomes

1. Identify and analyze unique legal issues in health care, including HIPAA (patient privacy laws and regulations), Medicare and Medicaid reimbursement requirements, negligence/malpractice issues, advance directives, and employment law for medical staff and independent contractors.
2. Apply effective management approaches in health care organizations, including organizational structure and governance, information technology, facilities and guest services, planning, marketing and strategy
3. Create effective oral and written business communications using modern communication technologies.
4. Identify and analyze financial structures of both for profit and non-profit healthcare organizations.

Required Core		Units
BUS 14	Business Communications	3
BUS 22	Introduction to Management	3
BUS 21	Human Resource Management	3
BUS 70	Health Care Financial Management	3
BUS 71	Health Care Law	3
BUS 72	Leadership of Health Care Organizations	3
Total		**18**

Note: If you have no accounting background, it is strongly recommended to complete BUS 7 (Accounting for Small Business) or BUS 1A (Financial Accounting) before taking BUS 70 (Health Care Financial Management).

HUMAN RESOURCES ASSISTANT

Certificate of Achievement

Chabot's Human Resources Assistant program is the only program of its type among community colleges in the Bay Area. The program is specifically designed and focused to prepare you for an exciting entry-level career in human resources for profit, non-profit, or government organizations. You will perform paraprofessional administrative support work in a human resources area. The certificate consists of only 7 classes, so it can be finished in 2-3 semesters studying part-time. Required classes can be taken in any sequence; there are no prerequisites to begin the program. Classes are available online, on campus, and in a hybrid format (a mix of on campus and online). The certificate can be earned fully online.

Career Opportunities

Human resources assistants keep records of a company's employees. These records have facts, such as each worker's name, address, job title, pay, and health insurance benefits and other benefits. Every day, human resources assistants update information and answer questions about employees. They also may create reports for managers, help to hire workers, do research on the Internet to find qualified applicants for jobs, tell people about job openings, get information from job applicants about their education and work experience, give out tests and explain the company's rules, ask for references from present or past employers, call or write to applicants to tell them whether or not they got the job.

Program Learning Outcomes

1. Understand and apply knowledge of human resources to a modern organization, including employment laws, staffing, compensation, training, development, workforce evaluation, motivation, and labor relationships.
2. Create effective oral and written business communications using modern communication technologies.
3. Identify the basics of information technology and apply software applications to manage of human resources.

Required Core		Units
BUS 7	Accounting for Small Business	3
	or	
BUS 1A	Financial Accounting	4
BUS 21	Human Resource Management	3
CAS 50	Introduction to Computer Application Systems	3
	or	
CAS 54	Microsoft Excel	3
	or	
CSCI 8	Computer Literacy	3
BUS 8	Payroll Accounting	3
CAS 58	Microsoft Access	3
BUS 14	Business Communications	3
BUS 22	Introduction to Management	3
Total		**21 - 22**

MANAGEMENT

Certificate of Achievement

Chabot's quick and flexible Certificate of Achievement in Management will provide you with the people skills and business knowledge to succeed and advance in for-profit or non-profit organizations. Graduates of the program have secured new positions or gained promotions to general managers, supervisors, assistant HR managers, office managers, retail store managers, sales managers, distribution managers, business owners, production supervisors, training coordinators, recruiters, buyers, and purchasing agents. The certificate consists of 6 classes, so it can be finished in 1-2 semesters studying part-time. Required classes can be taken in any sequence (except for BUS 1B) and there are no prerequisites to begin the program. Classes are available online, on campus, and in a hybrid format (a mix of on campus and online). The certificate can be earned fully online. All classes within the program apply toward an AS degree in Business, emphasis in Management.

Career Opportunities

This fast and flexible certificate is popular with currently employed students looking for a promotion to a supervisory or managerial position. It is also highly beneficial to current managers who wish to upgrade their skills and improve their chances for further promotion.

Program Learning Outcomes

1. Understand and apply generally accepted accounting principles to prepare financial statements.
2. Develop understanding of the law and the legal environment as it relates to business operations, including ethical considerations.
3. Create effective oral and written business communications using modern communication technologies.
4. Apply critical thinking and analytical skills in decision making and problem solving.

Required Core (12 - 13 units)		Units
BUS 12	Introduction to Business	3
BUS 21	Human Resource Management	3
BUS 22	Introduction to Management	3
BUS 1A	Financial Accounting	4
	or	
BUS 7	Accounting for Small Business	3

Electives (choose 6 units)		
BUS 1B	Managerial Accounting	4
BUS 10	Business Law	4
BUS 14	Business Communications	3
BUS 16	Business Mathematics	3
BUS 28	Human Relations in the Workplace	3
BUS 36	Introduction to Marketing	3
BUS 40	International Business	3
BUS 50A	Skills for Supervisors	1
BUS 50C	Interviewing for Success	1
BUS 50D	Resumes and Job Application Letters	1
BUS 50J	Time Management Skills	1
BUS 50K	Listening Skills	1
BUS 50L	Careers in Business	1
BUS 50M	Workplace Diversity	1
BUS 50N	Dealing with Difficult People	1
BUS 50P	Quality Customer Service	1
BUS 95	Work Experience	1 - 3
	or	
WEXP 95	Work Experience	1 - 3
BUS 96	Work Experience Seminar	1
	or	
WEXP 96	Work Experience Seminar	1
Total		**18 - 19**

MARKETING

Certificate of Achievement

Research indicates that about one-third of the labor force is now employed in marketing. Career opportunities in marketing are also expected to grow rapidly in the future. Marketing careers offer flexibility, mobility, and pay to match your ability. Graduates of the program have become marketing managers, professional sales and customer service representatives, small business owners, buyers and merchandisers in the retail community. They are also responsible for buying and selling product offerings, planning promotions and advertising and public relations campaigns. The certificate may be completed either on campus or fully online. All classes within the program will also apply toward an AS degree in Business, Marketing emphasis.

Career Opportunities

This flexible and quick certificate is popular among students who are searching for an entry-level position in marketing, sales, or advertising. It is also beneficial to people currently employed in the field who wish to upgrade and improve chances for further promotion. The certificate consists of only 6 classes that can be taken in any sequence. A student can finish the program in 2 semesters attending college part-time. The certificate can be earned fully online.

Program Learning Outcomes

1. Develop a viable marketing strategy for the product offer, promotion, placement and pricing of a product or service.
2. Evaluate economic, social and regulatory impacts of advertising.
3. Create effective oral and written business communications using modern communication technologies.
4. Apply critical thinking and analytical skills in decision making and problem solving.

Required Core		Units
BUS 12	Introduction to Business	3
BUS 14	Business Communications	3
BUS 36	Introduction to Marketing	3
BUS 34	Introduction to Advertising	3
ENTR 20	Marketing for Entrepreneurs	3

Electives (choose 3 units)

BUS 1A	Financial Accounting	4
BUS 7	Accounting for Small Business	3
BUS 16	Business Mathematics	3
BUS 22	Introduction to Management	3
BUS 32	Retail Store Management	3
BUS 40	International Business	3
BUS 50A	Skills for Supervisors	1
BUS 50C	Interviewing for Success	1
BUS 50D	Resumes and Job Application Letters	1
BUS 50J	Time Management Skills	1
BUS 50K	Listening Skills	1
BUS 50L	Careers in Business	1
BUS 50M	Workplace Diversity	1
BUS 50N	Dealing with Difficult People	1
BUS 50P	Quality Customer Service	1
ENTR 1	Introduction to Entrepreneurship	3
Total		**18**

RETAIL MANAGEMENT

Certificate of Achievement

This certificate's curriculum was developed out of a collaborative effort between several industry and college professionals and encompasses several business essentials, including the "soft skills" of management and communication required for career success in the retail industry. Completion of the Retail Management Certificate will help students to acquire necessary knowledge and skills to manage retail stores of any kind. The program has been fully endorsed by the Western Association of Food Chains (WAFC) and its member companies. Explore more information about the WAFC certificate at **www.retailmanagementcertificate.com**

Career Opportunities

Retail is a growing, fast-paced, and diverse industry with many opportunities for advancement. Careers are available in all areas of business and with over 42 million people employed, and responsible for 1 in 4 jobs in the United States. The certificate prepares students for managerial positions in retailing, merchandising, and distributing businesses.

Program Learning Outcomes

1. Understand and apply practices used in the management of retail stores.
2. Apply critical thinking and analytical skills in decision making and problem solving.
3. Create effective oral and written business communications using modern communication technologies.
4. Identify the basics of information technology and apply software applications to enhance efficiency of business functions.

Required Core		Units
BUS 28	Human Relations in the Workplace	3
BUS 14	Business Communications	3
BUS 22	Introduction to Management	3
BUS 21	Human Resource Management	3
BUS 1A	Financial Accounting	4
BUS 36	Introduction to Marketing	3
CSCI 8	Computer Literacy	3
	or	
CAS 50	Introduction to Computer Application Systems	3
BUS 32	Retail Store Management	3
Total		**25**

SMALL BUSINESS MANAGEMENT

Certificate of Achievement

The certificate is intended for students who would like to develop the most critical Small Business Management skills in a short period of time. The program is fast and flexible. It consists of only 7 classes. None of the courses have prerequisites, so they could be taken simultaneously or in any desired order. The program can be finished in 2 semesters attending college part-time. Classes are available online, on-campus, and in a hybrid modality (a mix of on campus and online). The certificate can be earned fully online.

Career Opportunities

The Small Business Management program will prepare you for a career in a small business. You may currently work in a small business. You may be interested in starting or purchasing your own business, joining a small family business, or working as an employee or a consultant to a small business. If your career interest in non-profit organizations, you'll also find the skills you develop in these courses to be very applicable to non-profit management. The program will develop the critical skills needed to successfully manage a small business: financial management, supervision, computerized accounting, and law. You can then customize your certificate with electives that best meet the needs of your small business by choosing electives/options you find most useful. If you are interested in exploring future business opportunities and starting a business from a scratch, consider earning certificates in Entrepreneurship instead (found in the catalog under Entrepreneurship, not Business).

Program Learning Outcomes

1. Apply management principles to the selection, establishment, and operation of a small business.
2. Use accounting principles to prepare financial reports for a small business both manually and using software.
3. Develop understanding of the law and the legal environment as it relates to small business operations.

Required Core		Units
BUS 26	Small Business Management	3
BUS 10	Business Law	4
BUS 36	Introduction to Marketing	3
BUS 7	Accounting for Small Business	3
BUS 93	QuickBooks	2

Electives (choose 4 units)		Units
BUS 12	Introduction to Business	3
ENTR 1	Introduction to Entrepreneurship	3
BUS 14	Business Communications	3
BUS 21	Human Resource Management	3
BUS 22	Introduction to Management	3
BUS 32	Retail Store Management	3
BUS 34	Introduction to Advertising	3
BUS 40	International Business	3
BUS 50A	Skills for Supervisors	1
BUS 50C	Interviewing for Success	1
BUS 50D	Resumes and Job Application Letters	1
BUS 50J	Time Management Skills	1
BUS 50K	Listening Skills	1
BUS 50L	Careers in Business	1
BUS 50M	Workplace Diversity	1
BUS 50N	Dealing with Difficult People	1
BUS 50P	Quality Customer Service	1
BUS 95	Work Experience	1 - 3
	or	
WEXP 95	Work Experience	1 - 3
BUS 96	Work Experience Seminar	1
	or	
WEXP 96	Work Experience Seminar	1
Total		**19**

TAX PREPARER

Certificate of Achievement

The Taxation Preparer certificate provides students with the specific knowledge that is essential for beginning a new career as a tax preparer. The completion of the Taxation Preparer certificate will give students the knowledge to complete and file Individual Tax Returns and Business Tax returns as a solo practice or under an established firm. The certificate also provides students with the basic accounting knowledge that will support their career or tax business in order to understand the basic financial statements of a small business. After completion of the tax preparer certificate, students will be equipped to allow them to work as a tax preparer or achieve entrepreneurial aspirations of starting a tax and accounting practice.

Career Opportunities

This certificate prepares students to start their own tax preparation business or to work as specialized tax preparers in CPA and EA firms. There is a projected gap in demand for 480 tax preparers in the Bay Area with 6% growth (10% in East Bay), 484 new job openings annually (110 new job in East Bay), and the medial hourly wage of $30.56.

Program Learning Outcomes

1. Understand the relevant concepts and applications of accounting and taxation needed to succeed in future accounting/taxation classes and in the workplace.
2. Demonstrate knowledge of ethical standards established by relevant professional organizations.
3. Apply critical thinking and analytical skills in decision making and problem solving.

Required Core		Units
BUS 3A	Taxation of Individuals	3
BUS 3B	Taxation of Business Entities	3
BUS 6	Accounting Ethics	3
BUS 7	Accounting for Small Business	3
BUS 8	Payroll Accounting	3
BUS 92	Excel Spreadsheets for Accounting	2
BUS 93	QuickBooks	2
Total		**19**

CPA EXAM PREPARATION: AUDITING AND ATTESTATION

Certificate of Proficiency

CPA Candidates must possess any Bachelor's degree. Additionally, the candidates must satisfy specific educational requirements (see the CalCPA website at **www.dca.ca.gov/cba/applicants/tip_sheet.pdf**). All of these educational requirements can be completed at a community college after the candidates complete their BA/BS degree. The classes within this certificate are counted towards the educational requirement for the CPA license. The certificate also prepares a candidate for one of the four parts of the CPA exam: Auditing & Attestation. The certificate itself is neither required for the CPA exam nor guarantees the student's eligibility for the CPA exam. However, it provides a guideline on what classes best prepare the candidate for the CPA exam.

Career Opportunities

This program focuses on the Auditing & Attestation part of the CPA exam. It provides a guideline for CPA candidates on which courses will best prepare them for the exam. Future CPAs have amazing prospects in three main areas: public accounting, private accounting, and government/non-profit accounting. Current projections for the Bay Area (from the EDD website) for accountants and auditors are: 17.9% annual increase in the number of jobs, and the median salary of $79,258. The CPA license in general increases salaries for these jobs by 10-15%

Program Learning Outcomes

1. Students will be prepared in terms of the CPA exam's content.

Required Core		Units
BUS 2A	Intermediate Accounting I	4
BUS 2B	Intermediate Accounting II	4
BUS 5	Auditing	3
BUS 6	Accounting Ethics	3
Total		**14**

A student must pass BUS-1A, Financial Accounting, with a C or higher prior to taking these classes:

CPA EXAM PREPARATION: BUSINESS ENVIRONMENT AND CONCEPTS

Certificate of Proficiency

CPA Candidates must possess any Bachelor's degree. Additionally, the candidates must satisfy specific educational requirements (see the CalCPA website at **www.dca.ca.gov/cba/applicants/tip_sheet.pdf**). All of these educational requirements can be completed at a community college after the candidates complete their BA/BS degree. The classes within this certificate are counted towards the educational requirement for the CPA license. The certificate also prepares a candidate for one of the four parts of the CPA exam: Business Environment & Concepts. The certificate itself is neither required for the CPA exam nor guarantees the student's eligibility for the CPA exam. However, it provides a guideline on what classes best prepare the candidate for the CPA exam.

Career Opportunities

This program focuses on the Business Environment & Concepts component of the CPA exam. It provides a guideline for CPA candidates on which courses will best prepare them for the exam. Future CPAs have amazing prospects in three main areas: public accounting, private accounting, and government/non-profit accounting. Current projections for the Bay Area (from the EDD website) for accountants and auditors are: 17.9% annual increase in the number of jobs, and the median salary of $79,258. The CPA license in general increases salaries for these jobs by 10-15%

Program Learning Outcomes

1. Students will be prepared in terms of the CPA exam's content.

Required Core		Units
BUS 1B	Managerial Accounting	4
BUS 4	Cost Accounting	3
ECN 2	Principles of Macroeconomics	3
Total		**10**

A student must pass BUS 1A (Financial Accounting) with a C or higher prior to taking BUS 1B.
A student must pass BUS-1B (Managerial Accounting) with a C or higher prior to taking BUS 4.

CPA EXAM PREPARATION: FINANCIAL ACCOUNTING AND REPORTING

Certificate of Proficiency

CPA Candidates must possess any Bachelor's degree. Additionally, the candidates must satisfy specific educational requirements (see the CalCPA website at www.dca.ca.gov/cba/applicants/tip_sheet.pdf). All of these educational requirements can be completed at a community college after the candidates complete their BA/BS degree. The classes within this certificate are counted towards the educational requirement for the CPA license. The certificate also prepares a candidate for one of the four parts of the CPA exam: Financial Accounting & Reporting (FAR). The certificate itself is neither required for the CPA exam nor guarantees the student's eligibility for the CPA exam. However, it provides a guideline on what classes best prepare the candidate for the CPA exam.

Career Opportunities

This program focuses on the Financial Accounting & Reporting component of the CPA exam. It provides a guideline for CPA candidates on which courses will best prepare them for the exam. Future CPAs have amazing prospects in three main areas: public accounting, private accounting, and government/non-profit accounting. Current projections for the Bay Area (from the EDD website) for accountants and auditors are: 17.9% annual increase in the number of jobs, and the median salary of $79,258. The CPA license in general increases salaries for these jobs by 10-15%.

Program Learning Outcomes

1. Students will be prepared in terms of the CPA exam's content.

Required Core		Units
BUS 2A	Intermediate Accounting I	4
BUS 2B	Intermediate Accounting II	4
BUS 11	Governmental and Nonprofit Accounting	3
Total		**11**

A student must pass BUS-1A, Financial Accounting, with a C or higher prior to taking BUS 2A and BUS 2B.
A student must pass BUS-7, Accounting for Small Business, or BUS-1A Financial Accounting, with a C or higher prior to taking BUS 11.

CPA EXAM PREPARATION: REGULATION

Certificate of Proficiency

CPA Candidates must possess any Bachelor's degree. Additionally, the candidates must satisfy specific educational requirements (see the CalCPA website at www.dca.ca.gov/cba/applicants/tip_sheet.pdf). All of these educational requirements can be completed at a community college after the candidates complete their BA/BS degree. The classes within this certificate are counted towards the educational requirement for the CPA license. The certificate also prepares a candidate for one of the four parts of the CPA exam: Auditing & Attestation. The certificate itself is neither required for the CPA exam nor guarantees the student's eligibility for the CPA exam. However, it provides a guideline on what classes best prepare the candidate for the CPA exam.

Career Opportunities

This program focuses on the Regulation component of the CPA exam. It provides a guideline for CPA candidates on which courses will best prepare them for the exam. Future CPAs have amazing prospects in three main areas: public accounting, private accounting, and government/non-profit accounting. Current projections for the Bay Area (from the EDD website) for accountants and auditors are: 17.9% annual increase in the number of jobs, and the median salary of $79,258. The CPA license in general increases salaries for these jobs by 10-15%.

Program Learning Outcomes

1. Students will be prepared in terms of the CPA exam's content.

Required Core		Units
BUS 3A	Taxation of Individuals	3
BUS 3B	Taxation of Business Entities	3
BUS 6	Accounting Ethics	3
BUS 10	Business Law	4
Total		**13**

A student must pass BUS-7, Accounting for Small Business, or BUS-1A Financial Accounting, with a C or higher prior to taking Bus 3B.
A student must pass BUS-1A, Financial Accounting, with a C or higher prior to taking BUS 6.

ENROLLED AGENT (EA) EXAM PREPARATION

Certificate of Proficiency

The Certificate of Completion in Enrolled Agent (EA) Exam Preparation provides students with the knowledge that is essential for passing the Special Enrollment Examination (SEE). The exam is conducted by the Internal revenue Services (IRS) and leads to a valuable certification called Enrolled Agent. Enrolled Agent is a tax advisor who is a federally authorized tax practitioner empowered by the U.S. Department of the Treasury. Enrolled Agents represent taxpayers before the IRS for tax issues including audits, collections and appeals.

Career Opportunities

This certificate prepares students to start their own tax preparation business or to work as specialized tax preparers in CPA and EA firms.

Program Learning Outcomes

1. Understand the relevant concepts and applications of accounting and taxation needed to succeed in future accounting/taxation classes and in the workplace.
2. Apply critical thinking and analytical skills in decision making and problem solving.

Required Core		Units
BUS 7	Accounting for Small Business	3
	or	
BUS 1A	Financial Accounting	4
BUS 3A	Taxation of Individuals	3
BUS 3B	Taxation of Business Entities	3
BUS 3C	Taxation of Trusts, Gifts, and Estates	2
BUS 3D	Enrolled Agent Exam Preparation	3
Total		**14 – 15**

PROJECT MANAGEMENT

Certificate of Proficiency

The Project Management program prepares students to find employment as project managers. The focus is on developing the skills to run projects from start to finish. Students learn both methodology and best practices. They will complete a review course to prepare for a certification examination.

Career Opportunities

For any business to be successful, project management is essential; it is the core of nearly all daily operations. A project manager is responsible for grouping skilled workers into teams, constructing and instituting team plans, and facilitating the execution of all projects. This is all done to achieve the company's goals. Specific duties and roles for each project manager depend, to a large extent, on the company the manager works for and the industry in which the company operates. Industries that use project management: business, finance, banking and accounting firms, technology and pharmaceutical companies, event management, local, state and federal government, healthcare, and education to name a few. This career allows students to be flexible in using their skills in an ever changing marketplace.

Program Learning Outcomes

1. Prepare for certification by the Project Management Institute.
2. Develop transferable skills in managing large and small businesses in a variety of industries both nationally and internationally.
3. Develop competency in Project Management.

Required Core		Units
BUS 88	Introduction to Project Management	3
BUS 89	Project Planning, Scheduling and Control	3
BUS 84	Advanced Project Processes	3
BUS 98	Agile Project Management	3
BUS 97	Project Management Certification Exam Preparation	3
Total		**15**

RETAILING

Certificate of Proficiency

This five-course certificate is the first step towards earning an eight-course certificate of Achievement in Retail Management. This certificate's curriculum was developed out of a collaborative effort between several industry and college professionals and encompasses several business essentials, including the "soft skills" of management and communication required for career success in the retail industry.

Career Opportunities

Entry level positions in retail supervision and management.

Program Learning Outcomes

1. Understand and apply practices used in the management of retail stores.
2. Apply critical thinking and analytical skills in decision making and problem solving.
3. Create effective oral and written business communications using modern communication technologies.
4. Identify the basics of information technology and apply software applications to enhance efficiency of business functions.

Required Core		Units
BUS 28	Human Relations in the Workplace	3
BUS 14	Business Communications	3
BUS 22	Introduction to Management	3
BUS 36	Introduction to Marketing	3
BUS 32	Retail Store Management	3
Total		**15**

BUSINESS (BUS) COURSES

1A Financial Accounting 4 Units

Explores financial accounting, its importance and how it is used by internal and external users as a decision-making tool. Covers accounting information systems; application of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) to value assets, liabilities, and equity; preparation, interpretation and analysis of financial statements. Includes topics on cash flow statement, cash and accrual accounting concepts, merchandising operation, internal controls and ethics, reporting and accounting for receivables, payables, long-term assets and liabilities, inventory, depreciation, stockholders equity, stocks and bonds. 72 hours lecture, 18 hour laboratory. **Strongly Recommended** BUS 7 (with a grade of "C" or higher).

1B Managerial Accounting 4 Units

Examines how managers use accounting information in decision-making, planning, directing, operating, and controlling. Emphasis on cost terms and concepts, cost structure, cost behavior, cost-volume-profit analysis, profit planning, budgeting, budgetary controls, cost controls, accounting for manufacturing costs and ethics. 72 hours lecture. **Prerequisite** BUS 1A (with a grade of "C" or higher).

2A Intermediate Accounting I 4 Units

Application of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) to value assets, liabilities, and equity. Topics include time value of money, income statement, balance sheet, analysis of cash, receivables, inventory, plant assets, intangible assets, and the related revenues and expenses. BUS 2A (Intermediate Accounting I) and BUS 2B (Intermediate Accounting II) can be taken in any sequence after the successful completion of BUS 1A (Financial Accounting). 72 hours lecture. **Prerequisite** BUS 1A (with a grade of "C" or higher).

2B Intermediate Accounting II 4 Units

Application of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) to value assets, liabilities, and equity. Topics include analysis of current and long-term liabilities, leases, income taxes, pensions, equity, and the related revenues and expenses; preparation of the statement of cash flows. BUS 2A (Intermediate Accounting I) and BUS 2B (Intermediate Accounting II) can be taken in any sequence after the successful completion of BUS 1A (Financial Accounting). 72 hours lecture. **Prerequisite** BUS 1A (with a grade of "C" or higher).

3A Taxation of Individuals 3 Units

Preparation of Federal and California income tax returns for individuals through the absorption and application of income tax law, theory, practice. Completion of various tax forms, including Form 1040 (Individual), Schedules A (Itemized Deductions), B (Interest and Dividends), C (Profit or Loss from a Business), and D (Capital Gains and Losses). Other topics include depreciation, tax credits, tax planning, and tax research. 54 hours lecture.

3B Taxation of Business Entities 3 Units

A study of current Federal income tax law as it relates to sole proprietorships, corporations (C corps, S corps), and partnerships (General and Limited Partnerships, Limited Liability Companies, and Limited Liability Partnerships. California tax law differences will be highlighted. A student does NOT need to complete BUS-3A to enroll in this class. 54 hours lecture. **Prerequisite** BUS 7 (with a grade of "C" or higher) or BUS 1A (with a grade of "C" or higher).

3C Taxation of Trusts, Gifts, and Estates 2 Units

Preparation of Federal and California income tax returns for trusts, estates, and gifts using tax software and manually. Topics include income tax law, theory, and practice, and preparation of Forms 1041 (Fiduciary), 706 (Estate) and 709 (Gift) and the related California tax forms. This course is part of the Enrolled Agent Exam Preparation Series. A student does NOT need to complete BUS-3B to enroll in this class. 54 hours lecture. **Strongly Recommended** BUS 3A.

3D Enrolled Agent Exam Preparation 3 Units

Preparation for the IRS Enrolled Agent exam, known as the SEE (Special Enrollment Exam). Topics include taxation of individuals, inheritance, gifts, estates; taxation of small businesses, partnerships, farmers, C corporations, S corporations; taxation of not-for-profit entities, foreign corporations, and retirement plans. Other topics include fiduciary tax returns, determination of tax-exempt status, practice before the IRS and tax preparer rules. Course content will be adjusted to reflect changes in the SEE. 54 hours lecture. **Strongly Recommended** BUS 3A, BUS 3B, BUS 3C.

4 Cost Accounting 3 Units

Principles of cost build up and techniques for gathering cost, cost control, job order, process costing, managerial use of cost data, emphasis on application of principles. 54 hours lecture. **Prerequisite** BUS 1B (with a grade of "C" or higher).

5 Auditing 3 Units

Examines philosophy, environment, principles, and practices of financial statements audits. Topics include Generally Accepted Auditing Standards (GAAS), Sarbanes-Oxley Act regulatory environment, professional ethics, auditor's responsibilities and legal liability; fraud, internal controls and audit risk; audit planning, audit procedures, sampling tools, audit evidence, documentation, opinions and reports. 54 hours lecture. **Prerequisite** BUS 1A (with a grade of "C" or higher).

6 Accounting Ethics 3 Units

A comprehensive study of ethical issues that accountants must address in the various sectors of accounting. Topics include general principles of ethics applied to accounting, personal responsibilities, the AICPA Code of Professional Conduct, tax/audit/accounting issues, confidentiality, independence, conflicts of interest, discreditable acts, whistleblower duties, and the Sarbanes-Oxley Act. 54 hours lecture. **Strongly Recommended** BUS 1A or BUS 7.

7 Accounting for Small Business 3 Units

Bookkeeping practices and accounting cycle for a service and merchandising sole proprietorship. Double-accounting entry system (debits and credits), journal, ledgers, adjusting and closing entries, income statement, balance sheet, and statement of owner's equity, cash, banking activities, payroll, merchandising transactions. 54 hours lecture, 18 hours laboratory.

8 Payroll Accounting 3 Units

The laws, principles and procedures of payroll accounting in both manual and computerized environments. Concepts covered include preparation of payroll records and reports; payroll law and practices; computation of taxes, including Social Security, federal income tax, state income taxes, and unemployment taxes and voluntary withholdings. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** BUS 1A or BUS 7 or equivalent.

10 Business Law 4 Units

Fundamental legal principles pertaining to business transactions. Introduction to the legal process. Topics include sources of law and ethics, contracts, torts, criminal law, intellectual property, agency and employment law, and business organizations. 72 hours lecture.

11 Governmental and Nonprofit Accounting 3 Units

A study of accounting, budgeting, auditing, fiscal procedures and financial records of governmental agencies such as state, county and municipal governments, as well as universities and colleges, hospitals, and certain nonprofit organizations. 54 hours lecture. **Prerequisite** BUS 1A (with a grade of "C" or higher) or BUS 7 (with a grade of "C" or higher).

12 Introduction to Business 3 Units

Survey of the private enterprise system and basic business concepts, business economics, types of business ownership, ethics, globalization, and organizational functions (management, marketing, accounting, human resources, and finance). Provides a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to influence an organization's policies and practices within the U.S. and a global environments. 54 hours lecture.

14 Business Communications 3 Units

Theory and application of written and oral communications in a professional business environment: organization of messages, editing for tone and polish, presentation techniques, meeting management, job search communications. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** Eligibility for ENGL 1A

16 Business Mathematics 3 Units

Mathematics to solve typical business problems including banking, simple interest, compound interest, installment sales, trade and cash discounts, markup percents, pricing, discounting notes and drafts, payroll, insurance, statistics, stocks, bonds, and mutual funds. 54 hours lecture.

19 Business Statistics 4 Units

Introduction to concepts, methods and models employed in reasoning with numbers and in presenting cogent statistical arguments or solutions in the business field. Key topics include estimating confidence intervals, hypotheses testing, development of projections for inferential purposes in the business field, probability distributions (poisson, binomial, normal, student-t, chi-sq, F-distribution), Analysis of Variance (ANOVA), estimating simple and multiple regressions. 72 hours lecture. **Prerequisite** MTH 53 (with a grade of "C" or higher) or MTH 53B (with a grade of "C" or higher) or MTH 54 (with a grade of "C" or higher) or MTH 54L (with a grade of "C" or higher) or MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or MTH 55L (with a grade of "C" or higher) or or an appropriate skill level demonstrated through the Early Assessment Program or the equivalent (completed with a grade of "C" or higher), or an appropriate skill level demonstrated through the mathematics assessment process. **Strongly Recommended** Eligibility for ENGL 1A.

20 Law and Society 3 Units

Introduction to the American legal system, including both theoretical and practical perspectives on the relationship of law to individuals and society. Includes the U.S. Constitution, the criminal law system, civil dispute resolution, consumer rights, interpersonal and property rights, and the laws of the workplace. Review how the law and society interact. If you are a Business major, take Business 10 instead of this course. 54 hours lecture.

21 Human Resource Management 3 Units

Introduction to the management of human resources and an understanding of the impact and accountability to the organization in terms of human resource activities. Global human resource strategies, social and organizational realities, legal implications affecting people at work, union/non-union practices, comparable work, employee compensations, benefits, and employee rights. 54 hours lecture.

22 Introduction to Management 3 Units

Principles and concepts of traditional management tasks, contemporary management challenges including human relations, diversity, quality, social responsibility and ethics, the global environment, human resource management, business communications, competitiveness, motivation, leadership and teamwork. 54 hours lecture.

26 Small Business Management 3 Units

Application of management principles to the selection, establishment, and operation of a small business. Emphasis on the problems encountered by a small business and possible solutions. 54 hours lecture. **Strongly Recommended** BUS 1A or BUS 7.

28 Human Relations in the Workplace 3 Units

Business concepts of individual, group, and organizational human behavior as they affect human relations, performance, and productivity within the workplace. Strategies and techniques that influence communications, employee leadership and interactions among people—including cultural diversity and its impact—are explored. 54 hours lecture.

32 Retail Store Management 3 Units
Principles and practices used in the management of retail stores, includes site selection, layout, organization, staffing, positioning, customer service, promotional techniques, buying, pricing, store security, and information systems. 54 hours lecture.

34 Introduction to Advertising 3 Units
Contributions of advertising to integrated marketing communication, including coordination and development of sales, relationship marketing, promotion programs, media selection, copy writing, layout, research and budgeting. 54 hours lecture.

36 Introduction to Marketing 3 Units
Survey of marketing, including consumer behavior, company and environmental analysis, market segmentation, product development, pricing, promotion, and distribution. 54 hours lecture.

40 International Business 3 Units
Exploration of major factors involved in developing international trade. An overview of globalization, its impact on both Western and non-Western societies, theories of global trade, monetary environment, foreign market analysis, sociocultural forces, global ethics, global political and economic institutions, and international operations. Emphasis on current events in the global business environment. 54 hours lecture.

43 Personal Financial Planning 3 Units
This course prepares students to understand and apply the fundamentals of personal finance management. Students will be able to assess their personal financial literacy, establish financial goals and develop a strategy to achieve desired personal finance goals. Topics covered include: budgeting; banking and financial transactions; consumer credit principles including maintaining credit, and current regulations and practices that govern consumer financial transactions; including housing financing; personal insurance basics; investment basics and their application to retirement planning. 54 hours lecture.

44 Introduction to Investments 4 Units
Application of investment principles and guidelines, including the various types of investments and asset classes. Securities markets, individual portfolio planning, risk and return considerations, investment alternatives, fundamental analysis, and a general overview of technical analysis. The course covers an overview of the corporate bond market, government securities, valuation of fixed-income securities, and investment companies. 72 hours lecture.

45 Socially Responsible Investing 3 Units
Investment principles of Socially Responsible Investing and Corporate Social Responsibility. Analysis of markets and firms with a focus on environmentally and socially responsible businesses. Study of investment basics including risk and return considerations. Equities and Mutual Funds. Creation of several Socially Responsible investment portfolios. 54 hours lecture.

50A Skills for Supervisors 1 Unit
This course will provide survival skills for new supervisors and those who aspire to move to managerial positions. Necessary skills of time management, leadership, planning, motivation, conducting meetings, communication, handling stress, conflict, and performance appraisals will be discussed. Students will be involved in a variety of management exercises, discussions, current trends in supervision, and real-world case studies. 18 hours lecture.

50C Interviewing for Success 1 Unit
This course covers principles and techniques of successful employment interviews starting with interview preparation, selling your qualifications, managing difficult questions and preparing for follow up on the job interview. This course is offered online one time per year. 18 hours lecture.

50D Resumes and Job Application Letters 1 Unit
Research and preparation of persuasive employment search, preparing resumes, job application and follow up communication. 18 hours lecture.

50J Time Management Skills 1 Unit
Practical tips and tools to manage time in academic and business-related situations. Setting short-term and long-term goals. Prioritization of goals and activities. Developing plans; organizing your workplace. Typical time wasters/time leaks, including procrastination, and ways of overcoming them. 18 hours lecture.

50K Listening Skills 1 Unit
Examination of listening styles and skill development for the business environment. Includes exploration of the benefits of listening, listening attitudes, and tips for improving listening. Increase leadership skills and exploring active listening. 18 hours lecture.

50L Careers in Business 1 Unit
Exploration of the wide variety of potential careers in business, and the educational preparation appropriate for those careers. Includes careers in accounting and finance, sales and marketing, real estate and insurance, human resource management, and management and supervision. 18 hours lecture.

50M Workplace Diversity 1 Unit
Tips and tools to value and manage diversity in the workplace. Overview of theoretical and legal perspectives, dimensions of diversity, the impact of diversity on the workplace. Case studies to acknowledge differences and successfully build relationships with people of diverse backgrounds. 18 hours lecture.

50N Dealing with Difficult People 1 Unit
This course explains how to cope with a range of situations with difficult people and to focus on what you can change. Students will understand what makes difficult people tick and how best to handle them. They will learn ways to confidently stand up to others and resist the urge to attack back. Lastly, they will develop strategies to calmly navigate emotionally charged situations. 18 hours lecture.

50P Quality Customer Service 1 Unit
Techniques and tools to understand customer expectations, and to exceed those expectations. Includes analysis of customer needs, delivery of quality customer service, and dealing with challenging customers to win customer loyalty. 18 hours lecture.

70 Health Care Financial Management 3 Units
Overview of finance and accounting functions in health care organizations, including the financial structure of both for profit and non-profit healthcare organizations. Particular emphasis on private and third party payment systems, reporting requirements, accounts receivable management, budgeting, and resource allocation. 54 hours lecture. **Strongly Recommended** BUS 1A.

71 Health Care Law 3 Units
Survey of the unique legal issues in health care, including HIPAA (patient privacy laws and regulations), Medicare and Medicaid reimbursement requirements, negligence/malpractice issues, advance directives, and employment law for medical staff and independent contractors. 54 hours lecture.

72 Leadership of Health Care Organizations 3 Units
Survey of key issues and effective management approaches in health care organizations, including organizational structure and governance, information technology, facilities and guest services, planning, marketing and strategy. 54 hours lecture.

84 Advanced Project Processes 3 Units
This course provides an overview of MS Project and other tools used by project managers. Conducted in a PC Lab environment, students will get an opportunity to work with the tool while receiving support from an experienced and knowledgeable instructor/coach. Students will have an opportunity to analyze a project, develop a project schedule, enter information into MS Project, then use this tool manage resource allocations, complete networking and task assignments, as well as a budget and earned value reporting. MS Project also offers a depth of reporting functionality, and students will learn how to create and modify reports for their project decision making and communication needs. 54 hours lecture. **Strongly Recommended** BUS 88.

88 Introduction to Project Management 3 Units
Project management is the ability to define work efforts in terms of time, budget, and resource needs essential for business planning. Covers the forms, tools, and processes to plan and manage these efforts both efficiently and effectively. 54 hours lecture. **Strongly Recommended** CAS 50 Computer Application Systems 8 or CSCI 8 and CAS 54A.

89 Project Planning, Scheduling and Control 3 Units
A successful Project Manager relies on an effective management plan, which provides a baseline for monitoring progress, identifying variances, and taking timely action to mitigate the impact of problems. In this course, you learn how to create such a plan and implement it through to project completion and evaluation. It explores in greater detail the tools and techniques presented in Business 88. 54 hours lecture. **Strongly Recommended** BUS 88.

92 Excel Spreadsheets for Accounting 2 Units
Fundamentals of using electronic spreadsheets (Microsoft Excel) for accounting principles. Focus on solving accounting problems and completing accounting projects with Microsoft Excel. 27 hours lecture, 27 hours laboratory. **Prerequisite** BUS 1A or equivalent or BUS 7 or equivalent **Strongly Recommended** CAS 54.

93 QuickBooks 2 Units
QuickBooks introduces the concepts of bookkeeping/accounting using the theory of double-entry bookkeeping. Learn to use the QuickBooks software for a set up, service business and merchandising business. Setting up chart of accounts, accounts receivable, accounts payable, inventory, payroll and preparation and analysis of financial statements. 27 hours lecture, 27 hours laboratory.

95 Work Experience 1 - 3 Units
Supervised employment of students extending classroom-based occupational learning at an on-the-job learning station relating to the students? educational or occupational goals including paid or volunteer work experience or an internship. Course study under this section may be repeated for a maximum of 16 units for occupational or a combination of general and occupational work experience education. One unit of credit is earned for each 75 hours of paid work or 60 hours of volunteer work per semester. 75-225 paid work experience hours, 60-180 unpaid work experience hours. **Corequisite** BUS 96.

96 Work Experience Seminar 1 Unit
Provides the focal point for the coordination of the student's curriculum with college supervised employment/volunteering in the student's major field. Emphasis on building strong working relationships with supervisors, subordinates, co-workers. Issues pertaining to the modern workplace. 18 hours lecture. **Corequisite** BUS 95.

97 Project Management Certification Exam Preparation 3 Units
The Project Management Institute (PMI) offers two credentials for project managers who want formal recognition of their project knowledge. In particular, the Project Management Professional (PMP) certification for experienced project managers and the Certified Associate Project Manager (CAPM) credential for entry-level project managers. These are well-recognized credentials for project managers, both those in the job market and those who want to work in a formal business project management environment. Both credentials require that applicants complete a comprehensive description of their experience and pass a certification exam. This course prepares students to complete the test application, study for, and pass, either the PMP or the CAPM examination, both based on the Project Management Body of Knowledge (PMBOK). 54 hours lecture. **Strongly Recommended** BUS 88 and BUS 89.

98 Agile Project Management 3 Units
Introduce agile methodology to Project Managers. The course highlights the unique tools, techniques, knowledge and skills that an agile project requires. Agile project practitioners will utilize specific management techniques throughout the project development life cycle. Knowledge of this process is now required for certification exam by the Project Management Institute. 54 hours lecture. **Strongly Recommended** BUS 88 (with a grade of "C" or higher) and/or familiarity with the Project Management Book of Knowledge.

CHEMISTRY (CHEM)

Degrees

AS Chemistry

CHEMISTRY

Associate in Science

The two-year program in chemistry provides the student with ca broad background in inorganic chemistry and quantitative analysis. This program supports all physical and biological science majors in the allied health sciences and satisfies general education requirements.

Program Learning Outcomes

Upon the completion of the program the student should be able to:

1. Demonstrate ability to think, reason, and communicate critically, analytically and abstractly.
2. Apply the scientific method to experimentation, college and analyze data and communicate findings in written and oral formats.

Freshman Year		Units
CHEM 1A	General College Chemistry I	5
MTH 1	Calculus I	5
CHEM 1B	General College Chemistry II	5
MTH 2	Calculus II	5

Sophomore Year		Units
CHEM 12A	Organic Chemistry I	5
PHYS 4A	General Physics I	5
CHEM 12B	Organic Chemistry II	5
PHYS 4B	General Physics II	5

Required Major Specific G.E. Course

Complete a minimum of 3 units from Graduation Requirements Area B (Natural Science)

Recommended course		Units
MTH 3	Multivariable Calculus	5
	or	
MTH 4	Elementary Differential Equations	3
	or	
MTH 6	Elementary Linear Algebra	3

Major Requirements	40 units
General Education	19 units
Electives	Degree applicable units as needed
Total Units	60 minimum degree applicable units

CHEMISTRY (CHEM) COURSES

1A General College Chemistry I 5 Units

Introduction to atomic structure, bonding, stoichiometry, thermochemistry, gases, matter and energy, oxidation-reduction, chemical equations, liquids and solids, solutions, chemical energetics and equilibrium. Laboratory includes both quantitative and qualitative experiments. 54 hours lecture, 108 hours laboratory. **Prerequisite** MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) CHEM 31 (with a grade of "C" or higher) or skill level demonstrated through the Chemistry Placement Process.

1B General College Chemistry II 5 Units

Continuation of Chemistry 1A. Chemical energetics and equilibria, solutions and ionic equilibria, acid-base chemistry, electrochemistry, coordination chemistry, kinetics, nuclear chemistry, organic chemistry, and the chemistry of family groups of the periodic table. Laboratory emphasizes quantitative techniques, including instrumentation, and qualitative analysis. 54 hours lecture, 108 hours laboratory. **Prerequisite** CHEM 1A (with a grade of "C" or higher).

10 Introduction to Chemistry 4 Units

A non-mathematical survey of the basic concepts of chemistry that stresses a humanistic approach. Designed for non-science majors. Topics include basic structure, properties and reactivity of matter and energy as they relate to environmental issues, nutrition, medicine, material science and other current topics. 54 hours lecture, 54 hours laboratory.

12A Organic Chemistry I 5 Units

Hydrocarbons, alkyl halides, alcohols, ethers, and an introduction to aromatic hydrocarbons. Structure, bonding, stereochemistry, conformational analysis, nomenclature, and physical properties in relation to these particular groups of compounds. Emphasis on reactivity and reaction mechanisms. Laboratory work includes microscale, macroscale, spectroscopic, and chromatographic techniques. Chemistry 12A is the first semester in a year long course in organic chemistry designed for students majoring in chemistry and related disciplines. 54 hours lecture, 108 hours laboratory. **Prerequisite** CHEM 1B (with a grade of "C" or higher).

12B Organic Chemistry II 5 Units

Continuation of Chemistry 12A with an introduction to the chemistry of dienes, aromatics, amines, carbanions, carboxylic acids, carboxylic acid derivatives, aldehydes, ketones and biochemical topics focusing on structure, synthesis, and mechanisms of reaction. Laboratory work in basic techniques, synthetic methods, qualitative, spectroscopic, and chromatographic analysis techniques. Chemistry 12B is the second semester in a year course in Organic Chemistry designed for students majoring in Chemistry related disciplines. 54 hours lecture, 108 hours laboratory. **Prerequisite** CHEM 12A (with a grade of "C" or higher).

30A Introductory and Applied Chemistry I 4 Units

Chemistry of inorganic compounds, atomic theory, bonding, equations, gas laws, solutions, acid-base theory and oxidation-reduction. Designed to meet the requirements of certain programs in allied health and technological fields and for general education. 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 65, MTH 65B, or MTH 65L, or MTH 53, or MTH 53B (with a grade of "C" or higher).

30B Introductory and Applied Chemistry II 4 Units

Continuation of Chemistry 30A with emphasis on organic and biochemical concepts related to human physiological systems. 54 hours lecture, 54 hours laboratory. **Prerequisite** CHEM 30A (with a grade of "C" or higher).

31 Introduction to College Chemistry 4 Units

Elementary concepts of chemistry with emphasis on mathematical calculations; includes nomenclature, stoichiometry, atomic structure, gas laws, and acids and bases. Designed for majors in science and engineering. 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 55 or MTH 55B (with a grade of "C" or higher).

CHINESE (CHIN)

Certificate of Achievement

Chinese
International Entrepreneur - Chinese

CHINESE

Certificate of Achievement

Chabot's Chinese Certificate of Achievement is designed to prepare students with knowledge, skills, and academic accomplishment in the Chinese language and provide prospective employers with documented evidence of language proficiency. The certificate consists of 4 classes with no prerequisites to begin the program. Classes are available online and on-campus. The certificate can be earned either on campus or fully online. Each course must be completed with a final grade of C or higher or Pass.

Career Opportunities

China as one of the largest economy in the world by GDP, there are hundreds of billions of dollars spent by the Chinese on consumer goods and services. There are Chinese multinational corporations with branches around the world. Being able to communicate well with potential customers, business partners, employers or vendors will be valuable in making your business grow. In addition by learning Chinese, students will be able to understand animations, movies, variety shows, news, and any mainstream Chinese media and follow pop-culture, current events, history, and many other things in the original language, allowing for a deeper connection to China and Taiwan traditional and pop culture. This certificate is developed to prepare students for this growing need in the job market and to provide the Chinese language and cultural competency needed for career opportunities in the fields of entertainment, education, interpretation/translation, hospitality/tourism, banking/finance, government/immigration, sales/customer service, and other relevant fields. Furthermore, students seeking to work for international Chinese-speaking companies with offices in the USA and China could also benefit from this certificate as it certifies the accomplishment and knowledge of the language.

Program Learning Outcomes

1. Demonstrate proficiency in understanding and using, orally, the grammatical structures presented and vocabulary assigned.
2. Demonstrate proficiency in understanding and using, in writing, the grammatical structures presented and vocabulary assigned

Required Core		Units
CHIN 1A	Beginning Chinese	5
CHIN 1B	Elementary Chinese	5
CHIN 2A	Intermediate Chinese	4
CHIN 2B	Advanced Chinese	4
Total		**18**

INTERNATIONAL ENTREPRENEUR-CHINESE

Certificate of Achievement

This certificate combines Chinese language proficiency, business culture, and entrepreneurship to prepare students to seize opportunities in the global market. Students complete at least 3 semesters of Chinese and continue with Business / Entrepreneurship courses.

Career Opportunities

Employment Outlook for Global Trade & Logistics and International Business and Trade Occupations: Entrepreneur, global trade and logistic worker, business consultant, business operations specialist, supply chain specialist, logistics analyst, human resource specialist, cargo and freight agent, shipping, receiving, purchasing, and traffic clerk, sales clerk.

Program Learning Outcomes

1. Identify and evaluate new business opportunities while demonstrating proficiency in understanding and using Chinese.
2. Prepare marketing and business plans for a new venture in China and/or Taiwan.
3. Effectively pitch their new business idea to potential investors and partners, both orally and in writing in Chinese.

Required Core		Units
CHIN 1A	Beginning Chinese	5
CHIN 1B	Elementary Chinese	5
CHIN 2A	Intermediate Chinese	4
BUS 40	International Business	3
ENTR 1	Introduction to Entrepreneurship	3

Substitutions for advanced language students that pass the prerequisite challenge/override must complete a minimum of 20 units to earn the certificate. Advanced students may use courses from the list below to meet the total units required.

CHIN 2B	Advanced Chinese	4
BUS 12	Introduction to Business	3
ENTR 20	Marketing for Entrepreneurs	3
Total		**20**

CHINESE (CHIN) COURSES

1A Beginning Chinese 5 Units

Introduction to the Chinese cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Mandarin Chinese. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 90 hours lecture, 18 hours laboratory. **Strongly Recommended** ENGL 1A or ENGL 1.

1B Elementary Chinese 5 Units

Further study of the Chinese cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Mandarin Chinese begun in Chinese 1A. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 90 hours lecture, 18 hours laboratory. **Prerequisite** CHIN 1A (with a grade of "C" or higher).

2A Intermediate Chinese 4 Units

Review of grammar; practice in conversation and composition; research on topics related to Chinese culture and literature. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 72 hours lecture, 18 hours laboratory. **Prerequisite** CHIN 1B (with a grade of "C" or higher).

2B Advanced Chinese 4 Units

This advanced Chinese course is designed for students who have completed 2A or equivalent. Students should know at least 800 Chinese characters and essential and advanced Chinese grammar patterns before they register to this course. The emphasis is on building up students' communicative skills in both speaking and reading through learning activities in class. Speaking, listening, reading, and writing of Mandarin will be further practiced within a cultural framework at the high intermediate level. 72 hours lecture, 18 hours laboratory. **Prerequisite** CHIN 2A (with a grade of "C" or higher).

50A Conversation and Culture I 3 Units

Development of a basic understanding of spoken Mandarin through pronunciation, vocabulary, and applied grammar. Introduction to the everyday culture of Chinese-speaking people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory.

50B Conversation and Culture II 3 Units

Development of an understanding of spoken Mandarin through pronunciation, vocabulary, and applied grammar. Further study of the life and culture of the Chinese-speaking people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory. **Prerequisite** CHIN 50A (with a grade of "C" or higher).

50C Chinese Conversation & Culture III 3 Units

Continuation of skills developed in Chinese 50B. Continues to develop an understanding and application of conversational Chinese. Pronunciation, vocabulary, sentences and applied grammar will be covered. Introduces the everyday life and traditional culture of Chinese-speaking people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory. **Prerequisite** CHIN 50B (with a grade of "C" or higher).

50D Chinese Conversation & Culture IV 3 Units

Continuation of skills developed in Chinese 50C. Continues to develop and apply conversational Chinese skills. Pronunciation, vocabulary, sentences and applied grammar will be covered. Introduces the daily life and cultural traditions of Chinese-speaking people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory. **Prerequisite** CHIN 50C (with a grade of "C" or higher).

COMMUNICATION STUDIES (COMM)

Degrees

AA-T Communication Studies
AA Speech Communication

Certificate of Achievement

Interpersonal Communication
Persuasive and Rhetorical Communication
Public Speaking and Forensics

COMMUNICATION STUDIES

Associate in Arts for Transfer

Communication Studies explores the complexity of human interaction. A degree in Communication Studies is a valuable asset for people in every industry. The National Association of Colleges and Employers, in a 2010 survey, ranked the top five desired candidate skills/qualities: (1) communication skills; (2) analytical skills; (3) teamwork skills; (4) technical skills; and (5) strong work ethic. Because Communication Studies combines theoretical understanding with practical skills development, either of our Associate in Arts degrees can serve as a strong foundation for any upper division coursework or graduate training program. From critical listening and thinking skills to intercultural communication competency; from performing business presentations to oral interpretation of literature; from understanding group dynamics to developing persuasive strategies, Communication Studies offers courses with contextual learning experiences for greater success in work, relationships, and society. Our graduates go on to careers in human resources, public relations, advertising, journalism, law, hospitality and customer service, corporate training and politics. Many continue their education at the graduate and doctoral levels. Successful completion of the transfer degree in Communication Studies guarantees the student acceptance to a local California State University in a major deemed similar by CSU to pursue a baccalaureate degree with junior status. The AA-T in Communication Studies requires the following: Complete 60 semester units or 90 quarter units of CSU degree-applicable courses, earn a minimum overall grade point average of 2.0 in those CSU degree-applicable courses, earn a minimum grade of "C" (or "P") for each course in the major, and complete either the IGETC or CSU GE-Breadth course pattern.

Program Learning Outcomes

1. Pursue and evaluate knowledge through the skills of inquiry, research and critical thinking.
2. Demonstrate effective skills in written and spoken communication.

Required Core		Units
COMM 1	Fundamentals of Speech Communication	3

List A (choose 2 courses)

COMM 3	Group Communication	3
COMM 10	Interpersonal Communication	3
COMM 46	Argumentation and Debate	3

List B (choose 2 courses)

Any List A course not used		3
COMM 50	Introduction to Communication Studies	3
COMM 11	Intercultural Communication	3
COMM 20	Persuasion and Communication	3
COMM 48	Activities in Forensics	1 - 4

List C (choose 1 course)

Any List A or List B course not already used		
COMM 6	Introduction to Performance Studies	3
COMM 12	Gender, Sexual Identity, and Communication	3
ANTH 3	Social and Cultural Anthropology	3
MCOM 41	Introduction to Mass Communications	3
PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3

NOTE: Grades of ""C"" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements:	18 units
General education:	CSU GE 39 units IGETC (CSU) 37 units
Electives:	As needed to reach 60 CSU transferable units
Total	60 minimum degree applicable units

SPEECH COMMUNICATION

Associate in Arts

The National Association of Colleges and Employers rated "oral communication" highest among attributes necessary in achieving professional success. More and more businesses and occupations prefer to hire employees who possess strong communication skills. There are opportunities for working in corporate training, consulting, marketing, sales, public relations, human resources, television, radio, telecommunications, and political campaigning. A strong background in communication is also looked upon favorably by four-year universities when evaluating applicants. In addition, effective communication skills can assist in individual development and enhancement of human relations.

Program Learning Outcomes

1. Demonstrate effective skills in written and spoken communication.
2. Pursue and evaluate knowledge through the skills of inquiry, research and critical thinking.

Freshman Year		Units
COMM 1	Fundamentals of Speech Communication	3
COMM 10	Interpersonal Communication	3
COMM 2	Oral Interpretation of Literature	3
COMM 46	Argumentation and Debate	3

Sophomore Year (choose 6 units)		
MCOM 44	Radio & Television Announcing	3
COMM 2B	Oral Interpretation of Literature II	3
COMM 3	Group Communication	3
COMM 5	Readers' Theater	3
COMM 11	Intercultural Communication	3
COMM 30	Elements of Speech	3
COMM 48	Activities in Forensics	1 - 4

Major Requirements	18 units
General Education	25 units
Electives	Degree applicable units as needed
Total Units	60 minimum degree applicable units

INTERPERSONAL COMMUNICATION

Certificate of Achievement

The Interpersonal Certificate of Achievement is designed to prepare students with a strong foundation for communication in dyads and small group communication. This unique area of communication studies allows students to explore areas that are common to our everyday lives as well as many professions. Students learn theories of small group communication, interpersonal communication, intercultural and gender studies, as well as a survey of the entire discipline.

Career Opportunities

This certificate can enhance resumes for students wishing to work in health care settings, customer service positions, and other business environments.

Program Learning Outcomes

1. Pursue and evaluate knowledge through the skills of inquiry, research and critical thinking.
2. Demonstrate effective skills in written and spoken communication.

Required Core		Units
COMM 3	Group Communication	3
COMM 10	Interpersonal Communication	3
COMM 11	Intercultural Communication	3
COMM 12	Gender, Sexual Identity, and Communication	3
COMM 50	Introduction to Communication Studies	3

Electives (choose 1 course)		
COMM 70B	Experienced Communication Tutor Training	2 - 3
PSCN 1	Introduction to Psychology-Counseling in a Multicultural Environment	3
PSY 3	Social Psychology	3
PSY 33	Personal and Social Adjustment	3
SOCI 4	Marriage and Family Relations	3
SOCI 6	Introduction to Gender	3
Total		**17 - 18**

PERSUASIVE AND RHETORICAL COMMUNICATION

Certificate of Achievement

This certificate prepares students to become strong verbal and nonverbal communicators and provides a solid foundation in the study of Rhetoric.

Career Opportunities

Communication skills are vital in all industries. In particular, students who study Rhetoric often go into legal careers, but many students pursue careers in advertising, public relations, film, tv, and other emerging technological fields. Rhetoric students are often very successful in gaining acceptance into graduate programs, especially in Communication, Business, Law, and Media Studies.

Program Learning Outcomes

1. Pursue and evaluate knowledge through the skills of inquiry, research and critical thinking.
2. Demonstrate effective skills in written and spoken communication.

Required Core		Units
COMM 1	Fundamentals of Speech Communication	3
COMM 20	Persuasion and Communication	3
COMM 46	Argumentation and Debate	3
COMM 48	Activities in Forensics	1 - 4
COMM 50	Introduction to Communication Studies	3

Electives (choose 1 course)		
MCOM 40	Introduction to Broadcasting	3
MCOM 41	Introduction to Mass Communications	3
MCOM 43	Advertising Sales & Media Management	3
ENGL 4	Critical Thinking and Writing about Literature	3
ENGL 4A	Critical Thinking and Writing about Literature	4
ENGL 7	Critical Thinking and Writing Across Disciplines	3
ENGL 7A	Critical Thinking and Writing across Disciplines	4
PHIL 70	Introduction to Political and Social Philosophy	3
POSC 25	Introduction to Political Theory	3
Total		**16 - 20**

PUBLIC SPEAKING AND FORENSICS

Certificate of Achievement

This certificate provides students with advanced training in public speaking and debate, with a focus on performances in a public and competitive setting.

Career Opportunities

Many forensics students go on to receive degrees in Communication and a large number go on to graduate school programs in Communication and Law. These students are more likely to teach and coach forensics, or enter legal careers. Public Speaking skills are valuable in numerous careers and in maintaining civic discourse and democracy.

Program Learning Outcomes

1. Pursue and evaluate knowledge through the skills of inquiry, research and critical thinking
2. Demonstrate effective skills in written and spoken communication.

Required Core		Units
COMM 1	Fundamentals of Speech Communication	3
COMM 2	Oral Interpretation of Literature	3
COMM 20	Persuasion and Communication	3
COMM 46	Argumentation and Debate	3
COMM 48	Activities in Forensics	4
Total		**16**

COMMUNICATION STUDIES (COMM) COURSES

1 Fundamentals of Speech Communication 3 Units

Emphasis on developing, organizing, researching, and delivering informative, persuasive, or entertaining ideas to an audience. This course also includes developing critical listening, audience analysis, and problem-solving skills for public speech making. Communication theory and best practices for communication to a public are analyzed. 54 hours lecture. **Strongly Recommended** ENGL 1.

2 Oral Interpretation of Literature 3 Units

This introductory course is designed to improve your confidence, your critical analysis of texts, and improve your performance of these texts, by stressing both your breakdown of the material and development of vocal skills. Texts may include prose (fiction/non-fiction), poetry, and drama. 54 hours lecture.

3 Group Communication 3 Units

Communication in small group situations. Role of communication in various group processes, including norms, roles, leadership and decision-making, with application to modern concepts of organizational communication. Includes participation in simulation exercises and group activities. 54 hours lecture.

6 Introduction to Performance Studies 3 Units

Exploration of historically influential activist performances and contemporary performance art/installation pieces. Development of an understanding of basic interdisciplinary performance theories from everyday life, ritual, and on-stage. Emphasis on creating and observing performances as tools for social critique. 54 hours lecture.

10 Interpersonal Communication 3 Units

An introductory course designed to help students develop interpersonal communication competencies. Students begin by exploring personal identity, including race, culture, gender, and family. Then examine how these individual identities impact personal relationships. Finally, we will identify strategies to reduce miscommunication and conflict in interpersonal relationships. Overall, through readings, lecture/discussion, and assignments we will examine the power of communication and its effects on our lives and relationships. 54 hours lecture. **Strongly Recommended** ENGL 1.

11 Intercultural Communication 3 Units

Intercultural communication with a focus on the analysis and comparisons of message perception and transmission in interactions between people from different cultures. Particular attention to values and meanings reflected in American culture, specifically the crisscrossing dynamics of race, ethnicity, gender, religion and class. Emphasis on practical application of skills for effective communication between people of different domestic and international cultures. 54 hours lecture.

12 Gender, Sexual Identity, and Communication 3 Units

Processes and theories of gender and communication; emergence of sexual identity and orientation in society; the power of language and stereotypes in private discourse and public dialogue; the impact of historical, social, ethical, cultural, and psychological factors on gendered communication in multiple contexts. 54 hours lecture. **Strongly Recommended** ENGL 1A.

20 Persuasion and Communication 3 Units

Investigation and development of persuasive techniques, strategies, and theories throughout ancient and modern times. Topics will include rhetoric, propaganda, and formal/informal argumentation. 54 hours lecture. **Strongly Recommended** ENGL 1A and COMM 1.

46 Argumentation and Debate 3 Units

Analysis of contemporary questions through written and spoken discourse. Analysis, criticism, and synthesis of contemporary moral, political, economic and philosophical issues of a diverse, multicultural society, using traditional and modern models of argumentation. 54 hours lecture. **Strongly Recommended** ENGL 1A.

48 Activities in Forensics 1 - 4 Units

May be repeated 3 times.
Intercollegiate competition in the areas of public address, evidence-based and limited preparation debate, and oral interpretation of literature. Preparation of events includes research, writing, practice, and performance. Other activities may include performance in workshops, festivals, concert reading and the community. 18-72 hours lecture, 72-288 hours laboratory.

50 Introduction to Communication Studies 3 Units

A survey of the discipline of Communication Studies with emphasis on multiple epistemological, theoretical, and methodological issues relevant to the systematic inquiry of human interaction. The course explores communication theories from the humanistic, social scientific and critical traditions. 54 hours lecture. **Strongly Recommended** Eligibility for English 1.

70A Introduction to Communication Tutor Training 2 Units

An introduction to tutor training for the Communication Laboratory. Through lecture and hands-on tutoring experience students will demonstrate lab procedure, tutor strategies, and knowledge of basic components of public speaking. 18 hours lecture, 54 hours laboratory. **Prerequisite** COMM 1 or COMM 2 or COMM 10 or COMM 20 or COMM 46 or COMM 50 (with a grade of "C" or higher) and instructor recommendation required.

70B Experienced Communication Tutor Training 2 - 3 Units

Tutor training for the Communication Laboratory. Through lecture and hands-on tutoring, experienced tutors with at least one semester of lab experience will demonstrate lab procedure, tutor stategies, thorough knowledge of basic components of public speaking, and ability to role-model these skills for new tutors. 18 hours lecture, 54-108 hours laboratory. **Prerequisite** COMM 70A (with a grade of "C" or higher).

COMPUTER APPLICATION SYSTEMS (CAS)

Degrees

AS Administrative Assistant
AS Information Technology
AS Software Specialist

Certificates of Achievement

Administrative Assistant
Information Technology
Software Specialist

ADMINISTRATIVE ASSISTANT

Associate in Science

The AS degree, Administrative Assistant covers a wide knowledge base needed for the workplace environment in diverse organizational settings. The program emphasizes technology, proofreading and editing, document formatting, electronic filing, accounting, business communication, and general business skills. Students will develop administrative skills necessary to be a part of the management team.

Career Opportunities

The AS degree, Administrative Assistant prepares students to work in an office environment, in such positions as office managers, supervisors, administrative assistants, and clerks. These positions use a variety of office technology and computer-based applications (word processing, electronic mail, database, spreadsheets, presentation graphics), as well as such business skills as written and oral communications, accounting, basic payroll, team building, and leadership.

Program Learning Outcomes

1. Become proficient in computer applications and use them to solve common business problems.
2. Apply critical thinking and analytical skills in decision-making and problem solving.
3. Create effective oral and written business communications, including quantitative report, using modern communication technologies.

Required Core		Units
BUS 7	Accounting for Small Business	3
CAS 50	Introduction to Computer Application Systems	3
CAS 54	Microsoft Excel	3
CAS 71	Keyboarding & 10 Key	3
CAS 88	Microsoft Word	3

List A (choose 3 courses)

BUS 12	Introduction to Business	3
BUS 16	Business Mathematics	3
BUS 21	Human Resource Management	3
BUS 22	Introduction to Management	3
BUS 28	Human Relations in the Workplace	3
BUS 36	Introduction to Marketing	3

List B (choose 3 courses)

BUS 50A	Skills for Supervisors	1
BUS 50C	Interviewing for Success	1
BUS 50D	Resumes and Job Application Letters	1
BUS 50J	Time Management Skills	1
BUS 50K	Listening Skills	1
BUS 50M	Workplace Diversity	1
BUS 50N	Dealing with Difficult People	1
BUS 50P	Quality Customer Service	1

Required Major-Specific G.E. Requirement

BUS 14	Business Communications	3

General Education Requirements for Associates in Science Degree

Major Requirements	27 units
General Education Requirements	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

INFORMATION TECHNOLOGY

Associate in Science

The Associate's degree in Information Technology prepares students to either enter the workforce as an entry-level computer or network support technician or pursue additional education in managing information systems. Computer support technicians provide technical assistance to computer users. They may answer questions or resolve computer problems for clients in person, or via telephone or electronically. They may provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems. Computer network technicians analyze, test, troubleshoot, and evaluate existing network systems, such as local area network (LAN), wide area network (WAN), and Internet systems or a segment of a network system. Perform network maintenance to ensure networks operate correctly with minimal interruption. Graduates of the A.S. Information Technology are prepared and eligible to sit for CompTIA's A+ Network+, and Linux certification exams. Optional elective courses prepare students for CompTIA's Security+, CCENT, CCNA, and EMC.

Career Opportunities

Retail Salesperson, Customer Service Representative, Computer User Support Specialist, Computer Network Support Specialist, Network and Computer Systems Administrators, Computer Systems Analyst, Information Security Analyst.

Program Learning Outcomes

1. Apply fundamental knowledge of computing and the current use of technology techniques, skills, and tools necessary for the computing practice.
2. Demonstrate the ability to locate, critically evaluate and solve business problems with technology solutions using qualitative and quantitative information.
3. Demonstrate a fundamental ability to identify and analyze user needs in the selection, creation, evaluation and administration of computer-based systems.

Required Core		**Units**
CAS 74	Introduction to Linux/Unix	3
CAS 83	Information & Communication Technology Essentials	4
CAS 92A	Introduction to Networks	3

Select one option (9 units)

Cloud Computing

CAS 85	Cloud Infrastructure and Services	3
CAS 86	Information Storage and Management	3
CAS 92B	Routing and Switching Essentials	3

Cyber Security

CAS 69	Introduction to Information Systems Security (Security+)	3
CAS 75	Introduction to Cybersecurity: Ethical Hacking (Whitehat Hacker)	3
CAS 76	Wireshark, TCP/IP Analysis and Network	3

Networking

CAS 92B	Routing and Switching Essentials	3
CAS 92C	Scaling Networks	3
CAS 92D	Connecting Networks	3

Required Major-Specific G.E. Requirement

CAS 50	Introduction to Computer Application Systems	3

Major Requirements	19 units
General Education Requirements	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

SOFTWARE SPECIALIST

Associate in Science

The Software Specialist Associate of Science program includes microcomputer applications and computer support of business organizations. The program offers state of the art training in digital technologies preparing students for professional careers. Additionally the degree will include general education courses which will help students develop a sense of social responsibility; strong analytical, communication, intellectual, practical skills that the student can apply in real-world setting.

Career Opportunities

Business Information Worker, Computer Operator, Data Entry, Digital Specialist, Technical Analyst, Web Designer, Illustrator, Digital Editor.

Program Learning Outcomes

1. Recognize and apply appropriate information and hardware technology to achieve organizational goals.
2. Demonstrate and apply appropriate software applications to achieve organizational goals.
3. Understand basic hardware and software functions of a computer. Develop knowledge of technology applicable to the field, and proficiency in appropriate software.
4. Demonstrate knowledge of technology applicable to the field, and proficiency in appropriate software

Required Core		Units
CAS 54	Microsoft Excel	3
CAS 58	Microsoft Access	3
CAS 88	Microsoft Word	3

Electives (choose 9 units)

ARCH 68	Digital Tools for Design and Visual Communication	4
BUS 92	Excel Spreadsheets for Accounting	2
BUS 93	QuickBooks	2
BUS 94	MS Project Fundamentals	1
DIGM 6A	Photo Compositing	3
DIGM 31B	Photoshop II	1.5
DIGM 4A	Digital Illustration	3
DIGM 5	Typography	3
DIGM 7	Design and Layout	3
DIGM 17	JavaScript for Designers	3
DIGM 15	Web Design Fundamentals	3
DIGM 16	HTML and CSS for Designers	3
DIGM 11	Video Editing	3
DIGM 12A	Motion Graphics	3
ID 49	Digital Tools for Design and Visual Communication	4

Required Major-Specific G.E. Requirement

CAS 50	Introduction to Computer Application Systems	3

Major Requirements	18 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ADMINISTRATIVE ASSISTANT

Certificate of Achievement

The Administrative Assistant Certificate of Achievement program covers a wide knowledge base needed for the workplace environment in diverse organizational settings. The program emphasizes technology, proofreading and editing, document formatting, electronic filing, accounting, business communication, and general business skills. Students will develop administrative skills necessary to be a part of the management team.

Career Opportunities

The Administrative Assistant certificate prepares students to work in an office environment, in such positions as office managers, supervisors, administrative assistants, and clerks. These positions use a variety of office technology and computer-based applications (word processing, electronic mail, database, spreadsheets, presentation graphics), as well as such business skills as written and oral communications, accounting, basic payroll, team building, and leadership.

Program Learning Outcomes

1. Become proficient in computer applications and use them to solve common business problems.
2. Apply critical thinking and analytical skills in decision making and problem solving.
3. Create effective oral and written business communications, including quantitative report, using modern communication technologies.

Required Core		Units
BUS 7	Accounting for Small Business	3
BUS 14	Business Communications	3
CAS 50	Introduction to Computer Application Systems	3
CAS 54	Microsoft Excel	3
CAS 71	Keyboarding & 10 Key	3
CAS 88	Microsoft Word	3

Electives (choose 1 course)

BUS 12	Introduction to Business	3
BUS 22	Introduction to Management	3
BUS 28	Human Relations in the Workplace	3
Total		**21**

INFORMATION TECHNOLOGY

Certificate of Achievement

The Certificate of Achievement in Information Technology prepares students to either enter the workforce as an entry-level computer or network support technician or pursue additional education in managing information systems. Computer support technicians provide technical assistance to computer users. They may answer questions or resolve computer problems for clients in person, or via telephone or electronically. They may provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems. Computer network technicians analyze, test, troubleshoot, and evaluate existing network systems, such as local area network (LAN), wide area network (WAN), and Internet systems or a segment of a network system. Perform network maintenance to ensure networks operate correctly with minimal interruption. Graduates of the Information Technology are prepared and eligible to sit for CompTIA's A+ Network+, and Linux certification exams. Optional elective courses prepare students for CompTIA's Security+, CCENT, CCNA, and EMC.

Career Opportunities

Retail Salesperson, Customer Service Representative, Computer User Support Specialist, Computer Network Support Specialist, Network and Computer Systems Administrators, Computer Systems Analyst, Information Security Analyst.

Program Learning Outcomes

1. Apply fundamental knowledge of computing and the current use of technology techniques, skills, and tools necessary for the computing practice.
2. Demonstrate the ability to locate, critically evaluate and solve business problems with technology solutions using qualitative and quantitative information.
3. Demonstrate a fundamental ability to identify and analyze user needs in the selection, creation, evaluation and administration of computer-based systems.
4. Demonstrate a fundamental ability to identify and analyze user needs in the selection, creation, evaluation and administration of computer-based systems.

Required Core		Units
CAS 50	Introduction to Computer Application Systems	3
CAS 74	Introduction to Linux/Unix	3
CAS 83	Information & Communication Technology Essentials	4
CAS 92A	Introduction to Networks	3

Electives (choose 3 courses)

Cloud Computing

CAS 85	Cloud Infrastructure and Services	3
CAS 86	Information Storage and Management	3
CAS 92B	Routing and Switching Essentials	3

Cyber Security

CAS 69	Introduction to Information Systems Security (Security+)	3
CAS 75	Introduction to Cybersecurity: Ethical Hacking (Whitehat Hacker)	3
CAS 76	Wireshark, TCP/IP Analysis and Network	3

Networking

CAS 92B	Routing and Switching Essentials	3
CAS 92C	Scaling Networks	3
CAS 92D	Connecting Networks	3
Total		**22**

SOFTWARE SPECIALIST

Certificate of Achievement

The Software Specialist Certificate of Achievement program includes microcomputer applications and computer support of business organizations. The program offers state of the art training in digital technologies preparing students for professional careers.

Career Opportunities

Computer Operator, Data Entry, Digital Specialist, Technical Analyst, Web Designer, Illustrator, Digital Editor.

Program Learning Outcomes

1. Demonstrate knowledge of technology applicable to the field, and proficiency in appropriate software.
2. Understand basic hardware and software functions of a computer. Develop knowledge of technology applicable to the field, and proficiency in appropriate software.
3. Demonstrate and apply appropriate software applications to achieve organizational goals.
4. Recognize and apply appropriate information and hardware technology to achieve organizational goals.

Required Core		Units
CAS 50	Introduction to Computer Application Systems	3
CAS 54	Microsoft Excel	3
CAS 58	Microsoft Access	3
CAS 88	Microsoft Word	3

Electives (choose 9 units)

BUS 92	Excel Spreadsheets for Accounting	2
BUS 93	QuickBooks	2
BUS 94	MS Project Fundamentals	1
DIGM 6A	Photo Compositing	3
DIGM 31B	Photoshop II	1.5
DIGM 5	Typography	3
DIGM 7	Design and Layout	3
DIGM 17	JavaScript for Designers	3
DIGM 15	Web Design Fundamentals	3
DIGM 16	HTML and CSS for Designers	3
DIGM 11	Video Editing	3
DIGM 12A	Motion Graphics	3
ID 49	Digital Tools for Design and Visual Communication	4
	or	
ARCH 68	Digital Tools for Design and Visual Communication	4
Total		**21**

COMPUTER APPLICATION SYSTEMS (CAS) COURSES

50 Introduction to Computer Application Systems 3 Units

Introduction to computer applications systems as it relates to business and home use. Course introduces software topics in Microsoft Windows, Microsoft Office, internet, World Wide Web, electronic mail, file management, data communications and an introduction to basic computer programming. Hardware topics include PC system components and troubleshooting issues. Other topics include computer-based careers and trends, electronic computing issues, terminology, electronic communication skills, ethics, security, and netiquette in today's business computing environment. 54 hours lecture, 18 hours laboratory.

54 Microsoft Excel 3 Units

This course covers an in depth look at Microsoft Excel, a widely used spreadsheet application program that allows users to complete advanced mathematical formulas and functions, display information through graphs and charts with the use a microcomputer. Students will be prepared to take the Microsoft Certification Exams. 54 hours lecture, 18 hours laboratory.

58 Microsoft Access 3 Units

This course covers Microsoft Access, which is a DBMS (also known as Database Management System) from Microsoft that combines the relational Microsoft Jet Database Engine with a graphical user interface and software-development tools. Topics such as tables, queries, forms, reports and advanced functions will be covered. This course will prepare students to take the Microsoft Office Specialist Exam for Access. 54 hours lecture, 18 hours laboratory.

69 Introduction to Information Systems Security (Security+) 3 Units

An introduction to the fundamental principles and topics of Information Technology Security and Risk Management at the organizational level. It addresses hardware, software, processes, communications, applications, and policies and procedures with respect to organizational Cybersecurity and Risk Management. Preparation for the CompTIA Security+ certification exams. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** CAS 50.

71 Keyboarding & 10 Key 3 Units

Students will master the touch operation on a computer keyboard and 10 key pad. Correct fingering by touch and good posturing techniques will be emphasized along with speed and accuracy. Students will use basic word processing functions on a variety of document types. 54 hours lecture, 18 hours laboratory.

74 Introduction to Linux/Unix 3 Units

This course provides hands-on training of the Linux/Unix operating system. Topics include: installation, management, configuration, security, documentation, utilities, DOS, hacking and file protection on workstations in a LAN environment. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** CAS 50.

75 Introduction to Cybersecurity: Ethical Hacking (Whitehat Hacker) 3 Units

This course introduces the network security specialist to the various methodologies for attacking a network. Students will be introduced to the concepts, principles, and techniques, supplemented by hands-on exercises, for attacking and disabling a network within the context of properly securing a network. The course will emphasize network attack methodologies with the emphasis on student use of network attack techniques and tools and appropriate defenses and countermeasures. Students will receive course content information through a variety of methods: lecture and demonstration of hacking tools will be used in addition to a virtual environment. Students will experience a hands-on practical approach to penetration testing measures and ethical hacking. 36 hours lecture, 54 hours lecture. **Strongly Recommended** CAS 92A.

76 Wireshark, TCP/IP Analysis and Network 3 Units

Course is geared to teach solid network management skills using the WiresharkTM network analyzer. The class provides a logical troubleshooting approach to capturing and analyzing data frames. Armed with this knowledge, students can effectively troubleshoot, maintain, optimize and monitor network traffic and keep your network operating at its peak performance. 36 hours lecture, 54 hours lecture. **Strongly Recommended** CAS 50.

83 Information & Communication Technology Essentials 4 Units

This course provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level 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. Preparation for the CompTIA A+ certification exams. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** CAS 50.

85 Cloud Infrastructure and Services 3 Units

This course covers the objectives of the CompTIA Cloud+ and AWS Certified Cloud Practitioner certification exams. Topics included are cloud deployment and service models, cloud infrastructure, and the key considerations in migrating to cloud computing, including compute, storage, networking, desktop and application virtualization. Additional areas of focus are backup/recovery, business continuity, security, and management. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** CAS 83 or CAS 92A.

86 Information Storage and Management 3 Units

Comprehensive study of storage technology in complex IT environments, with emphasis on the exam topics for the EMC Information Storage Associate Certification (EMCISA). Theory and hands-on activities of storage systems, storage networking technologies, archives, cloud computing, storage security, and managing storage infrastructure. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** CAS 83 or CAS 92A.

88 Microsoft Word 3 Units

This course covers Microsoft Word in depth, teaching word processing creation, editing, and advanced features adding functionality to electronic documents. This course will prepare a student to sit for the Microsoft MOS Certification Exam. 54 hours lecture, 18 hours laboratory.

92A Introduction to Networks 3 Units

This is the first course in the Cisco Networking Academy. The course covers the basic fundamentals of networking. By the end of the course, students will be able to build simple Local Area Networks (LAN's), perform basic configurations for routers and switches and implement IP addressing schemes. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** CAS 50.

92B Routing and Switching Essentials 3 Units

This is the second course in the Cisco Networking Academy. This course describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPv1, RIPv2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks. 36 hours lecture, 54 hours laboratory. **Prerequisite** CAS 92A.

92C Scaling Networks 3 Units

This is the third course in the Cisco Networking Academy. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. 36 hours lecture, 54 hours laboratory. **Prerequisite** CAS 92B.

92D Connecting Networks 3 Units

This is the Fourth of four courses in the Cisco Networking Academy. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students will implement, configure, and troubleshoot an enterprise LAN network utilizing VLANs, access control lists, WAN links and advanced routing protocols. 36 hours lecture, 54 hours laboratory. **Prerequisite** CAS 92C.

103 Assistive Technology Lab 1 Unit

Support and individualized instruction in access technology use and adaptive strategies while working on assignments and research projects. Major emphasis on the Personal Computer and its practical use. Designed for students with disabilities. 54 hours laboratory.

COMPUTER SCIENCE (CSCI)

Degrees

AS Computer Science

COMPUTER SCIENCE

Associate in Science

This is a program oriented towards satisfying lower division Computer Science requirements for the Computer Science major. Serves as a source of courses for professional programmers to upgrade skills. Courses are also provided for majors in mathematics, business, biology, physics, engineering, computer science, geology and related disciplines.

Career Opportunities

This program is intended to meet most university transfer requirements in Computer Science for the Bachelor's degree in Computer Science and related fields, but see the note below for more information.

Program Learning Outcomes

1. Demonstrate fluency in programming.
2. Demonstrate knowledge of at least one additional programming language besides C++.

Year One

CSCI 14	Introduction to Structured Programming In C++	4
CSCI 41	Introduction to UNIX	2
MTH 1	Calculus I	5
MTH 2	Calculus II	5

Year Two

CSCI 15	Object-Oriented Programming Methods	4
CSCI 20	Introduction to Data Structures	4
CSCI 21	Computer Organization and Assembly Language Programming	4
MTH 6	Elementary Linear Algebra	3
	or	
MTH 8	Discrete Mathematics	3

It is recommended that Computer Science majors take both Mathematics 6 (Elementary Linear Algebra) and Mathematics 8 (Discrete Mathematics). If Math 6 or 8 is used to meet Major requirements then it can not be double counted for Major Specific GE requirements. An additional course must be completed.

Required Major-Specific G.E. Requirement (choose 1 course)

CSCI 19A	Object-Oriented Programming Methods in Java	4
CHEM 1A	General College Chemistry I	5
CHEM 10	Introduction to Chemistry	4
COMM 1	Fundamentals of Speech Communication	3
COMM 10	Interpersonal Communication	3
COMM 11	Intercultural Communication	3
MTH 3	Multivariable Calculus	5
MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3
PHYS 3A	College Physics A	4
PHYS 4A	General Physics I	5
PHYS 11	Descriptive Physics	4

Major Requirements	31 units
General Education	19 units
Elective	Degree applicable units as needed
Total	60 minimum degree applicable units

COMPUTER SCIENCE (CSCI) COURSES

5 Technology for Academic Success 1 Unit

An introduction to computer-based tools and skills supporting academic success: document management, word processing, multimedia presentations, online research, time and information management, communication tools, menu-driven software and help systems. More broadly, how to approach technology as a way to improve the academic experience. 18 hours lecture, 18 hours laboratory.

6 Computer Programming for Visual Thinkers 3 Units

Students work within 2D and 3D virtual worlds to create interactive games, stories and animations. Programs are assembled using a drag-and-drop interface to bypass the abstract syntax rules required by conventional languages. Topics covered include variables, data types, expressions, input/output, logic and control flow, loops, functions, parameters, arrays, recursion, flowcharts, graphics, animation, 3D modeling, and computer game design. 36 hours lecture, 36 hours laboratory.

7 Introduction to Computer Programming Concepts 3 Units

Introduction to computer programming for nonscience majors and for students requiring additional preparation before taking Computer Science 10 or Computer Science 14. Hardware, system software basics, the history of computing, basic computer operations, number systems, design of algorithms, and programming constructs such as variables, expressions, input/output, decision-making, loops, functions, and parameters. 54 hours lecture, 18 hours laboratory.

8 Computer Literacy 3 Units

Introduction to computers including: Microsoft Windows, Microsoft Office, Multimedia, the internet, browsers, World Wide Web, an awareness of types of computer software in use including programming languages, electronic mail, computer-based careers and trends, and other computing issues in today's society. No prior computer experience necessary. Course recommended for students of any major who want to learn about computers and how to use them. Hands-on laboratory experience reinforces lecture. 36 hours lecture, 36 hours laboratory. **Strongly Recommended** MTH 55 (with a grade of "C" or higher) or MTH 55A (with a grade of "C" or higher) or MTH 53 (with a grade of "C" or higher) or MTH 53A (with a grade of "C" or higher) or Completion of Algebra 2 in high school.

10 Introduction to Programming Using Visual BASIC.NET 4 Units

Introduction to computer programming using Microsoft's programming language Visual BASIC.NET for Windows. The course includes programming algorithm development, Visual Studio. NET's IDE, the language's basic syntax and grammar, object event procedures, input/output, looping techniques, decision logic, variable data types, functions and subroutines and text file and database manipulation. Intended for a general audience with little or no prior formal programming experience. 54 hours lecture, 54 hours laboratory. **Strongly Recommended** CSCI 7 or CSCI 8 or (with a grade of "C" or higher), Computer Application Systems 8.

14 Introduction to Structured Programming In C++ 4 Units

Introduction to structured programming and problem solving using the C++ language. Problem solving techniques, algorithm design, testing and debugging techniques, and documentation standards. C++ syntax: elementary operators, data types, control structures, user-defined and library functions, basic input/output, sequential files, arrays and structs. Appropriate for students with little or no programming experience, but comfortable using computers with modern GUI operating systems. 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 55 or MTH 55B or MTH 55L or MTH 54 or MTH 54L (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process **Strongly Recommended** CSCI 7 (with a grade of "C" or higher) or ENGL 1A.

15 Object-Oriented Programming Methods 4 Units

Object-oriented programming methods employed to design, program, test and document intermediate level problems. Includes strings and string objects, multidimensional arrays, pointers, dynamic allocation, classes, overloaded functions, inheritance and polymorphism, introduction to linked lists. Designed to satisfy Association of Computing Machinery (ACM) guidelines for CS I as required for Computer Science and related transfer majors. 54 hours lecture, 54 hours laboratory. **Prerequisite** CSCI 14 (with a grade of "C" or higher) **Strongly Recommended** MTH 20 (with a grade of "C" or higher).

19A Object-Oriented Programming Methods in Java 4 Units

Object-oriented programming methods employed to design, program, test and document intermediate level problems in the Java language. Overview of Java syntax, control structures, methods, I/O, strings, single and multidimensional arrays, recursion and exception handling. Abstract Data Types and Object-Oriented Programming principles including classes, information hiding, aggregation, inheritance, method overriding and polymorphism. Introduction to graphical user interfaces (GUIs) and applets using the javax. swing package. Dynamic allocation and de-allocation of memory; comparison of Java references with pointers in C++. Implementation and use of linked lists. Designed to satisfy Association of Computing Machinery (ACM) guidelines for CSI as required for Computer Science and related transfer majors. 54 hours lecture, 54 hours laboratory. **Strongly Recommended** CSCI 14 and MTH 20 (with a grade of "C" or higher).

20 Introduction to Data Structures 4 Units

Design and implementation of larger projects using object-oriented software engineering principles. Emphasis on definition and use of data structures. Includes specification of Abstract Data Types, recursion, dynamic memory allocation, stacks, linked lists, priority queues, graphs, binary trees, heaps, sorting and searching, algorithm analysis, hashing techniques, random access files. 54 hours lecture, 54 hours laboratory. **Prerequisite** CSCI 15 (with a grade of "C" or higher) **Strongly Recommended** MTH 1 (with a grade of "C" or higher).

21 Computer Organization and Assembly Language Programming 4 Units

Basics of machine architecture, machine language, assembly language, operating system and higher level language interface. Data representation, instruction representation and execution, addressing techniques and use of macros. Space and time efficiency issues. Input/output including number conversion and use of system interrupts. Interrupt processing and interrupt handlers. Procedures including parameter passing and linkage to higher level languages. 54 hours lecture, 54 hours laboratory. **Prerequisite** CSCI 14 (with a grade of "C" or higher).

28 Discrete Mathematics 3 Units

(See also MTH 8)

Sets, relations and functions; logic, methods of proof, induction; combinatorics, recursion, recurrence relations and complexity of algorithms; graphs and trees; logic circuits; automata. Designed for majors in mathematics and computer science. May not receive credit if Math 8 has been completed. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 1 (with a grade of "C" or higher) **Strongly Recommended** CSCI 14 (with a grade of "C" or higher).

41 Introduction to UNIX 2 Units

UNIX operating system capabilities, introduction to Perl, elementary batch programming and compilation of C. Components of a UNIX system, common commands, directory and file management, UNIX editors, shells, electronic mail and user communication, the C language development environment, Internet resources. 27 hours lecture, 27 hours laboratory.

42 UNIX Tools, Shell Programming and System Administration Concepts 2 Units

Further experience with UNIX tools. Enhanced shells. Emphasis on Linux variant of UNIX. Basic networking concepts. Writing and testing shell scripts. Processes and scheduling. Security issues. Basis System administration. 27 hours lecture, 27 hours laboratory. **Prerequisite** CSCI 41 (with a grade of "C" or higher).

DANCE

See **Physical Education**, page 309

DENTAL HYGIENE (DHYG)

Degrees

AS Dental Hygiene

Certificate of Achievement

Dental Radiation Safety

DENTAL HYGIENE

Associate in Science

Degree: AS- Dental Hygiene "Dental hygienists are preventive oral health professionals who have graduated from an accredited dental hygiene program in an institution of higher education, licensed in dental hygiene to provide educational, clinical, research, administrative and therapeutic services supporting total health through the promotion of optimum oral health." (ADEA, 2012) The Dental Hygiene Program is accredited by the Commission on Dental Accreditation (CODA) which is nationally recognized by the United States Department of Education for programs at the post-secondary level. "CODA's mission is to serve the oral health care needs of the public through the development and administration of standards that foster continuous quality improvement of dental and dental related educational programs." The Dental Hygiene Program admits 20 students per year. Students interested in dental hygiene need a background in the basic sciences, English, Psychology, and Speech. This is a special admission program. Successful completion of the two year program qualifies the student to take the National Board Dental Hygiene Exam and the regional board exam for licensure as a Registered Dental Hygienist. The program includes courses such as Clinical Dental Hygiene, Dental Radiology, General and Oral Pathology, Expanded Functions for the Dental Hygienist, Educational Theories in Dental Hygiene, and Community Dental Health. SPECIAL APPLICATION REQUIRED. go to **www.chabotcollege.edu/dhyg** for details.

Career Opportunities

Dental hygienists rank #2 in "Best Health Care Support Jobs" according to the US News Best Jobs Rankings. The Chabot College Dental Hygiene Program offers students a wonderful opportunity to receive a high quality education. Graduates are workforce ready and employable after passing the National Board Dental Hygiene Exam, Regional Board Exam and the Law and Ethics Exam for California.

Program Learning Outcomes

1. Develop and implement a comprehensive dental hygiene care plan.
2. Communicate effectively with diverse populations for the prevention of disease and the promotion of health.
3. Implement and perform infection control policies and protocols.
4. Comply with the laws, regulations and ethical standards for dental hygiene care.

Year One

DHYG 50A	Dental Hygiene Orientation I	0.5
DHYG 60	Dental Anatomy and Morphology	1.5
DHYG 60S	Dental Anatomy and Morphology Independent Study	0.5
DHYG 61	Head and Neck Anatomy	2
DHYG 61S	Head and Neck Anatomy Independent Study	0.5
DHYG 69A	Oral Health Care Education	2
DHYG 71A	Pre-Clinical Dental Hygiene	4
DHYG 71S	Pre-clinical Dental Hygiene Independent Study	1
DHYG 74A	Dental Radiography I	3
DHYG 51	General and Oral Pathology	4
DHYG 55A	Dental Materials	1.5
DHYG 69B	Treatment and Evaluation in Dental Hygiene	1
DHYG 71B	Clinical Dental Hygiene	4
DHYG 73	Educational Theories in Dental Hygiene Care	1.5
DHYG 74B	Dental Radiography II	1.5
DHYG 75	Medical Emergencies	1

Year Two

DHYG 50B	Dental Hygiene Orientation II	0.5
DHYG 72S	Advanced Periodontal Procedure	0.5
DHYG 52A	Periodontics	2
DHYG 54	Pharmacology	2
DHYG 56A	Community Dental Health I	1
DHYG 57	Expanded Functions for the Dental Hygienist	2
DHYG 80A	Patient Management	1
DHYG 81A	Clinical Practice I	5
DHYG 82A	Clinical Experience Seminar I	1
DHYG 50C	Dental Hygiene Orientation III	0.5
DHYG 52B	Advanced Periodontics	1
DHYG 56B	Community Dental Health II	1
DHYG 58	Dental Office Practice	1
DHYG 80B	Advanced Clinical Topics	1
DHYG 81B	Clinical Practice II	5
DHYG 82B	Clinical Experience Seminar II	2
DHYG 83	Patients with Special Needs	1

All students must be certified in BLS for the Health Care Provider through the American Heart Association.
The Dental Hygiene Program units combined with the Associate in Science Degree (G.E.) requirements will be in excess of the minimum 60 units.

Required Major-Specific G.E. Requirement **3 units**

NUTR 1	Introduction to Nutrition Science	3

Completion of Nutrition 1 is strongly recommended prior to entrance into the Dental Hygiene Program.

Major Requirements	57 units
General Education Requirements	19 units
Electives	Degree applicable units as needed
Total	76 minimum degree applicable units

DENTAL RADIATION SAFETY

Certificate of Achievement

To be eligible to complete this certificate students must already be enrolled in the Dental Hygiene Program at Chabot College. Dental Hygiene students who complete this certificate successfully will be prepared to take x-rays in the dental office. Course content includes head and neck anatomy, dental radiology, radiation safety, radiographic decision making, dental terminology, the electronic dental record, disease processes, infection control, communication and professionalism, and clinical procedures. Students will complete additional courses in the dental hygiene curriculum for an AS in Dental Hygiene in year 2. Students will complete the first year of the dental hygiene curriculum and must hold a valid CPR Healthcare Provider/BLS card and completed the HIPAA eLearning course.

Career Opportunities

In California, the number of Dental Assistants is expected to grow much faster than average growth rate for all occupations. Jobs for Dental Assistants are expected to increase by 16.5 percent, or 8,100 jobs between 2016 and 2026." Source: EDD/LMID Projections of Employment by Occupation.

Program Learning Outcomes

1. Demonstrate the highest professional knowledge, judgment & ability following the ADA Code of Ethics.
2. Perform self-assessment for life-long learning & professional growth.
3. Demonstrate how to acquire & synthesize information in a critical, scientific, & effective manner.

Required Core		Units
DHYG 50A	Dental Hygiene Orientation I	0.5
DHYG 51	General and Oral Pathology	4
DHYG 55A	Dental Materials	1.5
DHYG 60	Dental Anatomy and Morphology	1.5
DHYG 60S	Dental Anatomy and Morphology Independent Study	0.5
DHYG 61	Head and Neck Anatomy	2
DHYG 61S	Head and Neck Anatomy Independent Study	0.5
DHYG 69A	Oral Health Care Education	2
DHYG 69B	Treatment and Evaluation in Dental Hygiene	1
DHYG 71A	Pre-Clinical Dental Hygiene	4
DHYG 71B	Clinical Dental Hygiene	4
DHYG 71S	Pre-clinical Dental Hygiene Independent Study	1
DHYG 73	Educational Theories in Dental Hygiene Care	1.5
DHYG 74A	Dental Radiography I	3
DHYG 74B	Dental Radiography II	1.5
DHYG 75	Medical Emergencies	1
HLTH 60	Responding to Emergencies	1

Note: A student who presents a current Responding to Emergencies Card may request a waiver of HLTH 60 (Responding to Emergencies).

Total **30.5**

DENTAL HYGIENE (DHYG) COURSES

40 Introduction to Dental Hygiene **1 Unit**

Introduction to the practice and profession of dental hygiene. Emphasis on communication skills, dental terminology, and patient education. Includes overview of the head and neck examination, prevention of oral disease, and infection control. 18 hours lecture.

50A Dental Hygiene Orientation I **0.5 Units**

Orientation to the dental hygiene program to include information regarding scheduling, course requirements, financial aid considerations, program policies and procedures as well as core competencies. 9 hours lecture. **Prerequisite** Acceptance into the dental hygiene program.

50B Dental Hygiene Orientation II **0.5 Units**

Orientation for second year dental hygiene students focusing on patient management and scheduling. Treatment of periodontal patients is also addressed, with emphasis on dental hygiene treatment including adjunct therapy considerations. Clinical requirements and required competency forms are also reviewed. 9 hours lecture. **Prerequisite** DHYG 71B (with a grade of "C" or higher).

50C Dental Hygiene Orientation III **0.5 Units**

Orientation for second year dental hygiene students. This course will prepare students for the National Board Dental Hygiene Exam through computerized testing with case based and didactic questions. This course will also review clinical requirements for graduation, patient scheduling, mock boards and the regional clinical board exam. 9 hours lecture. **Prerequisite** DHYG 81A.

51 General and Oral Pathology **4 Units**

Oral pathology and dysfunctions of systems of the body which directly affect the oral cavity. Significance of oral and general pathology in relationship to treatment by the dental hygienist. 72 hours lecture. **Corequisite** Current enrollment in the Dental Hygiene Program.

52A Periodontics **2 Units**

Normal periodontium and the deviations from health, with emphasis on the hygienist's responsibility in examination, data collection and recognition of disease. Dental Hygiene therapy for periodontal disease prevention, active case management and maintenance programs. Contributing factors to disease process and case management. Decision-making for patient referral to the periodontal specialist. 36 hours lecture. **Prerequisite** DHYG 51 (with a grade of "C" or higher).

52B Advanced Periodontics **1 Unit**

DHYG52B is a continuation of DHYG52A. Research-based comprehensive periodontal therapy. Focus on systemic diseases and their relationship to periodontal disease and adjunct periodontal treatment modalities through the use of evidence-based research and case studies. 18 hours lecture. **Prerequisite** DHYG 52A (with a grade of "C" or higher).

54 Pharmacology **2 Units**

Sources, dosages, therapeutic action, and side effects of drugs used in dentistry and dental hygiene. Includes legal and ethical aspects of drug usage. 36 hours lecture. **Corequisite** DHYG 57.

55A Dental Materials 1.5 Units
General and specialty practice materials and techniques. 18 hours lecture, 36 hours laboratory. **Prerequisite** DHYG 69A (with a grade of "C" or higher).

56A CommUnity Dental Health I 1 Unit
DHYG 56A introduces concepts related to the study of community oral health. Students will be introduced to Healthy People 2020 and those populations which experience greater levels of disease. Discussions will also include dental indices used in biostatistics, and related research methodologies. Additional factors include understanding concepts related to health inequities, and the role of the dental hygienist in increasing access to oral health care. 18 hours lecture. **Strongly Recommended** COMM 1 or COMM 10 or COMM 30 **Corequisite** DHYG 80A with a grade of A or higher.

56B CommUnity Dental Health II 1 Unit
Continuation of Dental Hygiene 56A. Individual and community oral health problems, with emphasis on the dental hygienist as a resource person. 18 hours lecture. **Prerequisite** DHYG 56A (with a grade of "C" or higher).

57 Expanded Functions for the Dental Hygienist 2 Units
Dental hygiene advanced clinical functions including clinical practice in administration of local anesthetics, topical anesthetic agents, nitrous oxide/oxygen analgesia and soft tissue curettage. 18 hours lecture, 54 hours clinical. **Corequisite** DHYG 54 and DHYG 81A.

58 Dental Office Practice 1 Unit
Dental office practices based on sound dental economics, legal and ethical framework of the State Dental Practice Act, and patient needs and services. 18 hours lecture. **Corequisite** DHYG 81B.

60 Dental Anatomy and Morphology 1.5 Units
Development and anatomical structures of the head and neck, oral cavity and dentition. Tooth identification including: tooth anatomy, eruption patterns, tooth numbering systems, anomalies, and occlusion. Restorative considerations and classifications. 27 hours lecture. **Prerequisite** Admission into the Dental Hygiene Program **Corequisite** DHYG 60S DHYG 69A and DHYG 71A.

60S Dental Anatomy and Morphology Independent Study 0.5 Units
Supplemental instruction on the development and anatomical structures of the head and neck, oral cavity and dentition. Tooth identification including: tooth anatomy, eruption patterns, tooth numbering systems, anomalies, and occlusion. Restorative considerations and classifications. 27 hours laboratory. **Corequisite** DHYG 60.

61 Head and Neck Anatomy 2 Units
Anatomy of the head, neck and oral cavity, including anatomical nomenclature. Emphasis on structure and function of the oral cavity with a focus on normal anatomy and their structures. Identification of landmarks, including musculature, skeletal system, nervous system and vasculature, related to the administration of local anesthesia. Source and spread of dental infection in relation to the fascial spaces the lymphatic system. 36 hours lecture. **Corequisite** DHYG 69A and DHYG 71A.

61S Head and Neck Anatomy Independent Study 0.5 Units
Supplemental instruction on the embryology of the head, neck and oral cavity, structure and function of the oral cavity and adjacent structures. Emphasis on the recognition of normal structures, the anatomical relationships between structures and regional osteology. 36 hours laboratory. **Corequisite** DHYG 61.

69A Oral Health Care Education 2 Units
Educational techniques and technical skills used to assist individuals and groups in becoming integrally involved in their dental/oral health care. Information and application of information related to oral health care, oral health promotion and disease prevention. 36 hours lecture. **Corequisite** Current enrollment in the Dental Hygiene Program.

69B Treatment and Evaluation in Dental Hygiene 1 Unit
Continued development of the principles of assessment in dental hygiene care. Prevention, non-surgical periodontal therapy and maintenance through application of the Dental Hygiene process, including assessment, planning, goal setting, implementing and evaluation used in providing dental hygiene care. Emphasis on evaluation of dental hygiene care as an essential component of the dental hygiene process. 18 hours lecture. **Prerequisite** DHYG 69A (with a grade of "C" or higher) and DHYG 71A (with a grade of "C" or higher).

71A Pre-Clinical Dental Hygiene 4 Units
Laboratory and clinical experiences in patient assessment, dental hygiene care planning, goal setting and implementation of instrumentation techniques for providing prevention- oriented dental care and non-surgical periodontal therapy. Emphasis on post-treatment evaluation. Application of theory to the treatment of clinical patients. 36 hours lecture, 108 hours clinical. **Corequisite** DHYG 60 and DHYG 69A and DHYG 71S.

71B Clinical Dental Hygiene 4 Units
Continuation of laboratory and clinical experiences in patient assessment with emphasis on dental hygiene care planning, goal setting and implementation of instrumentation techniques for providing prevention-oriented dental care and non-surgical periodontal therapy. Emphasis on post-treatment evaluation. Introduction to the technical skills and procedures used in the clinical practice of dental hygiene. 18 hours lecture, 162 hours clinical. **Prerequisite** DHYG 71A (with a grade of "C" or higher) **Corequisite** DHYG 69B and DHYG 75.

71S Pre-clinical Dental Hygiene Independent Study 1 Unit
Supplemental instruction in the use of dental hygiene instruments. Emphasis on instrumentation techniques including the use of fulcrum options, modified pen grasp, and direct and indirect vision. 54 hours laboratory. **Corequisite** DHYG 71A.

72S Advanced Periodontal Procedure 0.5 Units
Lecture experiences in advanced instrumentation techniques; workshops on recognizing patients' medical needs and their relationship to dental treatment. 9 hours lecture. **Prerequisite** DHYG 71B (with a grade of "C" or higher).

73 Educational Theories in Dental Hygiene Care 1.5 Units
Implementation of problem solving techniques, through the formulation of a research question, implementation of basic research methods, and presentation of findings. Providing patient education through evidence based finding. Development of a written critical review of an oral health based topic. Identification of effective environments and strategies for learning. 27 hours lecture. **Prerequisite** DHYG 69A and DHYG 71A **Corequisite** DHYG 69B and DHYG 71B.

74A Dental Radiography I 3 Units
Introduction to the principles of radiography, x-radiation protection, operation of x-ray equipment, infection control procedures and hazardous waste maintenance. Practice in film exposure, processing, mounting and interpretation. 36 hours lecture, 54 hours laboratory. **Prerequisite** current enrollment in the Dental Hygiene Program.

74B Dental Radiography II 1.5 Units
Continuation of clinical experience in exposing films, group and individualized criticism of mounted films; principles of Panographic and Digital radiology; special patient needs; occlusal and pedodontic surveys; emphasis on radiographic interpretative skills. 9 hours lecture, 54 hours clinical. **Prerequisite** DHYG 74A (with a grade of "C" or higher).

75 Medical Emergencies 1 Unit
Prevention, recognition and management of medical emergencies that occur in the dental setting. Utilization of patient interview, vitals and thorough review of medical history to identify patients with pre-existing conditions/risk levels. Discussion of protocols to reduce patient risk for medical emergency. Identification of medical emergency equipment, medications commonly used for prevention/treatment of a medical emergency. 18 hours lecture. **Corequisite** DHYG 69B and DHYG 71B.

80A Patient Management 1 Unit
The focus of this course are patient care competencies in providing dental hygiene care for the child, adolescent, adult and geriatric patient. Students will assess the treatment needs of patients and modify procedures as needed in order to provide effective dental hygiene treatment. 18 hours lecture. **Prerequisite** DHYG 71B **Corequisite** DHYG 56A and DHYG 81A.

80B Advanced Clinical Topics 1 Unit
Advanced clinical topics with discussion in patient management, ergonomics, clinical boards, licensure, employment, lasers in dentistry and insurance CDT codes. This course includes guest speakers on various topics and preparation for the work industry. 18 hours lecture. **Prerequisite** DHYG 80A (with a grade of "C" or higher) **Corequisite** DHYG 81B and DHYG 82B and DHYG 83.

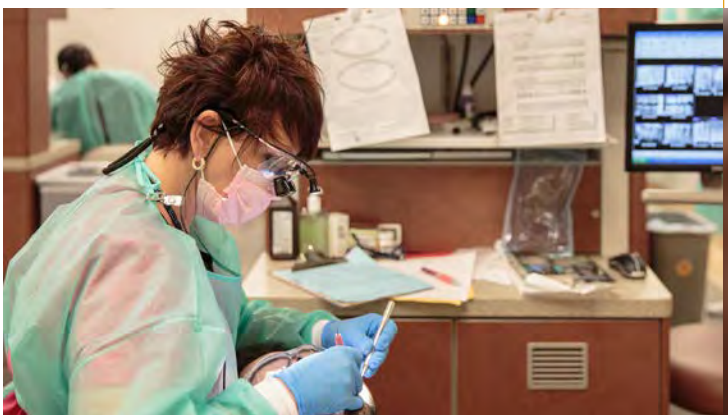
81A Clinical Practice I 5 Units
Continuation of clinical experience in performing dental hygiene therapy with emphasis on the young child and periodontal patient; patient education in prevention and control of dental disease and emergency procedures. 270 hours clinical. **Prerequisite** DHYG 69B (with a grade of "C" or higher) and DHYG 71B (with a grade of "C" or higher) **Corequisite** DHYG 56A and DHYG 57 and DHYG 80A and DHYG 83.

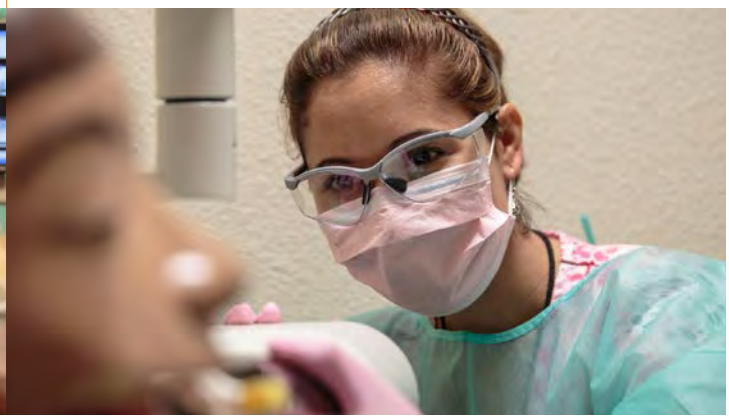
81B Clinical Practice II 5 Units
Continuation of clinical experience with a variety of clinical cases of adults and children to include a broad spectrum of clinical applications. 270 hours clinical **Prerequisite** DHYG 81A (with a grade of "C" or higher) **Corequisite** DHYG 58 and DHYG 80B and DHYG 82B and DHYG 83.

82A Clinical Experience Seminar I 1 Unit
Discussion and analysis of case-based clinical situations. Case studies addressing client care, protocol and advanced clinical techniques. Exploration of and education in cultural and linguistic competence. 18 hours lecture. **Corequisite** DHYG 80A.

82B Clinical Experience Seminar II 2 Units
Discussion and analysis of complex case-based clinical situations. Ethical, legal decision making, occupational standards and incident reporting in the clinical setting. Review of materials pertaining to the National Dental Hygiene Board and the Clinical State Licensing exams. 36 hours lecture. **Corequisite** DHYG 58 and DHYG 80B.

83 Patients with Special Needs 1 Unit
Dental Hygiene therapy with emphasis on the management of patients with special needs. Management of this population will include current clinical in-office strategies, as well as applications of mobile dentistry and teledentistry technology. 18 hours lecture. **Prerequisite** DHYG 80A (with a grade of "C" or higher) **Corequisite** DHYG 80B and DHYG 81B.





DIGITAL MEDIA (DIGM)

Degrees

AA Graphic Design

Certificate of Achievement

Digital Media Arts
Graphic Design

GRAPHIC DESIGN

Associate in Arts

The Graphic Design program provides students a comprehensive foundation in design elements, design principles, typography, layout, branding, and motion graphics. The program is geared towards students who want to acquire fundamental skills in digital art technology, design aesthetics and design practice to enter the workforce, or transfer to a Bachelor of Arts in Graphic Design.

Career Opportunities

Career Opportunities in Graphic Design include: Graphic designer, Web designer, UI designer, Art director, Creative director, Marketing specialist, Software applications designer, Marketing content creator, Public relations designer, Multimedia artist, Commercial designer, Industrial designers, Mobile designer, UI Designer, Social media designer, Publishing Designer. Workforce data suggests growth in the graphic design, and multimedia art industries between 3-9% in the next 5 years in the east bay sub-region.

Program Learning Outcomes

1. Create visual compositions using design skills with strong conceptual abilities.
2. Communicate visual ideas clearly, confidently in work, presentation, and writing.
3. Apply the creative process as a dynamic progression of research, speculation, experimentation, prototyping, critique and refinement.
4. Develop basic business practices to include freelancing strategies, portfolio creation and promotion, and professional communication strategies.

Required Core (18 units)		Units
DIGM 1	Introduction to Digital Art	3
	or	
ART 23	2-D Foundations	3
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 5	Typography	3
DIGM 6A	Photoshop	3
	or	
PHOT 6A	Photoshop	3
DIGM 7	Design and Layout	3
	or	
DIGM 8A	Graphic Design Studio	3

Electives (choose 6 Units)		
ART 25	Color Theory	3
DIGM 7	Design and Layout	3
DIGM 8A	Graphic Design Studio	3
DIGM 8B	Graphic Design Studio II	3
DIGM 11	Video Editing	3
DIGM 12A	Motion Graphics	3
DIGM 20	Digital Portfolio and Promotion	1.5
FILM 15	Introduction to Digital Filmmaking	3
FILM 16	Documentary Filmmaking	3
PHOT 1A	Digital Photography I	3

Major Requirements	24 units
General Education Requirements	25 units
Elective Units	Degree applicable units as needed
Total	60 minimum degree applicable units

DIGITAL MEDIA ARTS

Certificate of Achievement

The Digital Media Arts certificate gives students the opportunity to gain fundamental skills using digital tools for video, animation, design, illustration and graphics in a project-based, hands-on environment. Students will use digital software and hardware to create a portfolio of projects.

Career Opportunities

Graphic designer, Web designer, UI designer, Art director, Creative Director, Marketing specialist, Software applications designer, Marketing content creator, Public relations designer, Multimedia artist, Commercial designer, Industrial designer, Mobile designer, UI Designer, Social media designer, Publishing Designer. Labor market information suggests a 6% growth in multimedia arts with a significant increase in the median hourly wage in the Bay Area region.

Program Learning Outcomes

1. Create digital compositions, and time based media using design skills with strong conceptual abilities.
2. Communicate digital media clearly, confidently in work, presentation, and writing.
3. Develop basic business practices to include freelancing strategies, portfolio creation and promotion, and professional communication strategies.
4. Apply the creative process as a dynamic progression of research, speculation, experimentation, prototyping, critique and refinement.

Required Core (9 units)		Units
DIGM 1	Introduction to Digital Art	3
DIGM 4A	Digital Illustration	3
DIGM 6A	Photoshop	3

Electives (choose 9 units)

DIGM 2	Introduction to Graphic Design	3
DIGM 5	Typography	3
DIGM 7	Design and Layout	3
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
DIGM 12A	Motion Graphics	3
DIGM 20	Digital Portfolio and Promotion	1.5
FILM 12	Screenwriting and Visual Storytelling	3
FILM 15	Introduction to Digital Filmmaking	3
FILM 16	Documentary Filmmaking	3
PHOT 1A	Digital Photography I	3
Total		**18**

GRAPHIC DESIGN

Certificate of Achievement

The Graphic Design program provides students a comprehensive foundation in design elements, design principles, typography, layout, branding, and motion graphics. The program is geared towards students who want to acquire fundamental skills in digital art technology, design aesthetics and design practice to enter the workforce.

Career Opportunities

Graphic designer, Web designer, UI designer, Art director, Creative director, Marketing specialist, Software applications designer, Marketing content creator, Public relations designer, Multimedia artist, Commercial designer, Industrial designers, Mobile designer, UI Designer, Social media designer, Publishing Designer. Labor market information suggests growth in the graphic design, and multimedia art industries between 3-9% in the next 5 years in the east bay sub-region and surrounding Bay Area.

Program Learning Outcomes

1. Create visual compositions using design skills with strong conceptual abilities.
2. Communicate visual ideas clearly, confidently in work, presentation, and writing.
3. Apply the creative process as a dynamic progression of research, speculation, experimentation, prototyping, critique and refinement.
4. Develop basic business practices to include freelancing strategies, portfolio creation and promotion, and professional communication strategies.

Required Core (18 units)		Units
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 5	Typography	3
DIGM 7	Design and Layout	3
DIGM 6A	Photoshop	3
	or	
PHOT 6A	Photoshop	3
DIGM 8A	Graphic Design Studio	3

Electives (choose 3 units)

ART 25	Color Theory	3
DIGM 8B	Graphic Design Studio II	3
DIGM 12A	Motion Graphics	3
DIGM 15	Web Design Fundamentals	3
DIGM 20	Digital Portfolio and Promotion	1.5
Total		**21**

DIGITAL MEDIA (DIGM) COURSES

1 Introduction to Digital Art 3 Units

Introduction to fundamental concepts, practices, and theories of digital art production. Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. 36 hours lecture, 72 hours laboratory.

2 Introduction to Graphic Design 3 Units

Introduction to the essential visual elements of graphic design. Exploration of the principles, concepts, and protocols used for effective visual communication. Cultivation of the designer?s creative process and problem-solving skills. Emphasis on strong conceptual development and solid craftsmanship through design execution. Projects explore creative development of graphic design ideas from start to finish. 36 hours lecture, 72 hours laboratory.

4A Digital Illustration 3 Units

Introduction to the principles of illustration using digital tools. Through lectures, demos and assignments students are exposed to and practice digital illustration skills for design, editorial, and animation. Emphasis is placed on the use of vector-based tools for artistic drawing and graphic design. Students explore the relationship of digital illustration with the field of Graphic Design, Animation and Fine Art. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** ART 2A (with a grade of "C" or higher).

5 Typography 3 Units

Typography explores the art, process, and technical approach to ideating and producing successful typography for visual communication and design. Students use vector based tools to create, modify, place and design compositions using typography as the main design element. Topics include the anatomy, classification, legibility, meaning, readability, history, and historical changes of typography. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** DIGM 2 (with a grade of "C" or higher).

6A Photoshop 3 Units

(See also PHOT 6A)

Introduction to the use of Adobe Photoshop for retouching, editing, and compositing digital images. Students take their original photography and artistically adjust contrast, exposure, color balance, to create enhanced compositions. Students also take a number of images and composite images into an artistically balanced and well-designed composition. May not receive credit if PHOT 6A or PHOT 66 have been successfully completed. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** PHOT 1A (with a grade of "C" or higher).

7 Design and Layout 3 Units

Design and Layout focuses on digital and print layouts using design elements and principles. Students create layouts using Gestalt principles, creative concepts, color separation and typography. The course explores the history of layout in various media, digital vs print process, copyright issues, and working with various printers for final project output. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** Eligibility for DIGM 2 (with a grade of "C" or higher).

8A Graphic Design Studio 3 Units

Graphic design studio focuses students on integrating principles of design, typography, art practice, and layout with digital tools to create design projects that are iteratively investigated, revised and artistically rendered. Students practice design creation using elements and principles of design. Students create, revise and present design projects using various digital tools and mediums. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** DIGM 2 (with a grade of "C" or higher).

8B Graphic Design Studio II 3 Units

Students are partnered with a volunteer client and work to ideate, create, revise and complete a graphic design project. Students experience the types of problems they would need to solve as professional graphic designers. Illustrates the needs that might be expressed by art directors, creative directors, and project leads, providing students with a process for meeting those needs. 36 hours lecture, 72 hours laboratory. **Prerequisite** DIGM 8A (with a grade of "C" or higher).

10A Introduction to Animation 3 Units

The history and evolution of technical aspects of animation are examined. Students explore animation principles using analog media, including, phonotropes, stop motion animation, claymation and flip books. Digital aspects of animation are also explored to create short mini animated sequences. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** DIGM 11 (with a grade of "C" or higher).

11 Video Editing 3 Units

Introduction to the art of digital video editing using industry standard software. Students explore the theory and practice of various editing styles in order to gain a better understanding of how stories are constructed in the editing room. Through demonstrations and hands-on experience, students learn advanced editing techniques with an in-depth examination of the art of the edit. Strong emphasis is placed on post-production techniques that improve the sound and image quality of the videos. 36 hours lecture, 72 hours laboratory.

12A Motion Graphics 3 Units

Motion Graphics is an introductory course to motion graphics for students who have a strong foundation in typography and design. This course introduces the theories, techniques, and practices of motion graphics. Students use design elements and principles to create motion graphics that communicate a message or story. Vector graphics, photography, sound, video and animation are integrated together to design compelling motion graphics. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** DIGM 11 (with a grade of "C" or higher) DIGM 4A (with a grade of "C" or higher).

13 2D Animation 3 Units

2D Animation is a course that takes the student through the basic concepts and methods for creating 2D animations using 2D animation technology. Students explore the 12 principles of animation using 2D software tools to create short-form animations and tell visually compelling stories. Students will create a complete animated piece for their portfolio. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** DIGM 10A (with a grade of "C" or higher).

14 3D Modeling & Animation 3 Units

Students learn how to create and model 3D objects and characters using materials, textures, surfacing, and lighting. Students then create 3D scenes and animate objects and characters in these scenes using 3D industry-standard animation software. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** DIGM 10A (with a grade of "C" or higher).

15 Web Design Fundamentals 3 Units

Introduction to the basic design elements required to create a visually compelling website or user experience. Emphasis on design and layout, vector based graphics, and style consistency. Students learn to create a style guide to ensure continuity of design throughout the build process. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** DIGM 2 (with a grade of "C" or higher).

16 Interactive Web Design 3 Units

Students use various software technologies to create media-rich websites. Websites are built using HTML and CSS. Students use multimedia software programs to include vector graphics, photographs, fonts, and video and motion graphics. Website design aesthetics and usability are emphasized as a core component of building websites. 36 hours lecture, 72 hours laboratory. **Prerequisite** DIGM 15 (with a grade of "C" or higher) **Strongly Recommended** DIGM 6A (with a grade of "C" or higher) DIGM 4A (with a grade of "C" or higher).

17 Interactive Web Design II 3 Units

Introduction to JavaScript, a scripting language used to add interactivity to web pages. Covers the aspects of JavaScript most useful to web designers: basic object-oriented programming techniques; using the Document Object Model to control page elements such as windows, links, forms, and images; working with free JavaScript libraries such as jQuery. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** DIGM 16 (with a grade of "C" or higher) Prerequisite DIGM 15 (with a grade of "C" or higher).

20 Digital Portfolio and Promotion 1.5 Units

Development of an artist's/ designer's portfolio and strategies for self-promotion in the art and design industries. Students will work to revise existing projects, create advanced projects and select and organize projects for promotion. Includes use of effective techniques of presentation. Includes creation and revision of resume, business card, and template based website. 18 hours lecture, 36 hours laboratory. **Strongly Recommended** DIGM 8A (with a grade of "C" or higher).

EARLY CHILDHOOD DEVELOPMENT (ECD)

Degrees

AS-T	Early Childhood Education
AA-T	Elementary Teacher Education
AA	Early Childhood Intervention
AA	Early Childhood Development

Certificate of Achievement

Early Childhood Administration
Early Childhood Curriculum Specialist/Transitional Kindergarten
Early Childhood Development (Associate Teacher)
Early Childhood Development (Basic Teacher)
Early Childhood Intervention
Early Childhood Intervention Assistant
Educational Aide
Family Child Care Entrepreneurship
Infant/Toddler Specialist

EARLY CHILDHOOD EDUCATION

Associate in Science for Transfer

This curriculum provides an opportunity to achieve an Associate Degree in Science in Early Childhood Development for Transfer to the California State University System (CSU) in Early Child Education or similar programs. A baccalaureate degree is recommended preparation for those considering teaching and other professional careers in early childhood education. Completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work. The program is designed specifically for the California State University system. Lower Division requirements for the University of California system and private four-year schools vary by transfer school. Please see a counselor for transfer requirements for other institutions. Students who intend to transfer must meet all current transfer requirements including minimum GPA. Students are strongly advised to meet with a counselor to discuss transfer requirements and lower division major preparation that is needed for their intended transfer school.

Program Learning Outcomes

1. Apply ethical standards and professional behaviors that demonstrate understanding of the needs, the characteristics and multiple influences on the development of children birth to age eight as related to high quality care and education of young children.
2. Design, implement, and evaluate environments and activities that support positive, developmental play, and learning outcomes for all children.

Required Core		Units

Courses with an asterisk * can be double counted for general education requirements and Early Childhood Development major.

ECD 50	Early Childhood Principles and Practices	3
ECD 54 *	Child Health, Safety and Nutrition	3
ECD 56 *	Child Growth and Development	3
ECD 62 *	Child, Family and Community	3
ECD 63	Early Childhood Curriculum	4
ECD 69	Child Study: Observation and Assessment	3
ECD 79	Teaching in a Diverse Society	3
ECD 90	Practicum: Supervised Experience	4

All courses in the major or area of emphasis are required to have a grade of C or higher, and a cumulative GPA of 2.0 must be achieved.

Required courses in the major:	26 units
General Education Requirements	37-39 units
Elective Units:	As needed to reach 60 CSU transferable units
Total	60 minimum degree applicable units

ELEMENTARY TEACHER EDUCATION

Associate in Arts for Transfer

The Associate in Arts in Elementary Teacher Education for Transfer Degree (AA-T) is specifically designed for students planning to transfer to a CSU campus with a major in Liberal Studies, Elementary Teacher Preparation. This degree encompasses the multiple subject matter program standards adopted by the California Commission on Teacher Credentialing. With planning, the CSU General Education-Breadth requirements are all able to be completed within the AA-T in Elementary Teacher Education degree course requirements. To earn this degree, students are required to: 1) Complete 60 semester units (or 90 quarter units) of CSU degree-applicable courses, 2) Earn a minimum overall grade point average of 2.0, 3) Earn a minimum grade of "C" (or "P") for each course in the major, and, 4) complete either the IGETC and/or CSU GE-Breadth course patterns.

Program Learning Outcomes

1. Develop effective speaking and writing skills.
2. Apply logic, reasoning, and problem solving.
3. Develop creative and innovative abilities.

Required Core		Units
ECD 11	Exploring Education	3
ECD 56	Child Growth and Development	3
BIOL 10	Introduction to the Science of Biology	4
	or	
BIOL 31	Introduction to College Biology	4
CHEM 10	Introduction to Chemistry	4
	or	
CHEM 31	Introduction to College Chemistry	4
PHYS 11	Descriptive Physics	4
COMM 1	Fundamentals of Speech Communication	3
ENGL 1A	Critical Reading and Composition	3
ENGL 4	Critical Thinking and Writing about Literature	3
ENGL 7	Critical Thinking and Writing Across Disciplines	3
GEO 5	World Regional Geography	3
HIS 3	World History: Beginnings to 1500	3
HIS 7	U.S. History Through Reconstruction	3
MTH 41	Number Systems	3
POSC 1	Introduction to American Government	3

List A (choose 3 units)

ARTH 1	Introduction to Art	3
MUSL 1	Introduction to Music	3
THTR 10	Introduction to Theater Arts	3

List B (choose 12 units)

ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
CHEM 30A	Introductory and Applied Chemistry I	4
COMM 46	Argumentation and Debate	3
ENGL 20	Studies in Shakespeare	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 24	Storytelling in Modern American Novels and Films	3
ENGL 25	Asian-American Literature	3
ENGL 26	The Literature of Immigration and Migration	3
ENGL 28	Classic and Contemporary Youth Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 32	U.S. Women's Literature	3
ENGL 45	Studies in Fiction	3
ENGL 48	The Literature of the Holocaust	3
GEO 2	Cultural Geography	3
HLTH 1	Introduction to Personal Health	3
MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
PHIL 50	Introduction to Philosophy	3
PHIL 60	Introduction to Philosophy: Ethics	3
POSC 25	Introduction to Political Theory	3
PSY 12	Lifespan Psychology	3
RELS 50	Religions of the World	3
SOCI 1	Principles of Sociology	3

All courses in the major or area of emphasis are required to have a grade of C or higher, and a cumulative GPA of 2.0 must be achieved.

Major Requirements	56-60 units
General Education Requirements	37-39 units
Elective	As needed to reach 60 CSU transferable units
Total	60 minimum degree applicable units

EARLY CHILDHOOD DEVELOPMENT

Associate in Arts

This two-year diploma program leads to an Associate in Arts Degree in Early Childhood Development which includes two Certificates: Early Childhood Development (Basic Teacher) Certificate of Achievement, and Early Childhood Development (Associate Teacher) Certificate of Proficiency. The early childhood development program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles. The early childhood development courses and programs are designed to prepare students for employment working with young children. A broad range of employment opportunities are available by fulfilling the various certificate and degree requirements listed on the following pages.

Career Opportunities

Completion of the appropriate courses or programs will allow employment in state supported or private programs as Associate Teacher, Teacher, Master Teacher, or Director of an early education and care center. Family child care providers can benefit from courses designed to advance their skills both as providers and entrepreneurs of their own in-home businesses. Completion of certificate programs dovetails with the California Child Development Permit as well as the requirements of Community Care Licensing for Title 22 programs. The Child Development Permit is required for employees of California State Funded Programs. Title 22 Programs are those that are privately owned and operated either for profit or non-profit. Many early childhood development units are transferable to four-year institutions for elective credit, but a counselor should be consulted for specific transfer information.

Program Learning Outcomes

1. Students will demonstrate reflective practice in their work with young children by building awareness of self as teacher, child as learner, and early childhood pedagogy.
2. Students will demonstrate an understanding of child development theory, current research, and trends in the field, and their application to responsive practice in early care settings.

Freshman Year		Units
ECD 50	Early Childhood Principles and Practices	3
ECD 54	Child Health, Safety and Nutrition	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 63	Early Childhood Curriculum	4

Sophomore Year		Units
ECD 60	Introduction to the Young Child With Exceptional Needs	3
ECD 69	Child Study: Observation and Assessment	3
ECD 79	Teaching in a Diverse Society	3
ECD 90	Practicum: Supervised Experience	4
ECD 95	Work Experience	1
ECD 96	Work Experience Seminar	1

Students should review with Early Childhood Development instructors or Early Childhood Professional Development Coordinators the requirements of the California Child Development Permit Matrix.

Major Requirements	31 units
General Education Requirements	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

EARLY CHILDHOOD INTERVENTION

Associate in Arts

The Early Childhood Intervention AA Degree builds a foundation of understanding and skills for those interested in providing inclusive services to all children and families. The program meets the state competencies for an Early Childhood Intervention specialist; prepares students to specifically work with young children birth to eight years of age who may have special needs; and provides the opportunity for students to participate in fieldwork experiences where they must apply learned theoretical models and early intervention methods in inclusive educational settings as well as special day classes that serve young children with disabilities. It is relevant for early childhood and elementary school teachers, teachers in after school programs, those desiring to work with children with special needs or in inclusive settings, and those entering the field of mental health preparing to work with children and families. The program will prepare students to become more culturally sensitive and to embrace family-focused perspectives that emphasize the value of individual differences in young children.

Career Opportunities

There is a growing demand for special education teachers in preschool and elementary level.

Program Learning Outcomes

1. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for children with special needs.
2. Develop strategies that promote partnerships between programs, teachers, families and their communities to meet the needs of children with special needs and their families.

Year One

ECD 50	Early Childhood Principles and Practices	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 54	Child Health, Safety and Nutrition	4
ECD 63	Early Childhood Curriculum	4
ECD 79	Teaching in a Diverse Society	3

Year Two

ECD 60	Introduction to the Young Child With Exceptional Needs	3
ECD 69	Child Study: Observation and Assessment	3
ECD 90	Practicum: Supervised Experience	4
ECD 67	Infant and Toddler Development and Caregiving	3
ECD 91	Adaptive Curriculum for Children With Exceptional Needs	3

Major Requirements	36 units
General Education Requirements	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

EARLY CHILDHOOD ADMINISTRATION

Certificate of Achievement

This certificate provides students who are interested in becoming a supervisor of a single early care and education site with the skills and competencies they will need to be successful; students with a BA in any subject with this certificate can qualify as a director of a multi-site agency. This certificate will enable them to become a fully qualified teacher and director according to state licensing regulations as well as meet the Early Childhood Education course requirements of the California Child Development Permit for Site Supervisor and Program Director. Students who earn this certificate and meet general education and experience requirements as identified by the CA Commission on Teacher Credentialing (CTC) are eligible to: supervise a child care and development program operating at a single site; provide service in the care, development, and instruction of children in a child care and development program; and serve as a coordinator of curriculum and staff development. Students will learn to develop and implement developmentally appropriate curriculum based on observations of children, work with diverse communities of children, families and children, and gain administration and leadership skills. Students who have a BA in any subject and meet the experience requirements with this certificate will qualify for the Program Director permit, the highest level of the California Child Development permit. A minimum grade of "C" in each course is required to earn the certificate and/or qualify for the Child Development Permit.

Career Opportunities

All those who complete this certificate will qualify to work as directors of a preschool according to Community Care Licensing, and will have the Early Childhood Education coursework needed to qualify for a Site Supervisor Child Development Permit from the California Commission on Teacher Credentialing. Those who already have a BA (in any subject) will qualify to earn the Program Director Child Development Permit.

Program Learning Outcomes

1. Apply administrative skills in the various types of care and education programs, including knowledge of strategic and fiscal planning, evaluation of quality programs, facilities and operations, and supervision of staff;
2. Eestablish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders to administer care and education programs that support positive, developmental play and learning outcomes for all children.

Required Core		**31 units**
ECD 50	Early Childhood Principles and Practices	3
ECD 54	Child Health, Safety and Nutrition	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 63	Early Childhood Curriculum	4
ECD 65	Administration I: Programs in Early Childhood Education	3
ECD 68	Administration II: Personnel and Leadership in Early Childhood Education	3
ECD 69	Child Study: Observation and Assessment	3
ECD 83	Adult Mentoring and Supervision	2
ECD 90	Practicum: Supervised Experience	4

Electives (choose 1 course)

ECD 60	Introduction to the Young Child With Exceptional Needs	3
ECD 67	Infant and Toddler Development and Caregiving	3
ECD 79	Teaching in a Diverse Society	3
ECD 87	Infant and Toddler Environments, Care and Education	3
Total		**34**

EARLY CHILDHOOD CURRICULUM SPECIALIST/TRANSITIONAL KINDERGARTEN

Certificate of Achievement

This certificate provides students who are interested in becoming Transitional Kindergarten teachers with the necessary Early Childhood Education units required by the Department of Education to fulfill the requirements of the position. It provides in-depth knowledge of the California Preschool Learning Foundations and Frameworks (with which all Transitional Kindergarten curriculum must be aligned), as well as instruction in effective behavior management strategies, strategies for working with children from diverse cultural backgrounds, and knowledge of how to create high-quality learning environments for young children. This program is designed both for credentialed teachers who want to earn the early Childhood Education units necessary to qualify as a Transitional Kindergarten teacher and for current preschool teachers who want to deepen their understanding of the Preschool Foundations and Frameworks. Teachers from both groups who enroll in this certificate program will receive robust professional development, particularly focused on curriculum development across the content areas. They will also meet California Community Care Licensing requirements to work as a preschool teacher, and qualify for the Associate Teacher California Child Development Permit. A minimum grade of ?C? in each course is required to earn the certificate and/or qualify for the Child Development Permit.

Career Opportunities

Transitional Kindergarten teachers, preschool teachers, early childhood curriculum specialists.

Program Learning Outcomes

1. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).
2. Plan environments, opportunities and family engagement to support children's learning and development in all content areas.
3. Apply ethical standards and professional behaviors that demonstrate understanding of the needs, the characteristics and multiple influences on the development of children birth to age eight as related to high quality care and education of young children.

Required Core		Units
ECD 30	California Preschool Learning Foundations: English Language Development	1
ECD 31	Performing Arts: Preschool Foundations	1
ECD 32	Math: Preschool Foundations	1
ECD 33	Science: Preschool Foundations	1
ECD 34	Literacy: Preschool Foundations	1
ECD 35	Social and Emotional Preschool Foundations	1
ECD 36	Visual Arts: Preschool Foundations	1
ECD 37	Health: Preschool Foundations	1
ECD 38	History-Social Science: Preschool Foundations	1
ECD 39	Physical Development: Preschool Foundations	1
ECD 41	Strategies for Working with Challenging Behaviors	3
ECD 56	Child Growth and Development	3

Electives (choose 3 courses)

ECD 59	Literacy in Early Childhood	3
ECD 60	Introduction to the Young Child With Exceptional Needs	3
ECD 62	Child, Family and Community	3
ECD 69	Child Study: Observation and Assessment	3
ECD 79	Teaching in a Diverse Society	3
Total		**25**

EARLY CHILDHOOD DEVELOPMENT (ASSOCIATE TEACHER)

Certificate of Achievement

This certificate of achievement requires 16 units of coursework in ECD and will include those courses considered to be the ?core? courses focusing on the principles of child development and hands-on application. This certificate aligns with Community Care Licensing requirements for a preschool teacher of young children and the Associate Teacher Child Development Permit requirements.

Career Opportunities

Certificate completers will meet requirements to be a Teacher Assistant in various child care settings as well as meet all Preschool Teacher requirements for Community Care Licensing. There is substantial need for early childhood preschool teachers and teacher assistants and the job market can support these programs.

Program Learning Outcomes

1. Student will be able to use their understanding of young children's characteristics and needs and multiple interacting influences on young children's development and learning to create environments that are healthy, respectful, supportive and challenging for all children.

Required Core		Units
ECD 50	Early Childhood Principles and Practices	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 63	Early Childhood Curriculum	4
ECD 41	Strategies for Working with Challenging Behaviors	3
	or	
ECD 67	Infant and Toddler Development and Caregiving	3
	or	
ECD 69	Child Study: Observation and Assessment	3
	or	
ECD 79	Teaching in a Diverse Society	3
Total		**16**

EARLY CHILDHOOD DEVELOPMENT (BASIC TEACHER)

Certificate of Achievement

This certificate prepares future early childhood professionals to work with diverse children in early childhood settings. The program includes academic instruction and field experiences. Students learn early childhood curriculum, pedagogy and integrate developmentally appropriate practices to curriculum design for teaching young children. Additionally, students learn how to build culturally responsive partnerships with children, families and communities. The Early Childhood Development Basic Teacher Certificate of Achievement fulfills the early childhood education units required for the California Child Development Teacher Permit (general education units also required.

Career Opportunities

Those who hold the Child Development Teacher Permit are authorized to provide service in the care, development and instruction of children in a child care and development program, and supervise an Associate Teacher, Assistant and an aide. Many early childhood development units are transferable to four-year institutions for elective credit, but a counselor should be consulted for specific transfer information.

Program Learning Outcomes

1. Student will be able to observe, reflect, develop and carry out an activity that is developmentally appropriate for a group of young children.
2. Student will be able to demonstrate their understanding of children's development through documentation of their skills.

Year One

ECD 50	Early Childhood Principles and Practices	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 63	Early Childhood Curriculum	4

Year Two

ECD 60	Introduction to the Young Child With Exceptional Needs	3
ECD 90	Practicum: Supervised Experience	4
ECD 95	Work Experience	1
ECD 96	Work Experience Seminar	1

Electives (choose 1 course)

ECD 41	Strategies for Working with Challenging Behaviors	3
ECD 54	Child Health, Safety and Nutrition	3
ECD 69	Child Study: Observation and Assessment	3
ECD 79	Teaching in a Diverse Society	3
Total		**25**

EARLY CHILDHOOD INTERVENTION ASSISTANT

Certificate of Achievement

The Early Childhood Intervention Assistant Certificate builds a foundation of understanding and skills for those interested in providing inclusive services to all children and families. The program meets the state competencies for an Early Childhood Intervention assistant; prepares students to specifically work with young children birth to eight years of age who may have special needs; and provides the opportunity for students to participate in fieldwork experiences where they must apply learned theoretical models and early intervention methods in inclusive educational settings as well as special day classes that serve young children with disabilities.

Career Opportunities

This is a growing field as more children identified with special needs and therefore they need accommodations.

Program Learning Outcomes

1. Student will demonstrate an understanding of atypical development in children birth through age 8 by designing an environment and planning curriculum that meets the diverse needs and learning styles of all children.

Year One

ECD 50	Early Childhood Principles and Practices	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 54	Child Health, Safety and Nutrition	3
ECD 63	Early Childhood Curriculum	4

Year Two

ECD 60	Introduction to the Young Child With Exceptional Needs	3
ECD 90	Practicum: Supervised Experience	4
ECD 67	Infant and Toddler Development and Caregiving	3
ECD 91	Adaptive Curriculum for Children With Exceptional Needs	3
Total		**29**

EDUCATIONAL AIDE

Certificate of Achievement

This certificate provides students who want to work as a school aide, paraprofessional educator, after school aide or teacher assistant with essential knowledge of child development, how to work with diverse populations and children with special needs, hands-on curriculum development, and field work in an elementary school setting. In addition, they have an option to focus on behavior guidance, literacy development or health and safety. A recipient will qualify under state licensing regulations to be a preschool teacher and will have the course work to earn the Associate Teacher California Child Development permit. A grade of "C" or higher is required in all courses.

Career Opportunities

Students will be qualified to work in a licensed facility as a preschool teacher and will have the coursework to earn the Associate Teacher permit which is needed to work in Title 5 state funded preschools and Head Start centers. They will have competencies to work as paraeducators, after school aides and teacher assistants in an elementary school as well. Labor Market data shows a significant undersupply of Teacher Assistants compared to the demand for this occupation in the Bay region and in the East Bay sub-region (Alameda and Contra Costa Counties.) There is a projected annual gap of about 4,034 students in the Bay region and 1,485 students in the East Bay Sub-Region. In addition, as California school districts struggle to find teachers, these jobs might prove to be a pipeline to credentialed jobs. Some California school districts have initiated programs to provide financial aid to aides and paraprofessionals to earn degrees and credentials.

Program Learning Outcomes

1. Demonstrate an understanding of typical and atypical development in children birth through elementary school age by planning curriculum that meets the diverse needs and learning styles of all children;
2. Demonstrate an understanding of child development theory, pedagogy, and current research, and their application to responsive and reflective practice in early care and elementary school settings.

Required Core		Units
ECD 11	Exploring Education	3
ECD 50	Early Childhood Principles and Practices	3
ECD 52	Childhood and Adolescence	3
	or	
ECD 56	Child Growth and Development	3
ECD 60	Introduction to the Young Child With Exceptional Needs	3
ECD 62	Child, Family and Community	3
ECD 63	Early Childhood Curriculum	4
ECD 79	Teaching in a Diverse Society	3

Electives (choose 1 course)

ECD 41	Strategies for Working with Challenging Behaviors	3
ECD 59	Literacy in Early Childhood	3
ECD 54	Child Health, Safety and Nutrition	3
ENGL 28	Classic and Contemporary Youth Literature	3
Total		**25**

FAMILY CHILD CARE ENTREPRENEURSHIP

Certificate of Achievement

This certificate provides students interested in opening a home-based child care business with the essential early childhood education AND essential administrative and entrepreneurship skills they will need to successfully start and operate a business. This certificate will enable a family childcare operator to be a fully qualified teacher according to state standards, to understand the operations/administration of a child care facility, to learn basic entrepreneurship skills, and will provide students with an additional certificate credential to use in marketing.

Career Opportunities

Career opportunities are plenty. In CA predicted number of Child Care workers are estimated around 108,500. In the state of California there are 1,757, 879 children younger than 6 years of age needing child care, as parents work) There are a total of 1,072,943 child care spaces and there are 1,757,879 children younger than 6 needing child care which represents a need for 684,936 spaces for child care in the state of California. Currently 64.6% of children are cared for in child care centers and 35.4% are cared for in family child care homes. (Supply and demand data are provided by the State CCR&R Network and are derived from CCR&R data, or by the state child care licensing office). Family Child Care homes are licensed to care for 6-15 children depending on the size of their homes and licensing requirements. Looking at these statistics in the state of California there is a need for 15, 981 family child care homes in order to meet the needs of spaces for child care. (15 spaces per family child care home and that 35.4% of children are cared for in family child care homes).

Program Learning Outcomes

1. Use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child in their family child care.
2. Assess the value of traditional and new local promotional tools, and be able to select and utilize appropriate tools for family child care business

Required Core		Units
ECD 50	Early Childhood Principles and Practices	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 63	Early Childhood Curriculum	4
ENTR 1	Introduction to Entrepreneurship	3
ENTR 20	Marketing for Entrepreneurs	3
Total		**19**

INFANT/TODDLER SPECIALIST

Certificate of Achievement

This certificate provides students who are interested in becoming aides, assistant teachers and head teachers in programs that serve infants and toddlers with the skills and competencies they will need to be successful. This certificate will enable them to become a fully qualified teacher according to state licensing regulations as well as meet the Early Childhood Education course requirements of the California Child Development Permit for Associate Teacher and Teacher (with additional general education requirements and work experience requirements fulfilled). Students who already possess a BA degree in any subject will be able to earn a Master Teacher or Site Supervisor Permit. Students who earn this certificate and meet experience requirements as identified by the CA Commission on Teacher Credentialing (CTC) are eligible to: provide service in the care, development, and instruction of children in a child care and development program, and supervise an Assistant and an aide. A minimum grade of ?C? in each course is required to earn the certificate and/or qualify for the Child Development Permit.

Career Opportunities

All students who complete this certificate will be qualified to work as a preschool teacher; an infant/toddler teacher; an aide; and assistant teacher. Students who already hold a BA (in any subject) will qualify to earn a Site Supervisor Child Development Permit from the California Commission on Teacher Credentialing, and will be qualified to supervise infant/toddler sites.

Program Learning Outcomes

1. Connect observed behaviors of children birth to 36 months to developmental concepts and theories in all developmental domains and analyze the multiple contextual influences on infant and toddler development including diverse family practices and environment;
2. Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environment, including strategies to promote healthy relationships in the care and education of infants and toddlers and to create safe and healthy environments which meet licensing requirements and are responsive to the needs of individual infants and toddlers.

Required Core		Units
ECD 50	Early Childhood Principles and Practices	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 63	Early Childhood Curriculum	4
ECD 67	Infant and Toddler Development and Caregiving	3
ECD 87	Infant and Toddler Environments, Care and Education	3
ECD 90	Practicum: Supervised Experience	4
Electives (choose 1 course)		
ECD 54	Child Health, Safety and Nutrition	3
ECD 60	Introduction to the Young Child With Exceptional Needs	3
ECD 69	Child Study: Observation and Assessment	3
ECD 79	Teaching in a Diverse Society	3
Total		**26**

EARLY CHILDHOOD DEVELOPMENT (ECD) COURSES

11 Exploring Education 3 Units

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Pre-K, Kindergarten through the 12th grade. Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary education 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 elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. 36 hours lecture, 54 hours laboratory.

30 California Preschool Learning Foundations: English Language Development 1 Unit

Introduction to the English language learners domain of the California Preschool Learning Foundations and Frameworks including strands of listening, speaking, reading and writing. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

31 Performing Arts: Preschool Foundations 1 Unit

Introduction to the performing arts domain of the California Preschool Learning Foundations and Frameworks including strands of music, drama, and dance. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

32 Math: Preschool Foundations 1 Unit
Introduction to the mathematics domain of the California Preschool Learning Foundations and Frameworks including the strands of number sense, algebra and functions, measurement, geometry, and mathematical reasoning. Provides strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

33 Science: Preschool Foundations 1 Unit
Introduces the science domain of the California Preschool Learning Foundations and Frameworks including the strands of scientific inquiry, physical, life, and earth sciences and provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

34 Literacy: Preschool Foundations 1 Unit
Introduction to the language and literacy development domain in the California Preschool Learning Foundations and Frameworks including the strands of listening and speaking, reading, and writing. Provides practical considerations for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

35 Social and Emotional Preschool Foundations 1 Unit
Introduction to the social and emotional development domain of the California Preschool Learning Foundations and Frameworks including the strands of self, social interaction, and relationships. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

36 Visual Arts: Preschool Foundations 1 Unit
Introduction to the visual arts domain of the California Preschool Learning Foundations and Frameworks including artistic expression and response, and skills using various art mediums. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

37 Health: Preschool Foundations 1 Unit
Introduction to the health domain of the California Preschool Learning Foundations and Frameworks including strands of health habits, safety, and nutrition. Provides practical strategies for implementing the curriculum frameworks. Applicable to required or professional development units for Child Development Permit holders, as well as pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

38 History-Social Science: Preschool Foundations 1 Unit
Introduction to the history and social science domain of the California Preschool Learning Foundations and Frameworks including strands of self and society, civics, history, geography, ecology, and economics. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

39 Physical Development: Preschool Foundations 1 Unit
Introduction to the physical development domain of the California Preschool Learning Foundations and Frameworks including strands of fundamental movement skills, perceptual-motor skills and movement concepts, and active physical play. Provides practical strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. 18 hours lecture.

41 Strategies for Working with Challenging Behaviors 3 Units
Appropriate for classroom teachers in various settings including Transitional Kindergarten, students will identify developmentally appropriate behaviors, challenging behaviors and the various influences that affect children's behavior. Students will analyze children's behaviors and select strategies to make positive changes. Emphasizes the connection between children's social and emotional development and their success in the classroom, and how the teachers' perceptions, experiences, and behavior influence child behaviors. 54 hours lecture.

50 Early Childhood Principles and Practices 3 Units
Historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children and teaching strategies in supporting physical, social, creative and intellectual development of children birth through age eight. Explores the typical roles and expectations of early childhood educators emphasizing the key role of relationships, constructive adult-child interactions. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development. 54 hours lecture.

52 Childhood and Adolescence 3 Units
Concentrating on the portions of the lifespan from middle childhood continuing through adolescence and addressing both typical and atypical children. Biological changes such as puberty, brain, cognitive development, changes in family and peer relationships, and identity development will be explored. Includes an understanding of the various contexts in which this age group develops, such as family, peer groups, school, and work. Emphasis will be on interactions between the maturational process, environmental factors, continuity, observation, scientific methods, and stages of development. 54 hours lecture.

54 Child Health, Safety and Nutrition 3 Units

Laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in care and education settings for children birth through middle childhood. Includes the teacher's role in prevention strategies, first aid, emergency preparedness, infectious illnesses, nutrition and meal planning, integrating health safety and nutrition experiences into daily routines, overall risk management, school and family collaboration. 54 hours lecture.

56 Child Growth and Development 3 Units

Examines the progression of development in the physical, cognitive, social, and emotional domains and identifies developmental milestones for children both typical and atypical from conception through adolescence. Emphasis on interactions between biological processes and environmental factors. Students will observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. 54 hours lecture.

59 Literacy in Early Childhood 3 Units

This course provides overview of language and literacy development in children from infancy to school age. Practical aspects of fostering literacy development in children by improving teachers? knowledge of literature in early years. It addresses the role of the literature, the relationship between early language development and literacy opportunities and methods for developing language and positive attitudes toward literature. The student will develop knowledge and understanding of the normal development of language in the young child and the teacher's role in fostering and facilitating this development by reading books, storytelling, story writing, and use of puppets, flannel boards and props. 54 hours lecture. **Strongly Recommended** ECD 56.

60 Introduction to the Young Child With Exceptional Needs 3 Units

Introduces the variations in development of infants and children with exceptional needs and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with exceptional needs, and the identification and referral process. Assessments, interventions, and learning environments for infants and children with exceptional needs. 54 hours lecture. **Prerequisite** ECD 56 (with a grade of "C" or higher).

62 Child, Family and Community 3 Units

The processes of socialization focusing on development of identity and the interrelationship of family, school, and community. Examines the influence of multiple societal contexts. Explores the role of collaboration between family, community, and schools in supporting children's development, birth through adolescence. 54 hours lecture.

63 Early Childhood Curriculum 4 Units

Professional application of the principles of human growth and development, learning theories, and examples from various models of developmentally appropriate practice in the study of a play based and inclusive curriculum. Students will plan learning experiences in all content areas, including indoor and outdoor setting, the facilitation and guidance of all children's experiences based on developmentally appropriate principles, and to support children's physical, social, emotional, cognitive, and creative needs birth to age eight within a cultural context. 54 hours lecture, 54 hours laboratory. **Prerequisite** ECD 50 (with a grade of "C" or higher) and ECD 56 (with a grade of "C" or higher).

65 Administration I: Programs in Early Childhood Education 3 Units

Introduction to the administration of early childhood programs. Covers program types, budget, management, regulations, laws, development and implementation of policies and procedures. Focuses on building relationships with families and the community. Examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program. 54 hours lecture. **Prerequisite** ECD 62 (with a grade of "C" or higher) and ECD 63 (with a grade of "C" or higher).

67 Infant and Toddler Development and Caregiving 3 Units

A study of infants and toddlers from preconception to 36 months including physical, cognitive, language, social, and emotional growth and development. Applies theoretical frameworks to interpret behavior and interactions between heredity and environment. Examination of best practices, responsive caregiving techniques, environments, infant/toddler learning foundations, health, safety, and licensing requirements. 54 hours lecture. **Prerequisite** ECD 56 (with a grade of "C" or higher).

68 Administration II: Personnel and Leadership in Early Childhood Education 3 Units

Effective strategies for personnel management and leadership in early care and education settings. Includes legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program. 54 hours lecture. **Prerequisite** ECD 62 (with a grade of "C" or higher) and ECD 63 (with a grade of "C" or higher).

69 Child Study: Observation and Assessment 3 Units

Introduces the current and appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals. Effective observations that build on respecting and fostering all children's competence, striving for objectivity and individualizing programs to meet individual children's learning and developmental assessment. Direct observational experience and application of methods is required weekly. 54 hours lecture. **Prerequisite** ECD 56 (with a grade of "C" or higher).

79 Teaching in a Diverse Society 3 Units

Examines the historical and current perspectives on diversity and inclusion and the impact of various systemic societal influences on children's development, learning and school experiences. Critical examination of societal and personal attitudes and beliefs, values, assumptions and biases about culture, race, language, identity, family structures, ability, socio-economic status and other issues influenced by systemic oppression. Strategies for developmentally, culturally, and linguistically appropriate anti-bias curriculum will be explored as well as approaches to promote inclusive and anti-racist classroom communities. Includes self-reflection on the influence of teachers' own culture and life experiences on teaching and interactions with children and families. Issues related to social identity, stereotypes, and bias will be explored; learn to recognize and confront barriers that interfere with one's ability to work effectively with diverse populations of children and families. Ethnic/cultural groups referenced within course from the United States of America, including African American, Asian American, Chicano/Latino, European American, Indigenous People of the Americas and Americans of Middle Eastern origin. 54 hours lecture.

83 Adult Mentoring and Supervision 2 Units

Methods and principles of mentoring and supervising adults in early care and education settings. Emphasis on the role of experienced classroom teachers who function as mentors and leaders to new teachers and other adults while simultaneously addressing the needs of children, families and other staff. 36 hours lecture. **Prerequisite** ECD 62 (with a grade of "C" or higher) and ECD 63 (with a grade of "C" or higher).

87 Infant and Toddler Environments, Care and Education 3 Units

Applies current theory and research to the care and education of infants and toddlers in group care. Examines essential policies, classroom environments, caregiving principles and practices that lead to quality care and developmentally appropriate curriculum for infants and toddlers which is culturally sensitive and supports families. 54 hours lecture. **Strongly Recommended** ECD 67.

90 Practicum: Supervised Experience 4 Units

Practicum lab experience with young children under the supervision of an ECE/CD faculty and other qualified early education professionals where student will demonstrate developmentally appropriate early childhood program planning and teaching competencies. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning and assessment; knowledge of curriculum content areas, and reflective practice will be emphasized as student teachers design, implement and evaluate approaches, strategies, techniques, and experiences that promote positive development and learning for all young children. Includes exploration of career pathways, professional development, and teacher responsibilities. 36 hours lecture, 108 hours laboratory. **Prerequisite** ECD 63 (with a grade of "C" or higher) ECD 62 (with a grade of "C" or higher) ECD 50 (with a grade of "C" or higher) ECD 56 (with a grade of "C" or higher).

91 Adaptive Curriculum for Children With Exceptional Needs 3 Units

Direct experience working with young children in special day classes or inclusive settings; application of intervention strategies and best practices of early childhood development and special education in adapting curriculum to meet the individual needs of children. Observation of the assessment process by the special education team and assisting in the implementation of the educational plan. Includes the role of the teacher as a professional working in partnership with families, collaboration with interdisciplinary teams, and cultural competence. Lab hours required in an inclusive classroom setting. 36 hours lecture, 54 hours laboratory. **Prerequisite** ECD 60 (with a grade of "C" or higher) and ECD 90 (with a grade of "C" or higher).

95 Work Experience 1 - 3 Units

Supervised employment of students extending classroom-based occupational learning at an on-the-job learning station relating to the students' educational or occupational goals including paid or volunteer work experience or an internship. Cooperative effort between student, supervisor and instructor to accomplish professional work objectives, build competencies and broaden experiences in working with children in care and education settings. Course study under this section may be repeated for a maximum of 16 units for occupational or a combination of general and occupational work experience education. One unit of credit is earned for each 75 hours of paid work or 60 hours of volunteer work per semester. 75-225 hours paid work experience, 60-180 hours nonpaid work experience. **Corequisite** ECD 96.

96 Work Experience Seminar 1 Unit

Provides the focal point for the coordination of the student's curriculum with college supervised employment/volunteering in the student's major field. Emphasis on building strong working relationships with supervisors, subordinates, co-workers. Issues pertaining to the modern workplace, including problems often encountered by employees in care and education settings involving ethical dilemmas and conflicts. 18 hours lecture. **Corequisite** ECD 95.

ECONOMICS (ECN)

Degrees

AA-T Economics

ECONOMICS

Associate in Arts for Transfer

An Economics education provides the student with a logical way of approaching various and sundry problems all of which provides qualitative and quantitative skills valued highly by employers. The student learns techniques for analyzing contemporary economic problems and develops the ability t o exercise sound judgment in evaluating public policy issues. Many of these skills are useful in daily decision-making irrespective of career choice. The broad background developed as result of pursuing the Economics major encourages the student to become an interested, understanding observer of the events of today's and tomorrow's world.

Career Opportunities

The Economics major prepares the student for a broad variety of careers including those in law, journalism, banking and insurance, government, teaching, and research. In addition, the study of economics has become essential in today's dynamic and complex business environment. As of 2008, 28% of economics graduates ended up in business, finance, or associated professions. A 2013 University of Michigan study showed that Economics professors were the second highest paid from among 27 other disciplines with a median salary of $92,070 per year that included both masters degrees and PhDs. The number of jobs over the next decade is expected to increase by about 14% from 2012 to 2022. Typical responsibilities of an economist are to: research and analyze economics issues; conduct surveys and collect data; analyze data using mathematical models and statistical techniques; prepare reports, tables, and charts that present research results; interpret and forecast market trends; advise business, governments, and individuals on economic problems; write articles for publications in academic journals and other media sources.

Program Learning Outcomes

1. Demonstrate an understanding of microeconomic and macroeconomics principles by answering both qualitative and quantitative questions and problems presented to the students on a daily basis.
2. Demonstrate an ability to evaluate and reframe the interaction that takes place among households and firms in a modern economic setting.
3. Demonstrate clearly the major differences between microeconomic and macroeconomics principles and how the solutions vary between these disparate courses.

Required Core		Units
ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
MTH 43	Introduction to Probability and Statistics	4
MTH 15	Applied Calculus I	3
	or	
MTH 1	Calculus I	5

List A (choose minimum 3 units)

ENGL 4	Critical Thinking and Writing about Literature	3
ENGL 7	Critical Thinking and Writing Across Disciplines	3
BIOL 2	Principles of Cell/Molecular Biology and Genetics	5
BIOL 10	Introduction to the Science of Biology	4
	or	
BIOL 31	Introduction to College Biology	4
BUS 1A	Financial Accounting	4
BUS 1B	Managerial Accounting	4
CHEM 10	Introduction to Chemistry	4
	or	
CHEM 31	Introduction to College Chemistry	4
	or	
CHEM 30A	Introductory and Applied Chemistry I	4
	or	
CHEM 1A	General College Chemistry I	5
CSCI 10	Introduction to Programming Using Visual BASIC.NET	4
MTH 20	Pre-Calculus Mathematics	5
MTH 2	Calculus II	5
SOCI 1	Principles of Sociology	3

List B (choose minimum 3 units)

Any course(s) not used in List A

ECN 10	General Economics	3
MTH 3	Multivariable Calculus	5

All courses in the major or area of emphasis are required to have a grade of "C" or higher, and a cumulative GPA of 2.0 must be achieved. A "P" (Pass) grade is not an acceptable grade for courses in the major.

Major Requirements	19-25 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ECONOMICS (ECN) COURSES

1 Principles of Microeconomics 3 Units

Economic analysis of market systems, price theory, including supply and demand analysis, marginal utility, elasticity, cost and revenue concepts, perfect and imperfect competition, international trade theory, pricing of the factors of production, poverty and income inequalities. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A **Prerequisite** MTH 53 (with a grade of "C" or higher) MTH 53B (with a grade of "C" or higher) MTH 65 (with a grade of "C" or higher) MTH 65B (with a grade of "C" or higher) or an appropriate skill level demonstrated through the mathematics assessment process.

2 Principles of Macroeconomics 3 Units

Economic analysis of the theory of income determination, including national income analysis, business cycles, the consumption function, the multiplier, fiscal policy, monetary policy, money and banking, the public debt, economic growth and development, comparative economic systems and international trade. 54 hours lecture. **Strongly Recommended** ENGL 1A **Prerequisite** MTH 53 or MTH 53B or MTH 65 or MTH 65B (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics assessment process.

10 General Economics 3 Units

Survey of the economic system of the United States, covering such macroeconomic and microeconomic topics as supply and demand, firms? output and pricing decisions, international trade, comparative economic systems, economic growth, business cycles, fiscal and monetary policy, labor, and money and banking. 54 hours lecture.

ELECTRONIC SYSTEMS TECHNOLOGY (ESYS)

Degrees

AS Electronic Systems Technology

Certificate of Achievement

ESYS: Consumer Technology
ESYS: Industrial Electronic Technology

ELECTRONIC SYSTEMS TECHNOLOGY

Associate in Science

The Electronics Systems Technology associate degree program prepares the student for entry-level positions in a wide range of industries that use electronics technician skills including robotics, IoT, mechatronics, process control systems, biotechnology, manufacturing, entertainment, automotive, consumer products support and electronic equipment sales. Electronic Systems Technology is a key enabler of all of these contemporary industries.

Career Opportunities

Completion of this certificate prepares students for an Electric & Electronics Technician career with electro-mechanical device, industrial electronic, electronics manufacturing firms. According to Labor Market Information data, electronics technician positions are expected to grow from 24,500 positions in 2016 to 26,300 positions by 2026, an increase of 7.3%. Students will be applying electrical and electronic theory and related knowledge, usually under the direction of engineering staff, to design, build, repair, calibrate, and modify electrical components, circuitry, controls, and machinery for subsequent evaluation and use by engineering staff in making engineering design decisions.

Program Learning Outcomes

1. Specify, install, program, operate, troubleshoot, and modify electronics systems.
2. Communicate with effective oral and written communication skills.

Required Core		Units
ESYS 50	Introduction to Electronic Systems Technology	4
ESYS 51	Fabrication Techniques for Electronic Systems Technology	2
ESYS 54	Analog Circuits and Semiconductor Devices	3
ESYS 55	IoT & Microcontroller Systems	3
ESYS 57	PLCs & Process Control Systems	3
ESYS 63	IT Essentials: PC Hardware and Software	3
ESYS 69	Robotics & Industrial Control Systems	3

Required Major-Specific G.E. Requirement (choose 3 units)

BUS 14	Business Communications	3
ENGL 70	Report Writing	3
INDT 74	Measurements and Calculations	3
MTH 36	Trigonometry	3
MTH 37	Trigonometry with an Emphasis on its Geometric Foundations	5
PHYS 11	Descriptive Physics	4
CAS 92A	Introduction to Networks	3
CAS 74	Introduction to Linux/Unix	3

Major Requirements	21 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ESYS: CONSUMER TECHNOLOGY

Certificate of Achievement

Students develop the technical skills required for many entry-level Consumer Electronics Technicians employment opportunities in many segments of the electronics industry of the SF Bay Area. Successfully completing these required courses prepares our students for career opportunities in consumer electronics technology.

Career Opportunities

Completion of this certificate prepares students for a Consumer Electronics Worker career with computers-peripheral equipment, technical consulting services, electric goods merchant sellers, commercial goods merchant sellers and electronic instrument manufacturing firms. According to Labor Market Information data, consumer electronics worker positions are expected to grow from 2175 positions in 2016 to 2289 positions by 2026, an increase of 4.9%.

Program Learning Outcomes

1. Demonstrate fundamental knowledge of basic and advanced electronics.
2. Demonstrate the proper use of electronic testing equipment along with appropriate interpretation of results in the Laboratory.

Required Core		Units
ESYS 50	Introduction to Electronic Systems Technology	4
ESYS 51	Fabrication Techniques for Electronic Systems Technology	2
ESYS 54	Analog Circuits and Semiconductor Devices	3
ESYS 55	IoT & Microcontroller Systems	3
ESYS 57	PLCs & Process Control Systems	3
ESYS 63	IT Essentials: PC Hardware and Software	3
Total		**18**

ESYS: INDUSTRIAL ELECTRONIC TECHNOLOGY

Certificate of Achievement

Students develop the technical skills required for many entry-level Electronics Technicians employment opportunities including robotics, IoT, mechatronics, and process control systems in many segments of the electronics industry of the SF Bay Area. Successfully completing these required courses prepares our students for career opportunities in industrial electronics technology.

Career Opportunities

Completion of this certificate prepares students for an Electrical & Electronics Worker career with industrial electronic, communications equipment manufacturing, and industrial machinery manufacturing firms. According to Labor Market Information data, electrical and electronics worker positions are expected to grow from 2100 positions in 2016 to 2300 positions by 2026, an increase of 9.5%. Students will be applying electrical and electronics theory and related knowledge to install, adjust, or maintain electro-mechanical, mobile electronics communication equipment, including sound, sonar, security, navigation, and surveillance systems on trains, watercraft, or other electronic/mobile equipment.

Program Learning Outcomes

1. Apply knowledge of electronic principles to the areas of robotics, mechatronics, IoT and process control systems.
2. Demonstrate the proper use of electronic testing equipment along with appropriate interpretation of results in the Laboratory.
3. Troubleshooting faults in circuit or system operation by assessing quantitative calculations or measurements in the Laboratory.

Required Core		Units
ESYS 50	Introduction to Electronic Systems Technology	4
ESYS 51	Fabrication Techniques for Electronic Systems Technology	2
ESYS 54	Analog Circuits and Semiconductor Devices	3
ESYS 55	IoT & Microcontroller Systems	3
ESYS 57	PLCs & Process Control Systems	3
ESYS 69	Robotics & Industrial Control Systems	3
Total		**18**

ELECTRONIC SYSTEMS TECHNOLOGY (ESYS) COURSES

50 Introduction to Electronic Systems Technology 4 Units

Introduction to electronic systems and circuits. Overview of career opportunities and job duties with electronic systems technology. Direct current and alternating current circuits including Ohm's law and Kirchhoff's laws. Measurement and characterization of electronic systems at the block diagram level. Laboratory practice includes the proper use of standard test instruments. 54 hours lecture, 54 hours laboratory. **Strongly Recommended** INDT 74 (with a grade of "C" or higher).

51 Fabrication Techniques for Electronic Systems Technology 2 Units

Prototype development includes sheet metal, printed circuit board layout and fabrication, connection and soldering techniques, use of hand tools, and machines in electronic fabrication. Use of computer software tools as applied to electronic fabrication. 18 hours lecture, 54 hours laboratory. **Strongly Recommended** ESYS 50 (with a grade of "C" or higher).

54 Analog Circuits and Semiconductor Devices 3 Units

Introduction to more advanced electrical/electronics circuits. Students learn the use of BJTs (bipolar junction transistors), FETs (field effect transistors), Op-Amps (integrated circuit operational amplifiers) in building electronic circuits such as power supplies, amplifiers, oscillators, and filters. Topics include biasing of amplifiers to explain how transistors are turned on; configurations of amplifiers which explain how the amps differ with current and voltage gain and classes of amplifiers which explain efficiencies of the amplifiers. Voltage regulation, active filters, oscillators, timers and modulation are also part of course content. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** ESYS 52.

55 IoT & Microcontroller Systems 3 Units

As IoT connects the world, explore its benefits, applications and challenges. Architecture, programming, application and troubleshooting of single-chip microcontroller electronic systems as well as complex programmable logic device (CPLD) electronic systems. Digital building blocks, number systems, Includes programming in VHDL. Digital building blocks, number systems, Boolean algebra, combinational and sequential logic, integrated logic families, digital circuit measurement techniques and instrumentation, troubleshooting techniques. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** ESYS 50 (with a grade of "C" or higher).

57 PLCs & Process Control Systems 3 Units

Programmable logic control systems; function, interrelationship, and troubleshooting of systems components. PLC input/output systems and requirements. Ladder logic and SCADA programming using basic I/O instructions, logic instructions, timers, counters, and comparison functions. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** ESYS 50 (with a grade of "C" or higher).

63 IT Essentials: PC Hardware and Software 3 Units

Cisco Networking Academy IT Essentials course. Students will learn the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also connect to the Internet and share resources in a network environment. Additional topics covered include laptops and portable devices, wireless connectivity and basic implementation skills, Voice over Internet Protocol (VoIP), security, safety and environmental issues, applied network configuration and troubleshooting skills, and communication skills. May not receive credit if Computer Application Systems 83 has been completed. 36 hours lecture, 54 hours laboratory.

69 Robotics & Industrial Control Systems 3 Units

Robotics fundamentals include machine design, control systems, sensors, actuators and programming. Electrical motors and controls for commercial and industrial applications. DC, stepper, 1-phase and 3-phase AC motors, including variable-frequency drives. Includes motor theory and hands-on applications. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** ESYS 50 (with a grade of "C" or higher).

70 Bridge to Electronic Systems Technology 3 Units

Basic electronic theory, formulas, and calculations applied to DC and AC circuits and systems. Electrical quantities and units, including unit prefixes, scientific notation and engineering notation. Algebraic manipulation of formulas, reading and plotting of four-quadrant graphs. Logarithmic functions applied to decibel, time constant, and other electronic applications. Trigonometric functions applied to AC sine wave circuit. 36 hours lecture, 54 hours laboratory.

EMERGENCY MEDICAL SERVICES (EMS)

EMERGENCY MEDICAL SERVICES (EMS) COURSES

1 Emergency Medical Responder 3 Units

This course is designed to provide students with the basic knowledge and skills to manage a variety of medical and trauma-related emergencies; including cardiopulmonary resuscitation, airway management and prevention of disease transmission. Students will learn through lecture and lab practice how their role as an Emergency Medical Responder aligns with the Emergency Medical Services community. Successful completion of the knowledge and skills tests qualifies for an Emergency Medical Responder and American Heart Association BLS CPR Certificate. This course is a pre-requisite for the EMS2/2W (Emergency Medical Technician) course. This is also a requirement for those that want to become EMT/Firefighters. May not receive credit if Health 61 has been completed successfully. 36 hours lecture, 54 hours laboratory.

1W Basic Life Support CPR/AED 0.5 Units

Development of the necessary knowledge, skills and personal judgment to initiate and perform basic life support techniques as a health care professional. Successful completion of the knowledge and skills exams qualifies for an American Heart Association Basic Life Support Certificate, valid for 2 years. Students enrolled in EMS 1 or have a current BLS certification should not enroll in this course. 9 hours lecture.

2 Emergency Medical Technician - Basic 7 Units

Provides training in the foundation skills and knowledge required of the EMT-1 scope of practice. The EMT-1 certification is the minimum requirement for ambulance attendants and most entry level firefighter positions. EMT-1 certification is also required for entry into paramedic training. This training program is accredited by the Alameda County Emergency Medical Services Agency. This course enrollment also requires: Evidence of immunizations for measles, mumps, and rubella. Evidence of Hepatitis B immunization series completed or in progress. A current (within one year of course completion) negative TB test is also required. Current healthcare CPR certification is required. May not receive credit if Health 81 has been completed. 99 hours lecture, 81 hours laboratory. **Corequisite** EMS 2W Prerequisite EMS 1 (with a grade of "C" or higher).

2W Patient Stabilization, Extrication & Triage 0.5 Units

Patient stabilization techniques to include safe patient extrication from a simulated motor vehicle accident. Includes triage for multi-casualty incident/disaster management, Incident Command System and EMS Response to Terrorist Incidents. May not receive credit if Health 83 has been completed. Total weeks - 2. 9 hours lecture, 9 hours laboratory. **Corequisite** EMS 2.

3 Emergency Medical Technician Academy 9 Units

Provides training in the foundational skills and knowledge required of the EMT-B scope of practice. The EMT-B certification is the minimum requirement for ambulance attendants and most entry level firefighter positions. EMT-B certification is also required for entry into paramedic training. This training program is accredited by the Alameda County Emergency Medical Services Agency. This course enrollment also requires: evidence of immunizations for Measles, Mumps and Rubella, Hepatitis B series, Flu, Covid, Varicella and dTap. You must also provide a negative TB test. Current BLS for healthcare provider is also required. May not receive credit if Health 81 or EMS2&2W has been completed. 117 hours lecture, 135 hours laboratory. **Prerequisite** EMS 1 (with a grade of "C" or higher).

4 Emergency Medical Technician Basic Refresher 2 Units

Provides refresher training in the foundation knowledge, skills, and abilities required of the EMT-Basic scope of practice. The EMT-B certification is the minimum requirement for ambulance attendants and most entry-level Firefighter positions. EMT certification is also required for entry into Paramedic school. 40 total hours accredited by the Alameda County EMS Agency. Includes CE's and skills competency verification to National Registry standards. Prerequisite: EMT and BLS certification. Total - 2 weeks. 40 hours lecture. **Prerequisite** current EMT certification.

8 Health & Fitness for Emergency Medical Services 3 Units

Health, wellness and physical fitness are examined from a global and occupational viewpoint. Designed to support those students in the emergency response disciplines. An approach to the aspects of physical training and vocational skills appropriate to emergency medical response. Aerobic, anaerobic, core and strength training at a moderate to advanced level. Injury prevention, shift work considerations and basic nutrition will also be addressed. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** EMS 3 (with a grade of "C" or higher).

ENGINEERING (ENGR)

Degrees

AS Engineering

Certificate of Achievement

Computational Design
Technical Design Drafting

ENGINEERING

Associate in Science

The Associate in Science degree is designed to provide the foundation for subsequent transfer to a CSU or UC Engineering program. The core courses listed below fulfill most of the lower division requirements for the majority of CSU and UC engineering majors. The Associate in Science degree, as well as putting students on the path to transfer, ensures that students develop a strong foundation in engineering, mathematics, and the sciences. Students should note that transfer-course requirements vary among universities, and between majors in the different branches of engineering. Students seeking to transfer with an engineering major are strongly advised to consult with Chabot Counseling. Counselors will assist the student with development of a Student Educational Plan (SEP) that prepares the student for transfer to the desired university in the engineering major of his/her choice. Students are also encouraged to consult the ASSIST web-page (www.assist.org) for more information on engineering transfer-course agreements between Chabot College and the CSU/UC Colleges of Engineering.

Career Opportunities

Engineering is in very high demand. Many companies are posting positions with requirements of an AS degree in engineering. Students can also easily earn internships after they have received an AS degree while pursuing a BS in engineering.

Program Learning Outcomes

1. Engineering students shall demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health, safety, manufacturability, and sustainability;
2. Engineering students shall demonstrate an ability to apply knowledge of mathematics, science, and engineering.

Required Core		35 units
CHEM 1A	General College Chemistry I	5
ENGR 10	Introduction to Engineering	2
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5
MTH 4	Elementary Differential Equations	3
PHYS 4A	General Physics I	5
PHYS 4B	General Physics II	5

Electives (choose 3 courses, at least 1 engineering course)		9-14 units
CSCI 15	Object-Oriented Programming Methods	4
CSCI 20	Introduction to Data Structures	4
BIOS 21C	Principles of Cell and Molecular Biology	5
ENGR 16	Designing Information Devices and Systems I	4
ENGR 22	Engineering Design Graphics	3
ENGR 25	Computational Methods for Engineers and Scientists	3
ENGR 36	Engineering Mechanics -Statics	3
ENGR 40	Thermodynamics	3
ENGR 43	Electrical Circuits and Devices	4
ENGR 45	Materials of Engineering	4
ENGR 47	Engineering Dynamics	3
ENGR 85	Introduction to Solid Mechanics	3
PHYS 4C	General Physics III	5

Required Major-Specific G.E. Requirement (choose a minimum of 3 units)		
COMM 1	Fundamentals of Speech Communication	3
ECN 1	Principles of Microeconomics	3
ENGL 4A	Critical Thinking and Writing about Literature	4
ENGL 7A	Critical Thinking and Writing across Disciplines	4

Major Requirements	44 - 49 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

COMPUTATIONAL DESIGN

Certificate of Achievement

Students completing the Certificate of Achievement in Computational Design develop the skills for many entry level research and analytics positions, including, optimizing systems, production, manufacturing, sustainability, setting up and conducting experiments for research and development firms, and design analysis. Students will be competent in MATLab and Simulink software as well as applying both the sciences and art of computing to design problems. Completing the required course work prepares students for a research assistant career with Industrial Engineering, manufacturing, research, and product design firms.

Career Opportunities

Completion of this certificate prepares students for a research assistant career with Industrial Engineering, manufacturing, research, and product design firms. This certificate is especially beneficial for students applying research apprenticeships, research & development firms, technology companies, and companies in need of employees proficient in MATLab. This certificate gives a competitive advantage when applying to apprenticeships and entry level research positions and can increase their hourly wage earnings. Industrial engineering technicians positions are expected to grow by 12%, from 1189 to 1338 over the next five years.

Program Learning Outcomes

1. Demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environ-mental, social, political, ethical, health, safety, manufacturability, and sustainability;
2. Demonstrate an ability to apply knowledge of mathematics, science, and engineering.

Required Core		Units
CHEM 1A	General College Chemistry I	5
ENGR 15	Engineered Systems and Sustainability	3
ENGR 25	Computational Methods for Engineers and Scientists	3
	or	
MTH 25	Computational Methods for Engineers and Scientists	3
	or	
PHYS 25	Computational Methods for Engineers and Scientists	3
MTH 1	Calculus I	5
MTH 2	Calculus II	5
PHYS 4A	General Physics I	5
Total		**26**

TECHNICAL DESIGN DRAFTING

Certificate of Achievement

Students who complete this Certificate develop the technical design skills required for many Design-Drafter professional positions, including Drafting using Auto-CAD, Inventor, Revvit, and/or Solidworks, building, designing, and testing prototypes, coding, problem solving, technical writing, troubleshooting, and using equipment (mills, lathes, CNC, 3D printers,etc.). Completing the required coursework prepares students for a Design-Drafting career with Civil-Engineering, Building Design-Construction, manufacturing, and Electro-Mechanical Device firms.

Career Opportunities

Completion of this certificate prepares stu-dents for a Design-Drafting career with Civil-Engineering, Building Design-Construction, and Electro-Mechanical Device firms. This certificate is espe-cially beneficial for students applying for internships in manufacturing, con-struction, or design. According to Labor Market Information data, engineer-ing technician positions are expected to grow from 2707 positions in 2017 to 2869 positions by 2022, an increase of 6%. Data also shows that demand for mechanical engineering technicians will also increase from 1127 to 1245 over the next five years, an increase of 10%.

Program Learning Outcomes

1. Demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environ-mental, social, political ethical, health and safety, manufacturability, and sustainability.
2. Demonstrate an ability to apply knowledge of mathematics, science, and engineering.

Required Core		Units
ENGR 10	Introduction to Engineering	2
ENGR 11	Engineering Design and Analysis	2
ENGR 22	Engineering Design Graphics	3
MTT 70	Exploration of Precision Manufacturing	2
MTH 37	Trigonometry with an Emphasis on its Geometric Foundations	5
	or	
MTH 36	Trigonometry	3
MTH 20	Pre-Calculus Mathematics	5
Total		**17 - 19**

ENGINEERING (ENGR) COURSES

10 Introduction to Engineering 2 Units

Introduction to careers, activities, and topics related to the field of engineering, including computer applications, design and problem solving. Help students determine what degrees and certificates are needed to reach their engineering career of choice. Complete engineering sample projects including bridge design, 3D modeling/3D printing, robotics, and circuits. This course will help determine if engineering is the career for you. 36 hours lecture.

11 Engineering Design and Analysis 2 Units

An introduction to the engineering design process from a practical and professional perspective. Student teams work on a term-long engineering project that entails the creation of a design for a useful object with moving parts that requires the application of some external power source. Conceptual and Critical/Final design reviews require teams to describe and justify the effectiveness, and likely customer-acceptance, of the design. The student designers: select materials, components, sources of supply; produce detailed parts-lists; create using CAD-tools detailed and dimensioned production and assembly drawings; create formal electrical and fluid-control component interconnection schematics; provide a detailed estimate for the production-cost. When needed students use engineering software tools (such as MATLAB) to assess and predict the kinematical, structural, thermal, electrical, fluid-flow, wear/corrosion, optical, and magnetic performance of the proposed design. Students are encouraged to build from the design plans a form-and-fit mock-up, or if possible a fully functioning prototype. 18 hours lecture, 54 hours laboratory. **Prerequisite** ENGR 10 (with a grade of "C" or higher) **Strongly Recommended** ENGR 22.

15 Engineered Systems and Sustainability 3 Units

An introduction to key engineered systems (e.g., energy, water supply, buildings, transportation) and their environmental impacts. Basic principles of environmental science needed to understand natural processes as they are influenced by human activities. Overview of concepts and methods of sustainability analysis. Critical evaluation of engineering approaches to address sustainability. 54 hours lecture. **Prerequisite** CHEM 1A (with a grade of "C" or higher) and MTH 1 (with a grade of "C" or higher).

16 Designing Information Devices and Systems I 4 Units

This course focuses on the fundamentals of designing modern information devices and systems that interface with the real world, providing a foundation for core topics in signal processing, learning, control, and circuit design while introducing key linear-algebraic concepts motivated by applications. Modeling is emphasized to deepen mathematical maturity in both labs and homework, students will engage computationally, physically, and visually with the concepts being introduced. 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 2 (with a grade of "C" or higher) and CSCI 14 (with a grade of "C" or higher).

22 Engineering Design Graphics 3 Units

Introduction to the engineering-design process, and to technical-graphic communications tools used by engineers. Conceptual design of products. Development of spatial reasoning skills. Orthographic and axonometric projection-drawing techniques. Tolerance analysis for fabrication. Documentation of designs through engineering working-drawings. Use of 2D and 3D CAD software as a design tool. The use of CAD software is an integral part of the course. 36 hours lecture, 54 hours laboratory. **Prerequisite** MTH 37 (with a grade of "C" or higher) or MTH 36 (with a grade of "C" or higher).

25 Computational Methods for Engineers and Scientists 3 Units

(See also MTH 25 and PHYS 25)

Methodology and techniques for solving engineering/science problems using numerical-analysis computer-application programs MATLAB, SimuLink, MuPad, and EXCEL. Technical computing and visualization using MATLAB software. Examples and applications from applied-mathematics, physical-mechanics, electrical circuits, biology, thermal systems, fluid systems, and other branches of science and engineering. May not receive credit if Mathematics 25 or Physics 25 has been completed. 36 hours lecture, 54 hours laboratory. **Prerequisite** MTH 1(completed with a grade of "C" or higher).

36 Engineering Mechanics -Statics 3 Units

Force systems under equilibrium conditions; vector properties of forces, moments, couples, and resultants; rigid body structures; hydrostatics; shear and bending-moment diagrams; friction; centroids; area/mass moments of inertia. Graphical, algebraic, and numerical (computer) solutions of vector mechanics problems. 36 hours lecture, 54 hours laboratory. **Prerequisite** ENGR 25 or MTH 25 or PHYS 25 (with a grade of "C" or higher) and PHYS 4A (with a grade of "C" or higher) and MTH 2 (with a grade of "C" or higher).

40 Thermodynamics 3 Units

This course introduces the fundamentals of energy storage, thermophysical properties of liquids and gases, and the basic principles of thermodynamics. The course focuses on application of the concepts to various areas of engineering related to energy conversion and air conditioning. The use of computing tools that facilitate problem solving, design analysis, and parametric studies in thermodynamics will be integrated throughout the course. 54 hours lecture, 18 hours laboratory. **Prerequisite** CHEM 1A (with a grade of "C" or higher) and ENGR 25 (with a grade of "C" or higher) and PHYS 4C (with a grade of "C" or higher)(PHYS 4C may be taken concurrently).

43 Electrical Circuits and Devices 4 Units

Introduction to basic electrical engineering circuit-analysis and devices. DC, transient and AC circuit analysis methods, Kirchoff?s laws, nodal/mesh analysis, network theorems, voltage and current sources, resistors, capacitors and inductors. Th nin/Norton equivalent circuits. Natural and forced response of first and second order circuits. Steady-state sinusoidal circuit voltage/current analysis, and power calculations. Frequency response, phasors, Bode plots and transfer functions. Low/High/Band pass filters. Operational Amplifiers in DC, transient, and AC circuits. Diode and NMOS/PMOS FET characteristics. Diode and MOSFET circuits. Introduction to basic integrated-circuit technology and layout. Digital signals, logic gates, switching. Combinatorial logic circuits using AND/NAND OR/NOR gates. Sequential logic circuits using RS, D, and JK Flip-Flop gates. Computer based circuit-operation simulation using SPICE and MATLAB software. Electronics laboratory exercises demonstrating basic instruments, and experimental techniques in Electrical Engineering: DC current/voltage supplies, Digital MultiMeters (DMM), RLC Meters, oscilloscopes, and AC function generators. Measurements of resistance, inductance, capacitance, voltage, current, transient response, and frequency response. 54 hours lecture, 54 hours laboratory. **Prerequisite** ENGR 25 (with a grade of "C" or higher) or MTH 25 (with a grade of "C" or higher) or PHYS 25 (with a grade of "C" or higher) and PHYS 4B (with a grade of "C" or higher) and MTH 4(MTH 4 may be taken concurrently).

45 Materials of Engineering 4 Units

Application of principles of chemistry and physics to the properties of engineering materials. The relation of micro-structure to mechanical, electrical, thermal and optical properties of metals. Solid material phase equilibria and transformations. The physical, chemical, mechanical and optical properties of ceramics, composites, and polymers. Operation and use of materials characterization instruments and methods. 54 hours lecture, 54 hours laboratory. **Prerequisite** PHYS 4A (with a grade of "C" or higher) and ENGR 25 (with a grade of "C" or higher) and CHEM 1A (with a grade of "C" or higher).

47 Engineering Dynamics 3 Units

This course covers dynamics for engineering applications, where motion is involved. It includes the kinematics and dynamics of particles, systems of particles, and rigid bodies in two and three dimensions. Also included are orbital motion and satellites, vibrations, which are present in many engineering situations, Euler angles, which are necessary to completely describe the orientation of an object in space, and variable mass systems, such as rockets and jet engines. 54 hours lecture, 18 hours laboratory. **Prerequisite** ENGR 36 (with a grade of "C" or higher).

85 Introduction to Solid Mechanics 3 Units

This course reviews the concepts of stresses, strains and material laws with emphasis on elastic properties as well as yield and fracture criteria. Topics include stresses and strains in beams, torsion, deformations of beams and frames, work and energy, statically indeterminate beams and frames, second order bending theory, and elastic instability. 54 hours lecture. **Prerequisite** ENGR 36 (with a grade of "C" or higher) **Strongly Recommended** ENGR 45 (with a grade of "C" or higher) and MTH 4 (with a grade of "C" or higher) and MTH 6 (with a grade of "C" or higher).

ENGLISH (ENGL)

Degrees

AA-T	English
AA	English (Emphasis in Creative Writing)
AA	English (Emphasis in Literature)

Certificate of Proficiency

Creative Writing

ENGLISH

Associate in Arts for Transfer

The Associate in Arts in English for Transfer (AA-T) provides major preparation in English through an introduction to composition, critical thinking, literature, creative writing and related areas of study. It is also useful preparation for other liberal arts degrees, and will offer students an enriched background towards many diverse professional fields. The intent of the AA-T is to assist students in transferring to the California State University system. California Community College students who are awarded the English AA-T degree are guaranteed admission with junior standing in the CSU system, and given priority admission consideration to their local CSU campus to a program that is deemed similar to their community college major. Completion of 60 semester units of degree-applicable courses. Minimum overall grade point average of 2.0. Minimum grade of "C" (or "P") for each course in the major. Completion of IGETC or CSU GE-Breadth.

Career Opportunities

English majors go into a variety of fields, including law, education, publishing, business, government, media relations, entertainment, counseling, journalism, technical writing, nonprofit, development and fundraising, and many more.

Program Learning Outcomes

1. Critically respond to the ideas and information in academic texts
2. Independently read and understand complex academic texts

Required Core		Units
ENGL 4A	Critical Thinking and Writing about Literature	4

List A (choose 2 courses)

ENGL 35	Modern and Contemporary U.S. Literature	3
ENGL 41	World Literature (17th Century to the Present)	3

List B (choose 2 courses)

ENGL 11A	Introduction to Creative Writing	3
ENGL 20	Studies in Shakespeare	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3
ENGL 28	Classic and Contemporary Youth Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 32	U.S. Women's Literature	3
ENGL 45	Studies in Fiction	3
ENGL 48	The Literature of the Holocaust	3

List C
(choose 1 course or any course from List B not already used)

ENGL 12A	Beginning Fiction Writing	3
ENGL 13A	Beginning Craft of Writing - Poetry	3
COMM 2	Oral Interpretation of Literature	3
THTR 10	Introduction to Theater Arts	3
MCOM 20	Journalism: Newswriting and Information Gathering	3

NOTE: Grades of ""C"" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements	19 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 units

ENGLISH (EMPHASIS IN CREATIVE WRITING)

Associate in Arts

The English Associate in Arts (emphasis in Creative Writing) enables students to complete coursework which may be applied towards a bachelor's degree in English or Creative Writing. In addition, this degree is useful preparation for other liberal arts degrees, and can offer an enriched background towards professional preparation in fields from education to law.

Career Opportunities

English majors go into a variety of fields, including law, education, publishing, business, government, media relations, entertainment, counseling, journalism, technical writing, nonprofit, development and fundraising, and many more.

Program Learning Outcomes

1. Produce a body of work that reflects an understanding of the elements of craft in creative writing;
2. Demonstrate an ability to respond critically to the creative writings of others.

Required Core		Units
ENGL 4A	Critical Thinking and Writing about Literature	4

List A (choose 3 courses)

ENGL 11A	Introduction to Creative Writing	3
ENGL 11B	Intermediate Creative Writing	3
ENGL 11C	Advanced Creative Writing	3
ENGL 12A	Beginning Fiction Writing	3
ENGL 12B	Intermediate Fiction Writing	3
ENGL 13A	Beginning Craft of Writing - Poetry	3
ENGL 13B	Intermediate Craft of Writing - Poetry	3

List B (choose 2 courses)

ENGL 20	Studies in Shakespeare	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3
ENGL 28	Classic and Contemporary Youth Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 32	U.S. Women's Literature	3
ENGL 35	Modern and Contemporary U.S. Literature	3
ENGL 37	Proofreading and Editing for College Writing	3
ENGL 41	World Literature (17th Century to the Present)	3
ENGL 45	Studies in Fiction	3
ENGL 48	The Literature of the Holocaust	3

Major Requirements	19 units
General Education	25 units
Electives	Degree applicable courses as needed
Total	60 minimum degree applicable units

ENGLISH (EMPHASIS IN LITERATURE)

Associate in Arts

The English Associate in Arts degree enables students to complete coursework which may be applied towards a bachelor's degree in English. In addition, this degree is useful preparation for other liberal arts degrees, and can offer an enriched background towards professional preparation in fields from education to law. All of the courses for the degree transfer to universities and colleges.

Career Opportunities

English majors go into a variety of fields, including law, education, publishing, business, government, media relations, entertainment, counseling, journalism, technical writing, nonprofit, development and fundraising, and many more.

Program Learning Outcomes

1. Demonstrate an ability to read and understand complex academic texts;
2. Demonstrate a critical response to the ideas and information in academic texts.

Required Core		Units
ENGL 4A	Critical Thinking and Writing about Literature	4

List A (choose 4 courses)

ENGL 20	Studies in Shakespeare	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3
ENGL 28	Classic and Contemporary Youth Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 32	U.S. Women's Literature	3
ENGL 35	Modern and Contemporary U.S. Literature	3
ENGL 41	World Literature (17th Century to the Present)	3
ENGL 45	Studies in Fiction	3
ENGL 48	The Literature of the Holocaust	3

List B
(choose 1 course or any course from List A not already used)

ENGL 11A	Introduction to Creative Writing	3
ENGL 12A	Beginning Fiction Writing	3
ENGL 13A	Beginning Craft of Writing - Poetry	3
SERV 85A	Learning in Action: Beginning	2 - 3
ENGL 7A	Critical Thinking and Writing across Disciplines	4

Note: SERV 85A (Learning in Action: Beginning) is a variable unit course which must be taken for 3 units to fulfill List B requirements for this degree

Major Requirements	19 - 20 units
General Education	25 units
Electives	Degree applicable units, as needed, to total 60 units.
Total	60 minimum degree applicable units

CREATIVE WRITING

Certificate of Proficiency

The Creative Writing certificate allows students to focus on developing their creative writing skills while exposing them to high-quality creative work by professional writers.

Career Opportunities

A Creative Writing Certificate can be useful preparation for a variety of Liberal Arts majors and many professional fields, including journalism, advertising, public relations, education, publishing, nonprofit, and more.

Program Learning Outcomes

1. Student produces a body of quality creative work.
2. Student forms a critical response to the creative writings of others

Required Core		Units
ENGL 11A	Introduction to Creative Writing	3
ENGL 12A	Beginning Fiction Writing	3
ENGL 13A	Beginning Craft of Writing - Poetry	3
ENGL 11B	Intermediate Creative Writing	3
ENGL 12B	Intermediate Fiction Writing	3
ENGL 13B	Intermediate Craft of Writing - Poetry	3

List A (choose 2 courses)

ENGL 20	Studies in Shakespeare	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 24	Storytelling in Modern American Novels and Films	3
ENGL 25	Asian-American Literature	3
ENGL 26	The Literature of Immigration and Migration	3
ENGL 28	Classic and Contemporary Youth Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 32	U.S. Women's Literature	3
ENGL 35	Modern and Contemporary U.S. Literature	3
ENGL 41	World Literature (17th Century to the Present)	3
ENGL 45	Studies in Fiction	3
ENGL 48	The Literature of the Holocaust	3
THTR 16A	Introduction to Dramatic Writing	3
MCOM 25	Magazine and Newspaper Feature Writing	3
Total		**15**

ENGLISH (ENGL) COURSES

1 Critical Reading and Composition 4 Units

This is an introductory course offering integrated instruction in reading, critical thinking, and expository and argumentative writing, intended to develop the ability to read and write complex, college-level prose. Theme-based units of study will examine ideas in relation to individuals' world view and contexts from which these ideas arise. Primary texts will showcase diverse writers, including marginalized voices. Some research required. 72 hours lecture. **Prerequisite** Eligibility for college-level composition as determined by multiple measures or other appropriate method or ENGL 102.

4A Critical Thinking and Writing about Literature 4 Units

Develops skills in close reading, critical thinking, analytical and argumentative writing, research, and information literacy through the study of works from major literary genres. Works will include poetry, fiction (short stories and novel), and drama, but may also include alternative genres such as creative nonfiction, graphic novels, spoken word, flash fiction, and lyrics. Primary texts will showcase diverse writers, including marginalized voices. 72 hours lecture. **Prerequisite** ENGL 1 (with a grade of "C" or higher) or ENGL 1A (with a grade of "C" or higher).

7A Critical Thinking and Writing across Disciplines 4 Units

Develops critical thinking, reading, and writing skills as they apply to the analysis of primary and secondary non-fiction books, articles, and essays from a range of academic and cultural contexts. Primary texts will showcase diverse writers, including marginalized voices. Theme based units will emphasize the techniques and principles of effective written argument in research-based writing across disciplines. 72 hours lecture. **Prerequisite** ENGL 1 (with a grade of "C" or higher) or ENGL 1A (with a grade of "C" or higher).

10 Teaching Assistant in English 1 - 2 Units

Provides the opportunity for students interested in a teaching career to assist an instructor in one target course. Practice in presenting lessons, responding to students' written work, creating assignments, and facilitating group discussions. Student must be approved by target course instructor. 18-36 hours lecture.

11A Introduction to Creative Writing 3 Units

English 11A is an introductory creative writing course, offering practice in the elements of creative writing, including narrative, verse, and dialogue. Students will read, write, and respond to poetry, fiction, and dram. Class assignments will use materials drawn from individual's own work and selected texts. 54 hours lecture. **Prerequisite** ENGL 102 (with a grade of "P" or higher) or Elgibility for Eligibility for ENGL 1as determined by multiple measures or other appropriate method. **Advisory** ENGL 1 (with a grade of "C" or higher) or ENGL 1A (with a grade of "C" or higher).

11B Intermediate Creative Writing 3 Units

English 11B offers practice in creative writing at an intermediate level. The course builds on the skills developed in English 11A. Assignments include fiction, poetry, and play writing, using materials drawn from individual's own work and selected texts. Students will write, read, and respond to texts in a workshop setting. 54 hours lecture. **Prerequisite** ENGL 11A (with a grade of "C" or higher).

11C Advanced Creative Writing 3 Units

English 11C is a course that offers practice in creative writing at an advanced level. It builds on the skills developed in English 11A/B including fiction, poetry, and play writing, using materials drawn from individual's own work and selected texts. In addition, the course focuses on revision of one's work with the intent to submit for publication. 54 hours lecture. **Prerequisite** Completion of ENGL 11B (with a grade of "C" or higher).

12A Beginning Fiction Writing 3 Units

English 12A serves as a beginning course in the practice of writing fiction. Students will learn to develop internal and external sources for stories and novels. Class assignments will focus on characterization, plotting, point of view, and narrative techniques. The class will give considerable attention to the analysis and criticism of published writing and the individual's own work. 54 hours lecture. **Prerequisite** ENGL 102 (with a grade of "P" or higher) or Eligibility for ENGL 1as determined by multiple measures or other appropriate method.

12B Intermediate Fiction Writing 3 Units

This class offers practice in writing fiction at an intermediate level. Builds on the skills developed in English 12A by requiring greater use of description, detail, character development, consistent point of view, and logical plotting that avoids cliche. Focus on developing themes that create intellectual or emotional resonance. Expectation of sentence structure, grammar, and format accuracy. Develop internal and external sources for stories and novels; analysis and criticism of published work. Requires submission for publication at the end of the semester. 54 hours lecture. **Prerequisite** ENGL 12A (with a grade of "C" or higher).

13A Beginning Craft of Writing - Poetry 3 Units

English 13A serves as a beginning course in the practice of writing poetry. Students will focus on analyzing and using techniques and styles from a diverse selection of poetry, including peers, to develop and revise one's own work. Students will learn elements of the craft of writing poetry such as voice, rhythm, imagery, extended metaphor, meter, and freeform. 54 hours lecture. **Prerequisite** ENGL 102 (with a grade of "P" or higher) or Eligibility for ENGL 1as determined by multiple measures or other appropriate method.

13B Intermediate Craft of Writing - Poetry 3 Units

Practice in writing poetry at an intermediate level. Builds on skills developed in English 13A. 13B requires: greater and more integrated use of trope, image, and metaphor; more extensive development of themes, including across different poems; more nuanced eye towards personal revision and workshop critique of classmates' poems; deeper integration of materials drawn from published poetry and individual's own work for analysis and criticism with a focus on techniques of revision. 54 hours lecture. **Prerequisite** ENGL 13A (with a grade of "C" or higher).

19A Literary Journal Workshop: The Chabot Review 1 Unit

Practical, introductory training in the managing, editing, and publication of a literary journal, The Chabot Review. Students will gain knowledge of the publishing world as well as learn practical skills while publishing creative works by Chabot College students and staff. Students enrolled in the class serve as The Chabot Review editorial team, and learn what it means to be an Editor-in-Chief, Fiction Editor, Poetry Editor, Design Editor, Public Relations Manager, and more. 18 hours lecture. **Strongly Recommended** Eligibility for ENGL 1.

19B Intermediate Literary Journal Workshop: The Chabot Review 1 Unit

Intermediate practical workshop training in running, producing, and collaborating on a literary magazine. The class will use the knowledge gained in 19A of the publishing field by putting students in a leadership position on the editorial team. Students will assume the roles of Editor-in-Chief, Fiction Editor, Poetry Editor, Design Editor, Public Relations Manager, and more. 18 hours lecture. **Strongly Recommended** Eligibility for ENGL 1 Prerequisite ENGL 19A (with a grade of "C" or higher).

20 Studies in Shakespeare 3 Units

Readings of the sonnets and representative comedies, histories, tragedies, and romances of William Shakespeare, with attention to the early, middle and late phases of his art and to the historical time period in which he lived. Consideration of recurring themes in his works, along with the political and cultural contexts that shaped these ideas and attitudes. Examination of Shakespeare's global legacy and diverse adaptations of his plays. 54 hours lecture.

21 The Evolution of the Black Writer 3 Units

Introduction to Black-American writers in fiction, poetry, drama, and the essay, beginning with the historical texts of the slave trade, and continuing to the present. Emphasis on the 20th and 21st-century writers' growth and development in relation to their historical and cultural context. Offers a broader view of World and American History through the lens of the Black writer's journey from capture in West Africa, enslavement in America, and the fight for liberation. Examines issues of Black identity and how that identity has been expressed through various forms of literature. Explores how the Black writer has used literature and specific literary devices to inspire change, radical thought, and challenge white supremacy. 54 hours lecture.

22 Mexican American/Latinx Literature of the U.S. 3 Units

This course is an introduction to Mexican American and Latinx Literature in the United States. The Mexican American and Latinx literary movement, particularly in California, is growing at a phenomenal rate, pushing the creative and intellectual boundaries within American Literature. In the course, we will cover a range of genres, including short stories, novels, poetry, memoirs, essays, and plays. Although Mexican American and Latinx authors have been contributing to American literature since the sixteenth century, the bulk of our attention will be paid to the Mexican American and Latinx literary movements that began in the 1950?s and extend through the present day. Students will analyze the literary works within the context of socio-economic, political, and historical movements; additionally, students will learn about the unique history, thematic concerns, and genre-bending styles of Mexican American and Latinx writers. 54 hours lecture.

25 Asian-American Literature 3 Units

Introduction to literary works of fiction, poetry, drama and the essay that reflect and explore the diversity of Asian-American experiences as well as divisions within Asian-American communities. Class explores literary expressions of cultural pride and identity, as well as reflections on racism, stereotypes, 'perpetual foreigner syndrome," the model minority myth, and internalized oppression. Course texts also explore loneliness and loss of "home," identity confusion, generation gaps, acculturation ... and the challenge of creating community and retaining culture in America. Analysis of literature in the context of the historical growth of Asian-American identities with a focus on the 20th and 21st centuries. 54 hours lecture.

28 Classic and Contemporary Youth Literature 3 Units

Social-historical context and tools for analyzing literature directed toward young readers. Emphasizes contemporary U.S. texts, classic works, and the origins of youth literature (including fables, folk tales and fairy tales). Explores subgenres and literary elements common to children's and young adult literature, including fantasy, journeys, and animal characters. Emphasizes literature from diverse authors and communities, and the impact of this literature on the psychological, sociological, and cultural growth of young readers. 54 hours lecture. **Strongly Recommended** ENGL 1 or ENGL 1A.

31 Introduction to Queer Literature 3 Units

Introduction to novels, poems, plays, and essays about queer people, i.e., members of the LGBTQ (lesbian, gay, bisexual, transgender, queer and questioning) community. Analysis of this literature in the context of the LGBTQ social and political movements of the 19th, 20th, and 21st centuries and evolving societal attitudes toward the LGBTQ community. Themes include coming out, developing a sense of queer pride and community, combating discrimination and anti-queer violence, maintaining family ties with sometimes supportive, sometimes hostile relatives, surviving the nearly universal queer childhood experience of bullying, struggling against internalized homophobia/transphobia and reductive stereotypes, understanding the intersection of sexuality, gender identity, and other identities, and sustaining queer relationships in a heteronormative society. 54 hours lecture.

32 U.S. Women's Literature 3 Units

Chronicles the expression of U.S. women authors through readings in a variety of genres such as fiction, poetry, drama, and the essay. Explores works by authors of varied racial and ethnic backgrounds in an effort to understand the diversity of women's voices, especially in the 20th century. 54 hours lecture. **Strongly Recommended** ENGL 1A.

35 Modern and Contemporary U.S. Literature 3 Units

U.S. literature from the second half of the 19th Century to the present, including poetry, drama, prose fiction, and essays. This class explores each work in relation to its social, cultural and historical contexts, and emphasizes the analysis of defining moments of the times as they are reflected in literature. The content of course closely examines distinctive literary movements and chronology of American literature since the mid-19th century: including Realism, Modernism, Harlem Renaissance, and Contemporary Literature, reflecting the diversity of American voices. 54 hours lecture. **Prerequisite** Eligibility for ENGL 1as determined by multiple measures or other appropriate method or ENGL 102 (with a grade of "P" or higher) or ENGL 101B (with a grade of "P" or higher) **Strongly Recommended** ENGL 1 (with a grade of "C" or higher) or ENGL 1A (with a grade of "C" or higher).

37 Proofreading and Editing for College Writing 3 Units

Components and rules of English grammar, syntax, and punctuation. Includes parts of speech, sentence patterns, sentence construction, and identifying and correcting sentence-level errors in conjunction with writing; strong emphasis on proofreading and editing college-level essays. This course also utilizes sentence-combining exercises to help students write more sophisticated and varied sentences. This course works well as a support class for other classes in which writing is a focus. It involves a strong writing component but may utilize assignments from other classes. 54 hours lecture. **Strongly Recommended** Concurrent enrollment in any English or other course requiring academic writing. This course is designed as a support class for other classes in which writing is a focus. This course involves a strong writing component but can utilize assignments from other classes.

41 World Literature (17th Century to the Present) 3 Units

Comparative study of selected works of literature, in English and in translation, from around the world, including Africa, Europe, the Middle East, Asia, the Americas, and other areas, from the mid seventeenth century to the present. 54 hours lecture. **Prerequisite** Eligibility for ENGL 1as determined by multiple measures or other appropriate method or ENGL 102 (with a grade of "P" or higher) or ENGL 101B (with a grade of "P" or higher) **Strongly Recommended** ENGL 1 or ENGL 1A.

45 Studies in Fiction 3 Units

Exploration of particular themes and/or periods as reflected in works of fiction, including discussion of form, content, and cultural contexts. 54 hours lecture. **Strongly Recommended** ENGL 1A (with a grade of "C" or higher) or ENGL 1 (with a grade of "C" or higher).

48 The Literature of the Holocaust 3 Units

Explores the literature of the Holocaust through readings in a variety of genres including memoir, essays, fiction, poetry, and film. Historically and culturally contextualizes the literature and examines the implications of writing which attempts to represent the Nazi genocide against the Jews. 54 hours lecture.

102 Reading, Reasoning, and Writing - Accelerated Course 3.5 Units

Preparation for academic reading, critical thinking, and writing expected in transfer and associate-degree classes. This course is designed to prepare students to move, in one semester, into English 1. It includes in-class time to practice college-level reading and writing, using primary texts of diverse authors, including marginalized voices. 54 hours lecture, 36 hours laboratory. **Strongly Recommended** completed the English Informed Course Selection (ICS) process.

115 Support with Writing and Reading 0.5 - 3 Units

(See also GNST 115)

This credit course provides whole group, small group, laboratory, and individualized support with writing and reading assignments. Students meet regularly with an English 115 instructor during one of three open hours, as well as with WRAC tutors and WRAC English/ESL instructors, on a customized learning plan. Students will improve their academic reading skills, and/or their composition or sentence-level writing skills. Students may repeat this course until mastery of skills is met, not to exceed 3 units of credit course work. This class is intended to assist and prepare students to be successful in college-level credit coursework. 27-162 hours laboratory.

ENGLISH AS A SECOND LANGUAGE (ESL)

ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

15A Advanced ESL Reading and Composition 1 5 Units

ESL 15A is the first semester of a one-year advanced ESL reading and writing course that prepares students for English 1. Students do active and careful reading of nonfiction texts, oral and written discussion of ideas in texts, as well as academic vocabulary development. Students write essays in response to readings by synthesizing ideas, developing arguments, and integrating evidence from readings and discussions. 90 hours lecture, 18 hours laboratory. **Prerequisite** ESL 110C (with a grade of "P" or higher).

15B Advanced ESL Reading and Composition 2 5 Units

ESL 15B is the second semester of a one-year advanced ESL reading and writing course that prepares students for English 1. Students do intensive reading of advanced academic texts, oral and written discussion of ideas in texts, as well as academic vocabulary development. Students write essays in response to readings by synthesizing ideas from multiple sources, developing arguments and counterarguments, and integrating evidence from readings and discussions. 90 hours lecture, 18 hours laboratory. **Prerequisite** ESL 15A (with a grade of "P" or higher).

16A Advanced ESL Grammar: Mastery of Verbs 3 Units

Advanced grammar and editing instruction in English verbs and related structures. Students perfect their understanding and usage of all verb tenses and forms. Grammar is applied to academic reading, writing and editing tasks. Designed for students who are taking ESL 15A/B bridge sequence, but open to all students who meet the prerequisite. ESL 16A and 16B are non-sequential and can be taken in any order. 54 hours lecture. **Prerequisite** ESL 110C (with a grade of "P" or higher) or eligibility for ESL 15A.

16B Advanced ESL Grammar: Mastery of Sentence Structure 3 Units

Advanced grammar and editing instruction in English sentence structure. Students perfect their understanding and usage of phrases and clauses. Grammar is applied to academic reading, writing and editing tasks. Designed for students who are taking ESL 15A/B bridge sequence, but open to all students who meet the prerequisite. ESL 16A and 16B are non-sequential and can be taken in any order. 54 hours lecture. **Prerequisite** ESL 110C (with a grade of "P" or higher).

108 Basic Spelling for English as a Second Language 1 Unit

Basic sound/spelling patterns of English. Develop an understanding of the sounds and symbols of English, including open/closed syllables, short and long vowel sounds, consonant and consonant cluster sounds, spelling of homophones and other problem words in everyday English. Includes basic dictionary use. 18 hours lecture.

109 Vocabulary Skills 1 Unit

Build language proficiency by learning new vocabulary and developing vocabulary-building skills. 18 hours lecture.

110A Low Intermediate Reading, Writing, and Grammar 6 Units

A comprehensive review of basic sentence types; short writing assignments; reading fiction and nonfiction; reinforces fluency in reading, writing, and grammar. 108 hours lecture.

110B Intermediate Reading, Writing, and Grammar 6 Units

Logical paragraph development; reading both fiction and nonfiction; emphasis on the development of vocabulary and grammatical structures of written English. 108 hours lecture. **Prerequisite** ESL 110A (with a grade of "P" or higher) or ESL 240A or Eligibility for ESL 110B/240B demonstrated through the ESL Placement Process.

110C High Intermediate Reading, Writing, and Grammar 6 Units

Expository paragraphs and short essays; fiction and nonfiction reading; emphasis on the development of vocabulary and grammatical structures of written English. 108 hours lecture. **Prerequisite** ESL 110B (with a grade of "P" or higher) or Eligibility for ESL 110Cdemonstrated through the ESL Placement Process.

110D Advanced Reading, Writing, and Grammar 6 Units

Expository essays; critical reading; emphasis on advanced development of vocabulary and grammatical structures of written English. Process. 108 hours lecture. **Prerequisite** ESL 110C (with a grade of "P" or higher) or eligibility for ESL 110D demonstrated through the ESL Placement

111A Pronunciation 2 Units

Students will improve their English pronunciation skills through focused practice on syllables, stress, vowel and consonant formation, clarity of ending sounds, intonation and fast speech. This class is appropriate for English learners from the high beginner level through advanced. 18 hours lecture, 54 hours laboratory.

111B Academic Listening and Speaking 2 Units

This is a credit course in ESL Listening and Speaking at the High-Intermediate Level. Students will gain listening comprehension skills and oral fluency for the academic and professional environment. 18 hours lecture, 54 hours laboratory. **Strongly Recommended** Eligibility for ESL 110C or advanced ESL levels.

112 English Grammar-Review for ESL 3 Units

Intermediate-level review of the structures of English grammar. Important grammatical forms including verb tenses, the passive voice, conditional sentences, modal auxiliaries, and reported speech; adjective clauses, articles, and gerunds and infinitives may also be included as time allows. 54 hours lecture. **Strongly Recommended** ESL 110C with a grade of A or higher.

116A Introduction to Review of Basic English 3 Units

A comprehensive review of basic sentence types; short writing assignments; reading fiction and nonfiction; reinforces fluency in reading, writing, and grammar. 54 hours lecture.

117A Introduction to Intermediate Reading and Writing 3 Units

Introduction to logical paragraph development; reading both fiction and nonfiction; emphasis on the development of vocabulary and grammatical structures of written English. 54 hours lecture. **Prerequisite** ESL 116B (with a grade of "P" or higher) **Strongly Recommended** Eligibility for ESL 110B.

117B Intermediate Reading and Writing 3 Units

A continuation of the study of logical paragraph development; reading fiction and nonfiction; emphasis on the development of vocabulary and grammatical structures of written English. 54 hours lecture. **Prerequisite** ESL 117A (with a grade of "P" or higher).

120 Writing Workshop for Non-Native Speakers: Emphasis on Pre-writing & Paragraph Organization 0.5 Units

Individualized and group instruction in writing with emphasis on pre-writing and paragraph organization. Student develops and reinforces academic writing skills through conferencing with instructor, group workshops, completing online exercises, completing and revising writing assignments, and working with instructor and tutors on individual writing needs. 27 hours laboratory. **Strongly Recommended** Eligibility for ESL 110B.

121 Writing Workshop for Non-Native Speakers: Emphasis on Thesis Development and Essay Organization 0.5 Units

Individualized and group instruction in writing with emphasis on thesis development and essay organization. Student develops and reinforces academic writing skills through conferencing with instructor, group workshops, completing online exercises, completing and revising writing assignments, and working with instructor and tutors on individual writing needs. 27 hours laboratory. **Strongly Recommended** Eligibility for ESL 110B.

122 Writing Workshop for Non-Native Speakers: Emphasis on Editing and Writing Process 0.5 Units

This course is for non-native speakers of English who are taking English courses or other courses that require academic writing. It is also open to students enrolled in ESL courses. Editing and the writing process are emphasized, but all aspects of the writing process are addressed as needed on an individual basis. 27 hours laboratory.

130 Writing Workshop: Using & Citing Sources 0.5 Units

This course is for non-native speakers of English who are taking ESL, English, or other courses that require academic writing. Student develops and reinforces academic writing skills through conferencing with instructor, group workshops, completing online exercises, completing and revising writing assignments, and working with instructor and tutors on individual writing needs. Appropriate use and citation of source materials are emphasized, but all aspects of the writing process are addressed as needed on an individual basis. 27 hours laboratory.

140 High Intermediate Reading, Writing, and Grammar I 3 Units

In this course, students will read works of fictions and nonfiction and write paragraphs and short essays. There will also be coverage of high intermediate vocabulary and grammar with an emphasis on verb tenses. Content covered in this course is equivalent to the first 8 weeks of ESL 110C. This course is designed to support students who prefer a slower pace and reduced unit option. Students will need to take ESL 140 and 141 to advance to the next level, ESL 15. 54 hours lecture. **Prerequisite** ESL 110B (with a grade of "P" or higher) Eligibility for ESL 110C demonstrated through the ESL Placement Process.

141 High Intermediate Reading, Writing, and Grammar II 3 Units

In this course, students will read works of fiction and nonfiction and write summaries and essays. There will also be coverage of high intermediate vocabulary and grammar with an emphasis on verb tenses. Content covered in this course is equivalent to the last 8 weeks of ESL 110C. This course is designed to support students who prefer a slower pace and reduced unit option. Students will need to take ESL 140 and 141 to advance to the next level. 54 hours lecture. **Prerequisite** ESL 140 (with a grade of "P" or higher).

150 Guided ESL Skills Lab 1 Unit

The guided ESL skills lab supplements classroom instruction for any ESL student. In a supportive, guided lab setting, students use educational software, online and audio-visual materials, one-on-one coaching, and other valuable resources to expand and enrich the learning experience beyond the classroom. 18 hours lecture.

ENTREPRENEURSHIP (ENTR)

Degree

AS Entrepreneurship

Certificate of Proficiency

Real Estate Entrepreneur

Other Entrepreneur-Related Programs

International Entrepreneur–Chinese, see page 175
International Entrepreneur–French, see page 247
International Entrepreneur–Japanese, see page 267
International Entrepreneur–Spanish, see page 360

ENTREPRENEURSHIP

Associate in Science

The degree program prepares students to start a new business, or to make an existing business more successful. Coursework focuses on development of broad business and communications skills, plus the specific skills and plans required to succeed as an entrepreneur. If your main goal is transfer to a four-year school, consider completing the AA in Business Administration instead.

Program Learning Outcomes

1. Discuss entrepreneurship and its potential impact on society and self.
2. Identify and evaluate business opportunities.
3. Prepare high quality marketing and business plans for a new venture.

Freshman Year		**Units**
BUS 7	Accounting for Small Business	3
BUS 36	Introduction to Marketing	3
ENTR 1	Introduction to Entrepreneurship	3
BUS 16	Business Mathematics	3
ENTR 20	Marketing for Entrepreneurs	3

Sophomore Year		
BUS 10	Business Law	4
ENTR 30	The Business Plan	3
BUS 92	Excel Spreadsheets for Accounting	2
	or	
BUS 93	QuickBooks	2

Electives (choose 9 units)

ENTR 5	The Entrepreneurial Mindset	3
ENTR 40	Business Incubation and Launch	3
BUS 12	Introduction to Business	3
BUS 22	Introduction to Management	3
BUS 50G	Negotiating Skills	1
BUS 50J	Time Management Skills	1
BUS 50N	Dealing with Difficult People	1
BUS 50K	Listening Skills	1
CAS 50	Introduction to Computer Application Systems	3
	or	
CSCI 8	Computer Literacy	3
PSY 45	Psychology of Creativity and Innovation	3

A.S. General Education Specific requirement

BUS 14	Business Communications	3

Major Requirements	33 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

REAL ESTATE ENTREPRENEUR

Certificate of Proficiency

The Real Estate Entrepreneurship program prepares students for success as realtors. The focus is on building the core real estate capabilities required for licensing supplemented with an entrepreneurship course to develop business skills. All courses in this certificate are offered online.

Program Learning Outcomes

1. Students are prepared for the challenges of self-employment or business ownership in the real estate industry.
2. Students are prepared for the real estate licensing exam, and to be an effective realtor.
3. Students can prepare a basic business plan with a core value proposition for an entrepreneurial venture.

Required Core		**Units**
ENTR 1	Introduction to Entrepreneurship	3
REST 80	Real Estate Principles	3
REST 84	Real Estate Practice	3
BUS 50F	Developing a Business Plan	1

Elective (choose 1 course)

BUS 7	Accounting for Small Business	3
BUS 10	Business Law	4
REST 81A	Legal Aspects of Real Estate	3
REST 82A	Real Estate Appraisal	3
REST 83	Real Estate Finance	3
REST 85	Real Estate Economics	3
REST 86	Escrows	3
REST 88	Real Estate Property Management	3
REST 89	Real Estate Office Administration	3
Total		**13-14**

ENTREPRENEURSHIP (ENTR) COURSES

1 Introduction to Entrepreneurship 3 Units

An entrepreneur is a person that starts and operates a business, taking on greater than normal financial risk in order to do so. Creating and building a business from the ground up requires the willingness to make sacrifices and devote endless amounts of time and energy to make the business grow. Introduction to Entrepreneurship helps a student understand the mindset of an Entrepreneur as well as the steps and processes necessary to become an Entrepreneur. 54 hours lecture.

5 The Entrepreneurial Mindset 3 Units

A study of social and business entrepreneurs throughout history and around the world. An exploration of the traits that enable entrepreneurs to thrive in vastly different cultures and eras, and the important contributions made by these innovators. Consider the social and economic challenges entrepreneurs must overcome along their entrepreneurial journey. And finally, try to understand what motivates and drives a regular person to take the risk of becoming an entrepreneur. 54 hours lecture.

16 Making the Pitch 1 Unit

This course introduces students to the process of articulating the value of an entrepreneurial venture in the form of an oral presentation. This is known as an elevator pitch. Students will learn how to identify the attributes of a value proposition; outline a presentation that articulates those values; orally present their value proposition in the form of a 2-minute elevator pitch. 18 hours lecture. **Strongly Recommended** ENTR 1 (with a grade of "C" or higher).

20 Marketing for Entrepreneurs 3 Units

An Entrepreneur is a person that starts and operates a business, taking on greater than normal financial risks in order to do so. Creating and building a business from the ground up requires the willingness to make sacrifices and devote endless amounts of time and energy to make the business grow. Marketing for Entrepreneurs introduces students to core marketing strategies and techniques for start-ups and small businesses. Focus on low-cost, flexible, innovative marketing tools including social media and Internet marketing. 54 hours lecture.

30 The Business Plan 3 Units

Development and presentation of a ?ready to take to the bank for funding,? realistic, and ready to implement business plan. Business plan components will include a business concept, industry and market analysis, a marketing and organizational plan, operations plan, funding plan, and financial projections. 54 hours lecture.

ENVIRONMENTAL SCIENCE (ENSC)

Degree

AS Environmental Science

ENVIRONMENTAL SCIENCE

Associate in Science

The Associate in Science in Environmental Science degree provides students with a foundation in scientific principles and the diversity of life. Environmental Science students study life at various levels of organization ranging from the molecular level to the entire biosphere. Greatest emphasis is on population, community, ecosystem and biome levels. Students answer scientific questions by critically evaluating scientific information, developing and testing hypotheses using the tools and techniques of the ecological, biological and physical sciences, analyzing data, and interpreting results. The Associate in Science in Environmental Science degree prepares students for careers in research, environmental protection and health, environmental law and policy, conservation management, agriculture, food, natural resource management and forestry. Preparation for some entry level jobs in careers such as environmental protection and health technician may require an associate's degree while most careers require at least a bachelor's degree and scientists or specialists will need to obtain a master's or doctorate degree.

Career Opportunities

The Associate in Science in Environmental Science degree prepares students for careers in research, environmental protection and health, environmental law and policy, conservation management, agriculture, food, natural resource management and forestry. Preparation for some entry level jobs in careers such as environmental protection and health technician may require an associate's degree while most careers require at least a bachelor's degree and scientists or specialists will need to obtain a master's or doctorate degree.

Program Learning Outcomes

1. Communicate ecological, biological and physical science concepts by written, verbal, and graphical/illustrative means;
2. Demonstrate critical thinking and/or laboratory skills required to interpret data from a variety of experimental, written, and visual sources to answer scientific questions;
3. Describe relationships between structure and function at multiple levels of biological organization with emphasis on population, community, ecosystem and biome levels;
4. Describe how diversity arises by evolutionary change and how the unity of living systems results from evolutionary conservation;
5. Describe interactions of organisms with each other and with their environment.

Year One		Units
BIOS 21A	Principles of Plant Biology and Ecology	4
ENSC 11	Humans and the Environment with Laboratory	4
	or	
ENSC 15	Agroecology	3
	and	
ENSC 15L	Agroecology Laboratory	1
GEOS 1	Physical Geology with Laboratory	4
MTH 15	Applied Calculus I	3
	or	
MTH 1	Calculus I	5

Year Two		
BIOS 21B	Principles of Animal Biology and Evolution	4
BIOS 21C	Principles of Cell and Molecular Biology	5
CHEM 1A	General College Chemistry I	5
PHYS 3A	College Physics A	4

Required Major-Specific G.E. Requirement

CHEM 1B	General College Chemistry II (5)	
	or	
PHYS 3B	College Physics B (4)	

Major Requirements	33 - 36 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ENVIRONMENTAL SCIENCE (ENSC) COURSES

10 Humans and the Environment 3 Units

Identification of problems created by humans' modification of their environment by focusing on ecological interactions involving the human species; investigating the life processes of organisms as they relate to specific environments. Environmental Science 10, 11, and 12 may be combined for a maximum of 4 units. 54 hours lecture.

11 Humans and the Environment with Laboratory 4 Units

Identification of problems created by humans' modification of their environment by focusing on ecological interactions involving the human species; investigating the life processes of organisms as they relate to specific environments. Includes basic ecological concepts, evolution, biodiversity, human population growth, environmental policy, water, land and energy resources. Environmental Science 10, 11, and 12 may be combined for a maximum of 4 units. (Formerly Ecology 11. 54 hours lecture, 54 hours laboratory.

12 Current Issues in Environmental Science 3 Units

Identification of problems created by humans' modification of their environment by focusing on ecological interactions involving the human species. Introduction of fundamental concepts of matter, energy, and ecology with emphasis on application of these concepts to a range of contemporary environmental issues including human population growth, resource use, pollution and global change. Environmental Science 10, 11, and 12 may be combined for a maximum of 4 units. 54 hours lecture.

15 Agroecology 3 Units

Principles of the ecology of sustainable food systems. The environmental impact of agriculture, types of agriculture, soil science, plant structure, reproduction, development and growth and plants' interactions with other organisms. The interactions of culture, human population growth, and major environmental challenges in the transition to sustainable agriculture and food systems Designed for non-majors in environmental science. 54 hours lecture.

15L Agroecology Laboratory 1 Units

Laboratory exercises developed as an adjunct to ENSC 15 (Agroecology). Practical applications of ecological concepts and principles to the design and management of sustainable food systems. Investigation of abiotic factors and organisms that make up agroecosystems. Examination of gardens, farms and the local food system. 54 hours laboratory. **Prerequisite** ENSC 15 (with a grade of "C" or higher)ENSC 15 (may be taken concurrently).

ENVIRONMENTAL STUDIES (ENST)

Degree

AA Environmental Studies

ENVIRONMENTAL STUDIES

Associate in Arts

Chabot College offers an Associate in Arts Degree in Environmental Studies to provide students with a multidisciplinary overview of relationships between humans and the physical world. Contemporary environmental issues are examined from the vantage points of natural systems and ecology, human culture and cultural diversity, and modern political economy. The program enables the student to place emphasis on one of four approaches to the study of environment: the social/behavioral environment, social issues and ethics, environment and human health, or the physical/ecological environment.

Career Opportunities

The field of Environmental Studies offers career paths in: environmental conservation, natural resources management, wildlife preservation, water resources, environmental health, and sustainability of ecosystems.

Program Learning Outcomes

1. Illustrate how human history has shaped our relationship to the environment
2. Describe how human behavior, including our production of energy and use of natural resources, affects the environment and processes in the earth's systems

Required Core		Units
ENST 1	Introduction to Environmental Studies	3
GEO 1	Introduction to Physical Geography	3
ANTH 1	Biological/Physical Anthropology	3

Choose one course from the following: (3 units)

ECN 1	Principles of Microeconomics	3
ECN 10	General Economics	3
POSC 20	Comparative Politics	3
POSC 30	International Relations	3

Choose one course from the following: (3 units)

GEO 2	Cultural Geography	3
ANTH 3	Social and Cultural Anthropology	3
ANTH 7	Introduction to Global Studies	3
	or	
GLST 1	Introduction to Global Studies	3
	or	
POSC 11	Introduction to Global Studies	3
SOCI 1	Principles of Sociology	3

Complete one area of emphasis

Emphasis 1:
The Social/Behavioral Environment (9 units)

HIS 4	World History: 1500 to the Present	3

List C (choose 1 course)

PSY 1	General Psychology	3
ECD 62	Child, Family and Community	3
SOCI 2	Social Problems	3

List D (choose 1 course)

If core course taken was ECON 1 or ECON 10, choose one of the following:

POSC 20	Comparative Politics	3
POSC 30	International Relations	3

If core course taken was POSC 20 or POSC 30, choose one of the following:

ECN 1	Principles of Microeconomics	3
ECN 10	General Economics	3

Emphasis 2:
Social Issues and Ethics (9 units)

List E (choose 1 course)

PHIL 60	Introduction to Philosophy: Ethics	3
BUS 42	Green Business Practices	3

List F (choose 1 course)

SOCI 2	Social Problems	3
SOCI 4	Marriage and Family Relations	3
ADMJ 45	Law and Democracy	3
	or	
POSC 45	Law and Democracy	3
POSC 12	Introduction to California State and Local Government	3

List G (choose 1 course)

PSCN 4	Multiethnic/Cultural Communication	3
PSCN 13	Multicultural Issues in Contemporary America	3
COMM 11	Intercultural Communication	3

Emphasis 3:
Environment and Human Health (9-10 units)

List H (choose 2 courses)

GEO 10	Global Environmental Problems	3
	or	
GEO 13	Climate Studies	3
	and	
ENSC 11	Humans and the Environment with Laboratory	4

List I (choose 1 course)

PSY 25	Stress Management and Health Psychology	2
NUTR 1	Introduction to Nutrition Science	3
ECD 54	Child Health, Safety and Nutrition	3

Emphasis 4:
The Physical/Ecological Environment (11-12 units)

List J (choose 1 course)

GEO 10	Global Environmental Problems	3
	or	
GEO 13	Climate Studies	3

List K (choose 1 course)

ENSC 11	Humans and the Environment with Laboratory	4
BIOL 10	Introduction to the Science of Biology	4
BIOL 4	Principles of Animal Biology and Evolution	4
BIOL 6	Principles of Plant Biology and Ecology	4

List L (choose 1 course)

CHEM 10	Introduction to Chemistry	4
CHEM 31	Introduction to College Chemistry	4
CHEM 1A	General College Chemistry I	5

Major Requirements	24 units
General Education	25 units
Electives	Degree applicable courses as needed
Total	60 minimum degree applicable units

ENVIRONMENTAL STUDIES (ENST) COURSES

1 Introduction to Environmental Studies 3 Units

An interdisciplinary survey of contemporary environmental issues, including the natural and human-induced causes of environmental change and degradation. Major issues related to preservation and use of natural resources, conservation, energy, and climate change are investigated from multiple perspectives in the social sciences. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A.

ETHNIC STUDIES (ES)

Degrees

AA-T	Social Justice: African American Studies
AA-T	Social Justice: Asian American Studies
AA-T	Social Justice: Chicano Studies
AA-T	Social Justice: Ethnic Studies
AA	Ethnic Studies

Certificate of Achievement

Africana and African American Studies
Asian American Studies
Chicanx and Latinx Studies

SOCIAL JUSTICE: AFRICAN AMERICAN STUDIES

Associate in Arts for Transfer

The Associate in Arts for Transfer in Social Justice: African American Studies is designed to prepare students who wish to pursue a Bachelor's degree in the field of African American Studies at the CSUs. Some related majors include: Africana Studies, African American Studies, African and African-American Studies, and Ethnic Studies. African American Studies is an interdisciplinary field focused on specialized knowledge about the diverse and intersectional historical, contemporary, and cultural experiences related to African American and diasporic African communities. Drawing on the philosophical and intellectual foundations of African culture and people of African descent, students will develop critical thinking, research, socially engaged scholarship, and activist skills that can be applied toward various transformative justice and liberation movements of the community. Students wishing to pursue the Associate in Arts for Transfer in Social Justice: African American Studies must complete 60 semester units eligible for transfer to the California State University, including either: The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements, and a minimum of 18 units of major coursework in Social Justice: African American Studies, as detailed below. Students must maintain a minimum 2.0 GPA, including grades of C or higher in each course taken to fulfill the major.

Program Learning Outcomes

1. Demonstrate comparative, intersectional, and relational understanding of the diverse histories, cultures, and contemporary experiences related to African American and diasporic African communities;
2. Analyze institutional, structural, and ideological forces that shape the power and experiences of African Americans and people of African descent;
3. Examine solutions toward social change, equity, and justice.

Required Core (9 units)		**Units**
ES 1	Introduction to Ethnic Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 6	Introduction to Gender	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
	or	
HIS 63	The African American Experience in U.S. History From Reconstruction	3

Take 3 courses from at least 2 areas: History, Arts and Humanities, and Social Science (9 units)

Area 1: History

HIS 62	The African-American Experience in U.S. History Through the Civil War	3
	or	
ES 62	The African-American Experience in U.S. History Through the Civil War	3

Area 2: Arts and Humanities Units

ENGL 21	The Evolution of the Black Writer	3

Area 3: Social Science Units

ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 4	Intro to Latinx Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 6	Intro to Pacific Islands and Oceania Studies	3
ES 10	Introduction to Asian American Studies	3
	or	
SOCI 10	Introduction to Asian American Studies	3
ES 25	American Indian History and Culture	3
	or	
HIS 25	American Indian History and Culture	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3
ES 42	Asian American History: 18th Century to 1945	3
	or	
HIS 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
	or	
HIS 43	Asian American History: Early 20th Century - 21st Century	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
	or	
HIS 53	Mexican American History from The Mexican Revolution to the Present	3

NOTE: Grades of "C" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements	18 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

SOCIAL JUSTICE: ASIAN AMERICAN STUDIES

Associate in Arts for Transfer

The Associate in Arts for Transfer in Social Justice: Asian American Studies degree is designed to prepare students who wish to pursue a Bachelor's degree in the field of Asian American Studies at the CSUs. Asian American Studies was born out of the struggle for social justice and relevant education in the 1960s, along with other Ethnic Studies programs. Today, it furthers the understanding of diverse Asian American histories, cultures, and contemporary experiences, using an intersectional lens. The program emphasizes interdisciplinary and socially engaged scholarship, research, community service, and activism as they can be applied to addressing injustices and empowerment of the Asian American community. A degree in Asian American Studies can support work in diverse Asian American communities and can lead toward any of the following career pathways, including: Education, Law, Social Work, Immigrant Rights, Civil Rights, Journalism, Public Health, Community and Union Organizing, Non-profit/social justice work, Government, Public Policy, Community Development/Urban Planning, International Relations. Students wishing to pursue the Associate in Arts for Transfer in Social Justice: Asian American Studies must complete 60 semester units eligible for transfer to the California State University, including either: The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements, and a minimum of 18 units of major coursework in Social Justice: Asian American Studies, as detailed below. Students must maintain a minimum 2.0 GPA, including grades of C or higher in each course taken to fulfill the major.

Program Learning Outcomes

1. Demonstrate comparative and relational understanding of the diverse histories, cultures, and contemporary experiences of the Asian American community;
2. Analyze institutional, structural, and ideological forces that shape the experiences of Asian Americans;
3. Examine solutions toward social change, equity, and justice.

CREDIT COURSE LISTING, ES

Required Core		Units
ES 1	Introduction to Ethnic Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 6	Introduction to Gender	3
ES 10	Introduction to Asian American Studies	3
	or	
SOCI 10	Introduction to Asian American Studies	3
	or	
ES 43	Asian American History: Early 20th Century - 21st Century	3
	or	
HIS 43	Asian American History: Early 20th Century - 21st Century	3

Take 3 courses from at least 2 areas: History, Arts and Humanities, and Social Science (9 units)

Same courses cannot be repeated in more than one area.

Area 1: History

ES 42	Asian American History: 18th Century to 1945	3
	or	
HIS 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
	or	
HIS 43	Asian American History: Early 20th Century - 21st Century	3

Area 2: Arts and Humanities

ENGL 25	Asian-American Literature	3

Area 3: Social Science

ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 4	Intro to Latinx Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 6	Intro to Pacific Islands and Oceania Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
ES 10	Introduction to Asian American Studies	3
	or	
SOCI 10	Introduction to Asian American Studies	3
ES 25	American Indian History and Culture	3
	or	
HIS 25	American Indian History and Culture	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3
ES 42	Asian American History: 18th Century to 1945	3
	or	
HIS 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
	or	
HIS 43	Asian American History: Early 20th Century - 21st Century	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
	or	
HIS 53	Mexican American History from The Mexican Revolution to the Present	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3
	or	
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
	or	
HIS 63	The African American Experience in U.S. History From Reconstruction	3

Same courses cannot be repeated in more than one area.
Note: Grades of ""C"" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements	18 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

SOCIAL JUSTICE: CHICANO STUDIES

Associate in Arts for Transfer

The AA-T in Social Justice: Chicano Studies is an interdisciplinary program of study, focusing on the intersectional analysis of the experiences and point of views of the diverse Chicanx/Latinx community. A degree in Chicano Studies provides students with the comprehension abilities and critical thinking skills related to the specific needs of the community. Moreover this field of study cultivates a skill set that is necessary to understand and engage with a complex set of social, political, and economic systems that often times are characterized by institutionalized discrimination. Students wishing to pursue the Associate in Arts for Transfer in Social Justice: Chicano Studies must complete 60 semester units eligible for transfer to the California State University, including either: The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements, and a minimum of 18 units of major coursework in Social Justice: Chicano Studies, as detailed below. Students must maintain a minimum 2.0 GPA, including grades of C or higher in each course taken to fulfill the major.

Program Learning Outcomes

1. Demonstrate an understanding of the diversity within the Chicanx community;
2. Analyze issues stemming from social, economic, and political systems characterized by institutional and structural discrimination;
3. Examine solutions toward social change, equity, and justice.

Required Core (9 units)		Units
ES 1	Introduction to Ethnic Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 6	Introduction to Gender	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
	or	
HIS 53	Mexican American History from The Mexican Revolution to the Present	3

Take 3 courses from at least 2 areas: History, Arts and Humanities, and Social Science (9 units)

Area 1: History

ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3

Area 2: Arts and Humanities

ENGL 22	Mexican American/Latino Literature of the U.S.	3

Area 3: Social Science

ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 4	Intro to Latinx Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 6	Intro to Pacific Islands and Oceania Studies	3
ES 10	Introduction to Asian American Studies	3
	or	
SOCI 10	Introduction to Asian American Studies	3
ES 25	American Indian History and Culture	3
	or	
HIS 25	American Indian History and Culture	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3
ES 42	Asian American History: 18th Century to 1945	3
	or	
HIS 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
	or	
HIS 43	Asian American History: Early 20th Century - 21st Century	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3
	or	
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
	or	
HIS 63	The African American Experience in U.S. History From Reconstruction	3

NOTE: Grades of ""C"" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements	18 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

SOCIAL JUSTICE: ETHNIC STUDIES

Associate in Arts for Transfer

The Associate in Arts for Transfer in Social Justice: Ethnic Studies degree is designed to prepare students who wish to pursue a Bachelor's degree in the field of Ethnic Studies at the CSUs. Some related majors include: African American Studies, Africana Studies, American Indian Studies, Asian American Studies, Chicana/Chicano Studies, Ethnic Studies, Gender Studies, Latin American Studies, Mexican American Studies, and Native American Studies. Ethnic Studies is an interdisciplinary and unique scholarly field that centralizes and redefines the experiences of people of color in the United States, using an intersectional analysis. Born out of the people power movements of various communities of color in the 1960s and the efforts of the third world Liberation Front, Ethnic Studies emphasizes on the praxis of resistance and liberation in order to eliminate all forms of injustice and oppression, especially along race, ethnicity, class, gender, and sexuality. Courses provide a critical racial perspective with a focus on the history, literature, and cultures of African Americans, Arab Americans, Asian Americans, Chicanx/Latinx, Filipinx, Native Americans, and Pacific Islander Americans. Students wishing to pursue the Associate in Arts for Transfer in Social Justice: Ethnic Studies must complete 60 semester units eligible for transfer to the California State University, including either: The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements, and a minimum of 18 units of major coursework in Social Justice Studies: Ethnic Studies, as detailed below. Students must maintain a minimum 2.0 GPA, including grades of C or higher in each course taken to fulfill the major. California Community College students who are awarded the Associate in Arts for Transfer in Social Justice: Ethnic Studies are guaranteed admission with junior standing somewhere in the CSU system in a major deemed similar to their Associate in Art for Transfer degree, as well as a .01 grade point average bump increase to a similar major at a CSU campus (for admissions purposes only). Students are strongly encouraged to meet with a counselor to review their options for transfer and to develop an educational plan that best meets their goals.

Career Opportunities

A degree in Ethnic Studies can lead toward any of the following career pathways, including: Education, Law, Social Work, Immigrant Rights, Civil Rights, Journalism, Public Health, Community and Union Organizing, Non-profit/social justice work, Government, Public Policy, Community Development/Urban Planning, International Relations.

Program Learning Outcomes

1. Demonstrate knowledge of the histories and cultures of diverse racial/ethnic groups;
2. Understand how major institutions, such as family, media, education, and government influence the experiences and opportunities of racial/ethnic groups;
3. Analyze social issues and examine solutions toward social change, equality, and justice.

Required Core (6 units)		Units
ES 1	Introduction to Ethnic Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 6	Introduction to Gender	3

Major preparation core courses (choose 3 units)

Same courses cannot be repeated in more than one area.

ES 4	Intro to Latinx Studies	3
ES 10	Introduction to Asian American Studies	3
	or	
SOCI 10	Introduction to Asian American Studies	3
ES 25	American Indian History and Culture	3
	or	
HIS 25	American Indian History and Culture	3
ES 42	Asian American History: 18th Century to 1945	3
	or	
HIS 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
	or	
HIS 43	Asian American History: Early 20th Century - 21st Century	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
	or	
HIS 53	Mexican American History from The Mexican Revolution to the Present	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3
	or	
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
	or	
HIS 63	The African American Experience in U.S. History From Reconstruction	3

Major preparation core courses, continued

ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3

Take 3 courses from at least 2 areas: History or Government, Arts and Humanities, and Social Science (9 units)

Courses used in one area cannot be used to fulfill a requirement for another area.

Area 1: History or Government

ES 25	American Indian History and Culture	3
	or	
HIS 25	American Indian History and Culture	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3
ES 42	Asian American History: 18th Century to 1945	3
	or	
HIS 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
	or	
HIS 43	Asian American History: Early 20th Century - 21st Century	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
	or	
HIS 53	Mexican American History from The Mexican Revolution to the Present	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3
	or	
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
	or	
HIS 63	The African American Experience in U.S. History From Reconstruction	3

Area 2: Arts and Humanities **Units**

ES 5	Critiquing Race and Gender in Popular Culture	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3

Area 3: Social Science **Units**

ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 4	Intro to Latinx Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 6	Intro to Pacific Islands and Oceania Studies	3
ES 10	Introduction to Asian American Studies	3
	or	
SOCI 10	Introduction to Asian American Studies	3
ANTH 5	Cultures of the U.S. in Global Perspective	3
ANTH 8	Native American Cultures	3
COMM 12	Gender, Sexual Identity, and Communication	3
PSCN 4	Multiethnic/Cultural Communication	3
PSCN 13	Multicultural Issues in Contemporary America	3

NOTE: Grades of ""C"" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements	18 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ETHNIC STUDIES

Associate in Arts

Ethnic Studies is an interdisciplinary and unique scholarly field that centralizes and redefines the experiences of people of color in the United States, using an intersectional analysis. Born out of the people power movements of various communities of color in the 1960s and the efforts of the third world Liberation Front, Ethnic Studies emphasizes on the praxis of resistance and liberation in order to eliminate all forms of injustice and oppression, especially along race, ethnicity, class, gender, and sexuality. Courses provide a critical racial perspective with a focus on the history, literature, and cultures of African Americans, Arab Americans, Asian Americans, Chicanx/Latinx, Native Americans, and Pacific Islander Americans.

Career Opportunities

A degree in Ethnic Studies can lead toward any of the following career pathways, including: Education, Law, Social Work, Immigrant Rights, Civil Rights, Journalism, Public Health, Community and Union Organizing, Non-profit/social justice work, Government, Public Policy, Community Development/Urban Planning, International Relations

CREDIT COURSE LISTING, ES

Program Learning Outcomes

1. Demonstrate knowledge of diverse racial/ethnic groups and their cultures.
2. Understanding how major institutions, such as family, media, education, and government influence the experiences and opportunities of racial/ethnic groups.

Required Core		Units
ES 1	Introduction to Ethnic Studies	3

Ethnic/Racial Groups (Choose 4 courses)

At least three different racial or ethnic groups must be studied.

Group A: Latinx/Latin American

ENGL 22	Mexican American/Latino Literature of the U.S.	3
ES 4	Intro to Latinx Studies	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3

Group B: Mexican American

ENGL 22	Mexican American/Latino Literature of the U.S.	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
	or	
HIS 53	Mexican American History from The Mexican Revolution to the Present	3

Group C: African American

ENGL 21	The Evolution of the Black Writer	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3
	or	
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
	or	
HIS 63	The African American Experience in U.S. History From Reconstruction	3

Group D: Asian American

ENGL 25	Asian-American Literature	3
ES 10	Introduction to Asian American Studies	3
	or	
SOCI 10	Introduction to Asian American Studies	3
ES 42	Asian American History: 18th Century to 1945	3
	or	
HIS 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
	or	
HIS 43	Asian American History: Early 20th Century - 21st Century	3

Group E: American Indian/Native American

ANTH 8	Native American Cultures	3
ES 25	American Indian History and Culture	3
	or	
HIS 25	American Indian History and Culture	3

Group F: Muslim American

ES 3	Introduction to Muslim-American Studies	3

Group G: Pacific Islander

ES 6	Intro to Pacific Islands and Oceania Studies	3

Comparative Courses (choose 1 course)

ANTH 5	Cultures of the U.S. in Global Perspective	3
COMM 12	Gender, Sexual Identity, and Communication	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
PSCN 4	Multiethnic/Cultural Communication	3
PSCN 13	Multicultural Issues in Contemporary America	3
SOCI 3	Introduction to Race and Ethnic Relations	3
SOCI 6	Introduction to Gender	3

Major Requirements	18 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

AFRICANA AND AFRICAN AMERICAN STUDIES

Certificate of Achievement

Africana and African American Studies is an interdisciplinary field focused on specialized knowledge about the diverse and intersectional historical, contemporary, and cultural experiences related to African American and diasporic African communities. Drawing on the philosophical and intellectual foundations of African culture and people of African descent, students will develop critical thinking, research, socially engaged scholarship, and activist skills that can be applied toward various transformative justice and liberation movements of the community.

Career Opportunities

A Certificate of Achievement in Africana and African American Studies can support work in diasporic African communities and can lean toward any of the following career pathways, including: Education, Law, Social Work, Immigrant Rights, Civil Rights, Journalism, Public Health, Community and Union Organizing, Non-Profit / Social Justice Work, Government, Public Policy, Community Development / Urban Planning, International Relations.

Program Learning Outcomes

1. Evaluate the development of the field of African American Studies;
2. Effectively employ interdisciplinary methodologies in the analysis of issues stemming from structural and systemic oppression of African Americans;
3. Identify and describe the general history and diversity of African American people in the U.S. and the Diaspora;
4. Examine solutions toward social change, equity, and justice.

Required Core (12 units)		Units
ES 62	The African-American Experience in U.S. History Through the Civil War	3
	or	
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
	or	
HIS 63	The African American Experience in U.S. History From Reconstruction	3
ENGL 21	The Evolution of the Black Writer	3
ES 1	Introduction to Ethnic Studies	3

List A (choose 2 courses)

ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
Total		**18**

ASIAN AMERICAN STUDIES

Certificate of Achievement

A Certificate of Achievement in Asian American Studies will allow for in-depth analysis and understanding of a diverse Asian American community in the United States. Asian American Studies was borne out of the struggle for social justice and relevant education in the 1960s, along with other Ethnic Studies programs. Today, it furthers the understanding of diverse Asian American histories, cultures, and contemporary experiences, using an intersectional lens. The program emphasizes interdisciplinary and socially engaged scholarship, research, community service, and activism as they can be applied to addressing injustices and empowerment of the Asian American community.

Career Opportunities

A Certificate of Achievement in Asian American Studies can support work in diverse Asian American communities and can lead toward any of the following career pathways, including: Education, Law, Social Work, Immigrant Rights, Civil Rights, Journalism, Public Health, Community and Union Organizing, Non-profit/social justice work, Government, Public Policy, Community Development/Urban Planning, International Relations

Program Learning Outcomes

1. Demonstrate comparative and relational understanding of the diverse histories, cultures, and contemporary experiences of the Asian American community;
2. Analyze institutional, structural, and ideological forces that shape the experiences of Asian Americans;
3. Examine solutions toward social change, equity, and justice among Asian American communities and between Asian Americans and other racial/ethnic groups.

Required Core (6 units)		Units
ES 42	Asian American History: 18th Century to 1945	3
	or	
HIS 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
	or	
HIS 43	Asian American History: Early 20th Century - 21st Century	3

List A (choose 1 course)		
ES 10	Introduction to Asian American Studies	3
or		
SOCI 10	Introduction to Asian American Studies	3
ENGL 25	Asian-American Literature	3

List B (choose 3 courses)		
ES 1	Introduction to Ethnic Studies	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 6	Intro to Pacific Islands and Oceania Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
Total		**18**

CHICANX AND LATINX STUDIES

Certificate of Achievement

The Certificate of Achievement in Chicanx and Latinx Studies is an interdisciplinary program of study, focusing on the intersectional analysis of the experiences and point of views of the diverse Chicanx/ Latinx communities inside and outside of the U.S. A Certificate of Achievement in Chicanx and Latinx studies provides students with the comprehension abilities and critical thinking skills related to the specific needs of Chicanx and Latinx communities. Moreover, this field of study cultivates a skill set that is necessary to understand and engage with a complex set of social, political, historical, cultural, and economic systems.

Career Opportunities

A Certificate in Chicanx and Latinx Studies prepares students for the current and future occupational climate of the U.S. including the growth in racial diversity and unique needs related to demographic shifts. A degree in this major can support work in Chicanx/ Latinx communities and can lead toward many career pathways, including: Education, Law, Social Work, Immigrant Rights, Mental Health, Civil Rights, Journalism, Public Health, Community and Union Organizing, Non-profit/ Social justice work, Government, Public Policy, Community Development/ Urban Planning, and International Relations.

Program Learning Outcomes

1. Demonstration an understanding of the diversity within the Chicanx and Latinx community;
2. Analyze issues stemming from social, economic, and political systems characterized by institutional and structural discrimination;
3. Examine solutions toward social change, equity, and justice.

Required Core (6 units)		Units
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
	or	
HIS 53	Mexican American History from The Mexican Revolution to the Present	3

List A (choose 4 courses)		
ES 1	Introduction to Ethnic Studies	3
ES 4	Intro to Latinx Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
HIS 12	History of California	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3
Total		**18**

ETHNIC STUDIES (ES) COURSES

1 Introduction to Ethnic Studies 3 Units

An introduction to the interdisciplinary study of race and ethnicity in the United States. The course will examine key topics such as racial discrimination, immigration, economics, labor, political conditions, cultural expression and resistance, social justice movements, racial and ethnic identity, and gender and sexuality. A comparative approach covering African American, Arab American, Asian American, Chicanx/Latinx, Native American, and Pacific Islander American groups. 54 hours lecture.

2 Contemporary Ethnic Minority Families in the U.S. 3 Units

Examination of the diversity of contemporary United States ethnic minority families with an emphasis on comparison and contrast. Family dynamics and processes will be the primary focus within the context of ethnicity. Adaptation and responses to dominant group social constructs and social structures will also be examined. Groups to include: African American; Asian American; Mexican, Central and Latin American; Native American; Middle Eastern American. 54 hours lecture.

3 Introduction to Muslim-American Studies 3 Units

An examination of the diversity of Muslim communities in the United States with an emphasis on comparing and contrasting their histories, cultures and experiences. Topics include: patterns of migration; religious beliefs and practice; acculturation and assimilation; political involvement; education and employment; 9/11 and its aftermath; relations with the broader Muslim world. 54 hours lecture.

4 Intro to Latinx Studies 3 Units

A pan-Latina/o, comparative, and interdisciplinary approach to major themes and issues related to the Latinx community in the U.S., including: race and racism, indigenous culture, colonialism, war, genocide, migration, transnationalism, citizenship, identity, language, gender, family, labor, neoliberalism, education, expression, and resistance. A critical examination of modern Latin American history and indigenous and African cultures connected to the Latinx diaspora, including Chicana/o, Mexican, Central American, South American, and Caribbean-American communities in the U.S. 54 hours lecture.

5 Critiquing Race and Gender in Popular Culture 3 Units

A critical examination of representations of people of color in popular culture, from historically significant to contemporary examples. Using an intersectional lens of race, ethnicity, gender, class, and sexuality, students will analyze representations from mainstream films, independent cultural productions, music, visual art, and social media, and how characters and communities of color are portrayed and interpret these images as consumers of media. Topics include Hollywood stereotyping, media influencing political and social events, cultural citizenship, and the role of new media, such as video games and social media platforms like YouTube. Students will learn how to critically examine and thoughtfully compare works, while using the lenses of race, ethnicity, gender, sexuality, and class to break down decode messages. 54 hours lecture.

6 Intro to Pacific Islands and Oceania Studies 3 Units

This course is an introduction to the political, economical, historical and socio-cultural studies of the Pacific Islands and Oceania and its Polynesian, Micronesian, and Melanesian communities. An examination of Oceania's history through the pre-colonial period and present events and issues. Colonialism, immigration, identity, environment, and the creative expression of the people of Oceania throughout the diaspora are a few of the main themes. Groups include: Native Hawai'ian, Samoan, Samoan American, Tongan, Maori, Tahitian. Fijian, Solomon Islanders, Chamorro, Papua New Guinea, Palauan, Marshallese, and Native American. 54 hours lecture.

7 Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies 3 Units

(See also SOCI 7)

Critical examination of the historical and socio-cultural experiences of African American, Latinx/a, Asian American, Native American, Arab American, and Pacific Islander women through a feminist perspective. The course will study gender and how it intersects with race, ethnicity, nationality, class, sexuality, religion, and other systems of difference and power. The course will consider various issues related to how racism, capitalism, patriarchy, war, sexual violence, and other systems of power intersect to influence the lives of women of color in the United States, as they may relate to work, family, politics, identity, resistance and artistic expression. Students will also be introduced to Women's Studies and the study of gender and sexuality (No credit if SOCI 7 has been completed). 54 hours lecture.

10 Introduction to Asian American Studies 3 Units

(See also SOCI 10)

An examination of the experiences and perspectives of Asian Americans from mid-1800's to the present. Major topics will include immigration, law, citizenship, racialization, colonialism, imperialism, war, family, political involvement, social movements, education, and employment. Provides a comparative context for understanding the panethnic movement. May not receive credit if SOCI 10 has been completed. 54 hours lecture.

21 The African American Experience in U.S. History From Reconstruction 3 Units

(See also HIS 21)

This course presents a survey of the history of the United States from the perspective of African Americans. It presents that perspective in the contexts of the experiences of Native peoples, Europeans, Asian Americans and Hispanics/Latinos after 1865. The course explores the economic, cultural, institutional, political history of African Americans from the post-Civil War period to the present. The African American relationship with national, California state and local governments will also be covered. May not receive credit if ES 21 has been completed. 54 hours lecture.

25 American Indian History and Culture 3 Units

(See also HIS 25)

Historical survey of American Indians in the United States from earliest times to the present day. Emphasis on Indian societies and cultures, Indian relations with predominant cultures, Indian movement for self-preservation, and historical background necessary to understand contemporary problems of the Indians. Emphasis on the Indians of California and the West. May not receive credit if HIS 25 has been completed. 54 hours lecture.

42 Asian American History: 18th Century to 1945 3 Units

(See also HIS 42)

An exploration of Asian American history from the 18th century to WWII. A critical and comparative analysis of the impacts of race, racialization, white supremacy, orientalism, colonialism, imperialism, war, social inequity, and migration on the first wave of immigrants from China, Japan, Korea, India and the Philippines. Special emphasis will be placed on labor and immigration policies, citizenship, community, social and political resistance, solidarity, and on the intersection of race, ethnicity, immigration status, gender, and class. This course will ask students to examine how Asian American history transforms U.S. history. This course includes analysis of the U. S. Constitution, Supreme Court Rulings, and California State and local government issues related to the rights of Asian Americans. (May not receive credit if History 42 has been completed successfully.) 54 hours lecture.

43 Asian American History: Early 20th Century - 21st Century 3 Units

(See also HIS 43)

A historical survey and critical comparative analysis of the impacts of race, racialization, white supremacy, imperialism, war, social inequity, and migration on Asian Americans from the early 20th century to the present. Major topics will include wars, refugees, immigration policies and settlement patterns, citizenship, labor and socioeconomic class, decolonization, anti-racist struggles, resistance and solidarity, education, discrimination, and social identity. An intersectional frame will be applied, examining the role of race, ethnicity, immigration status, religion, language, gender, sexuality, and class. The course will interrogate the term ?Asian American? and apply comparative analysis among diverse groups including Chinese, Japanese, Filipino, Korean, South Asian, and Southeast Asian. This course includes analysis of the U. S. Constitution, Supreme Court Rulings, and California State and local government issues related to the rights of Asian Americans. (May not receive credit if HIS 43 has been completed successfully). 54 hours lecture.

52 United States History from a Chicano Perspective I 3 Units

(See also HIS 52)

A survey of the social, political, economic, and cultural history of the Chicana/o experience within the context of U.S. history from Mesoamerican origins to the Reconstruction era. Students will critically analyze the struggles of Chicanas/os in the historical development of the United States with comparisons to other groups. Students will also analyze and critique race and racism, colonialism and white supremacy, while also centering movements for sovereignty, self-determination and anti-racism. Major topics include European colonization, Indigenous cultures and slavery, the formation of the American political system, structural racism and segregation, the U.S. War with Mexico, and the American Civil War. This course includes analysis of the U.S. Constitution, Supreme Court Rulings, and California State and local government issues related to the rights of Mexican and Mexican Americans. (May not receive credit if HIS 52 has been completed successfully.) 54 hours lecture.

53 United States History from a Chicano Perspective II 3 Units

(See also HIS 53)

A survey course of the social, political, economic, and cultural history of the Chicana/o experience within the context of U.S. history from the Reconstruction era to the present. Students will critically analyze the struggles of Mexican Americans in the historical development of California and the United States with comparisons to other groups. The course will also include analysis and critique of structural racism, white supremacy and racial violence while also centering movements for civil rights, self-determination, and anti-racism. (May not receive credit if History 53 has been completed successfully). 54 hours lecture.

62 The African-American Experience in U.S. History Through the Civil War 3 Units

(See also HIS 62)

This course presents a survey of the history of the United States from the perspective of African Americans. It presents that perspective in the context of the experiences of Europeans, Native Americans, Asian Americans, and Latinos/Latinas. A critical and comparative analysis of the impacts of race, racialization, white supremacy, gender, class, colonialism, imperialism, war, social inequity, and migration on African Americans. Special emphasis will be placed on labor, citizenship, community, social and political resistance, solidarity, and the intersection of race, gender, and class. Early African history, the trade in African slaves, and exploration of the political, economic, demographic and social influences shaping African American life and culture prior to 1865 will be examined. The U.S. government and the Constitution, the California government and Constitution, and other constitutional models for comparison and contrast will also be covered. (May not receive credit if HIS 20, ES 20 or HIS 62 has been completed.) 54 hours lecture.

63 The African American Experience in U.S. History From Reconstruction 3 Units

(See also HIS 63)

This course presents a survey of the history of the United States from the perspective of African Americans. It presents that perspective in the contexts of the experiences of Native peoples, European Americans, Asian Americans and Latinos/Latinas after 1865. A critical and comparative analysis of the impacts of race, racialization, white supremacy, gender, class, colonialism, imperialism, war, social inequity, and migration on African Americans. Special emphasis will be placed on labor, citizenship, community, social and political resistance, solidarity, and the intersection of race, gender, and class. The course explores the economic, cultural, institutional, political history of African Americans from the post-Civil War period to the present. The African American relationship with national, California state and local governments will also be covered. May not receive credit if HIS 21, ES 21 or HIS 63 has been completed. 54 hours lecture.

FILM (FILM)

Degrees

AS-T Film, Television and Electronic Media
AA Film and Animation

Certificate of Achievement

Animation
Filmmaking

FILM, TELEVISION AND ELECTRONIC MEDIA

Associate in Science for Transfer

The Associate in Arts for Transfer Degree in Film, Television & Electronic Media is designed to build students' skills in the areas of film, television and electronic media. The AA-T in Film, TV & Electronic Media provides training emphasizing professional practice, and tactile experience in the creation of film productions, live television & radio programming. Students create audio and video content designed for various distribution channels. The degree also offers courses in theoretical, practical, artistic and historical aspects of the film, television, radio and electronic media industries. Students who successfully complete the AA-T in Film, Television & Electronic Media earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission to a local CSU campus and to a program or major in Film, Television and Electronic Media or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. Students are required to complete 60 semester units that are eligible for transfer to a California State University, including both of the following: (1) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education - Breadth Requirements and (2) 18 semester units with a grade of C or better in the major and an overall minimum grade point average of at least 2.0 in all CSU transferable coursework. Students are advised to consult with a Chabot College Counselor for additional Information and to verify transfer requirements.

Career Opportunities

Multimedia Artists and Animators, Camera Operators, Television Producers, Video Producers, Motion Picture Producers, Television Editors, Video Editors, Motion Picture Film Editors, Stage Directors, Motion Pictures Directors, Television Directors, Radio Directors, Talent Directors, Program Directors, Technical Directors/Managers, Casting Directors

Program Learning Outcomes

1. Conceptualize, plan, execute, and deliver film, television, and digital media content using film, television and digital media practices, theory and techniques, while demonstrating technical proficiency in industry standard hardware and software;
2. Apply film, television and electronic media's creative process as a dynamic progression of research, speculation, experimentation, revision, critique and refinement;
3. Communicate film, television, radio and electronic media storytelling, confidently in work, presentation, and writing;
4. Develop basic business practices for the film, television and electronic media industry to include freelancing strategies, portfolio creation and promotion, and professional communication strategies.

Required Core (choose minimum 6 units)		Units
MCOM 40	Introduction to Broadcasting	3
	or	
MCOM 41	Introduction to Mass Communications	3
FILM 14	Introduction to Cinematic Arts	3
FILM 12	Screenwriting and Visual Storytelling	3
	or	
MCOM 42	Writing for Broadcasting	3

List A (choose 1 course from each area)

Area 1: Audio

MCOM 50	Radio Studio Techniques	3

Area 2: Video or Film Production

FILM 15	Introduction to Digital Filmmaking	3
FILM 16	Documentary Filmmaking	3
FILM 17	Motion Picture Filmmaking	3

List B

Select one course from below which is not already used to satisfy the Required Core or List A requirements

FILM 15	Introduction to Digital Filmmaking	3
FILM 16	Documentary Filmmaking	3

List C

Select one course from below which is not already used to satisfy the Required Core, List A, or List B requirements

DIGM 12A	Motion Graphics	3
DIGM 10A	Introduction to Animation	3
DIGM 6A	Photo Compositing	3
DIGM 11	Video Editing	3
ARTH 3	Film History and Appreciation	3
HUMN 68	World Mythology	3
THTR 1	Introduction to Acting	3

Major Requirements	18 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

FILM AND ANIMATION

Associate in Arts

The Film and Animation program provides students a comprehensive foundation in film and animation theory, screenwriting, character development, storyboarding, editing, camera work, illustration, design, and motion graphics. The program is geared towards students who want to acquire fundamental skills in film aesthetics, film and animation practice, and film and animation technology. These skills will help students prepare to either enter the workforce and provide a foundation for a Bachelor of Arts in Film or Animation.

Career Opportunities

Filmmaker, Animator, Storyboard Artist, Animation Artist, Concept Artist, Character Artist, 3D Modeler, Videographer, Film Editor, Motion Graphics Designer, Producer, Director, Creative Director, Art Director, Production Coordinator, Cameraperson, Cinematographer, Gaffer, Production Designer, Makeup Artist, Set Director

Program Learning Outcomes

1. Conceptualize, plan, execute, and deliver motion picture content using film and animation practices, theory and techniques, while demonstrating technical proficiency in industry standard hardware and software.
2. Communicate motion picture storytelling, confidently in work, presentation, and writing.
3. Apply the motion picture creative process as a dynamic progression of research, speculation, experimentation, revision, critique and refinement.
4. Develop basic business practices for the motion picture industry to include freelancing strategies, portfolio creation and promotion, and professional communication strategies.

Required Core (15 units)		Units
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
FILM 12	Screenwriting and Visual Storytelling	3
FILM 14	Introduction to Cinematic Arts	3
FILM 15	Introduction to Digital Filmmaking	3

Electives (choose 9 units)

ART 2A	Introduction to Drawing	3
ART 3A	Figure and Composition I	3
ART 17A	Beginning Sculpture 1	3
ART 23	2-D Foundations	3
ART 25	Color Theory	3
DIGM 4A	Digital Illustration	3
DIGM 6A	Photoshop	3
DIGM 12A	Motion Graphics	3
DIGM 13	2D Animation	3
DIGM 14	3D Modeling & Animation	3
DIGM 20	Digital Portfolio and Promotion	1.5
FILM 16	Documentary Filmmaking	3
FILM 17	Motion Picture Filmmaking	3
PHOT 1A	Digital Photography I	3
THTR 4	Acting on Camera	3
THTR 6	Movement for the Actor	3

Major Requirements	24 units
General Education Requirements	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ANIMATION

Certificate of Achievement

The Animation certificate of achievement provides students a foundation in figure drawing, storyboarding, screenwriting, character development, editing, concept art, and motion graphics. The program is geared towards students who want to acquire fundamental skills in animation art, production, and technology. Students have the unique opportunity to make their first short animation and learn how to screen, promote and market their animation. These skills will help students continue their studies in animation.

Career Opportunities

Filmmaker, Animator, Storyboard Artist, Animation Artist, Video Game Artist, Concept Artist, Character Artist, 3D Modeler, Videographer, Film Editor, Motion Graphics Designer, Producer, Director, Creative Director, Art Director, Production Coordinator. Labor market information suggests 6% growth in animation and multimedia arts with a higher median hourly wage than other digital media industries.

Program Learning Outcomes

1. Create animations using the 12 principles of animation with a strong storytelling framework;
2. Communicate using animation, confidently in work, presentation, and writing;
3. Apply animation principles as a dynamic progression of research, speculation, experimentation, prototyping, critique and refinement;
4. Develop basic animation business practices to include freelancing strategies, portfolio creation and promotion, and professional communication strategies.

Required Core		Units
ART 2A	Introduction to Drawing	3
ART 3A	Figure and Composition I	3
FILM 12	Screenwriting and Visual Storytelling	3
DIGM 10A	Introduction to Animation	3

Electives (choose 6 units)

DIGM 4A	Digital Illustration	3
DIGM 6A	Photo Compositing	3
DIGM 12A	Motion Graphics	3
DIGM 13	2D Animation	3
DIGM 14	3D Modeling & Animation	3
DIGM 20	Digital Portfolio and Promotion	1.5
FILM 14	Introduction to Cinematic Arts	3
FILM 17	Motion Picture Filmmaking	3
Total		**18**

FILMMAKING

Certificate of Achievement

The Filmmaking certificate of achievement provides students a foundation in film theory, screenwriting, character development, storyboarding, editing, camera work, video editing, and motion graphics. Students have the unique opportunity to make their first short film and learn how to screen and promote their films. These skills will help students either continue as independent filmmakers or continue their studies in film.

Career Opportunities

Camera Operator, Cinematographer, Director of Photography, Producer, Editor, Director, Videographer, Animator, Production Coordinator, Visual Storyteller, Digital Storyteller, and Social Video Producer, Motion Graphics Editor. Labor market information suggests 10 percent growth in video editing in the Bay Area region, 5 percent growth in camera operation, and 9 percent growth in producing and directing multimedia content.

Program Learning Outcomes

1. Communicate motion picture storytelling, confidently in work, presentation, and writing.
2. Conceptualize, plan, execute, and deliver motion picture content using film and animation practices, theory and techniques, while demonstrating technical proficiency in industry standard hardware and software.
3. Apply the motion picture creative process as a dynamic progression of research, speculation, experimentation, revision, critique and refinement.
4. Develop basic business practices for the motion picture industry to include freelancing strategies, portfolio creation and promotion, and professional communication strategies.

Required Core		**Units**
FILM 12	Screenwriting and Visual Storytelling	3
FILM 14	Introduction to Cinematic Arts	3
FILM 15	Introduction to Digital Filmmaking	3

Electives (choose 7.5-9 Units)		
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 6A	Photoshop	3
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
DIGM 12A	Motion Graphics	3
DIGM 20	Digital Portfolio and Promotion	1.5
FILM 16	Documentary Filmmaking	3
FILM 17	Motion Picture Filmmaking	3
PHOT 1A	Digital Photography I	3
Total		**16**

FILM (FILM) COURSES

9 Film Production Colloquia 1 Unit

Explorations in DV film production and presentation. Analysis of skills acquired through production assistance including research, budgets, permits, clearances, releases, location scouting, film crewing, post-production, marketing, screenings, festivals, or some combination of these. 18 hours lecture, 18 hours laboratory.

12 Screenwriting and Visual Storytelling 3 Units

A course where students write for film and electronic media. Emphasis on preparing scripts in proper formats, including fundamental technical, conceptual and stylistic issues related to writing fiction and non-fiction scripts for informational and entertainment purposes in film and electronic media. 54 hours lecture. **Strongly Recommended** FILM 14 (with a grade of "C" or higher).

14 Introduction to Cinematic Arts 3 Units

Introduces the analysis of film and animation aesthetics. Examines form and content, aesthetics and meaning, and history and culture of film and animation. Explores the diverse possibilities presented by the cinematic art form through an examination of a wide variety of productions, cinemas, and film movements. Topics include modes of production, narrative and non-narrative forms, visual design, editing, sound, genre, ideology and critical analysis. 54 hours lecture. **Strongly Recommended** ENGL 1A.

15 Introduction to Digital Filmmaking 3 Units

Introduction to digital filmmaking as an artistic medium through lectures, screenings, demonstrations, and hands-on practicum. Critical analysis and appreciation of production elements and development of skills in pre-production planning, digital cinematography, direction of actors, sound design, art direction, and post-production. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** FILM 14 (with a grade of "C" or higher).

16 Documentary Filmmaking 3 Units

Introduction to documentary filmmaking and current techniques of digital documentary including, sound, video and mixed media documentary. Story basics, research, structure, objective/subjective approach, audio recording, shooting setups, interviewing, and rough-cut editing. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** FILM 15.

17 Motion Picture Filmmaking 3 Units

Want to be a film director and make your first short film? Then this is the course for you. This course provides an introduction to the theory, terminology, and process of motion picture production for film and television. Students will take their script, create pre-production documents, cast your film, direct actors, light, shoot and record audio for your first short film. Finally students will review dailies and prepare their film for post production. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** FILM 15 (with a grade of "C" or higher) or FILM 14 (with a grade of "C" or higher) FILM 12.

89 Special Studies in Film 0.5 - 5 Units

Individual projects in Digital Video (DV) film production at the intermediate to advanced level. Development of knowledge and skills acquired in previous or current work with emphasis on current projects involving writing, producing, directing, cinematography, sound recording/sound design, lighting, art direction, production design, editing, or some combination of these. 27-270 hours laboratory. **Prerequisite** with a grade of B or higher, Two of the following courses FILM 14 with a grade of B or higher FILM 15 with a grade of B or higher FILM 16 with a grade of B or higher.

FIRE TECHNOLOGY (FT)

Degrees

AS Fire Prevention Inspector
AS Fire Technology

Certificate of Achievement

Fire Fighter Academy
Fire Prevention Inspector
Fire Technology

FIRE PREVENTION INSPECTOR

Associate in Science

The Fire Prevention Inspector program is based on the six core curses of the Uniform Fire Technology curriculum as approved by the State Board of Fire Services and the California Fire Chiefs Association. The core courses align with the California C-ID program and the National Fire Academy Fire and Emergency Services Higher Education (FESHE Model Curriculum: Associate's (Core). Additionally, the Fire Prevention Inspector Program offers general courses in applied physics and chemistry, as well as specialized courses in fire prevention, fire inspection, public safety, building construction, and fire protection system design.

Career Opportunities

Fire Inspector, Code Compliance Officer, Fire Marshal, Plans Examiner, Fire Protection Specialist, Community Risk Educator, Fire Prevention Specialist, and Public Safety Officer.

Program Learning Outcomes

1. Identify and comprehend laws, regulations, codes and standards that influence fire department operations, and identify regulatory and advisory organizations that create and mandate them, especially in the areas of fire prevention, building codes and ordinances, and firefighter health and safety.
2. Perform basic fire inspector tasks involving report writing, building inspection, code compliance, records management and measurements and calculations as they relate to the International Fire and Building Codes, California edition.
3. Analyze the effects of fire on the environment and relate how the efforts of modern day fire prevention technology, fire protection equipment and systems, and building construction for fire protection contribute to the protection of society against unwanted fire.
4. Identify and describe common types of building construction and conditions associated with structural collapse and firefighter safety.

Required Core		Units
FT 1	Principles of Emergency Services	3
FT 2	Principles of Fire and Emergency Services Safety and Survival	3
FT 3	Fire Behavior and Combustion	3
FT 4	Fire Prevention	3
FT 5	Fire Protection Systems	3
FT 6	Building Construction for Fire Protection	3

List A		
INDT 74	Measurements and Calculations	3
	or	
MTH 47	Mathematics for Liberal Arts	3
BUS 22	Introduction to Management	3

Required Major-Specific G.E. Requirement (choose 1 course)		
ADMJ 54	Investigative Reporting	3
BUS 14	Business Communications	3
ENGL 70	Report Writing	3

Major Requirements	24 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

FIRE TECHNOLOGY

Associate in Science

The Fire Technology Associate Degree is based on the Uniform Fire Technology curriculum as approved by the State Board of Fire Services and the California Fire Chiefs Association. The six Fire Technology core courses align with the California C-ID program and the National Fire Academy Fire and Emergency Services Higher Education (FESHE) Model Curriculum: Associate's (Core). All Fire Academy coursework is taught to the National Fire Protection Association (NFPA) 1001 - Standard for Fire Fighter Professional Qualifications. Successful completion of the Fire Academy prepares the pre-employment student firefighter with qualifying experience for certification as California Fire Fighter I by the International Fire Service Accreditation Congress and the Pro Board Fire Service Professional Qualifications System (IFSAC / ProBoard) as administered by the California Office of State Fire Marshal, Division of State Fire Training. Classes are also offered for fire service personnel pursuing California Fire Service Training and Education System (CFSTES) Certification Track programs for Company Officer, Driver/Operator and related disciplines.

Career Opportunities

Firefighter, Driver/Operator, Fire Company Officer, Ambulance EMT/ Paramedic, Seasonal Wildland Firefighter, Forest and Conservation Technician, Forestry Aide, Cal Fire Fire Fighter I, and Public Safety Officer.

Program Learning Outcomes

1. Demonstrate knowledge and skills required to respond safely and effectively to fire and environmental emergency situations at the private, city, state and federal levels with emphasis in one or more of the following areas: structural fire suppression and rescue incidents; hazardous materials operations-level incidents; wildland fire incidents; emergency medical first responder and basic life support incidents.
2. Identify minimum qualifications and entry-level skills for fire fighter hiring. The student will be able to describe the following elements: application process; written exam process; physical ability exam; oral interview; chief's interview; background investigation; and firefighter probationary process.

Year One - First Semester - Core Courses

Asterisk * denotes FT 1 (or equivalent course, including former FT 50 - Fire Protection Organization), FT 88A (or equivalent Fire Fitness Training), and EMS 1 (or equivalent certified Emergency Medical Responder training) must either be in progress or successfully completed with a "C" or better to enroll in FT 10 (Introduction to Fire Fighter I Academy). FT 10 must be successfully completed with a "Pass" to register for FT 11 (Fire Fighter I Academy).

FT 1 *	Principles of Emergency Services	3
EMS 1 *	First Responder	2.5
FT 88A *	Introduction to Fire Fitness Training	1
FT 2	Principles of Fire and Emergency Services Safety and Survival	3
FT 6	Building Construction for Fire Protection	3

Year One - Second Semester - Core Courses

EMS 2	Emergency Medical Technician - Basic	7
	and	
EMS 2W	Patient Stabilization, Extrication & Triage	0.5
FT 3	Fire Behavior and Combustion	3
FT 10 *	Introduction to Fire Fighter I Academy	1.5

Fire Academy students are encouraged to enroll in Fire Technology 88B to maintain fire fitness training requirements in preparation for the Academy.

Year Two - First Semester - Core Courses

FT 11	Fire Fighter Academy	17

Fire Academy students are encouraged to enroll in Fire Technology 88B or 88C during Fire Fighter I Academy to maintain fire fitness training requirements.

Year Two - Second Semester - Core Courses

FT 4	Fire Prevention	3
FT 5	Fire Protection Systems	3

Required Major-Specific G.E. Requirement (choose 1 course)

BUS 14	Business Communications	3
ENGL 70	Report Writing	3
ADMJ 54	Investigative Reporting	3

Major Requirements	47.5 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

FIRE FIGHTER ACADEMY

Certificate of Achievement

The Certificate of Achievement for Fire Fighter Academy is based on the Certification Training Standards and the Uniform Fire Technology curriculum as approved by the State Board of Fire Services and the California Fire Chiefs Association. Fire Technology core courses align with the California C-ID program and the National Fire Academy Fire and Emergency Services Higher Education (FESHE) Model Curriculum: Associate's (Core). All Fire Academy coursework is taught to the National Fire Protection Association (NFPA) 1001 - Standard for Fire Fighter Professional Qualifications. Successful completion of the Fire Fighter I Academy prepares the pre-employment student firefighter with qualifying experience for certification as California Fire Fighter I by the International Fire Service Accreditation Congress and the Pro Board Fire Service Professional Qualifications System (IFSAC / ProBoard) as administered by the California Office of State Fire Marshal, Division of State Fire Training.

Career Opportunities

Firefighter, Driver/Operator, Fire Company Officer, Ambulance EMT/ Paramedic, Seasonal Wildland Firefighter, Forest and Conservation Technician, Forestry Aide, Cal Fire Fire Fighter I, and Public Safety Officer.

Program Learning Outcomes

1. Demonstrate knowledge and skills required to respond safely and effectively to fire and environmental emergency situations at the private, city, state and federal levels with emphasis in one or more of the following areas: structural fire suppression and rescue incidents; hazardous materials operations-level incidents; wildland fire incidents; emergency medical first responder and basic life support incidents.
2. Identify minimum qualifications and entry-level skills for firefighter hiring. The student will be able to describe the following elements: application process; written exam process; physical ability exam; oral interview; chief's interview; background investigation; and firefighter probationary process.

Required Core		Units
FT 1	Principles of Emergency Services	3
FT 2	Principles of Fire and Emergency Services Safety and Survival	3
FT 7	Health and Fitness for the Fire Service	3
FT 10	Introduction to Fire Fighter I Academy	1.5
FT 11	Fire Fighter I Academy (17)	
FT 88A	Introduction to Fire Fitness Training	1
List A		
EMS 1	First Responder	2.5
EMS 2	Emergency Medical Technician - Basic	7
EMS 2W	Patient Stabilization, Extrication & Triage	0.5
Total		**38.5**

Note: Option to waive EMS requirement by meeting with Fire Technology faculty and completing the waiver.

FIRE PREVENTION INSPECTOR

Certificate of Achievement

The Fire Prevention Inspector program is based on the six core courses of the Uniform Fire Technology curriculum as approved by the State Board of Fire Services and the California Fire Chiefs Association. The core courses align with the California C-ID program and the National Fire Academy Fire and Emergency Services Higher Education (FESHE) Model Curriculum: Associate's (Core). Additionally, the Fire Prevention Inspector Program offers general courses in applied physics and chemistry, as well as specialized courses in fire prevention, public safety, building construction and fire protection system design.

Career Opportunities

Fire Inspector, Code Compliance Officer, Fire Marshal, Plans Examiner, Fire Protection Specialist, Community Risk Educator, Fire Prevention Specialist, and Public Safety Officer.

Program Learning Outcomes

1. Perform basic fire inspector tasks involving report writing, building inspection, code compliance, records management and measurements and calculations as they relate to the California Fire and Building Codes.
2. Analyze the effects of fire on the environment and relate how the efforts of modern day fire prevention technology, fire protection equipment and systems, and building construction for fire protection contribute to the protection of society against unwanted fire.

Required Core		Units
FT 1	Principles of Emergency Services	3
FT 2	Principles of Fire and Emergency Services Safety and Survival	3
FT 3	Fire Behavior and Combustion	3
FT 4	Fire Prevention	3
FT 5	Fire Protection Systems	3
FT 6	Building Construction for Fire Protection	3
List A		
INDT 74	Measurements and Calculations	3
	or	
MTH 47	Mathematics for Liberal Arts	3
ADMJ 54	Investigative Reporting	3
	or	
BUS 14	Business Communications	3
	or	
ENGL 70	Report Writing	3
BUS 22	Introduction to Management	3
Total		**27**

FIRE TECHNOLOGY

Certificate of Achievement

The Certificate of Achievement for Fire Technology is based on the Uniform Fire Technology curriculum as approved by the State Board of Fire Services and the California Fire Chiefs Association. The six Fire Technology core courses align with the California C-ID program and the National Fire Academy Fire and Emergency Services Higher Education (FESHE) Model Curriculum: Associate's (Core). All Fire Academy coursework is taught to the National Fire Protection Association (NFPA) 1001 - Standard for Fire Fighter Professional Qualifications. Successful completion of the Fire Academy prepares the pre-employment student firefighter with qualifying experience for certification as California Fire Fighter I by the International Fire Service Accreditation Congress and the Pro Board Fire Service Professional Qualifications System (IFSAC / ProBoard) as administered by the California Office of State Fire Marshal, Division of State Fire Training.

Career Opportunities

Firefighter, Driver/Operator, Fire Company Officer, Ambulance EMT/ Paramedic, Seasonal Wildland Firefighter, Forest and Conservation Technician, Forestry Aide, Cal Fire Fire Fighter I, and Public Safety Officer.

Program Learning Outcomes

1. Demonstrate knowledge and skills required to respond safely and effectively to fire and environmental emergency situations at the private, city, state and federal levels with emphasis in one or more of the following areas: structural fire suppression and rescue incidents; hazardous materials operations-level incidents; wildland fire incidents; emergency medical first responder and basic life support incidents.
2. Identify minimum qualifications and entry-level skills for firefighter hiring. The student will be able to describe the following elements: application process; written exam process; physical ability exam; oral interview; chief's interview; background investigation; and firefighter probationary process.

Year One - First Semester - Core Courses

FT 1	Principles of Emergency Services	3
EMS 1	First Responder	2.5
FT 2	Principles of Fire and Emergency Services Safety and Survival	3
FT 88A	Introduction to Fire Fitness Training	1
FT 6	Building Construction for Fire Protection	3

First Year - Second Semester - Core Courses

EMS 2	Emergency Medical Technician - Basic and	7
EMS 2W	Patient Stabilization, Extrication & Triage	0.5
FT 3	Fire Behavior and Combustion	3
FT 10	Introduction to Fire Fighter I Academy	1.5

Year Two - First Semester - Core Courses

FT 11	Fire Fighter I Academy 17	

Fire Academy students are encouraged to enroll in Fire Technology 88B or 88C during Fire Fighter I Academy to maintain fire fitness training requirements.

Year Two - Second Semester - Core Courses

FT 4	Fire Prevention	3
FT 5	Fire Protection Systems	3
Total		**47.5**

FIRE TECHNOLOGY (FT) COURSES

1 Principles of Emergency Services 3 Units

This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives. (May not receive credit if Fire Tech 50 has been completed.) 54 hours lecture, 12.6 hours laboratory. **Strongly Recommended** ENGL 1A.

2 Principles of Fire and Emergency Services Safety and Survival 3 Units

This course provides students with the basic principles and history related to the national firefighter life safety initiatives, with a focus on the need for cultural and behavioral changes throughout the emergency services. Topics include assessment of fire dangers; common fire situations; risk abatement; personal preparation for unforeseen fire emergencies; roles and responsibilities in educating the public on fire safety; and development of a survival attitude. Students learn problem-solving techniques for increased situational awareness and self-reliance in emergencies. This course is intended for students majoring in Fire Technology; practicing firefighters and other emergency service personnel; or anyone with an interest in fire safety. (May not receive credit if Fire Tech 52 has been completed.) 54 hours lecture. **Strongly Recommended** FT 1or concurrent enrollment, or FT 50 (with a grade of "C" or higher).

3 Fire Behavior and Combustion 3 Units

This course introduces students to the theory and fundamentals of fire behavior including how fires start; how and why they spread; and how they are controlled. Topics include fire chemistry and physics; fire characteristics of materials; extinguishing agents; and fire control techniques. This course is intended for students majoring in Fire Technology and Fire Prevention Inspector, or anyone interested in fire science. (May not receive credit if Fire Tech 53 has been completed.) 54 hours lecture. **Advisory** Eligibility for ENGL 1A **Strongly Recommended** FT 1 (with a grade of "C" or higher) or FT 50 (with a grade of "C" or higher).

4 Fire Prevention 3 Units

This course provides fundamental knowledge relating to the field of fire prevention. Topics include: history and philosophy of fire prevention; organization and operation of a fire prevention bureau; use and application of codes and standards; plans review; fire inspections; fire and life safety education; and fire investigation. This course is intended for students majoring in Fire Technology and Fire Prevention Inspector, or anyone interested in fire prevention. (May not receive credit if Fire Tech 54 has been completed.) 54 hours lecture. **Advisory** Eligibility for ENGL 1A **Strongly Recommended** FT 1 (with a grade of "C" or higher) or FT 50 (with a grade of "C" or higher).

5 Fire Protection Systems 3 Units

This course provides information relating to the features of design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and portable fire extinguishers. This course is intended for students majoring in Fire Technology and Fire Prevention Inspector, or anyone interested in fire protection. (May not receive credit if Fire Tech 55 has been completed.) 54 hours lecture. **Advisory** Eligibility for ENGL 1A **Strongly Recommended** FT 1 (with a grade of "C" or higher) or FT 50 (with a grade of "C" or higher).

6 Building Construction for Fire Protection 3 Units

This course provides the components of building construction related to firefighter and life safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies. Other topics include the development and evolution of building and fire codes in relation to past fires in residential, commercial, and industrial occupancies. This course is intended for students majoring in Fire Technology and Fire Prevention Inspector, or anyone interested in fire protection. (May not receive credit if Fire Tech 56 has been completed.) 54 hours lecture. **Advisory** Eligibility for ENGL 1A **Strongly Recommended** FT 1 (with a grade of "C" or higher) or FT 50 (with a grade of "C" or higher).

7 Health and Fitness for the Fire Service 3 Units

Health, wellness and physical fitness are examined from a global and occupational viewpoint. Emphasis on the Seven Dimensions of Wellness from a Fire Service perspective. An introduction to concepts of lifetime fitness and wellness with an emphasis on physical fitness and lifestyle choices. May not receive credit if KINE 24 has been completed. 54 hours lecture.

10 Introduction to Fire Fighter I Academy 1.5 Units

This course provides an orientation to the Fire Fighter I Academy and introduces the applied operation and maintenance of basic rescue and fire suppression apparatus and equipment. Topics include radio communications, ropes, ladders, hose, personal protective equipment, tool operations, maintenance, and physical fitness training. This course is required for students preparing to apply to the Fire Fighter I Academy at Chabot College. (May not receive credit if Fire Tech 89 and Fire Tech 51W have been completed.) 18 hours lecture, 27 hours laboratory. **Advisory** Eligibility for ENGL 1 Eligibility for MTH 53 **Prerequisite** FT 50 (with a grade of "C" or higher) or FT 1 (with a grade of "C" or higher) or concurrent enrollment and EMS 1 (with a grade of "C" or higher) or concurrent enrollment and FT 88A (with a grade of "C" or higher) or concurrent enrollment **Strongly Recommended** EMS 2 (with a grade of "C" or higher) and EMS 2W (with a grade of "C" or higher) FT 52 (with a grade of "C" or higher) or FT 2 (with a grade of "C" or higher) and FT 53 (with a grade of "C" or higher) or FT 3 (with a grade of "C" or higher) FT 56 (with a grade of "C" or higher) or FT 6 (with a grade of "C" or higher) INDT 74 (with a grade of "C" or higher).

11 Fire Fighter I Academy 17 Units

This course provides the skills and knowledge needed for the entry-level firefighter, career or volunteer, to perform his/her duties safely, effectively, and competently. The curriculum is based on the NFPA 1001 Standard for Fire Fighter Professional Qualifications, the NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the NFPA 472 Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the California State Fire Fighter I curriculum are: general knowledge germane to the profession, fire department communications, fireground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD. The course emphasizes the requirements of the California State Board of Fire Services Certified Firefighter I training, International Fire Service Accreditation Congress (IFSAC) standards, Professional Qualifications (ProBoard) requirements, and Cal Fire Wildland Firefighter-Basic training. This course, combined with Firefighter I Academy Skills Review and Certification, satisfies all training requirements for the IFSAC Firefighter I certification. Certificates of Completion for Fire Fire Fighter I Academy and Cal Fire Basic Firefighter issued with a grade of "C" or better. 162 hours lecture, 432 hours laboratory. **Prerequisite** FT 10 (with a grade of "C" or higher) or FT 89 (with a grade of "P" or higher) and FT 51W (with a grade of "C" or higher).

11CAP Fire Fighter I Capstone Testing **1.5 Units**

4 hours lecture, 71 hours laboratory: 40 hours skills practice, 3 hours certification written exam, and 24 hours certification skills evaluation. This course prepares students to meet the State Fire Training (SFT) requirements for Fire Fighter I (FFI) including the capstone knowledge and skills necessary to pass. Upon successful completion, students will receive a pass letter from SFT. The course is 4 hours lecture, 71 hours laboratory: 40 hours skills practice, 3 hours certification written exam, and 24 hours certification skills evaluation. 4 hours lecture, 71 hours laboratory. **Prerequisite** FT 90C (with a grade of "C" or higher) or FT 11 (with a grade of "C" or higher) Equivalent training to FT 11 or Completion of a Fire Fighter I Academy.

88A Introduction to Fire Fitness Training **1 Unit**

This course is designed to prepare the Fire Technology student for the physical rigors of FT89 and the Chabot Fire Academy. Course sessions will address aspects of physical training, ladder and hydrant operations and knots utilized in the Fire Service. May not receive credit if PEAC FFT has been completed. 54 hours laboratory.

88B Intermediate Fire Fitness Training **1 Units**

This course is designed to further the physical fitness and vocational skills of the fire technology student. Course sessions will consist of physical training and continuing fire service skills development. May not receive credit if PEAC FFT1 has been completed. 54 hours laboratory. **Prerequisite** FT 88A (with a grade of "C" or higher) or PEAC FFT (with a grade of "C" or higher).

88C Advanced Fire Fitness Training **1 Units**

Designed to increase the skill and fitness levels developed in FFT 2 or FT 88B, intermediate fire fitness training. May not receive credit if PEAC FFT 2 has been completed. 54 hours laboratory. **Prerequisite** FT 88B (with a grade of "C" or higher) or PEAC FFT1 (with a grade of "C" or higher).

88D Tactical Fire Fitness Training **1 Units**

This course is designed to maximize the physical fitness and vocational skills development of the Fire Technology student. May not receive credit if PEAC FFT 3 has been completed. 54 hours laboratory. **Prerequisite** FT 88C (with a grade of "C" or higher) or PEAC FFT2 (with a grade of "C" or higher).

95 Work Experience/FT **1 - 3 Units**

College-supervised on-the-job training while working in a fire service related occupation. Student Firefighters will need to provide proof of current EMT-Basic or Paramedic license, as well as current CPR certification and medical vaccinations before riding along with host fire agencies. 90-270 hours laboratory. **Prerequisite** equivalent State Fire Fighter I Academy Certificate courses and current EMT-Basic or Paramedic Certification. Student Fire Inspector: Completion of Certificate of Achievement Program for Fire Prevention - Inspector. **Corequisite** FT 96.

96 Work Experience Seminar/FT **1 Unit**

Focal point for the coordination of the curriculum with college-supervised part-time or full-time employment or volunteer work in the fire service field. Case studies, job-related problems, student cases and presentations, and material related to employment, organization, and management; emphasis on building strong working relationships with supervisors, subordinates, and coworkers. Student Firefighters will need to provide proof of current EMT-Basic or Paramedic license, as well as current CPR certification and medical vaccinations before riding along with host fire agencies. 18 hours lecture. **Prerequisite** Student Firefighter: Completion of an Accredited California Fire Fighter I Academy. Student Fire Inspector: Completion of Certificate of Achievement Program for Fire Prevention Inspector. **Corequisite** FT 95.

FRENCH (FRNC)

Degrees

AA French

Certificate of Achievement

French
International Entrepreneur ? French

FRENCH

Associate in Arts

This program consists of four semesters of thorough linguistic and cultural training in French. French is one of the world?s most influential languages and there are opportunities for working in many industries where knowledge of French is considered valuable. Language courses are transferable and in some instances may be used to meet major and/or general education requirements.

Career Opportunities

More than 220 million people speak French on five continents. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world. This degree is developed to prepare students for this growing need in the job market and to provide the French language and cultural competency needed for career opportunities in the fields of education, interpretation/translation, hospitality/tourism, banking/finance, government/immigration, sales/customer service, and other relevant fields. Furthermore, students seeking to work for international French-speaking companies with offices in the USA and Canada could also benefit from this certificate as it certifies the accomplishment and knowledge of the language.

Program Learning Outcomes

1. Demonstrate proficiency in understanding and using, orally, the grammatical structures presented and vocabulary assigned.
2. Demonstrate proficiency in understanding and using, in writing, the grammatical structures presented and vocabulary assigned.

Required Core (18-20 units)		Units
FRNC 1A	Beginning French	5
	or	
FRNC 1A1	Beginning French 1	3
	and	
FRNC 1A2	Beginning French 2	3
FRNC 1B	Elementary French	5
	or	
FRNC 1B1	Elementary French 1	3
	and	
FRNC 1B2	Elementary French 2	3
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4

A minimum of 18 units is required in major courses. Allowable course substitutions in place of lower level language courses are below:

ARTH 5	Art History - Renaissance to Modern-Day	3
HIS 2	History of Western Civilization Since 1600	3
HUMN 50	The Artful Life	3
PHIL 65	Introduction to Philosophy: Theory of Knowledge	3
PHIL 70	Introduction to Political and Social Philosophy	3

Major Requirements	18 - 20 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60

FRENCH

Certificate of Achievement

The Certificate of Achievement in French provides students, prospective employers and others with documented evidence of knowledge, skills, and academic accomplishment in the language. Each course must be completed with a final grade of C or higher or Pass

Career Opportunities

More than 220 million people speak French on five continents. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world. This certificate is developed to prepare students for this growing need in the job market and to provide the French language and cultural competency needed for career opportunities in the fields of education, interpretation/translation, hospitality/tourism, banking/finance, government/immigration, sales/customer service, and other relevant fields. Furthermore, students seeking to work for international French-speaking companies with offices in the USA and Canada could also benefit from this certificate as it certifies the accomplishment and knowledge of the language.

Program Learning Outcomes

1. Demonstrate proficiency in understanding and using, orally, the grammatical structures presented and vocabulary assigned
2. Demonstrate proficiency in understanding and using, in writing, the grammatical structures presented and vocabulary assigned

Required Core		Units
FRNC 1A	Beginning French	5
	or	
FRNC 1A1	Beginning French 1	3
	and	
FRNC 1A2	Beginning French 2	3
	and	
FRNC 1B	Elementary French	5
	or	
FRNC 1B1	Elementary French 1	3
	and	
FRNC 1B2	Elementary French 2	3
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4

A minimum of 16 units is required in major courses. Allowable course substitutions in place of lower level language courses are below:

HIS 2	History of Western Civilization Since 1600	3
HUMN 50	The Artful Life	3
ARTH 5	Art History - Renaissance to Modern-Day	3
PHIL 65	Introduction to Philosophy: Theory of Knowledge	3
PHIL 70	Introduction to Political and Social Philosophy	3
Total		**18 - 20**

INTERNATIONAL ENTREPRENEUR - FRENCH

Certificate of Achievement

This certificate combines French language proficiency, business culture, and entrepreneurship to prepare students to seize opportunities in the global market. Students complete at least 3 semesters of French and continue with Business / Entrepreneurship courses.

Career Opportunities

Employment Outlook for Global Trade & Logistics and International Business and Trade Occupations: Entrepreneur, global trade and logistic worker, business consultant, business operations specialist, supply chain specialist, logistics analyst, human resource specialist, cargo and freight agent, shipping, receiving, purchasing, and traffic clerk, sales clerk.

Program Learning Outcomes

1. Identify and evaluate new business opportunities while demonstrating proficiency in understanding and using French;
2. Prepare marketing and business plans for a new venture in French speaking countries;
3. Effectively pitch their new business idea to potential investors and partners, both orally and in writing in French.

Required Core		Units
FRNC 1A	Beginning French	5
FRNC 1B	Elementary French	5
FRNC 2A	Intermediate French	4
ENTR 1	Introduction to Entrepreneurship	3
BUS 40	International Business	3

Substitutions for advanced language students that pass the prerequisite challenge/override must complete a minimum of 20 units to earn the certificate. Advanced students may use courses from the list below to meet the total units required.

FRNC 2B	Advanced French	4
ENTR 20	Marketing for Entrepreneurs	3
BUS 12	Introduction to Business	3
Total		**20**

FRENCH (FRNC) COURSES

1A Beginning French 5 Units

Introduction to the French-speaking cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of French. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if FRNC 1A1 and/or 1A2 have been completed. 90 hours lecture, 18 hours laboratory. **Strongly Recommended** Eligibility for ENGL 1.

1A1 Beginning French 1 3 Units

Introduction to the French-speaking cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of French. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if FRNC 1A has been completed. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** Eligibility for ENGL 1.

1A2 Beginning French 2 3 Units

Further study of the French-speaking cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of French. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if FRNC 1A has been completed. 54 hours lecture, 18 hours laboratory. **Prerequisite** FRNC 1A1 (with a grade of "C" or higher).

1B Elementary French 5 Units

Further study of French-speaking cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of French begun in French 1A. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if FRNC 1B1 and/or 1B2 have been completed. 90 hours lecture, 18 hours laboratory. **Prerequisite** FRNC 1A (with a grade of "C" or higher) or FRNC 1A2 (with a grade of "C" or higher).

1B1 Elementary French 1 3 Units

Further study of French-speaking cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of French begun in French 1A2. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if FRNC 1B has been completed. 54 hours lecture, 18 hours laboratory.**Prerequisite** FRNC 1A (with a grade of "C" or higher) or FRNC 1A2 (with a grade of "C" or higher).

1B2 Elementary French 2 3 Units

Continued study of French-speaking cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of French begun in French 1B1. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if FRNC 1B has been completed. 54 hours lecture, 18 hours laboratory. **Prerequisite** FRNC 1B1 (with a grade of "C" or higher).

2A Intermediate French 4 Units

Review of grammar; reading of works of modern authors; practice in conversation and composition. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 72 hours lecture, 18 hours laboratory. **Prerequisite** FRNC 1B (with a grade of "C" or higher) or FRNC 1B2 (with a grade of "C" or higher).

2B Advanced French 4 Units

Reading of Francophone authors; advanced review of grammar; emphasis on speaking and composition. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 72 hours lecture, 18 hours laboratory. **Prerequisite** FRNC 2A (with a grade of "C" or higher).

50A French Conversation and Culture I 3 Units

Development of a basic understanding of spoken French through pronunciation, vocabulary, and applied grammar. Introduction to the everyday culture of Francophone people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory.

50B French Conversation and Culture II 3 Units

Development of skills learned in French 50A. Understanding of spoken French through pronunciation, vocabulary, and applied grammar. Further study of the life and culture of the Francophone people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory. **Prerequisite** FRNC 50A (with a grade of "C" or higher).

50C French Conversation and Culture III 3 Units

Development of skills learned in French 50B. Understanding of spoken French through pronunciation, vocabulary, and applied grammar. Further study of the culture and everyday life activities of Francophone people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory. **Prerequisite** FRNC 50B (with a grade of "C" or higher).

50D French Conversation and Culture IV 3 Units

Development of skills learned in French 50C. Understanding of spoken French through pronunciation, vocabulary, and applied grammar. Further study of the culture and everyday life activities of Francophone people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory. **Prerequisite** FRNC 50C (with a grade of "C" or higher).

GENERAL STUDIES (GNST)

GENERAL STUDIES (GNST) COURSES

1 Introduction to Online Learning 0.5 Units

Introduction to Online Learning and the district-provided Learning Management System. Review of strategies for success as an online student, including online learning expectations and time management techniques. 9 hours lecture.

5A Passion and Purpose 2.5 Units

Exploration and discovery of personal passions in the context of social and family relationships, serving the wider community, and analyzing and understanding higher education—particularly at Chabot College. Focus on connection of passion to one's talents and potential purpose(s) in life. 36 hours lecture, 36 hours laboratory.

5B Passion and Purpose 2.5 Units

Further exploration and discovery of personal passions in the context of social and family relationships, serving the wider community, and analyzing and understanding higher education--particularly at Chabot College. Further investigation of the connection of passion to one's talents and potential purposes in life. Completion of capstone community-based or college-based initiative that grows out of one's passions explored in GNST 5A. 36 hours lecture, 36 hours laboratory. **Prerequisite** GNST 5A (with a grade of "P" or higher).

6 P3: Passion and Purpose and Pathways 2 Units

Focus on the connection between personal passion and purpose to one?s choice of major and prospective career choices. Applying the principles of passion and purpose to specific careers pathways and opportunities. Exploration and discovery of how pathways choices intersect with the wider community, and higher education ?- particularly at Chabot College. 36 hours lecture.

10 Faculty Assistant Experience for Potential Teachers 1 - 2 Units

Work as a faculty assistant to gain a variety of experiences related to teaching and learning tasks. May not assist in course sections in which enrolled. Prerequisite: consent of instructor and Office of Academic Services. 45-90 hours laboratory. **Prerequisite** consent of instructor and Office of Academic Services.

32A Social Justice Leadership 3 Units

Students will learn about the theory and practice of leadership using social justice values and methods, including strategies to challenge inequity and inequality in the community. Students will analyze, dissect, and discuss social justice leadership theories and skills while they organize, coordinate and plan advocacy events and activities to support Chabot College students and the CIN! Community?s commitment to create, including but not limited to, racial, social, and economic equality. Students will work specifically within the CIN program to achieve these goals. 54 hours lecture. **Strongly Recommended** It is strongly recommended that students enrolled in this class have completed at least one course in Change It Now! Learning Community. (with a grade of "P" or higher)Another CIN! course .

32B Social Justice Leadership Intermediate 2 Units

Further development of leadership practice in social justice values and methods. Students organize, coordinate and plan advocacy events and activities to support Chabot College students, specifically the CIN program. 36 hours lecture. **Prerequisite** GNST 32A (with a grade of "C" or higher).

33A Student Leadership and the African American Experience 3 Units

Leadership development course through the lens of the African and African American experience. Students will research, discuss, and apply leadership theories, models, values and skills to develop their own leadership capacity and to support other students and build community. 36 hours lecture, 36 hours laboratory. **Strongly Recommended** ENGL 1A (with a grade of "C" or higher)It is strongly recommended that students enrolled in this class have completed at least 12 units at Chabot College, including English 1A.

33B Student Leadership and the African American Experience 3 Units

Development of a leadership vision, strategy and theory that focuses on African and African American leaders past and present. Individual and team design of projects that advance the academic achievement of African American, and other historically under-resourced students. Mentoring of upcoming new leaders to help them acquire leadership skills and practice. 36 hours lecture, 36 hours laboratory. **Prerequisite** GNST 33A (with a grade of "C" or higher).

52A Introduction to Student Leadership 2 Units

All students interested in learning effective community organizing and advocacy are encouraged to enroll in this course. Training in student leadership, advocacy and governance, incorporating practical application of student leadership skills. Includes but is not limited to conducting and attending meetings, organizing student initiatives, and planning campus events. Students will attend and participate in Student Senate meetings, student clubs, and Shared Governance meetings to receive credit for this course. 36 hours lecture.

52B Student Leadership II 2 Units

Students will continue to explore additional opportunities for community organizing and advocacy. Additional development of student leadership, advocacy and governance skills incorporating heightened practical application and effectiveness. Students will continue to attend and participate at an enhanced skill level in Student Senate meetings, student clubs and Shared Governance meetings to receive credit for this course. 36 hours lecture. **Prerequisite** GNST 52A (with a grade of "C" or higher).

115 Support with Writing and Reading 0.5 - 3 Units

(See also ENGL 115)

This credit course provides whole group, small group, laboratory, and individualized support with writing and reading assignments. Students meet regularly with a GNST 115 instructor during one of three open hours, as well as with WRAC tutors and WRAC English/ESL instructors, on a customized learning plan. Students will improve their academic reading skills, and/or their composition or sentence-level writing skills. Students may repeat this course until mastery of skills is met, not to exceed 3 units of credit course work. This class is intended to assist and prepare students to be successful in college-level credit coursework. 27-162 hours laboratory,

GEOGRAPHY (GEO)

Degrees

AA Geography
AA-T Geography

Certificate of Proficiency

Geographic Information Systems

GEOGRAPHY

Associate in Arts for Transfer

The Associate in Arts for Transfer in Geography introduces students to principles, theory, and applied methods of spatial analysis in studying both the natural and human environment. The degree is designed to develop the student's awareness of human-environment relationships and changes in the physical and cultural landscape induced by human activities. It provides students with a foundation in the knowledge and skills of the geography profession and prepares them for upper division university course work. Recipients of the Associate in Arts for Transfer degree are guaranteed admission with junior standing at a campus of the California State University system by completing 60 semester units that are transferable to the California State University, to include: The Intersegmental General Education Transfer Curriculum (IGETC for CSU) or the California State University Education Breadth requirements, a minimum of 18 semester units in a major or area of emphasis, grade "C" or better in all courses required for the major, and earn a minimum cumulative grade point average of 2.0.

Program Learning Outcomes

1. Demonstrate knowledge of physical processes and human-environment interactions, including their locations.
2. Assemble and analyze spatial information (maps, data, surveys, qualitative observations, etc.), using traditional and modern mapping technology methods.

Required Core (6 - 7 units)		Units
GEO 1	Introduction to Physical Geography	3
GEO 1L	Introduction to Physical Geography Laboratory	1
GEO 2	Cultural Geography	3
	or	
GEO 5	World Regional Geography	3

List A (choose 6 units)

Any core course course not already used.

GEO 8	Introduction to Weather and Climate	3
GEO 12	Geography of California	3
GEO 20	Introduction to Geographic Information Systems	3

List B (choose 2 courses)

Any List A or core course not already used

ANTH 3	Social and Cultural Anthropology	3
ENSC 10	Humans and the Environment	3
GEO 3	Economic Geography	3
GEO 10	Global Environmental Problems	3
GEO 13	Climate Studies	3
GEO 21	Spatial Analysis with GIS	3
GEOS 1	Physical Geology with Laboratory	4
MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

Major Requirements	19 - 21 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

GEOGRAPHY

Associate in Arts

Chabot College offers an Associate in Arts Degree in Geography to introduce students to principles, theory, and applied methods of spatial analysis in studying both the natural and human environment. The program in Geography is designed to develop the student's awareness of human-environment relationships and changes in the landscape induced by human activities. Geographers pursue careers in many diverse fields, including environmental conservation, land use planning, global change research, teaching, and applications of geographic information systems.

Career Opportunities

Geography is a integrative discipline that offers a knowledge base appropriate for many diverse academic and professional career paths, including secondary school, college, and university teaching and research, environmental conservation, land use planning, global change research, marketing, and applications of remote sensing and geographic information systems technology.

Program Learning Outcomes

1. Demonstrate knowledge of global physical and environmental processes, locations, and develop an appreciation of landscapes.
2. Assemble and analyze spatial information (maps, data, surveys, qualitative observations, etc.), using traditional and modern mapping technology methods.

Year One **Units**

GEO 1	Introduction to Physical Geography	3
GEO 1L	Introduction to Physical Geography Laboratory	1
GEO 5	World Regional Geography	3

Year Two

GEO 2	Cultural Geography	3
GEO 8	Introduction to Weather and Climate	3
	or	
GEO 13	Climate Studies	3
GEO 20	Introduction to Geographic Information Systems	3

Electives (choose 1 course)

ANTH 3	Social and Cultural Anthropology	3
ECN 1	Principles of Microeconomics	3
GEO 3	Economic Geography	3
GEO 10	Global Environmental Problems	3
GEO 12	Geography of California	3

Major Requirements	19 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60

GEOGRAPHIC INFORMATION SYSTEMS

Certificate of Proficiency

The Geographic Information Systems (GIS) certificate is designed to train students with GIS software, a widely used technology that creates data driven graphics in addition to data management, processing and analytics. This software is used in companies in the Bay Area and across the country. The certificate provides career preparation and lifelong learning by offering courses that meet workforce needs. The program provides students with a solid foundation in the use of GIS technology, map layout, 3D modeling, and aerial platforms.

Career Opportunities

GIS is used to acquire, represent, organize, analyze and visualize information in the public and private sectors. With this expanded application comes a broad range of GIS career areas, including: (1) Business (Business Analytics, Technology Support, Economic Development) (2) Land Administration (Public Works, Surveying, Urban/Rural Planning) (3) Health and Human Services (Hospitals/ Health Systems, Managed Care, Public health) (4) Intelligence (Remote Sensing, Surveillance, Environmental Monitoring, Military Operations, Disaster Relief and Recovery, Communications) (5) Natural Resources (Agriculture, Archaeology, Climate Change, Forestry, Heritage Sites, Marine and Coastal, Water Resources) (6) Public Safety (Emergency Management, Homeland Security, Law Enforcement, Wildfire Management) (7) Transportation and Infrastructure (Highways, Logistics, Ports and Maritime, Public Transportation, Railways)

Program Learning Outcomes

1. Identify significant spatial relationships and patterns in society including interactions between humans and their natural environment.
2. Demonstrate competency in techniques of spatial overlay of themes, design and production of map layouts, graphical presentation of spatially distributed data, and analysis of geocoded database information.

Required Core		Units
GEO 1	Introduction to Physical Geography	3
GEO 1L	Introduction to Physical Geography Laboratory	1
GEO 20	Introduction to Geographic Information Systems	3
GEO 21	Spatial Analysis with GIS	3
GEO 22	Advanced GIS Applications	3
Total		**13**

GEOGRAPHY (GEO) COURSES

1 Introduction to Physical Geography 3 Units

Earth's natural environments, with emphasis on spatial characteristics, change over time, interactions between environmental components, and human-environment interactions. Physical processes, techniques, and tools by which Earth's climates, soils, vegetation, water resources, and land forms are linked into integrated global patterns. Effect of natural environments on human activities and how humans modify environments. Field trips may be included. 54 hours lecture.

1L Introduction to Physical Geography Laboratory 1 Units

Application of the concepts, techniques, tools, and materials of physical geography. Practical exercises, experiments, observations, data analyses, and computer applications/simulations which augment understanding of geographic processes, interrelationships, spatial patterns and distributions. Use of maps, remotely-sensed imagery, and geographic information systems. Includes locational reference systems, time-space relationships, weather, climate, soils, vegetation, and landforms. Field trips/field projects may be included. 54 hours laboratory. **Prerequisite** GEO 1may be taken concurrently.

2 Cultural Geography 3 Units

Spatial analysis of human populations, their cultural traits, and activities. Emphasis on how diverse peoples, through their interactions and through their perceptions and use of the physical environment, create distinctive cultural landscapes. Social, political, and economic elements of geography which contribute to the evolution of these global and regional cultural patterns. Field trips may be included. 54 hours lecture.

3 Economic Geography 3 Units

An introduction to the world's major economic systems; their spatial distribution and characteristics; their relative contributions to regional development and global change; and related movements of people, goods, and ideas. Techniques and tools of spatial analysis applied to human-environment interactions, with emphasis on ecological problems associated with specific economic activities. Field trips may be included. 54 hours lecture.

5 World Regional Geography 3 Units

Regions of the world and the way humans live within those regions. Includes physical and cultural characteristics of world regions, how they are similar and how they are different, economic patterns, agriculture, industrial development and population dynamics. Emphasis on contemporary major issues and their geographic impact. 54 hours lecture.

8 Introduction to Weather and Climate 3 Units

Introduction to weather and climate and their impact on and modification by human activities. Emphasis on weather elements, events, and processes; climate controls; and the techniques, tools, and instruments of atmospheric science. Includes atmospheric optics, weather prediction, severe storms, air pollution, global/regional warming/cooling, ozone depletion, acid rain, El Nideforestation, desertification, and other topics related to everyday experience and global climate change. Field trips and observational activities may be included. 54 hours lecture.

10 Global Environmental Problems 3 Units

Essential concepts of the interaction between human activities and the changing global environment, with emphasis on a multidisciplinary approach. Causes of environmental change, including ecosystem processes, the history of human population growth and demand for natural resources, fossil fuel consumption, land use change, and pollution sources. Economic and public policy issues pertaining to the sustainability of environments. Discussion of the dynamics of participation and leadership in promoting improved stewardship of the environment. 54 hours lecture.

12 Geography of California 3 Units

California's physical, cultural, and regional elements. The physical geographic base includes: location, geologic history, geomorphic provinces, natural hazards and resources, climate, water resources, vegetation, and soils. Historically developed cultural themes include: Native American and Hispanic origins, migration patterns, settlements, population growth, ethnic diversity, land use, economic activities, and Pacific Rim connections. Human-environment interactions and issues are considered throughout the course. Field trips may be included. 54 hours lecture.

13 Climate Studies 3 Units

Climate Science is a rapidly evolving interdisciplinary field focused on the principles that govern climate, climate variability, and climate change with their implications for society. Elements of the climate system, atmospheric events and processes; factors controlling Earth?s climate types, climate classification, and contemporary technological tools and instrumentation used in atmospheric science. Examination of the climate record, paleoclimates, and climate modeling and forecasting. Real-world investigations of climate change issues through observation, prediction, data analysis, and critical thinking. Emphasis on the influence of human activities on climate change, trends in global and regional climate change, and both the scientific basis and policy implications of air pollution, global warming, ozone depletion, acid rain, deforestation, and urbanization. The economic, social, and political environment that interacts with the everyday experience and potential threats of global climate change. Field trips and observational activities may be included. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A.

20 Introduction to Geographic Information Systems 3 Units

Computer-based information technology tools and techniques that analyze spatial relationships between locations and attributes of physical, cultural, and economic features. Visualization of geographic relationships to support decision-making through interactive linkages of maps, databases, images, and charts. Introduction to GIS theory, principles, concepts, applications, and operations. Field trips may be required. 54 hours lecture. **Strongly Recommended** previous PC experience.

21 Spatial Analysis with GIS 3 Units

GIS facilitates visualization of spatial relationships and decision-making by means of interactive linkages between vector and raster data formats. Addresses real-world application of GIS principles, industry-standard software tools and quantitative techniques to multi-layered thematic data. Students will acquire advanced hands-on GIS experience in managing, editing, merging, intersecting, and statistically analyzing spatial data from many diverse sources, and in preparing high-quality cartographic presentations. Field trips may be required. 54 hours lecture. **Prerequisite** GEO 20 (with a grade of "C" or higher).

22 Advanced GIS Applications 3 Units

Practical, hands-on survey of some of the more advanced applications of GIS, integrating vector, grid, and digital image data formats. Emphasizes environmental applications of GIS industry-standard software tools to analyze spatial problems quantitatively, including network analysis, watershed modeling, digital elevation modeling, digital image processing, and digital rectification of multi-layered thematic data. Includes integration of Global Positioning System (GPS) operational characteristics, collection and interfacing GPS data with GIS. Field trips may be required. 54 hours lecture. **Prerequisite** GEO 20 (with a grade of "C" or higher).

95 Work Experience 1 - 3 Units

College supervised on-the-job training in Geographic Information Systems (GIS). Applications of principles, methodologies, and skills in using GIS to analyze real-world spatial problems and aid in decision-making. Cooperative effort between student, work supervisor, and instructor to broaden the student's experience with GIS tools and functionality in many professional endeavors. 90-270 hours laboratory. **Corequisite** GEO 96.

96 Work Experience Seminar 1 Unit

Discussion and analysis of experiences on-the-job in applying Geographic Information Systems (GIS) techniques and methodologies to projects in a business or governmental agencies. Review of essential skills and management issues in using GIS to analyze real-world spatial problems and aid in decision-making. Discussion of ways to broaden experience with GIS tools and functionality in many professional endeavors, with emphasis on building strong working relationships with supervisors and co-workers. 18 hours lecture. **Corequisite** GEO 95.

GEOLOGICAL SCIENCES (GEOS)

GEOLOGICAL SCIENCES (GEOS) COURSES

1 Physical Geology with Laboratory 4 Units

Introduction to the study of the scientific composition and dynamics of the Earth ranging from the atomic scale of minerals to the global scale of plate tectonics. Included is the formation of the Earth, geochemistry, geophysics, hydrology, geomorphology and the interactions between humans and the geologic environment. The course is a foundation course for both the non-science major and majors in the Earth sciences and environmental sciences. 54 hours lecture, 54 hours laboratory.

11 Physical Geology 3 Units

The Earth, its materials, its internal and external processes, and its development through time. Emphasis is placed on a thorough global understanding of Plate Tectonics as a framework and foundation for subsequent geologic topics and concepts. Topics include volcanoes, earthquakes and seismology, the Geologic Time Scale and the formation of the earth, rocks and minerals, hydrology, erosion, beach systems, environmental geology, glaciation, groundwater, etc. Course content includes the historical development of key geologic concepts. The course is a foundation course for both the non-science major and majors in the Earth sciences and environmental sciences. 54 hours lecture.

11L Physical Geology Lab 1 Unit

Laboratory course to supplement the physical geology lecture course. Introduction to the materials and techniques of geology. Includes minerals, rocks, topographic and geologic maps, structural geology, identification and interpretation of landforms, geologic time and relative age dating analysis, etc. 54 hours laboratory. **Prerequisite** GEOS 11 (with a grade of "C" or higher) May be taken concurrently.

HEALTH (HLTH)

HEALTH (HLTH) COURSES

1 Introduction to Personal Health 3 Units

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. 54 hours lecture.

4 Women and Health 3 Units

Health issues that affect women in contemporary American society. Exploration of current health concerns, legislation, medical practices, media, personal attitudes and behaviors that promote health and wellness. Emphasis on diversity of women?s health experiences and factors involved with both the population level health outcomes and individual decision-making. Focus of this course is on empowerment for primary prevention. 54 hours lecture.

8 Human Sexuality 3 Units

(See also PSY 8 and SOCI 8)

This course is an introductory overview of the field of human sexuality. Human sexuality in our contemporary society will be studied from the psychological, biological, sociocultural, and historical perspectives. Emphasis on understanding the interrelationship of attitude and behavior as it relates to sexual well-being and sexual integrity. Students will be encouraged to examine their own attitudes, values, and behaviors in the context of their moral compass and their culture and societal values. Current sex norms and various aspects of interpersonal and individual sexual adjustment will be explored. May not receive credit if PSY 8 or SOCI 8 has been completed. 54 hours lecture.

16 Healthy Weight Loss 3 Units

This course focuses on physical, emotional, and spiritual aspects of weight management and health choices. Emphasis on acquiring knowledge and developing life skills necessary to achieve a healthy weight for improved wellness and disease prevention. Principles of positive psychology, evidence-based health practices, behavioral change strategies, and designing your life for whole-person wellness discussed. 54 hours lecture.

18 Introduction to Public Health 3 Units

(See also BIOS 18 and APHC 9702)

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, will learn the history and accomplishments of public health officials and agencies, and will do in-depth examination of core public health disciplines. 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. May not receive credit if BIOL 80, BIOS 18 or APHC 9702 has been completed successfully. Formerly HLTH 80. 54 hours lecture.

40 Introduction to Health Professions 1.5 Units

This course is an overview of the diverse occupations in the health and wellness field. Students will be introduced to careers spanning public and community heath services, therapeutic services, patient support, diagnostics and medical technology, mental health, and personal wellbeing. Academic program requirements for each will be explored as well as the skills and personal characteristics needed in these professions. 18 hours lecture, 36 hours laboratory.

51A Medical Terminology & the Human Body 4 Units

(See also APHC 9701A)

Terminology and human body structure and function typically used in the medical profession. Explanation of the history of terminology, prefixes, suffixes, and root words with emphasis on spelling, definitions, pronunciation, and an understanding of their meanings. Includes basic understanding of the basic structure and function of the human body as well as medical abbreviations, anatomical, disease, diagnostic, medical, surgical, and additional terms as they relate to each body system. May not receive credit if APHC 9701A has been completed successfully. 72 hours lecture.

51B Advanced Medical Terminology and Disease Process 4 Units

(See also APHC 9701B)

Introduction to the nature of disease and to structural and functional changes of diseases as they affect the systems of the body. Discussion of causes, symptoms and treatment of diseases/disorders pertaining to each body system and the body as a whole. Understanding how diseases and disorders affect individuals as well as the population. Identify tools and behaviors that promote health aging to reduce the risk of diseases and disorders. May not receive credit if APHC 9701B has been completed successfully. 72 hours lecture. **Prerequisite** HLTH 51A (with a grade of "C" or higher) or APHC 9701A (with a grade of "C" or higher).

60 Responding to Emergencies 1 Unit

Development of knowledge and skills for recognizing and caring for emergency situations. Includes healthy lifestyles and prevention of illness and injury. Designed to meet the needs of individuals in the community who frequently provide First Aid. Successful completion of the knowledge and skills tests qualifies for a National Safety Council First Aid and Adult CPR card. 18 hours lecture, 18 hours laboratory.

HEALTH INFORMATION MANAGEMENT (HIT)

Certificate of Achievement

Health Information Coding

HEALTH INFORMATION CODING

Certificate of Achievement

This certificate program will prepare the student for an entry-level position as a medical coder and other medical billing positions. This program focuses on medical coding and billing for outpatient facilities, medical clinics and physician offices. Students will learn medical terminology, pathophysiology, medical legal and ethical aspects, electronic health records (EHR), medical insurance and reimbursement requirements. Students will learn how to accurately assign codes using the International Classifications of Diseases (ICD-10-CM), Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS) manuals. This program begins every spring and courses are taken in progression-spring, then summer, and then fall.

Career Opportunities

A Health Information Medical Coder is an individual who analyzes medical records and assigns codes to index diagnoses and produces to support clinical care; to assist medical research in hospitals, physician's offices, clinics and other health care facilities; and to provide information for reimbursement purposes. Codes are used by institutions for quality assurance activities and case mix management. A Health Information Medical Coder is an important member of the health care team and contributes in varied health care settings, both inpatient and outpatient. Per December 2019 LMI data, there are approximately 3,710 annual openings in the Bay Region and 1,019 annual opening in the East Bay Sub-region. Careers include Medical Records and Health Information Technicians, Medical Secretaries and Data Entry Keyers.

Program Learning Outcomes

1. Analyze medical terminology, diseases/disorders, diagnostic modalities, and treatment in medical record documentation to effectively convert written words into Current Procedural Terminology (CPT), International Classification of Diseases (ICD-10-CM) and Healthcare Common Procedure Coding System (HCPCS) codes;
2. Evaluate law and ethics as it relates to the business of medicine and the medical coding profession;
3. Interpret and apply coding guidelines and requirements to demonstrate correct coding using Current Procedural Terminology (CPT), International Classification of Diseases (ICD-10-CM) and Healthcare Common Procedure Coding System (HCPCS) manuals;
4. Use critical thinking to translate the highest level of specificity when selecting Current Procedural Terminology (CPT), International Classification of Diseases (ICD) and Healthcare Common Procedure Coding System (HCPCS) codes;
5. Identify correct billing procedures/processes for medical insurance and third-party reimbursements;
6. Identify coding errors and apply appropriate corrections prior to reporting to third party payers for healthcare services.

Spring Semester

HIT 41	Medical Terminology for Medical Coding	4
HIT 42	Introduction to Medical Coding and Health Information Management	2
HIT 43	Introduction to ICD Coding	2
HIT 44	Introduction to CPT Coding	2
HIT 45	Pathophysiology and Pharmacology for Medical Coding	4

Summer Semester

HIT 46	Legal and Ethical Aspects of Healthcare	3
MEDA 76	Electronic Health Record for the Medical Office	3

Fall Semester

HIT 47	Medical Insurance and Reimbursement Methodologies	3
HIT 48	Medical Coding 1	4
HIT 49	Medical Coding 2	4
Total		**31**

HEALTH INFORMATION MANAGEMENT (HIT) COURSES

41 Medical Terminology for Medical Coding 4 Units

This course introduces the medical coder to medical terminology and the structure and function of the human body. The history, word roots, prefixes and suffixes, body planes, directional terms and common diagnoses and procedures are discussed. Medical abbreviations are acronyms are also reviewed. 72 hours lecture.

42 Introduction to Medical Coding and Health Information Management 2 Units

Introduction to the medical coding profession and health information management, including health services organization and delivery methods; sources, collection, maintenance, and analysis of of health data; structure and use, requirements and standards for health information; information systems This course will introduce the student to the different aspects of the business of medicine and provide a basic understanding of the healthcare system which is necessary for the medical coding profession. 36 hours lecture.

43 Introduction to ICD Coding 2 Units

Introduction and overview of nomenclature and classification systems, with focus on coding outpatient clinical information from medical records. Instruction in coding diagnoses, using International Classification of Diseases (ICD) manual, sequencing and coding conventions. Coding software applications introduced. The medical coding student will analyze medical documentation and operative reports to effectively report diagnosis codes. 36 hours lecture. **Strongly Recommended** HIT 41 (with a grade of "C" or higher).

44 Introduction to CPT Coding 2 Units

Introduces the medical coder to the utilization of Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS) codes for hospital outpatient, physician, and other ambulatory services. Analysis of medical documentation and application of guidelines for coders and health information professionals. 36 hours lecture. **Strongly Recommended** HIT 41 (with a grade of "C" or higher).

45 Pathophysiology and Pharmacology for Medical Coding 4 Units

Introduction to the fundamentals of pathophysiology, focusing on essential concepts of physiologic changes and altered functions in the human body resulting from disease processes. Diagnostic procedures, preventative measures and current treatment therapies will be introduced. Introduction to pharmacology and terms, concepts, drug categories and their uses, mechanisms of drug action, doses forms, routes of administration, and common drug names. 72 hours lecture. **Strongly Recommended** HIT 41 (with a grade of "C" or higher).

46 Legal and Ethical Aspects of Healthcare 3 Units

Legal basis for the control, use, and release of health information; concepts of consent for treatment; Health Insurance Portability and Accountability Act (HIPAA) privacy and security rules; federal and state laws, and regulations governing the handling of special health information; ethical practices in health information; procedures used in responding to requests for health information. 54 hours lecture.

47 Medical Insurance and Reimbursement Methodologies 3 Units

Introduction to the basics of medical insurance billing. Current payment methodologies in the inpatient, hospital outpatient, and physician office settings. Focus on compliance with regulatory requirements and common billing practices. 54 hours lecture.

48 Medical Coding 1 4 Units

Current Procedural Terminology (CPT), International Classification of Diseases (ICD-10-CM) and Healthcare Common Procedural Coding System (HCPCS) coding in an out-patient setting. Utilize rules, principles, guidelines, conventions, state and federal regulations, documentation requirements, electronic and manual coding applications to effectively code in ambulatory care settings. This course will focus on coding for integumentary, musculoskeletal, respiratory, hemic, lymphatic, cardiovascular, digestive and urinary systems. 72 hours lecture. **Prerequisite** HIT 41 (with a grade of "C" or higher) HIT 43 (with a grade of "C" or higher) HIT 44 (with a grade of "C" or higher) and HIT 45 (with a grade of "C" or higher).

49 Medical Coding 2 4 Units

Current Procedural Terminology (CPT), International Classification of Diseases (ICD-10-CM) and Healthcare Common Procedural Coding System (HCPCS) coding in an out-patient setting. Utilize rules, principles, guidelines, conventions, state and federal regulations, documentation requirements, electronic and manual coding applications to effectively code in ambulatory care settings. This course will focus on coding for reproductive, endocrine, and nervous systems as well as radiology, pathology, laboratory and medicine. 72 hours lecture. **Prerequisite** HIT 41 (with a grade of "C" or higher) HIT 43 (with a grade of "C" or higher) HIT 44 (with a grade of "C" or higher) and HIT 45 (with a grade of "C" or higher).

HEALTHY AGING OLDER ADULTS (HEAG)

See **Physical Education**, page 309

HISTORY (HIS)

Degrees

AA-T History

HISTORY

Associate in Arts for Transfer

Chabot College offers an Associate in Arts for Transer Degreee in History specifically for majors who wish to transfer as History majors to a California State University. Historians study significant events of the human, recorded past. This broad field allows historians to study broad concepts such as world history, as well as focusing on shorter time periods, or specific groups of people or ideas. The core courses for the major cover those broad surveys of American history as well as the world. Students can then narrow the focus in other history courses that study certain areas of the world, specific groups in American history as well as other topics. They can also pursue related courses in other disciplines to round out their knowledge of historical events and approaches to history. The AA-T in History requires the following: Complete 60 semester units or 90 quarter units of CSU degree-applicable courses, earn a minimum overall grade point average of 2.0 in those CSU degree-applicable courses, earn a minimum grade of "C" (or "P") for each course in the major, and complete either the IGETC or CSU GE-Breadth course pattern.

Career Opportunities

An Associate in Arts for Transfer Degree enables students to continue on to upper division and graduate studies, which can be used to pursue a career in teaching, research, or public history. Teaching can be done at many levels, from social studies and history in K-12, to college and university professorships. Historians can also work in the field of public history at historic sites, museums, historical societies, and at some corporations and businesses maintaining company histories and public relations. A degree in history is seen as excellent preparation for archival and library work and in the legal field. The skills learned while acquiring a history degree, such as research, cultural sensitivity, and effective writing and communication can translate to many other fields.

Program Learning Outcomes

1. Analyze the causes and consequences of political, economic and social change;
2. Synthesize factual information and historical evidence from a variety of sources and identify the connections between them;
3. Demonstrate a body of knowledge about, and critical understanding of historical eras, their key events and ideas, and the process of change over time.

Required Core (6 units)		Units
HIS 7	U.S. History Through Reconstruction	3
HIS 8	U.S. History Since Reconstruction	3

List A (choose 2 courses)

HIS 1	History of Western Civilization to 1600	3
	or	
HIS 3	World History: Beginnings to 1500	3
HIS 2	History of Western Civilization Since 1600	3
	or	
HIS 4	World History: 1500 to the Present	3

List B (choose 1 course in each area)

Area 1

HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3
HIS 48	U. S. Women's History Through Reconstruction	3
HIS 49	U.S. Women's History Post-Reconstruction	3
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
HIS 53	Mexican American History from The Mexican Revolution to the Present	3
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
	or	
HIS 63	The African American Experience in U.S. History From Reconstruction	3
ES 25	American Indian History and Culture	3
	or	
HIS 25	American Indian History and Culture	3
SOCI 10	Introduction to Asian American Studies	3
	or	
ES 10	Introduction to Asian American Studies	3
ES 42	Asian American History: 18th Century to 1945	3
	or	
HIS 42	Asian American History: 18th Century to 1945	3
CHIN 1A	Beginning Chinese	5
CHIN 1B	Elementary Chinese	5
SPA 1A1	Beginning Spanish 1	3
SPA 1A	Beginning Spanish	5
SPA 1B	Elementary Spanish 1	5
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4
FRNC 1A1	Beginning French 1	3
FRNC 1A	Beginning French	5
FRNC 2A	Intermediate French	4
FRNC 1B	Elementary French	5
FRNC 2B	Advanced French	4
GERM 1A	Beginning German	5
GERM 1B	Elementary German	5
ITAL 1A	Beginning Italian	5
ITAL 1B	Elementary Italian	5
JAPN 1A	Beginning Japanese	5
JAPN 1B	Elementary Japanese	5
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
HIS 63	The African American Experience in U.S. History From Reconstruction	3
HIS 22	Mexican American History and Culture	3
HIS 49	U.S. Women's History Post-Reconstruction	3

May use HIS 3 or HIS 4 if not already used in List A

Area 2

HIS 12	History of California	3
ES 1	Introduction to Ethnic Studies	3
ANTH 3	Social and Cultural Anthropology	3
GEO 2	Cultural Geography	3
PSY 1	General Psychology	3
POSC 1	Introduction to American Government	3
POSC 11	Introduction to Global Studies	3
	or	
GLST 1	Introduction to Global Studies	3
	or	
ANTH 7	Introduction to Global Studies	3
POSC 30	International Relations	3
MUSL 8	History of Rock and Roll and Popular Music	3
ADMJ 50	Introduction to the Administration of Justice	3

Any HIS course not already used to satisfy another area may be used in Area 2.
NOTE: Grades of "C" or higher are required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements	18 - 20 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

HISTORY (HIS) COURSES

1 History of Western Civilization to 1600 3 Units

This course covers the origin and development of civilization in the Mediterranean and its expansion into Europe - the Near East, Greece, Rome, the Middle Ages, Renaissance and the Reformation. Influences in religion, culture, technology and political structures that develop into European society of the early modern period will be studied. 54 hours lecture.

2 History of Western Civilization Since 1600 3 Units

History of the Modern Western World from the end of the medieval period to the present. The course develops the western world, (Europe and the Americas), as these societies develop modern ways of thinking and producing, and tracks the rise of the modern nation-state. Interaction with other civilizations, and globalization will be studied. 54 hours lecture.

3 World History: Beginnings to 1500 3 Units

A survey of world history from the beginning of civilization and ancient cultures to 1500 C.E. Interconnections and divergence among cultures and civilizations in a global context will be emphasized. During the classical period, up to 500 C.E., similarities and differences as civilizations developed will be examined. The postclassical period, 500 to 1500, will look specifically at contact and interaction among peoples. Broader forces that affect civilizations such as trade patterns, migration, nomadism, syncretism, and disease patterns will be studied. 54 hours lecture.

4 World History: 1500 to the Present 3 Units

A survey of world history from 1500, including the early modern and modern eras. Interconnections and exchange will be emphasized. Similarities and differences among cultures will be examined. Cultural, intellectual, and technological developments and exchange will be explored. Broader forces that affect civilizations such as borderlands, exploration and travel, gender and class will be studied. 54 hours lecture.

5 Critical Thinking in History 3 Units

Introduction to critical thinking, reading, writing skills and practical logic and reasoning through study of historical method. Emphasis on the techniques and principles of effective written and oral argument in case studies and historical problems. Includes the perspective of Middle Eastern and Arab Americans, European Americans, Asian Americans, African Americans and Mexican Americans. 54 hours lecture.

7 U.S. History Through Reconstruction 3 Units

A survey of United States history from its pre-colonial, indigenous origins through the end of Reconstruction. Emphasis on (1) distinctively American patterns of political, economic, social, intellectual and geographic developments, (2) the interaction amongst and the experiences of diverse racial, ethnic and socioeconomic groups in American history, and (3) the evolution of American institutions and ideals including the U.S. Constitution, representative democratic government, the framework of California state and local government, and the relationships between state/local government and the federal government. 54 hours lecture.

8 U.S. History Since Reconstruction 3 Units

A survey of United States history from 1877 to the present with a special emphasis on the interaction amongst and the experiences of diverse racial/ethnic (African Americans, European Americans, Native Americans, Chicano/Latino Americans, Asian Americans, and Middle Eastern Americans), gender and socioeconomic groups in American History. Includes analysis of (1) the U.S. Constitution as a living document in the context of historical change, and (2) significant issues related to California state and local governments. 54 hours lecture.

12 History of California 3 Units

Historical development of California, including Spanish exploration and settlement and the Mexican Revolution. Transformation of California under United States control: the American conquest, the Gold Rush, and dynamic expansion to the present day. Includes Native Americans, Mexican Americans, European Americans, Asian Americans and African Americans. Emphasis on political, economic, and social factors which transformed American California from a relatively simple rural society to a highly complex ethnically diversified agricultural-industrial system. Analysis of historical issues and current problems. 54 hours lecture.

19 Hist Modern China and Japan 3 Units

History and culture of modern China and Japan. Social, political, economic and cultural structures and processes; ideologies and leadership; modernization and development; and selected aspects of regional and international interactions. 54 hours lecture.

22 Mexican American History and Culture 3 Units

A survey of Mexican American history from pre-Columbian period through the present. Special emphasis on Mexican Americans? role in the political, economic, social and geographic development in the United States. Major topics include European colonization, native cultures and slavery, the U.S. ? Mexican War, World War I and World War II, industrialization, immigration and labor, and the Civil Rights Movement. This course includes analysis of the U.S. Constitution, Supreme Court Rulings, and California state and local government issues related to the rights of Mexican Americans. May not receive credit if ES 22 has been completed. 54 hours lecture.

25 American Indian History and Culture 3 Units

(See also ES 25)

Historical survey of American Indians in the United States from earliest times to the present day. Emphasis on Indian societies and cultures, Indian relations with predominant cultures, Indian movement for self-preservation, and historical background necessary to understand contemporary problems of the Indians. Emphasis on the Indians of California and the West. May not receive credit if ES 25 has been completed. 54 hours lecture.

28 Supplemental Instruction in U.S. Women's History 1 Unit

Introduction to and review of context-based skills for effective participation and completion of U.S. Women's History. Emphasis on building skills to succeed in a history survey course. 18 hours lecture. **Corequisite** HIS 49.

32 Colonial Latin America 3 Units

This introductory course examines how the convergence of Indigenous, European, and African, peoples in "Latin America" created many complex and dynamic cultures and societies, in the regions we call the American Southwest (in the north), all the way to Chile and Argentina (in the south), and everything in between. This course will assess over three hundred years of history from the late fifteenth to the early nineteenth centuries. Interrogating a robust selection of primary and secondary sources will allow for an in-depth coverage of the men and women who reflected the peoples, places, events, beliefs, practices, institutions, cultures, and conflicts of their own times and will allow us to foreground the lived experience of a diverse array of "Latin Americans." This course will also demonstrate that one cannot understand "modern" Latin America without studying its colonial past. No previous study of Latin American history is required for this course. 54 hours lecture.

33 Modern Latin America 3 Units

This introductory course provides an overview to twentieth-century Latin American history with a focus on the social circumstances and experience of people across social classes. We will consider how larger processes of change such as urbanization, revolution, civil war and U.S. intervention have all critically shaped everyday life in this region. Yet we will also focus on how Latin Americans have adapted and responded to these forces using an assortment of strategies. This course will seek to develop a critical perspective of modern Latin America by interpreting diverse forms of representation such as feature films, documentaries, literature, memoirs, and testimonios. 54 hours lecture.

42 Asian American History: 18th Century to 1945 3 Units

(See also ES 42)

An exploration of Asian American history from the 18th century to WWII. A critical and comparative analysis of the impacts of race, racialization, white supremacy, orientalism, colonialism, imperialism, war, social inequity, and migration on the first wave of immigrants from China, Japan, Korea, India and the Philippines. Special emphasis will be placed on labor and immigration policies, citizenship, community, social and political resistance, solidarity, and on the intersection of race, ethnicity, immigration status, gender, and class. This course will ask students to examine how Asian American history transforms U.S. history. This course includes analysis of the U. S. Constitution, Supreme Court Rulings, and California State and local government issues related to the rights of Asian Americans. (May not receive credit if Ethnic Studies 42 has been completed successfully. 54 hours lecture.

43 Asian American History: Early 20th Century - 21st Century 3 Units

(See also ES 43)

A historical survey and critical comparative analysis of the impacts of race, racialization, white supremacy, imperialism, war, social inequity, and migration on Asian Americans from the early 20th century to the present. Major topics will include wars, refugees, immigration policies and settlement patterns, citizenship, laws, labor and socioeconomic class, decolonization, anti-racist struggles, resistance and solidarity, education, discrimination, and social identity. An intersectional frame will be applied, examining the role of race, ethnicity, immigration status, religion, language, gender, sexuality, and class. The course will interrogate the term ?Asian American? and apply comparative analysis among diverse groups including Chinese, Japanese, Filipino, Korean, South Asian, and Southeast Asian. This course includes analysis of the U. S. Constitution, Supreme Court Rulings, and California State and local government issues related to the rights of Asian Americans. (May not receive credit if ES 43 has been completed successfully). 54 hours lecture.

48 U. S. Women's History Through Reconstruction 3 Units

A survey of United States women's history from its pre-colonial, indigenous origins through the end of Reconstruction. Emphasizes the interaction and experiences of diverse racial/ethnic groups that include at least three of the following groups: African-Americans, Chicana/Latina Americans, Asian Americans, European Americans, Native Americans, and Middle Eastern Americans. Emphasis on (1) distinctively American patterns of political, economic, social, intellectual and geographic developments, (2) the interaction amongst and the experiences of diverse racial, ethnic and socioeconomic groups in American history, and (3) the evolution of American institutions and ideals including the U. S. Constitution, representative democratic government, the framework of California state and local government, and the relationships between state/local government and the federal government. 54 hours lecture.

49 U.S. Women's History Post-Reconstruction 3 Units

A survey of United States women's history from 1877 to the present with a special emphasis on the interaction amongst and the experiences of diverse racial/ethnic (African Americans, European Americans, Indigenous North Americans, Chicana/Latina Americans, Asian Americans, and Middle Eastern Americans), and socio-economic groups in American history. Includes analysis of (1) the U. S. Constitution as a living document in the context of historical change, and (2)significant issues related to California state and local governments. 54 hours lecture.

52 United States History from a Chicano Perspective I 3 Units

(See also ES 52)

A survey of the social, political, economic, and cultural history of the Chicana/o experience within the context of U.S. history from Mesoamerican origins to the Reconstruction era. Students will critically analyze the struggles of Chicanas/os in the historical development of the United States with comparisons to other groups. Students will also analyze and critique race and racism, colonialism and white supremacy, while also centering movements for sovereignty, self-determination and anti-racism. Major topics include European colonization, Indigenous cultures and slavery, the formation of the American political system, structural racism and segregation, the U.S. War with Mexico, and the American Civil War. This course includes analysis of the U.S. Constitution, Supreme Court Rulings, and California State and local government issues related to the rights of Mexican and Mexican Americans. (May not receive credit if Ethnic Studies 52 has been completed successfully. 54 hours lecture.

53 United States History from a Chicano Perspective II 3 Units

(See also ES 53)

A survey course of the social, political, economic, and cultural history of the Chicana/o experience within the context of U.S. history from the Reconstruction era to the present. Students will critically analyze the struggles of Mexican Americans in the historical development of California and the United States with comparisons to other groups. The course will also include analysis and critique of structural racism, white supremacy and racial violence while also centering movements for civil rights, self-determination, and anti-racism. (May not receive credit if Ethnic Studies 53 has been completed successfully). 54 hours lecture.

62 The African-American Experience in U.S. History Through the Civil War 3 Units

(See also ES 62)

This course presents a survey of the history of the United States from the perspective of African Americans. It presents that perspective in the contexts of the experiences of Native peoples, European Americans, Asian Americans and Latinos/Latinas before 1865. A critical and comparative analysis of the impacts of race, racialization, white supremacy, gender, class, colonialism, imperialism, war, social inequity, and migration on African Americans. Special emphasis will be placed on labor, citizenship, community, social and political resistance, solidarity, and the intersection of race, gender, and class. Early African history, the trade in African slaves, and exploration of the political, economic, demographic and social influences shaping African American life and culture prior to 1865 will be examined. The U.S. government and the Constitution, the California government and Constitution, and other constitutional models for comparison and contrast will also be covered. (May not receive credit if HIS 20, ES 20, or ES 62 has been completed successfully. 54 hours lecture.

63 The African American Experience in U.S. History From Reconstruction 3 Units

(See also ES 63)

This course presents a survey of the history of the United States from the perspective of African Americans. It presents that perspective in the contexts of the experiences of Native peoples, European Americans, Asian Americans and Latinos/Latinas after 1865. A critical and comparative analysis of the impacts of race, racialization, white supremacy, gender, class, colonialism, imperialism, war, social inequity, and migration on African Americans. Special emphasis will be placed on labor, citizenship, community, social and political resistance, solidarity, and the intersection of race, gender, and class. The course explores the economic, cultural, institutional, political history of African Americans from the post-Civil War period to the present. The African American relationship with national, California state and local governments will also be covered. May not receive credit if HIS 21, ES 21 or ES 63 has been completed. 54 hours lecture.

HUMANITIES (HUMN)

Degrees

AA Humanities

HUMANITIES

Associate in Arts

The humanities seek to render an integrative and critical examination of the human achievements in art, literature, philosophy and music. This approach will broaden and enrich the students? appreciation of human values derived from the creative forces as expressed in the arts. Courses offered in this curriculum meet general education and transfer requirements and may be applied to a major in humanities for an Associate in Arts degree.

Program Learning Outcomes

1. For oral and/or written form, discuss both objective and subjective responses to a work of art (literary, performing, or fine).
2. For oral and/or written form, differentiate between the arts as personal expression and the arts as socially transformative.

Year One

HIS 1	History of Western Civilization to 1600	3
HUMN 50	The Artful Life	3
PHIL 50	Introduction to Philosophy	3
RELS 50	Religions of the World	3

Year Two

HIS 2	History of Western Civilization Since 1600	3
HUMN 65	The American Style	3
	or	
HUMN 68	World Mythology	3
	or	
HUMN 60	Creativity and the Community	3
PHIL 60	Introduction to Philosophy: Ethics	3
	or	
PHIL 65	Introduction to Philosophy: Theory of Knowledge	3
	or	
PHIL 70	Introduction to Political and Social Philosophy	3

Electives (choose 6 units from at least 2 different disciplines)

ARTH 4	Art History-Ancient to Gothic	3
ARTH 5	Art History - Renaissance to Modern-Day	3
MUSL 1	Introduction to Music	3
MUSL 3	World Music	3
THTR 10	Introduction to Theater Arts	3
THTR 14	American Cultures in Theater	3

Major Requirements	27 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

HUMANITIES (HUMN) COURSES

50 The Artful Life 3 Units

A broad range of the arts, from a variety of historical periods and cultures, will be examined as expression and integration of self. Explore creativity as process, product, and attitude toward life. Study the artist as seeker of authenticity and the relationship between art and artist. Students will learn how to respond critically as well as to articulate their experience of great works of the human imagination. Explore foundational principles and theories in the various humanities disciplines. 54 hours lecture.

60 Creativity and the Community 3 Units

The Arts as an expression of the community; the relationship between creativity and community; the artist as the conscience of society and the role of the audience in completing an artwork. Themes include the artist as prophet, art as transformative experience, the arts and social justice, and the shock of the new. 54 hours lecture.

65 The American Style 3 Units

Humanities of the United States. Major works of literature, painting, sculpture, architecture, films, music, philosophy, science, religion and political and social institutions. Particular attention to values and meanings that reflect the American cultural experience, specifically the crisscrossing dynamics of race, ethnicity, gender, religion and class in American society. 54 hours lecture.

68 World Mythology 3 Units

Introduction to mythic themes recurring in global literature, the visual arts, and music; gods, humans, heroes; their origins, variations, historical development, and full expression in classical times and continued presence in the arts. (Formerly HUMN 28) 54 hours lecture.

72 Contemporary Humanities 3 Units

Visual, literary, and/or musical works of art that reflect the issues and concepts of their time. A perspective through exploration of chosen works. 54 hours lecture.

INDUSTRIAL TECHNOLOGY (INDT)

Degrees

AS Advanced Manufacturing Technology
AS Industrial Technology

Certificate of Achievement

Advanced Manufacturing Technology

ADVANCED MANUFACTURING TECHNOLOGY

Associate in Science

Advanced manufacturing uses information, automation, sensing, and networking, and/or cutting edge materials and emerging capabilities enabled by the physical and biological sciences, for example nanotechnology, chemistry, and biology. This involves both new ways to manufacture existing products, and especially the manufacture of new products emerging from new advanced technologies. Learn the foundations of advanced manufacturing processes and specific manufacturing skills for entry into this growing field. The fifteen-unit specialization in Electronics System Technology prepares the graduate for careers supporting factory automation, robotics, and electronic maintenance. The fifteen-unit specialization in Machine Tool Technology prepares the graduate for careers in industrial maintenance and machine tool maintenance.

Career Opportunities

Advanced Manufacturing technicians are in demand in automation/robotics, automated machining, welding, and emerging manufacturing technologies.

Program Learning Outcomes

1. The student will identify and characterize the manufacturing processes of an advanced manufacturing operation
2. The student will demonstrate a fundamental proficiency of preparing 2D and 3D digital drawing and part files for automated manufacturing.
3. The student will demonstrate the skills appropriate to the selected area of specialization for entry to the advanced manufacturing workforce.

Required Core (18 units)		Units
INDT 62	Advanced Manufacturing Operations	3
INDT 63	Introduction to Micro, Nano, and Semiconductor Manufacturing	3
INDT 65	Digital 3D Manufacturing	2
INDT 64	Digital 2D Manufacturing	2
ESYS 51	Fabrication Techniques for Electronic Systems Technology	2
ESYS 57A	Process Control Systems	2
ESYS 57B	PLC and Robotic System Components	2
ENGR 11	Engineering Design and Analysis	2
	or	
ESYS 61	Electronic Systems Project Management	2

Electives (choose at least 15 units)

ESYS 50	Introduction to Electronic Systems Technology	4
	and	
ESYS 52	Electronic Systems Measurement and Troubleshooting	2
	and	
ESYS 56A	Electronic Power Systems I	2
	and	
ESYS 56B	Electronic Power Systems II	2
	and	
ESYS 57C	Electrical Motors and Control Systems	2
	and	
ESYS 57D	Industrial Networks and Internet of Things	2
	and	
MTT 81A	SolidWorks for Machine Shops	3
	or	
MTT 50	Blueprint Reading and Introduction to CAD	3
	and	
MTT 60A	Machine Tool Technology I	4
	and	
MTT 71A	Numerical Control Program I	4
	and	
MTT 71C	Numerical Ctrl Programming III	4

Required Major-Specific G.E. Requirement (choose 4 units)

PHYS 11	Descriptive Physics	4
PHYS 3A	College Physics A	4

Major Requirements	33 units
General Education Requirements	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

INDUSTRIAL TECHNOLOGY

Associate in Science

Chabot College offers an A.S. degree in Industrial Technology. The A.S. degree prepares you for entry-level positions in a wide range of industries that use industrial technician skills. Chabot College has designed a cluster of Industrial Manufacturing courses to provide the skill-focused opportunities that employers need for their businesses to grow and thrive.

Program Learning Outcomes

1. Identify and characterize the manufacturing processes of an advanced manufacturing operation
2. Demonstrate a fundamental proficiency of preparing 2D and 3D digital drawing and part files for automated manufacturing.
3. Demonstrate the skills appropriate to the selected area of specialization for entry to the advanced manufacturing workforce.

Freshman Year Units

MTT 70	Exploration of Precision Manufacturing	2
BUS 12	Introduction to Business	3
CAS 50	Introduction to Computer Application Systems	3
MTT 50	Blueprint Reading and Introduction to CAD	3
MTH 36	Trigonometry	3
	or	
MTH 37	Trigonometry with an Emphasis on its Geometric Foundations	5
WELD 70	Introduction to Welding	2

Sophomore Year Units

BUS 1A	Financial Accounting	4
CSCI 10	Introduction to Programming Using Visual BASIC.NET	4
MTT 65	Basic Toolmaking	4
BUS 1B	Managerial Accounting	4
BUS 10	Business Law	4

Required Major-Specific G.E. Requirement

INDT 74	Measurements and Calculations	3

General Education Suggestions: Chemistry 30A-30B, Economics 1, Mathematics 1, Physics 2A-2B. This program is intended for technical career majors and is not designed for transfer to four-year institution.

Major Requirements	36 - 38 units
General Education Requirements	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ADVANCED MANUFACTURING TECHNOLOGY

Certificate of Achievement

Advanced manufacturing uses information, automation, sensing, and networking, and/or cutting edge materials and emerging capabilities enabled by the physical and biological sciences, for example nanotechnology, chemistry, and biology. This program involves both new ways to manufacture existing products and the manufacturing of new products emerging from new advanced technologies. Learn the foundations of advanced manufacturing processes for entry into this growing field.

Career Opportunities

Advanced Manufacturing technicians are in demand in automation/robotics, automated machining, welding, and emerging manufacturing technologies.

Program Learning Outcomes

1. The student will identify and characterize the manufacturing processes of an advanced manufacturing operation.
2. The student will demonstrate a fundamental proficiency of preparing 2D and 3D digital drawing and part files for automated manufacturing.

Required Core (16 units)		Units
INDT 62	Advanced Manufacturing Operations	3
INDT 63	Introduction to Micro, Nano, and Semiconductor Manufacturing	3
INDT 64	Digital 2D Manufacturing	2
INDT 65	Digital 3D Manufacturing	2
ESYS 51	Fabrication Techniques for Electronic Systems Technology	2
ESYS 57A	Process Control Systems	2
ESYS 57B	PLC and Robotic System Components	2

Elective (choose 1 course)		
MTT 50	Blueprint Reading and Introduction to CAD	3
MTT 81A	SolidWorks for Machine Shops	3

Total	19

INDUSTRIAL TECHNOLOGY (INDT) COURSES

62 Advanced Manufacturing Operations 3 Units

Advanced manufacturing operational processes, including lean manufactuing, statistical process control (SPC or"six-sigma"), and quality management systems (e.g. ISO 9000). Examination of the impact of Big Data on manufacturing operations. 54 hours lecture.

63 Introduction to Micro, Nano, and Semiconductor Manufacturing 3 Units

Technologies and procedures used in the manufacturing of micro- and nano-scale devices and semiconductors. This course covers safety, clean room operations, high vacuum systems, lithography, oxidation, deposition, etch, and inspection. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** INDT 74 or MTH 55.

64 Digital 2D Manufacturing 2 Units

Introduction to manufacturing with two-dimensional digital layout input. Raster and vector drawing formats, and their suitability and applications for manufacturing processes. Design and produce projects using laser cutting and engraving. 18 hours lecture, 54 hours laboratory. **Advisory** INDT 74 or MTT 50.

65 Digital 3D Manufacturing 2 Units

Introduction to manufacturing with three-dimensional digital layout input. Creating designs using standard 3D design software and 3D scanner. Optimization of project design for construction on 3D printer. Examination of materials available for 3D printing. 18 hours lecture, 54 hours laboratory. **Strongly Recommended** INDT 74 or MTT 50.

74 Measurements and Calculations 3 Units

(See also APPM 9774)

Calculator techniques for whole number and decimal arithmetic problem solving, fraction-decimal conversion, percentages, ratio and proportion, algebra, geometry, areas and volumes. English metric conversion, and numerical trigonometry as applied in industry. APPM 9774 has been completed successfully. 54 hours lecture.

94 Occupational Work Experience 3 - 4 Units

College supervised on-the-job training. Apprenticeship work experience in an occupation related to student's apprenticeship program. Cooperative effort of the work supervisor, student, Joint Apprenticeship Training Council (JATC) or Program Sponsor, and instructor to achieve work-based learning objectives. Student must be enrolled in an apprenticeship program. Each Unit of Credit requires 75 hours of paid work experience.

INTERIOR DESIGN (ID)

Degrees

AS Interior Design

Certificate of Achievement

Interior Design (Residential)
Kitchen and Bath Design

INTERIOR DESIGN

Associate in Science

This two-year diploma program prepares students to design commercial, office, retail, institutional and residential solutions to real design problems. The program emphasizes residential space planning, creative problem-solving, communication skills, knowledge of building materials and construction, furnishings, presentation, conventional and computer aided design drafting, and the history of design.

Program Learning Outcomes

1. Develop functional interior spaces.
2. Draw appropriate floor plans
3. Demonstrates an understanding of professional practices

Year One		**Units**
ID 48	Drafting for Interior Design	3
ID 49	Digital Tools for Design and Visual Communication	4
ID 50	Residential Space Planning	3
ID 54	Principles of Interior Design	3
ID 55	Introduction to Textiles	3
ID 58	Fundamentals of Lighting	3
ID 72	Commercial Interior Design	3

Year Two

ID 51	Digital Drafting Principles I	3
ID 52	History of Interiors and Furnishings	3
ID 56	Professional Practices	3
ID 60	Materials and Resources	3
ID 62	Kitchen and Bathroom Design	3
ID 73	Digital Drafting Principles II	3

Required Major-Specific G.E. Requirement

ART 23	2-D Foundations	3

Major Requirements	40 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

INTERIOR DESIGN (RESIDENTIAL)

Certificate of Achievement

This certificate prepares students to design and focus on residential solutions to real design problems. The certificate emphasizes space planning, creative problem-solving, communication skills, knowledge of building materials and construction, furnishings, presentation, conventional and computer aided design drafting, and the history of design.

Program Learning Outcomes

1. Develop functional interior spaces
2. Draw appropriate floor plans
3. Demonstrates an understanding of professional practices

Required Core		**Units**
ART 23	2-D Foundations	3
ID 48	Drafting for Interior Design	3
ID 49	Digital Tools for Design and Visual Communication	4
ID 50	Residential Space Planning	3
ID 51	Digital Drafting Principles I	3
ID 52	History of Interiors and Furnishings	3
ID 54	Principles of Interior Design	3
ID 55	Introduction to Textiles	3
ID 56	Professional Practices	3
ID 58	Fundamentals of Lighting	3
ID 60	Materials and Resources	3
ID 62	Kitchen and Bathroom Design	3
	or	
ID 72	Commercial Interior Design	3
ID 73	Digital Drafting Principles II	3
Total		**40**

KITCHEN AND BATH DESIGN

Certificate of Achievement

This certificate prepares students to design Kitchen and Bath in residential solutions to real design problems. The certificate emphasizes space planning, creative problem-solving, communication skills, knowledge of building materials and construction, furnishings, presentation, conventional and computer aided drafting, all under the guidelines of National Kitchen and Bath Associations (NKBA).

Career Opportunties

The Interior Design Program works closely with NKBA to assure adherence to kitchen and bathroom guidelines and accessibility standards. The COA in Kitchen and Bathroom specifically promotes program development in terms of successful course completion, alternative basic skills and enhanced workforce development. Furthermore, the completion of our course requirements for the COA in Kitchen and Bathroom, will prepare students for the Associate Kitchen & Bath Designer (AKBD) exam, which will facilitate a smooth transition between academia and the workforce. Many of the students studying Interior Design at Chabot College are student members of the NKBA Northern California Chapter. Our program strongly supports our students to attend the monthly NKBA Chapter meetings which fosters the development of the Kitchen Bathroom industry network.

Program Learning Outcomes

1. Explain in a design statement the creative solution for a kitchen and/or bathroom.
2. Apply NKBA guidelines, accessibility, building codes and California Title XIV required for a kitchen and/or bathroom remodel or construction.
3. Prepare a complete set of drawings for a kitchen or bathroom using NKBA drafting requirements.
4. Select materials, finishes, appliances and cabinetry for a kitchen and/or bathroom
5. Provide a budget brake down for the entire project.

Year One		**Units**
ID 48	Drafting for Interior Design	3
ID 54	Principles of Interior Design	3
ID 58	Fundamentals of Lighting	3
ID 50	Residential Space Planning	3
ID 62	Kitchen and Bathroom Design	3
Year Two		
ID 51	Digital Drafting Principles I	3
ID 56	Professional Practices	3
ID 70	Advanced Kitchen and Bath Design	3
ID 60	Materials and Resources	3
ID 49	Digital Tools for Design and Visual Communication	4
	or	
ARCH 68	Digital Tools for Design and Visual Communication	4
Total		**31**

INTERIOR DESIGN (ID) COURSES

48 Drafting for Interior Design 3 Units
This course will introduce basic drafting techniques as related to architectural working drawings for interior design. Emphasis is on lettering, measuring techniques, scale problems, use of architectural and NKBA graphic standards, dimensioning, plans, elevations, sections, and perspective drawings. 36 hours lecture, 54 hours laboratory.

49 Digital Tools for Design and Visual Communication 4 Units
(See also ARCH 3)
Introduction to digital tools with computer-aided design drafting. Ability to effectively use basic design principles in two dimensions. Topics include command basics including drawing entity creation and modification, industry layering standards, text and dimensioning systems appropriate to architecture, creating symbol libraries, external reference techniques, model and paper space commands, and plotting techniques. May not receive credit if Arch 3 or ARCH 68 has been completed. 54 hours lecture, 54 hours laboratory.

50 Residential Space Planning 3 Units
Basic techniques in planning space for interiors. Private and group living spaces, support systems, functional planning of interior space, and color in space planning. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** ID 48 (with a grade of "C" or higher).

51 Digital Drafting Principles I 3 Units
Introduction to vocabulary, tools, and graphic techniques for interior designers, communication utilizing computer aid methods, with emphasis on residential interior design drawings including cover sheet, floor plans, finish plans, electrical, Mechanical and Plumbing plans. 36 hours lecture, 54 hours laboratory. **Strongly Recommended** ID 48 (with a grade of "C" or higher) **Prerequisite** ARCH 68 (with a grade of "C" or higher) or ID 68 (with a grade of "C" or higher) or INTD 68 (with a grade of "C" or higher) or ID 49 (with a grade of "C" or higher).

52 History of Interiors and Furnishings 3 Units
A survey of the history of interiors and furnishings from Egyptian period to the present. Emphasis on furniture styles and ornamentation. 54 hours lecture.

54 Principles of Interior Design 3 Units
The course is intended to provide students with the knowledge of elements and principles of design as they apply to interiors and to analyze interiors using basic design concepts. Emphasis is on the use of color and texture in the selection of home furnishings. 54 hours lecture.

55 Introduction to Textiles 3 Units
The textile industry and its effects on the apparel and home furnishings markets. Fiber identification, yarn and fabric construction, and decoration. Emphasis on consumer information, fabric performance, care and labeling, and legal responsibilities of the industry. 54 hours lecture.

56 Professional Practices 3 Units
Interior design practices including business and marketing aspects, wholesale resource development, design presentation and career preparation, contractual obligations. 54 hours lecture.

58 Fundamentals of Lighting 3 Units
Residential and commercial lighting systems as they apply to what constitutes a well-lit interior space. Includes an investigation of current lighting fixtures and lighting resources. **Strongly Recommended** ID 48 (with a grade of "C" or higher). 54 hours lecture.

60 Materials and Resources 3 Units
Survey of residential and commercial interior furnishings with attention to product knowledge of furniture, textiles, ceramics, glass, metals, plastics, and composite materials. Skills needed to perform related activities. 54 hours lecture.

62 Kitchen and Bathroom Design 3 Units
Survey of the field of kitchen and bathroom designs. Includes resources, materials, trends, costs and needs, both functional and aesthetic. **Strongly Recommended** ID 48 (with a grade of "C" or higher). 36 hours lecture, 54 hours laboratory.

70 Advanced Kitchen and Bath Design 3 Units
National Kitchen and Bath (NKBA) planning guidelines and NKBA Access Standards for kitchen and bath. Emphasis on designing a universal kitchen and universal bath. Creation of working documents to design a kitchen and bath from its beginning to completion. 54 hours lecture. **Prerequisite** ID 62 (with a grade of "C" or higher).

72 Commercial Interior Design 3 Units
Introduction to the field of commercial design. Emphasis on the design of interior spaces such as offices, restaurants and hotels. Lessons are given in space planning, interior specifications and furniture planning, as well as programming and code requirements. 54 hours lecture.

73 Digital Drafting Principles II 3 Units
Continuation of ID 51 with emphasis on architectural interior working drawings for non-residential buildings with wood, masonry, steel and concrete structures. Application of advanced computer-aided drafting techniques for architectural construction documents will be reviewed, as will the use of electronic/web-based information sources, including Architectural Graphic Standards, Sweets Catalogs, and the Uniform Building Code. 36 hours lecture, 54 hours laboratory. **Prerequisite** ID 51 (with a grade of "C" or higher) Skills needed from ID 51 to be successful in this course. **Strongly Recommended** ID 72 (with a grade of "C" or higher) to enhanced drafting skills.

74 Internship 3 Units
Provides the focal point for the coordination of the student's curriculum with college supervised employment/volunteering in the student's major field. Emphasis on building strong working relationships with supervisors, subordinates, co-workers. Issues pertaining to the modern workplace. 180 hours laboratory.

INTERNATIONAL STUDIES (INST)

Degrees

AA International Studies

INTERNATIONAL STUDIES

Associate in Arts

This degree provides an understanding of the international dimensions of a variety of inquiry areas including politics, economics, and culture. The degree also offers students the opportunity to develop foreign language skills to assist in developing a deeper understanding of global societies.

Program Learning Outcomes

1. Develop a strong comprehension of international politics and U.S. foreign policy.
2. Encourage active engagement with international affairs current events.
3. Ability to link international developments to national politics and elections, and the everyday activities of individuals.

Required Core		Units
POSC 30	International Relations	3
GEO 2	Cultural Geography	3
	or	
ANTH 3	Social and Cultural Anthropology	3
ECN 1	Principles of Microeconomics	3
	or	
ECN 2	Principles of Macroeconomics	3

List A (choose 6 units from two different disciplines.)

ANTH 7	Introduction to Global Studies	3
BUS 40	International Business	3
COMM 6	Introduction to Performance Studies	3
COMM 11	Intercultural Communication	3
ENGL 48	The Literature of the Holocaust	3
GEO 3	Economic Geography	3
GEO 5	World Regional Geography	3
GNST 31	Women's Spirituality: An Examination of Ancient and Emerging Traditions	3
HIS 4	World History: 1500 to the Present	3
POSC 10	Seminar in Comparative Politics	3
POSC 20	Comparative Politics	3
RELS 50	Religions of the World	3

List B

Foreign Language Requirement: Choose 8-10 units from the following list of courses. Units may be from multiple languages. Up to 5 units of an entry level foreign language course may be waived with completion of a higher level language course (See World Languages Department for advanced level placement process).

CHIN 1A	Beginning Chinese	5
CHIN 1B	Elementary Chinese	5
CHIN 2A	Intermediate Chinese	4
CHIN 2B	Advanced Chinese	4
FRNC 1A	Beginning French	5
FRNC 1B	Elementary French	5
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4
ITAL 1A	Beginning Italian	5
ITAL 1B	Elementary Italian	5
ITAL 2A	Intermediate Italian	4
ITAL 2B	Advanced Italian	4
JAPN 1A	Beginning Japanese	5
JAPN 1B	Elementary Japanese	5
JAPN 2A	Intermediate Japanese	4
JAPN 2B	Advanced Japanese	4
SPA 1A	Beginning Spanish	5
SPA 1B	Elementary Spanish 1	5
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4

Major Requirements	23 - 25 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

JAPANESE (JAPN)

Certificate of Achievement

International Entrepreneur - Japanese
Japanese

INTERNATIONAL ENTREPRENEUR - JAPANESE

Certificate of Achievement

This certificate combines Japanese language proficiency, business culture, and entrepreneurship to prepare students to seize opportunities in the global market. Students complete at least 3 semesters of Japanese and continue with Business / Entrepreneurship courses.

Career Opportunities

Employment Outlook for Global Trade & Logistics and International Business and Trade Occupations: Entrepreneur, global trade and logistic worker, business consultant, business operations specialist, supply chain specialist, logistics analyst, human resource specialist, cargo and freight agent, shipping, receiving, purchasing, and traffic clerk, sales clerk.

Program Learning Outcomes

1. Identify and evaluate new business opportunities while demonstrating proficiency in understanding and using Japanese.
2. Prepare marketing and business plans for a new venture in Japan.
3. Effectively pitch their new business idea to potential investors and partners, both orally and in writing in Japanese.

Required core		**Units**
JAPN 1A	Beginning Japanese	5
JAPN 1B	Elementary Japanese	5
JAPN 2A	Intermediate Japanese	4
BUS 40	International Business	3
ENTR 1	Introduction to Entrepreneurship	3

Substitutions for advanced language students that pass the prerequisite challenge/override must complete a minimum of 20 units to earn the certificate. Advanced students may use courses from the list below to meet the total units required.

BUS 12	Introduction to Business	3
JAPN 2B	Advanced Japanese	4
ENTR 20	Marketing for Entrepreneurs	3
Total		**20**

JAPANESE

Certificate of Achievement

Chabot's Japanese Certificate of Achievement is designed to prepare students with knowledge, skills, and academic accomplishment in the Japanese language and provide prospective employers with documented evidence of language proficiency. The certificate consists of 4 classes with no prerequisites to begin the program. Classes are available online and on-campus. The certificate can be earned either on campus or fully online. Each course must be completed with a final grade of C or higher or Pass.

Career Opportunities

Japan as the second largest economy in the world for a while and now third by GDP, there are hundreds of billions of dollars spent by the Japanese on consumer goods and services. There are Japanese multinational corporations with branches around the world. Being able to communicate well with potential customers, business partners, employers or vendors will be valuable in making your business grow. In addition by learning Japanese, students will be able to understand animations, movies, variety shows, news, and any mainstream Japanese media and follow pop-culture, current events, history, and many other things in the original language, allowing for a deeper connection to Japan traditional and pop culture. This certificate is developed to prepare students for this growing need in the job market and to provide the Japanese language and cultural competency needed for career opportunities in the fields of entertainment, education, interpretation/translation, hospitality/tourism, banking/finance, government/immigration, sales/customer service, and other relevant fields. Furthermore, students seeking to work for international Japanese-speaking companies with offices in the USA and Japan could also benefit from this certificate as it certifies the accomplishment and knowledge of the language.

Program Learning Outcomes

1. Demonstrate proficiency in understanding and using, orally, the grammatical structures presented and vocabulary assigned
2. Demonstrate proficiency in understanding and using, in writing, the grammatical structures presented and vocabulary assigned

Required Core		Units
JAPN 1A	Beginning Japanese	5
JAPN 1B	Elementary Japanese	5
JAPN 2A	Intermediate Japanese	4
JAPN 2B	Advanced Japanese	4
Total		**18**

JAPANESE (JAPN) COURSES

1A Beginning Japanese 5 Units

Introduction to the Japanese cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Japanese. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 90 hours lecture, 18 hours laboratory. **Strongly Recommended** Eligibility for ENGL 1.

1B Elementary Japanese 5 Units

Further study of Japanese-speaking cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Japanese begun in Japanese 1A. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 90 hours lecture, 18 hours laboratory. **Prerequisite** JAPN 1A (with a grade of "C" or higher).

2A Intermediate Japanese 4 Units

Review of grammar; practice in conversation and composition; research on topics related to Japan. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 72 hours lecture, 18 hours laboratory. **Prerequisite** JAPN 1B (with a grade of "C" or higher).

2B Advanced Japanese 4 Units

Advanced review of grammar; practice in conversation and composition; research on topics related to Japan. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 72 hours lecture, 18 hours laboratory. **Prerequisite** JAPN 2A (with a grade of "C" or higher).

KINESIOLOGY (KINE)

See **Physical Education**, page 309

LEARNING SKILLS (LNSK)

LEARNING SKILLS (LNSK) COURSES

100 Adapted Computer Keyboarding 3 Units

Introduction to the correct keyboarding techniques and familiarity with the entire computer keyboard, including the number pad with emphasis on adaptive, one handed, and ergonomic keyboarding skills. This course is designed for students with disabilities. May not receive credit if CAS 100 has been completed. 36 hours lecture, 54 hours laboratory.

101 Adapted Word Processing 3 Units

Individualized adapted basic word processing techniques using specialized keyboarding commands, accessibility options, adapted keyboard and mouse hardware and software to produce letters, memos, reports, tables, and other documents. This course is designed for students with disabilities. May not receive credit if CAS 101 has been completed. 36 hours lecture, 54 hours laboratory.

102 Introduction to Assistive Technology 1 Unit

Self-paced lab course in assistive technology using screen reader, scan and read, speech recognition, and screen enlargement software programs. Designed for students with disabilities, based on their individual needs. May not receive credit if CAS 102 has been completed. 54 hours laboratory.

116 Learning Skills - Diagnostic Clinic and Study Skills 2 Units

Determination of eligibility for learning disabilities services through diagnostic testing. Includes state-mandated tests. Focus on compensatory methods as derived from test results. 36 hours lecture.

117 Learning Skills - Reading 4 Units

Reading to develop decoding, vocabulary and comprehension skills. Use of specialized techniques developed especially for students with learning disabilities. Includes reading comprehension strategies and vocabulary development, and other compensatory strategies. Designed for students with learning disabilities. 72 hours lecture. **Prerequisite** LNSK 116 (with a grade of "P" or higher) or LNSK 116 (with a grade of "P" or higher).

118A Learning Skills: Reading/Writing 3 Units

Strategies to develop college writing skills with an emphasis on developing reading comprehension strategies, summarizing and writing responses to the readings. Includes compensatory strategies. Designed for students with learning disabilities to improve reading and writing skills. 54 hours lecture.

118B Learning Skills: Reading/Writing 3 Units

Elements of the writing process including prewriting, organizing, writing and revising, and review of basic grammar. Includes reading comprehension strategies and review of compensatory strategies. Designed for students with learning disabilities to improve reading and writing skills. 54 hours lecture.

119 Mathematics 3 Units

Preparation for problem solving success in college for those with learning disabilities. Emphasis on quantitative reasoning abilities needed to process and integrate word problems and related problem solving tasks. Designed for students with identified learning disabilities. 54 hours lecture. **Strongly Recommended** LNSK 116 (with a grade of "P" or higher)Student may want to take the LNSK Diagnostic Clinic to determine if they are eligible for accommodations and services through DSPS.

120 Learning Skills: Study Strategies 1 Unit

Guided practice in specific compensatory and study strategies for those with learning disabilities. Designed for Learning Skills students actively enrolled in an academic course. Focus on utilizing skills and strategies in conjunction with academic course materials. Designed for students with identified learning disabilities. 54 hours laboratory.

121 Learning Skills - Quantitative Strategies through Language Skills 1 Unit

Guided practice in specific compensatory and study strategies for students with learning disabilities in language based quantitative reasoning skills (dyscalculia). Focus on utilizing skills and strategies in conjunction with academic course materials. Development of math and language skills. Designed for Learning Skills students enrolled in math. 54 hours laboratory.

LIBRARY SKILLS (LIBS)

LIBRARY SKILLS (LIBS) COURSES

1 Library Skills for an Information Society 1 Unit

Introduction to academic libraries and information resources they provide, including development of search strategies, and the retrieval, evaluation, and use of information. Effective use of print and electronic resources, including online library catalogs, reference sources, online periodicals and research databases, and the internet. Prepares students to resolve different information queries, problems or issues (both academic and non-academic) in a systematic way: locate, evaluate, synthesize and communicate information. 18 hours lecture.

2 Library Research and Information Literacy Skills via Popular Culture 2 Units

Introduction to research techniques using Chabot College library resources. Teaches the skills needed to successfully find, evaluate, and document information in print, electronic, and Internet formats. Covers plagiarism, the ethical and legal aspects of information use, and the critical thinking skills necessary for successful college research. 36 hours lecture.

MACHINE TOOL TECHNOLOGY (MTT)

Degrees

AS Machine Tool Technology
AS Numerical Control

Certificate of Achievement

Computer Numerical Control Programmer
Machinist
Tool Maker

MACHINE TOOL TECHNOLOGY

Associate in Science

The Tool Maker two-year program is designed to train students for a tool and die making career. Graduates are trained in tool and die making, computerized numerical control (CNC) machining, computer-aided manufacturing, computer-aided drafting and design, and are capable of learning new skills with minimum instruction. Students are expected to have an appreciation of precise work and a desire to observe the progression of complex parts. Students use a variety of computer software applications to draw, design, and program CNC machines, and application work focuses on jigs, fixtures, and punch and die work.

Career Opportunities

The courses that define this degree are recommended as preparation for the following careers: machinist, machinist apprentice, industrial repairman, mold maker, tool and die maker, model maker, CNC operator, CNC set-up, and CNC junior programmer. These occupations can be either an initial career path or a transitional path for existing machinists or industry employees.

Program Learning Outcomes

1. Demonstrate the expertise needed to fabricate machined parts in a timely and professional manner with minimal supervision.
2. Demonstrate the expertise needed to create parts, drawings, and assemblies using SolidWorks design software.

Year One

MTT 50	Blueprint Reading and Introduction to CAD	3
MTT 60A	Machine Tool Technology I	4
MTT 60B	Machine Tool Technology II	4
MTT 71A	Numerical Control Program I	4

Year Two

MTT 65	Basic Toolmaking	4
MTT 66	Production Practices	4
MTT 81B	Surfcam	3
	or	
MTT 81C	Mastercam X	3
WELD 70	Introduction to Welding	2

Required Major-Specific G.E. Requirement

INDT 74	Measurements and Calculations	3

Major Requirements	28 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

NUMERICAL CONTROL

Associate in Science

This program prepares students for employment as entry-level machinists, CNC programmers, and drafts people with an in-depth education in utilizing industrial technology to create highly precise and complex parts. Students learn essential skills to use: manual and computer controlled mills and lathes, manual and computer controlled inspection machines, manual and computer controlled grinders, laser cutters, wire EDM, 3D printers, and numerous software platforms.

Career Opportunities

The courses that define this degree are recommended as preparation for the following careers: machinist, machinist assistant, CNC operator, CNC set-up, CNC junior programmer, CNC programmer, and Solidworks draftsperson. These occupations can be either an initial career path or a transitional path for existing machinists or industry employees.

Program Learning Outcomes

1. Students will be able to demonstrate the expertise needed to turn parts using both manual and CNC equipment.
2. Students completing the Chabot Numerical Control AS Degree will be able to demonstrate the expertise needed to fabricate setup, program, and machine parts manually and on numerically controlled lathes and milling machines in a timely and professional manner with minimal supervision.

Year One

MTT 50	Blueprint Reading and Introduction to CAD	3
MTT 60A	Machine Tool Technology I	4
MTT 60B	Machine Tool Technology II	4
MTT 71A	Numerical Control Program I	4
MTT 81A	SolidWorks for Machine Shops	3

Year Two

MTT 65	Basic Toolmaking	4
MTT 71B	Numerical Control Program II	4
MTT 71C	Numerical Ctrl Programming III	4
MTT 81B	Surfcam	3
	or	
MTT 81C	Mastercam X	3

Required Major-Specific G.E. Requirement

INDT 74	Measurements and Calculations	3

Major Requirements	33 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

COMPUTER NUMERICAL CONTROL PROGRAMMER

Certificate of Achievement

This program builds upon introductory coursework in CNC programming and Mastercam to advance g-code reading and writing skills, as well as using CAM software and advanced tooling and technology to machine complex, highly precise parts on both CNC lathes and multi axis CNC mills.

Career Opportunities

The courses that define this certificate are recommended as preparation for the following careers: machinist, CNC operator, CNC set-up, and CNC programmer. These occupations can be either an initial career path or a transitional path for existing machinists or industry employees. Average annual salary for a CNC programmer in the East Bay: $81,390 CNC programmer job market projected growth over the next 10 years: 22%

Program Learning Outcomes

1. Demonstrate the ability to program CNC lathes and multi-axis CNC mills writing G-code in a longhand format
2. Demonstrate skill in setting up and operating CNC lathes and multi-axis CNC mills to machine parts to +/- .001" or less
3. Demonstrate skill in programming CNC equipment with CAM software.

Core Requirements		Units
MTT 71A	Numerical Control Program I	4
MTT 71B	Numerical Control Program II	4
MTT 71C	Numerical Ctrl Programming III	4
MTT 73A	Computer Numerical Control Individual Projects	2
MTT 81A	SolidWorks for Machine Shops	3
MTT 81C	Mastercam X	3
Total		**20**

MACHINIST

Certificate of Achievement

This program introduces students to the fundamentals of machining and additive manufacturing. Students who complete this course of study will be able to read and create blueprints using industry standard Solidworks software, operate manual and computer numerically controlled (CNC) equipment to fabricate complex and highly precise parts, how to use precision measurement tools and techniques, and to digitally create and 3D print custom objects and assemblies.

Career Opportunities

The courses that define this certificate are recommended as preparation for the following careers: machinist, industrial repair, CNC operator, and CNC set-up. These occupations can be either an initial career path or a transitional path for existing machinists or industry employees. Average annual salary for a machinist in the East Bay: $54,891. Machinist job market projected growth over the next 10 years: 7%

Program Learning Outcomes

1. Demonstrate the expertise needed to read a blueprint for a simple part, create a process plan for fabricating that part, and execute that process plan to machine a part within specifications, including features of +/- .001" or less.
2. Demonstrate the ability to read and write g-code and create and operate CNC equipment with and without the aid of computer aided design (CAD) and computer aided manufacturing (CAM) software.

Required Core		Units
INDT 74	Measurements and Calculations	3
MTT 50	Blueprint Reading and Introduction to CAD	3
MTT 60A	Machine Tool Technology I	4
MTT 60B	Machine Tool Technology II	4
MTT 71A	Numerical Control Program I	4
MTT 81C	Mastercam	3
Total		**21**

TOOL MAKER

Certificate of Achievement

This program builds upon introductory coursework in manual machining theory and practices to advance skills in fabricating parts, assemblies, jigs, fixtures, punches, and dies. Students will also be introduced to welding, heat treating, and basic metallurgy as it relates to shop practices.

Career Opportunities

The courses that define this degree are recommended as preparation for the following careers: machinist, industrial repair, mold maker, tool and die maker. These occupations can be either an initial career path or a transitional path for existing machinists or industry employees. Average annual salary for a tool maker in the East Bay is $67,475. Tool maker job market projected growth over the next 10 years is 3% but job openings continue to outnumber skilled workers due to tool maker retirement rates and current educational trends.

Program Learning Outcomes

1. Demonstrate the ability to create basic CNC machine tool setups.
2. Demonstrate the expertise needed to fabricate machined parts in a timely and professional manner with minimal supervision.:

Required Core		Units
MTT 60A	Machine Tool Technology I	4
MTT 60B	Machine Tool Technology II	4
MTT 63A	Individual Projects	2
MTT 65	Basic Toolmaking	4
MTT 66	Production Practices	4
WELD 70	Introduction to Welding	2
Total		**20**

MACHINE TOOL TECHNOLOGY (MTT) COURSES

50 Blueprint Reading and Introduction to CAD 3 Units

(See also APPM 9750)

The reading of engineering drawings/blueprints, interpreting of commonly used symbols, orthographic projection, geometric construction, dimensioning, and sectioning. Includes a general approach to Computer Aided Drafting (CAD). Focus on subject matter relevant to Machine Tool Technology and Industrial Technology applications and local industry requirements. Designed to provide a working knowledge of methods of graphical communication. May not receive credit if APPM 9750 has been completed successfully. 36 hours lecture, 54 hours laboratory.

55 Geometric Dimension and Tolerancing 2 Units

(See also APPM 9755)

Geometric dimensioning and tolerancing (GD&T) is the symbolic way of showing specific tolerances on engineering and manufacturing drawings. This course will teach the Interpretation of the technical standards governed by The American Society of Mechanical Engineers (ASME) Y14.5-2009. Explanation of the standards used in designing, machining and inspection operations by using multiple datums, symbols, feature control frames, and other GD&T specifications. May not receive credit if APPM 9755 has been completed successfully. 36 hours lecture. **Prerequisite** MTT 50 (with a grade of "C" or higher) or APPM 9750 (with a grade of "C" or higher) and MTT 60A (with a grade of "C" or higher) or APPM 9760A (with a grade of "C" or higher).

60A Machine Tool Technology I 4 Units

(See also APPM 9760A)

Introduction to machine tool operations relating to precision measuring tools, layout methods, screw threads, benchwork, drill presses, bandsaws, optical and manual inspection techniques, basic lathe and vertical milling operations, and evaluation of manufacturing job opportunities. Emphasis on the safe and correct use of hand and machine tools. May not receive credit if APPM 9760A has been completed successfully. 36 hours lecture, 108 hours laboratory.

60B Machine Tool Technology II 4 Units

(See also APPM 9760B)

Continuation of Machine Tool Technology 60A. Theory and laboratory practice relating to advanced lathe and milling machine operations, gear cutting, steel and heat treating, basic surface and cylindrical grinding, and introduction to metric measurement. Emphasis on correct machine tool setups and quality of project work are stressed. May not receive credit if APPM 9760B has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** MTT 60A (with a grade of "C" or higher) or APPM 9760B (with a grade of "C" or higher) **Strongly Recommended** INDT 74.

63A Individual Projects 2 Units

(See also APPM 9763A)

Design, development, and fabrication of selected projects for the machine tool technology major to develop special entry-level job skills. May not receive credit if APPM 9763A has been completed successfully. 108 hours laboratory. **Strongly Recommended** MTT 60A (with a grade of "C" or higher) or APPM 9760A (with a grade of "C" or higher).

63B Advanced Individual Projects 2 Units

(See also APPM 9763B)

Continuation of Machine Tool Technology 63A. Selected projects to provide certain specialized skills required for job updating, job advancement, or skill specialization. May not receive credit if APPM 9763B has been completed successfully. 108 hours laboratory. **Prerequisite** MTT 60A (with a grade of "C" or higher) or APPM 9760A (with a grade of "C" or higher).

65 Basic Toolmaking 4 Units

(See also APPM 9765)

Introduction to design and fabrication of production-type tooling such as jigs, fixtures, and gauges as applied in industry. Emphasis on tool design practices, fabrication techniques, set-up procedures, and inspection of production parts. May not receive credit if APPM 9765 has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** APPM 9760B (with a grade of "C" or higher) or MTT 60B **Strongly Recommended** APPM 9771A or MTT 71A APPM 9781A or MTT 81B APPM 9781C or MTT 81C.

66 Production Practices 4 Units

(See also APPM 9766)

Toolroom grinding, precision measurement, precision boring, steels and heat treating, carbide cutting tools, job estimating, and basic jig, fixture, mold, and die-making theory. May not receive credit if APPM 9766 has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** MTT 65 (with a grade of "C" or higher) or APPM 9765 (with a grade of "C" or higher).

70 Exploration of Precision Manufacturing 2 Units

Introduction to machine shop practices for exploration of the Machine Tool Technology field. Includes measuring tools, benchwork, screw threads, drill presses, lathes, and vertical milling machine operations. Safe and correct use of machine tools. 18 hours lecture, 54 hours laboratory.

71A Numerical Control Program I 4 Units

(See also APPM 9771A)

Introduction to programming and operating three axis computer numerical controlled drilling and milling machines. Instruction includes the standard X-Y-Z Cartesian coordinate system, manual and automatic milling machine operation, absolute and incremental positioning, reading and writing g-code, and fabrication of basic and intermediate three axis drill and mill parts. May not receive credit if APPM 9771A has been completed successfully. 36 hours lecture, 108 hours laboratory. **Strongly Recommended** APPM 9760A or MTT 60A APPM 9774 or INDT 74.

71B Numerical Control Program II 4 Units

(See also APPM 9771B)

This course offers students advanced study in programming computer numerical control (CNC) mills. Students learn how to write programs that utilize 4th and 5th axis rotations in longhand format, utilize automated tool and fixture probing cycles, set up and operate parts using 4th and 5th axis CNC tooling, and how to use Mastercam computer aided manufacturing (CAM) software to safely and effective program complex parts using high speed machining, surfacing, and 4th and 5th axis operations. This course prepares students to work confidently in the emerging technologies that are defining the new standards of modern machining. May not receive credit if APPM 9771B has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** MTT 71A (with a grade of "C" or higher) or APPM 9771A (with a grade of "C" or higher).

71C Numerical Ctrl Programming III 4 Units

(See also APPM 9771C)

Basic programming and operating of two-axis and live tooling computer numerical controlled lathes. Instruction includes lathe programming using constant surface speeds, internal and external turning, live tool drilling, tapping, milling, sub spindle operation, and laboratory ?first article? inspection reports. May not receive credit if APPM 9771C has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** MTT 71A (with a grade of "C" or higher) or APPM 9771A (with a grade of "C" or higher) **Strongly Recommended** INDT 74.

73A Computer Numerical Control Individual Projects 2 Units

(See also APPM 9773A)

Student directed design, development, and fabrication of selected Numerical Control projects for the machine tool technology major to develop special entry-level job skills. Student will develop their own procedure plans, load their own tools, and program machines to create custom parts, fixtures and assemblies. This course connects software skills with machine operation and inspection to offer the student a total immersion into the contemporary practices of machining. May not receive credit if APPM 9773A has been completed successfully. 108 hours laboratory. **Prerequisite** MTT 71A (with a grade of "C" or higher) or APPM 9771A (with a grade of "C" or higher).

73B Computer Numerical Control Individual Projects II 2 Units

(See also APPM 9773B)

Advanced student directed Computer Numerical Control (CNC) programming and operation. Students are challenged to utilize high precision work holding and rapid machining to create parts that exceed industry standards of precision and speed. Creative problem solving and design skills are stressed as students navigate unique problems and materials. Projects will include high speed machining, 3D surfacing, and multiple machine set-ups. May not receive credit if APPM 9773B has been completed successfully. 108 hours laboratory. **Prerequisite** MTT 73A (with a grade of "P" or higher) or APPM 9773B.

81A SolidWorks for Machine Shops 3 Units

(See also APPM 9781A)

This course will introduce you to the fundamentals of Solidworks design software as it pertains to machine shop use and requirements. Instruction includes: creation of basic solids models, assemblies, and drawings; managing Solidworks file types for export to 3D printers, laser cutters, or CAM software; part configurations; mold body creation; surfaces; jig and fixtures; and more. This course will also introduce students to the theory and operation of rapid prototyping tools such as 3D printers, laser cutters, and 3D scanners. May not receive credit if APPM 9781A has been completed successfull. 36 hours lecture, 54 hours laboratory.

81C Mastercam 3 Units

(See also APPM 9781C)

The fundamentals of the latest version of Mastercam CAD/CAM manufacturing software as it pertains to machine shop use and requirements. Instruction includes theory and laboratory practice on the use of the Mastercam software environment to create 2 1/2 and 3 axis, lathe, and wire edm tool paths. Instruction includes part drawing, dimensioning, importing electronic files (DXF, IGES, Sldprt, and Dwg), lathe and mill tool path construction, geometry and tool path transformations, tool path editing, and post processors. May not receive credit if APPM 9781C has been completed successfully. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** MTT 71A or APPM 9771A.

MASS COMMUNICATIONS (MCOM)

Degrees

AA-T	Journalism
AA	Mass Communications
AA	Radio and Television Broadcasting

JOURNALISM

Associate in Arts for Transfer

The Mass Communications Studies: Journalism courses at Chabot College offer degree preparation with exciting hands-on media training for students interested in journalism or other mass communication career options. Our courses are not just for reporters, however! Courses such as Journalism News writing, Introduction to Mass Communication, Newspaper Production, Photojournalism and newspaper and magazine feature writing, prepare students to become strong researchers, information gatherers, vital communicators and advocates needed today in industries such as journalism, reporting, news production, advertising, media relations, public information and other forms of mass communications. These skills will also help people in numerous other careers that require public interaction, information gathering and research. Chabot College students work with qualified instructors in hands-on learning environments that promote advanced development of research, writing, leadership, oral and written communication skills. Students also develop important technical skills in industry software and learn vital production processes while building social skills.

Career Opportunities

Journalists, News reporters, Sports reporters, News editors, Copy editors, Designers, Multimedia reporters, Photojournalists, Public information officers, Public Relations practitioners, Advertising

Program Learning Outcomes

1. Students will be able to apply knowledge and understanding of the Internet, including various databases in order to independently conduct the research they need to produce credible and well constructed content for publication.
2. Students will gain knowledge of a broad range of equipment, software, trends, changes and tools needed to be successful in the journalism field.
3. Students gain critical understanding of journalism practices, including facts, standards, conventions, and principles, including critical understanding of internal and external forces affecting their operation.
4. Students will be able to apply the separate skills of a journalist—writing and editing stories; taking and editing photographs; creating and editing graphics; recording and editing audio; as well as shooting and editing videos—in order to produce interactive media content.

Required Core		Units
MCOM 20	Journalism: Newswriting and Information Gathering	3
MCOM 21	Newspaper Production I	3
MCOM 41	Introduction to Mass Communications	3

List A (choose 1 course)

MCOM 22	Newspaper Production II	3
MCOM 26	Beginning Photojournalism	3

List B (choose 2 courses)

COMM 50	Introduction to Communication Studies	3
COMM 46	Argumentation and Debate	3
ECN 1	Principles of Microeconomics	3
	or	
ECN 2	Principles of Macroeconomics	3
ENGL 7	Critical Thinking and Writing Across Disciplines	3
MTH 43	Introduction to Probability and Statistics	4
PHOT 50	Introduction to Photography	3
POSC 1	Introduction to American Government	3
POSC 20	Comparative Politics	3

Major Requirements	18 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

MASS COMMUNICATIONS

Associate in Arts

In pursuing this degree, students will gain knowledge and hands-on experience in radio, television, print and online journalism. Students who successfully complete the program will be able to use their knowledge and experience or seek job entry in one of the media fields.

Career Opportunities

In our rapidly changing society and economy, the skills associated with communications-based learning is recognized by many employers as mandatory for market success. More and more businesses and occupations prefer to hire employees who possess strong communication skills. While many media careers require at least a bachelor's degree, an associate's degree in Mass Communications opens the door to some entry-level careers. A Mass Communications major prepares students to go into a variety of fields, including careers in: advertising, broadcasting, camera operator, content developer, copy-editor, corporate communications, director, DJ, editor, journalist, media relations, news producer, online media, photographer, production design, production management, promoter, public relations, radio/TV professional, reporter, videographer and writer. If you want to finish your degree quickly and start working, an associate's degree in Mass Communications can be a good way to begin your career. In some cases, you can use the credits you earn for your associate's degree in Mass Communications to transfer to a four-year school and earn a bachelor's degree, opening up more career options.

Program Learning Outcomes

1. Demonstrate knowledge of the history, processes, and structure of a variety of media, including the ability to exercise critical judgment in the evaluation of media productions.
2. Demonstrate understanding of ethical mass media practices, including standards, conventions, and principles.

Required Core		Units
MCOM 20	Journalism: Newswriting and Information Gathering	3
MCOM 40	Introduction to Broadcasting	3
MCOM 41	Introduction to Mass Communications	3
MCOM 50	Radio Studio Techniques	3
MCOM 60	Television Studio Techniques I	3
MCOM 21	Newspaper Production I	3
MCOM 42	Writing for Broadcasting	3
MCOM 43	Advertising Sales & Media Management	3
MCOM 44	Radio & Television Announcing	3

List A (choose 1 course)

MCOM 22	Newspaper Production II	3
MCOM 56	Introduction to KCRH Radio Experience	4
MCOM 61	Television Studio Techniques II	3

Major Requirements	30 - 31 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

RADIO AND TELEVISION BROADCASTING

Associate in Arts

This two-year diploma program provides students with formal training to become leaders in the communication industry. All aspects of the radio and television industries are covered with the common focus of making graduates job-ready. Equal importance is given to creative production elements and technical quality in operations. The program follows a hands-on approach to learning, stressing the importance of teamwork. Students follow a common curriculum that emphasizes announcing, broadcast journalism and production techniques.

Program Learning Outcomes

1. Understanding the development of the different types of productions created for television
2. Use the current technology of television to develop and produce broadcast content.

Freshman Year		**Units**
MCOM 40	Introduction to Broadcasting	3
MCOM 41	Introduction to Mass Communications	3
MCOM 44	Radio & Television Announcing	3
MCOM 50	Radio Studio Techniques	3
MCOM 60	Television Studio Techniques I	3

Sophomore Year		**Units**
MCOM 43	Advertising Sales & Media Management	3
MCOM 61	Television Studio Techniques II	3
MCOM 58	Intermediate KCRH Radio Experience	3
	or	
MCOM 68	KCTH Television Experience	3
MCOM 42	Writing for Broadcasting	3

Major Requirements	28 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

MASS COMMUNICATIONS (MCOM) COURSES

9 Colloquium-Mass Communications 1 Unit

Exploration in interdepartmental collaboration between Journalism, Radio and Television. Experience in working on cross-platform projects in content creation. Designing material for newspaper, radio and television. Learning production techniques for newspaper, radio and television. Discussions may include programming philosophies, formatting content for specific media, marketing, promotions, news and sports. 18 hours lecture, 18 hours laboratory.

20 Introduction to Journalism Reporting and News writing 3 Units

This course is an introduction to gathering, synthesizing/organizing, and writing news in journalistic style across multiple platforms. Topics include the role of the journalist and related legal and ethical issues. Students will report and write based on their original interviews and research to produce news content. Experiences may include covering speeches, meetings, and other events, writing under deadline, and using AP Style. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** Eligibility for ENGL 1.

21 Newspaper Production I 3 Units

This course focuses on writing the student-produced school newspaper, The Spectator, and its online version, spectator.news, as a practical laboratory that creates a journalistic product for distribution to a college and community audience. Students will work primarily in the following areas: researching, writing, and editing articles for the publication; taking photographs and creating graphic illustrations; developing multimedia stories or designing pages. This course includes practical experience in design/layout, visual, online, multimedia journalism, and emerging technologies. 18 hours lecture, 126 hours laboratory. **Strongly Recommended** MCOM 20 Eligibility for ENGL 1.

22 Newspaper Production II 3 Units

This course focuses on intermediate writing the student-produced school newspaper, The Spectator, and its online version, spectator.news, as a practical laboratory that creates a journalistic product for distribution to a college and community audience. Students will work primarily in the following areas: researching, writing, and editing articles for the publication; taking photographs and creating graphic illustrations; developing multimedia stories or designing pages and mentorship. This course includes practical experience in design/layout, visual, online, multimedia journalism, emerging technologies, and editorial mentorship. 18 hours lecture, 126 hours laboratory. **Prerequisite** MCOM 21 **Strongly Recommended** MCOM 20 Eligibility for ENGL 1.

23 Newspaper Production III 3 Units

This course focuses on advanced writing the student-produced school newspaper, The Spectator, and its online version, spectator.news, as a practical laboratory that creates a journalistic product for distribution to a college and community audience. Students will work primarily in the following areas: researching, writing, and editing articles for the publication; taking photographs and creating graphic illustrations; developing multimedia stories or designing pages and leadership. This course includes practical experience in design/layout, visual, online, multimedia journalism, emerging technologies, and editorial leadership. 18 hours lecture, 126 hours laboratory. **Prerequisite** MCOM 22 Eligibility for Eligibility for ENGL 1.

24 Newspaper Production IV 3 Units

This course is the Capstone course in newspaper production. Students will focus on leadership and combine all advanced skills from previous courses while producing the school newspaper, "The Spectator" and its online version, thechabotspectator.com. Students will produce work in six or more of the following areas: researching, writing, and editing advanced investigative and in-depth articles for the two publications; taking photographs and creating graphic illustrations; developing multimedia stories; or designing pages. Ethics and legal aspects of communication and media leadership/management are also covered and students should serve in leadership roles and cover a major or public affairs beat. 18 hours lecture, 108 hours laboratory. **Prerequisite** MCOM 23.

26 Introduction to Photojournalism 3 Units

This course focuses on photography for the student-produced school newspaper, The Spectator, and its online version, spectator.news. This course deals with the photographer as a journalist, focusing on theory and practice in press and publications photography, emphasizing the camera as a reporting and communications tool. Covered are news and feature photography and photographic essays, including composition, impact, and creativity, for newspapers, the Internet, and other mass communications media. 18 hours lecture, 126 hours laboratory. **Strongly Recommended:** PHOT 50, or PHOT 53A, MCOM 20, Eligibility for: Eligibility for ENGL 1.

40 Introduction to Broadcasting 3 Units

Introduces the history, theory, structure, function, economics, content and evolution of radio, television, film, the Internet, new media and their impact on culture and society. Includes, technological development, programming, ratings, legal aspects, and political and social control of broadcasting in America, and cross-cultural, international comparisons. Regulatory, ethical and occupational impact of the electronic media are also studied. 54 hours lecture, 18 hours laboratory.

41 Introduction to Mass Communications 3 Units

Survey of the interrelationships of media with society including history, structure and trends in a digital age. Discussion of theories and effects, economics, technology, law and ethics, global media, media literacy, and social issues, including gender and cultural diversity. 54 hours lecture, 18 hours laboratory.

42 Writing for Broadcasting 3 Units

Techniques of writing for radio, television, film and electronic media; script writing in proper formats, including fundamental technical, conceptual and stylistic issues related to writing fiction and non-fiction scripts for informational and entertainment purposes. Includes a writing evaluation component as a significant part of the course requirement. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** ENGL 1A or ENGL 1.

43 Advertising Sales & Media Management 3 Units

Introduction to media advertising sales, including research, sales presentation, and airing of the commercial campaign. Media managerial objectives and procedures, including leadership, motivation, dealing with personnel and operations problems; and managing departments within media organizations. 54 hours lecture, 18 hours laboratory.

44 Radio & Television Announcing 3 Units

Developing skills in projection of personality, vocal performance and pronunciation necessary for communication of ideas in radio and television broadcasting under studio circumstances. Activities will equip students in understanding and developing themselves as integrated physiological, social, and psychological media personalities. 54 hours lecture, 18 hours laboratory.

50 Radio Studio Techniques 3 Units

Introductory course in theory and application of audio production techniques for radio. Students will gain a basic understanding of audio equipment in both live and pre-recorded broadcasting. This includes recording equipment, mixers, digital audio production, radio program formats, broadcast writing and announcing skills. 54 hours lecture, 18 hours laboratory.

56 Introduction to KCRH Radio Experience 4 Units

Introduction to practical experience in KCRH radio station operations. Radio programming content, music automation systems, audio production techniques, promotions, news, live sports, and underwriting sales will be explored. Development of on-air, talent, DJ, host and web streaming will be emphasized. 36 hours lecture, 126 hours laboratory. **Strongly Recommended** MCOM 50 (with a grade of "C" or higher).

57 KCRH Radio Leadership Experience 3 Units

Leadership experience in KCRH radio station operations. Skills in performing appropriate station departmental leadership duties, planning meetings, organizing duties and responsibilities, as well as maintaining necessary station logs will be developed. Aptitudes in programming, music, audio production techniques, promotions, news, live sports, and underwriting sales will be furthered. Explaining KCRH operations and mentoring new students will be emphasized. 36 hours lecture, 72 hours laboratory. **Prerequisite** MCOM 50 (with a grade of "C" or higher)MCOM 50 prepares students to succeed in MCOM 57.

58 Intermediate KCRH Radio Experience 3 Units

Intermediate practical experience in KCRH radio station operations. On-air studio equipment operation and troubleshooting, radio programming and format philosophies, music rotation automation software, audio production techniques, promotions, news, live sports, and underwriting sales will be taught. The hierarchical organization structure of departments in radio and their functions will be utilized in operating KCRH. Experience in broadcast operation of KCRH-FM. 36 hours lecture, 72 hours laboratory. **Prerequisite** MCOM 50 (with a grade of "C" or higher)MCOM 50 provides the needed information and skill development to succeed in MCOM 57.

59 Advanced KCRH Radio Experience 3 Units

Advanced practical experience in KCRH radio station operations. Leadership skills in running departments in the station organizational hierarchy will be developed. Skill in remote, on-location events where DJ equipment will be assembled for entertaining audiences and promoting KCRH will be broadened. Federal Communications Commission rules and regulations will be explored. Further development of programming, music, audio production, promotions, news, live sports, and underwriting sales department skills will be emphasized. 36 hours lecture, 72 hours laboratory. **Prerequisite** MCOM 50 (with a grade of "C" or higher).

60 Television Studio Techniques I 3 Units

Introduction to studio practices. Hands-on experience in television studio operations, control room procedures, and basic program production. 36 hours lecture, 54 hours laboratory.

61 Television Studio Techniques II 3 Units

Further experience in television studio operations, control room procedures, and program production. Designed to advance skills in operating television equipment, producing and directing television programs. 36 hours lecture, 54 hours laboratory. **Prerequisite** MCOM 60.

68 KCTH Television Experience 3 Units

Practical experience in television production and programming. 36 hours lecture, 54 hours laboratory. **Prerequisite** MCOM 60.

69 Advanced KCTH TV Experience 3 Units

Advanced practical experience in television production and programming. 36 hours lecture, 54 hours laboratory. **Prerequisite** MCOM 60 (with a grade of "C" or higher) **Strongly Recommended** MCOM 68 (with a grade of "C" or higher).

MATH (MTH)

Degrees

AS-T	Mathematics
AS	Mathematics

MATHEMATICS

Associate in Science for Transfer

This curriculum provides an opportunity to achieve an Associate in Science Degree in Mathematics 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. Completion 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. Lower Division requirements for the University of California system and private four-year colleges vary by transfer school. Please see a counselor for transfer requirements for other institutions. Students who intend to transfer must meet all current transfer requirements including minimum GPA. Students are strongly advised to meet with a counselor to discuss transfer requirements and lower division major preparation that is needed for their intended transfer school.

Program Learning Outcomes

1. (Development of the Whole Person) Increase confidence in understanding mathematical concepts, communicating ideas and thinking analytically.
2. (Communication) Communicate mathematical ideas, understand definitions, and interpret concepts.
3. (Critical Thinking) Analyze mathematical problems critically using logical methodology.

Required Core (15 units)		**Units**
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5

List A (choose 1 course)

MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3

List B (choose 1 course)

Any course from List A not used above.

CSCI 14	Introduction to Structured Programming In C++	4
CSCI 15	Object-Oriented Programming Methods	4
CSCI 20	Introduction to Data Structures	4
ENGR 36	Engineering Mechanics -Statics	3
ENGR 43	Electrical Circuits and Devices	4
ENGR 45	Materials of Engineering	4
MTH 43	Introduction to Probability and Statistics	4
PHYS 4A	General Physics I	5

Major Requirements	37- 39 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

MATHEMATICS

Associate in Science

Mathematics and related subjects play important dual roles in our culture. On the one hand, mathematics is a study in its own right; on the other hand it is an indispensable tool for expressing and understanding ideas in the sciences, engineering, and an increasing number of other fields. This degree prepares students for baccalaureate programs in any mathematics related field or other areas that value quantitative and problem-solving skills.

Career Opportunities

Mathematics opens the doors to many promising careers. The analytical and problem-solving skills students learn in mathematics can apply to many other disciplines. In particular, math majors score among the highest on the LSAT and GMAT for entry into law school or for advanced study in business. The associate's degree in mathematics is a stepping stone to further degrees in mathematics and relate fields, leading to careers in academia, actuarial science, education, business, computer science, engineering, law, medicine, physical and life sciences, public service, research, and other quantitative areas. Profiles of successful math majors can be found on the Mathematical Association of America's Career Profiles webpage **www.maa.org/careers/career-profiles**.

Program Learning Outcomes

1. Increase confidence in understanding mathematical concepts, communicating ideas and thinking analytically.
2. Communicate mathematical ideas, understand definitions, and interpret concepts.
3. Critically analyze mathematical problems using a logical methodology.

Required Core (15 units) **Units**

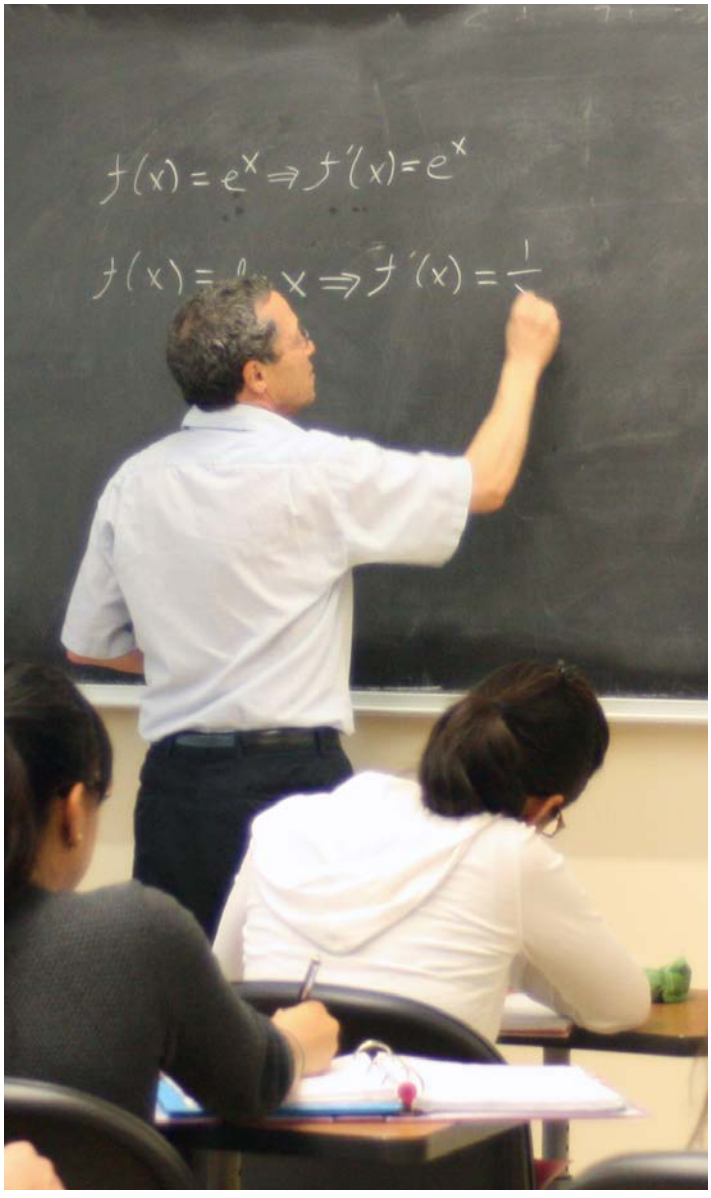
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5

List A (choose 1 course)

CSCI 14	Introduction to Structured Programming In C++	4
ENGR 25	Computational Methods for Engineers and Scientists	3
MTH 25	Computational Methods for Engineers and Scientists	3
PHYS 4A	General Physics I	5
PHYS 25	Computational Methods for Engineers and Scientists	3

List B (choose 2 courses)

MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3



Required Major-Specific G.E. Requirement (choose minimum 3 units)

ANTH 1	Biological/Physical Anthropology	3
ARCH 2A	Architectural Graphics in Drawing and Sketching	3
ARCH 4A	Architectural Drafting Principles I	3
ASTR 10	Introduction to Astronomy: The Solar System	3
ASTR 20	Introduction to Astronomy: Stars and the Universe	3
BIOS 1	Introduction to the Science of Biology	4
BIOS 15	Anatomy and Physiology	4
BIOS 21A	Principles of Plant Biology and Ecology	4
BIOS 41	Fundamentals of Biology for Health Sciences	4
BUS 19	Business Statistics	4
CHEM 1A	General College Chemistry I	5
CHEM 10	Introduction to Chemistry	4
CHEM 30A	Introductory and Applied Chemistry I	4
CHEM 31	Introduction to College Chemistry	4
CSCI 8	Computer Literacy	3
CSCI 10	Introduction to Programming Using Visual BASIC.NET	4
CSCI 14	Introduction to Structured Programming In C++	4
ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
ECN 10	General Economics	3
ENGL 7A	Critical Thinking and Writing across Disciplines	4
ENSC 10	Humans and the Environment	3
ENSC 11	Humans and the Environment with Laboratory	4
GEO 1	Introduction to Physical Geography	3
GEO 8	Introduction to Weather and Climate	3
GEO 20	Introduction to Geographic Information Systems	3
MTH 33	Finite Mathematics	4
MTH 43	Introduction to Probability and Statistics	4
PHYS 3A	College Physics A	4
PHYS 4A	General Physics I	5
PHYS 5	Modern Physics	3
PHYS 11	Descriptive Physics	4
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

Major Requirements	24 - 26 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

MATH (MTH) COURSES

1 Calculus I 5 Units

This course is the first in the three-course calculus sequence intended for majors in math, engineering, and physical sciences. The course covers elements of analytic geometry, derivatives, limits and continuity, differentiation of algebraic and trigonometric functions, and the definite integral. Application to the sciences are also covered. 90 hours lecture. **Prerequisite** MTH 20 or MTH 22 or the two course sequence consisting of MTH 21 and either MTH 36 or MTH 37 or an appropriate skill level demonstrated through the mathematics assessment process.

2 Calculus II 5 Units

Continuation of differential and integral calculus, including transcendental, and inverse functions. Techniques of integration, numerical integration, parametric equations, polar coordinates, sequences, power series and Taylor series. Primarily for mathematics, physical science, and engineering majors. 90 hours lecture. **Prerequisite** MTH 1 (with a grade of "C" or higher).

3 Multivariable Calculus 5 Units

Vector valued functions, functions of several variables, partial differentiation, multiple integration, change of variables theorem, scalar and vector fields, gradient, divergence, curl, line integral, surface integral, Theorems of Green, Stokes and Gauss, applications. 90 hours lecture. **Prerequisite** MTH 2 (with a grade of "C" or higher).

4 Elementary Differential Equations 3 Units

Introduction to elementary differential equations, including first and second order equations, series solutions, Laplace transforms, and applications. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 2 (with a grade of "C" or higher).

6 Elementary Linear Algebra 3 Units

Introduction to linear algebra: matrices, determinants, systems of equations, vector spaces, linear transformations, eigenvalue, eigenvectors, and applications. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 2 (with a grade of "C" or higher).

8 Discrete Mathematics 3 Units

(See also CSCI 28)

Sets, relations and functions; logic, methods of proof, induction; combinatorics, discrete probability, recursion, and recurrence relations; graphs and trees; logic circuits; finite state machines. Designed for majors in mathematics and computer science. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 1 (with a grade of "C" or higher). **Strongly Recommended** CSCI 14 (with a grade of "C" or higher).

15 Applied Calculus I 3 Units

This calculus course is intended for majors in business and in certain areas of life sciences. The course covers differential calculus of algebraic, exponential, and logarithmic functions, introduction to integral calculus, and applications in business, economics, and the life and social sciences. While this is a terminal course for many programs, some may also require the second course, MTH 16. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 31 or MTH 20 or MTH 21 or an appropriate skill level demonstrated through the Mathematics Assessment process.

16 Applied Calculus II 3 Units

Techniques of integration; multivariable calculus; calculus of trigonometric functions; differential equations; Taylor polynomials. Applications in business, economics and the life and social sciences. Integration includes by parts, using tables, and improper integrals. Multivariable calculus topics include partial derivatives and finding local extrema. Differential Equations includes separable equations. Applications include probability distributions. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 15 or an appropriate skill level demonstrated through the Mathematics Assessment process. **Strongly Recommended** MTH 22 or MTH 36 or MTH 37.

20 Pre-Calculus Mathematics 5 Units

This course prepares students for enter the calculus sequence intended for majors in mathematics, engineering, and physical sciences. The course covers rational functions and relations with emphasis on logical development and graphing; solutions of polynomial equations and inequalities; the binomial theorem; strengthening of skills on exponential, logarithmic, and trigonometric functions, equations, and graphs; and applications. 90 hours lecture. **Prerequisite** MTH 36, (completed with a grade of "C" or higher) or MTH 36S, (completed with a grade of "C" or higher) MTH 37, (completed with a grade of "C" or higher) or MTH 37S, (completed with a grade of "C" or higher) an appropriate skill level demonstrated through the Mathematics Assessment Process.

21 College Algebra for BSTEM 5 Units

College level course in algebra for majors in Business and STEM fields (BSTEM). Concepts covered include polynomial, rational, radical, exponential, piecewise, and logarithmic functions and their graphs; nonlinear systems of equations and inequalities; theory of polynomial equations; and sequences and series. 90 hours lecture. **Prerequisite** MTH 55 (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment Process. May not receive credit if MTH 31 has been completed.

22 Trigonometry with Analytic Geometry 5 Units

The study of trigonometric functions, their inverses and their graphs, identities and proofs related to trigonometric expressions, trigonometric equations, solving right triangles, solving triangles using the Law of Cosines and the Law of Sines, polar coordinates, and introduction to vectors. 90 hours lecture. **Prerequisite** MTH 21 (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment Process.

25 Computational Methods for Engineers and Scientists 3 Units

(See also ENGR 25 and PHYS 25)

Methodology and techniques for solving engineering/science problems using numerical-analysis computer-application programs MATLAB, SimuLink, MuPad, and EXCEL. Technical computing and visualization using MATLAB software. Examples and applications from applied-mathematics, physical-mechanics, electrical circuits, biology, thermal systems, fluid systems, and other branches of science and engineering. May not receive credit if ENGR 25 or PHYS 25 has been completed. 36 hours lecture, 54 hours laboratory. **Prerequisite** MTH 1 (with a grade of "C" or higher).

31 College Algebra 3 Units

Preparation for Calculus for Business and Social Science students. Functions and graphs: polynomials, rational functions, exponential and logarithmic functions, circles, parabolas, binomial theorem, sequences and series. Solving rational, radical, quadratic in form, exponential and logarithmic equations. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 55 (with a grade of "C" or higher) MTH 55B (with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement/Assessment process.

31C Co-Requisite Support for College Algebra 3 Units

A review of the core prerequisite skills for college algebra. Intended for students who are concurrently enrolled in MTH 31, College Algebra. Review topics include: Factoring, function concepts, solving and graphing linear equations and inequalities in one and two variables, rational exponents and radicals, definitions of and relationship between exponential and logarithmic functions, properties of logarithm, solving exponential and logarithmic equations. Topics covered in more depth include: Quadratic functions, operations on polynomials and rational expressions, graphing functions using basic translation and reflection, solving systems of equations in three variables. Recommended for students who are committed to an accelerated math pathway for business and life sciences; who have completed intermediate algebra or high school Algebra 2 with a C or higher, especially not recently; and who need more instructional support than MTH 31 alone. 54 hours lecture. **Corequisite** MTH 31 **Strongly Recommended** Completion of high school Algebra 2 with C or higher, or equivalent.

31S College Algebra with Support 4 Units

Preparation for Calculus for Business and Social Science students. Functions and graphs: polynomials, rational functions, exponential and logarithmic functions, circles, parabolas, binomial theorem, sequences and series. Solving rational, radical, quadratic in form, exponential and logarithmic equations. This course is equivalent to MTH 31 with additional lab hours for students who did not place directly into MTH 31 or for students who place directly into MTH 31 but desire additional instruction. 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process.

31W College Algebra Workshop 0.50 - 1 Unit
Laboratory, study group, collaborative workshop or computer laboratory time for College Algebra. 36-54 hours laboratory. **Corequisite** MTH 31.

33 Finite Mathematics 4 Units
Straight lines, systems of linear equations, matrices, systems of linear inequalities, linear programming, mathematics of finance, sets and Venn diagrams, combinatorial techniques and an introduction to probability. Applications in business, economics and the social sciences. 72 hours lecture, 18 hours laboratory. **Prerequisite** MTH 55 (with a grade of "C" or higher) or MTH 53 (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Early Assessment Program or an appropriate skill level demonstrated through the mathematics assessment process.

33S Finite Mathematics with Support 4.5 Units
Straight lines, systems of linear equations, matrices, systems of linear inequalities, linear programming, mathematics of finance, sets and Venn diagrams, combinatorial techniques and an introduction to probability. Applications in business, economics and the social sciences. This course is equivalent to MTH 33 with additional lab hours for students who did not place directly into MTH 33 or for students who place directly into MTH 33 but desire additional instruction. 72 hours lecture, 36 hours laboratory. **Prerequisite** MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process.

33W Finite Mathematics Workshop 0.50 - 1 Unit
Laboratory, study group, collaborative workshop or computer laboratory time for Finite Mathematics. 36-54 hours laboratory. **Corequisite** MTH 33.

36 Trigonometry 3 Units
Plane trigonometry. Includes circular and right triangle trigonometric functions; trigonometric equations, graphs and identities; triangle solutions. Polar coordinates. 54 hours lecture. **Prerequisite** MTH 57 (with a grade of "C" or higher) and MTH 55 (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process. May not receive credit if Mathematics 37 has been completed.

36S Trigonometry with Support 4 Units
Plane trigonometry. Includes circular and right triangle trigonometric functions; trigonometric equations, graphs and identities; triangle solutions. Polar coordinates. This section include embedded review of basic algebra and geometry topics as needed, to improve understanding of trigonometric topics. This course is equivalent to MTH 36 with additional lab hours for students who did not place directly into MTH 36 or for students who place directly into MTH 36 but desire additional instruction. 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 57 (with a grade of "C" or higher) or MTH 57W (with a grade of "C" or higher) and MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or MTH 55L (with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process. May not receive credit if Mathematics 37 has been completed.

36W Trigonometry Workshop 0.50 - 1 Unit
Laboratory, study group, collaborative workshop or computer laboratory time for Trigonometry. 36-54 hours laboratory. **Corequisite** MTH 36.

37 Trigonometry with an Emphasis on its Geometric Foundations 5 Units
Plane trigonometry, with topics from plane geometry. Contains the entire subject content of Mathematics 36. Includes circular and right triangle trigonometric functions; trigonometric equations, graphs and identities; triangle solutions. Polar coordinates. Also includes congruence, properties of polygons, parallel lines, similarity, areas, volumes, and coordinate geometry. 90 hours lecture. **Prerequisite** MTH 55 (with a grade of "C" or higher) or MTH 55L (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Early Assessment Program or an appropriate skill level demonstrated through the Mathematics Assessment process. May not receive credit if Mathematics 36 has been completed.

37S Trigonometry with an Emphasis on its Geometric Foundations with Support 5.5 Units
Plane trigonometry, with topics from plane geometry. Contains the entire subject content of Mathematics 36. Includes circular and right triangle trigonometric functions; trigonometric equations, graphs and identities; triangle solutions. Polar coordinates. Also includes congruence, properties of polygons, parallel lines, similarity, areas, volumes, and coordinate geometry. This class will also include supplemental support material as review of the pre-requisite skills. This course is equivalent to MTH 37 with additional lab hours for students who did not place directly into MTH 37 or for students who place directly into MTH 37 but desire additional instruction. May not receive credit if Mathematics 36 has been completed. 90 hours lecture, 27 hours laboratory. **Prerequisite** MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or MTH 55L (with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process.

37W Trigonometry with an Emphasis on its Geometric Foundations Workshop 0.50 - 1 Unit
Laboratory, study group, collaborative workshop or computer laboratory time for Trigonometry with an Emphasis on its Geometric Foundations. 36-54 hours laboratory. **Corequisite** MTH 37.

41 Number Systems 3 Units
Development of mathematical thinking through exploration of the number system. Topics include structure of numeration systems including the real number system and its subsystems, number theory, and computational algorithms. Supports Number Sense Domain in the elementary subject matter preparation standards of the California Commission on Teacher Credentialing. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 53 (with a grade of "C" or higher) or MTH 55 (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process.

41S Number Systems with Support 3.5 Units

Development of quantitative reasoning skills through exploration of mathematical topics. Topics include structure of numeration systems including the real number system and its subsystems, number theory, and computational algorithms. This course is equivalent to MTH 41 with additional lab hours for students who did not place directly into MTH 41 or for students who place directly into MTH 41 but desire additional instruction. 54 hours lecture, 36 hours laboratory. **Prerequisite** MTH 55 (with a grade of "C" or higher) or MTH 53 (with a grade of "C" or higher) or MTH 53B (with a grade of "C" or higher) or MTH 55L (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or MTH 54 (with a grade of "C" or higher) or MTH 54L (with a grade of "C" or higher) or Completion of an appropriate placement through the Mathematics Placement process.

41W Number Systems Workshop 0.50 - 1 Unit

Laboratory, study group, collaborative workshop or computer laboratory time for Number Systems. 36-54 hours laboratory. **Corequisite** MTH 41.

43 Introduction to Probability and Statistics 4 Units

Descriptive statistics, including measures of central tendency and dispersion; elements of probability; tests of statistical hypotheses (one and two populations); correlation and regression; ANOVA; applications in various fields. Introduction to the use of computer software package to complete both descriptive and inferential statistics problems. May not receive credit if Mathematics 35 has been completed. 72 hours lecture, 18 hours laboratory. **Prerequisite** MTH 53 (with a grade of "C" or higher) or MTH 55 (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process. **Strongly Recommended** Eligibility for ENGL 1.

43S Introduction to Probability and Statistics with Support 5 Units

Descriptive statistics, including measures of central tendency and dispersion; elements of probability; tests of statistical hypotheses (one and two populations); correlation and regression; ANOVA; applications in various fields. Introduction to the use of computer software package to complete both descriptive and inferential statistics problems. This course is equivalent to MTH 43 with additional lab hours for students who did not place directly into MTH 43 or for students who place directly into MTH 43 but desire additional instruction. May not receive credit if Mathematics 35 has been completed. Laboratory, study group, collaborative workshop or computer laboratory time for Introduction to Probability and Statistics. 72 hours lecture, 54 hours laboratory. **Strongly Recommended** ENGL 1A **Prerequisite:** MTH 53 (with a grade of "C" or higher) or MTH 53B (with a grade of "C" or higher) or MTH 54 (with a grade of "C" or higher) or MTH 54L (with a grade of "C" or higher) or MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or MTH 55L (with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process.

43W Introduction to Probability and Statistics Workshop 0.5 Units

Laboratory, study group, collaborative workshop or computer laboratory time for Introduction To Probability and Statistics. MTH43W is a support course for students taking MTH43. This is a great class for students who are transitioning to college-level math coursework, who are unsure of their abilities, or who have been out of school for while and want additional support while completing MTH 43. 36 hours laboratory. **Corequisite** MTH 43.

44 Mathematics for Democracy 3 Units

An introductory study of the mathematics used in politics, in order to understand and contextualize the political processes. Topics include statistics, polling, voting, apportionment, redistricting, and gerrymandering. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or MTH 54L (with a grade of "C" or higher) or MTH 54 (with a grade of "C" or higher) or MTH 53B (with a grade of "C" or higher) or MTH 53 (with a grade of "C" or higher) or equivalent orappropriate placement through the Mathematics Placement process. **Strongly Recommended** POSC 1 (with a grade of "C" or higher) or ES 1 (with a grade of "C" or higher) or concurrent or prior enrollment in any introductory course in the social sciences. **Advisory** This course does not meet the statistics requirement of some majors (e.g., Psychology, Sociology, Economics, and Business).

44W Mathematics for Democracy Workshop 0.50 - 1 Unit

Laboratory, study group, collaborative workshop or computer laboratory time for Mathematics for Democracy. 36-54 hours laboratory. **Corequisite** MTH 44This is a workshop used to enhance the understanding of MTH 44.

47 Mathematics for Liberal Arts 3 Units

An introductory study of mathematical topics, emphasizing real life applications. Topics may include problem solving, geometry, statistics, probability, finance, graph theory, and history and culture of mathematics. Emphasis on real life applications. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 53 (with a grade of "C" or higher) or MTH 53B (with a grade of "C" or higher) or MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or an appropriate skill level demonstrated through the mathematics assessment process.

47S Mathematics for Liberal Arts with Support 3.5 Units

An introductory study of several mathematical topics. Use of mathematics to make informed decisions in different areas of daily life such as finance and politics. Topics include logic, voting, apportionment, probability, statistics, finance, and graph theory. This course is equivalent to MTH 47 with additional lab hours for students who did not place directly into MTH 47 or for students who place directly into MTH 47 but desire additional instruction. 54 hours lecture, 36 hours laboratory. **Prerequisite** MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or MTH 53 (with a grade of "C" or higher) or MTH 53B (with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process.

47W Mathematics for Liberal Arts Workshop 0.50 - 1 Unit
Laboratory, study group, collaborative workshop or computer laboratory time for Mathematics for Liberal Arts. 36-54 hours laboratory. **Corequisite** MTH 47.

53 Applied Algebra and Data Analysis 5 Units
Equations and formulas; linear, exponential, logarithmic functions; measurement and conversion of units; exponents and scientific notation; introduction to descriptive statistics including graphical methods; introduction to probability. Intended for students who do not need calculus. 90 hours lecture, 18 hours laboratory. **Prerequisite** MTH 104 (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process. **Strongly Recommended** ENGL 102 or ENGL 101B.

53A Elementary Applied Algebra and Data Analysis 3 Units
Equations and formulas; linear functions; scatterplots and linear models; measurement and conversion of units; proportional reasoning and problem solving. Intended for students who do not need calculus. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 104 (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process. **Strongly Recommended** ENGL 102 or ENGL 101B.

53B Intermediate Applied Algebra and Data Analysis 3 Units
Formulas; inverse, exponential, and logarithmic functions; introduction to descriptive statistics including graphical methods; introduction to probability. Intended for students who do not need calculus. 54 hours lecture, 18 hours laboratory. **Prerequisite** MTH 53A (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process. **Strongly Recommended** ENGL 102 or ENGL 101B.

55 Intermediate Algebra 5 Units
Foundational math course designed to prepare students for College Algebra. Mathematical thought and reasoning are developed through concepts including factoring, complex numbers, quadratic equations, parabolas, functions and their graphs, systems of equations, rational exponents, radical equations, absolute value equations and inequalities. 90 hours lecture. **Prerequisite:** MTH 53, (completed with a grade of "C" or higher) or MTH 53B, (completed with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process. May not receive credit if MTH 55A and MTH 55B or MTH 55L have been completed.

57 Plane Geometry 3 Units
Topics in plane geometry. Includes congruence, similarity, parallel lines, and properties of polygons and circles. 54 hours lecture. **Prerequisite** MTH 65 or MTH 65B or MTH 65L (with a grade of "C" or higher) or MTH 53 (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process.

57W Plane Geometry Workshop 0.5 Units
Laboratory, study group, collaborative workshop or computer laboratory time for Plane Geometry. 36 hours laboratory. **Corequisite** MTH 57.

65B Elementary Algebra B 3 Units
Concepts covered in the second half of Mathematics 65, including an introduction to polynomials, factoring, rational expressions and complex fractions; quadratic and rational equations; Solving quadratic equations. 54 hours lecture. **Prerequisite** MTH 65A (with a grade of "C" or higher) May not receive credit if Mathematics 65 or 65L has been completed.

103 Basic Mathematics 3 Units
Fundamental concepts in arithmetic, including fractions, decimals, ratios, proportions, percents, measurement, and geometric formulas. 54 hours lecture, 18 hours laboratory.

104 Prealgebra 4 Units
Brief review of arithmetic, including fractions, decimals, percentages; order of operations, and geometric formulas. Introduction to algebraic concepts, including signed numbers, properties of real numbers, algebraic expressions, linear equations, and graphs. 72 hours lecture, 18 hours laboratory.

122 Math Lab 0.50 - 1 Unit
Provides mathematics students an opportunity to build/maintain mathematics skills with tutorial assistance from an instructor, student tutors, and/or fellow classmates. Students may also use a software program and work on problems at their own pace through active participatory experience. 27-54 hours laboratory.

201 Math Jam A 0.5 Units
Review of pre-algebra and study skills required to reassess into a mathematics course or to increase success in your next mathematics course. 27 hours laboratory.

202 Math Jam B 0.5 Units
Review of elementary and intermediate algebra and study skills required to reassess into a mathematics course or to increase success in your next mathematics course. 27 hours laboratory.

203 Math Jam C 0.5 Units
Review of precalculus and study skills required to reassess into a mathematics course or to increase success in your next mathematics course. 27 hours laboratory.

MEDICAL ASSISTING (MEDA)

Degrees

AS Medical Assisting

Certificate of Achievement

Medical Assisting

MEDICAL ASSISTING

Associate in Science

The Medical Assisting Associate of Science degree requirement includes the Medical Assisting Certificate of Achievement which is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 1361 Park Street, Clearwater, Florida 33756, (727) 210-2350, www.caahep.org, upon recommendation of the Medical Assisting Education Review Board (MAERB)) of the American Association of Medical Assistants' Endowment (AAMAE). Completion of this program qualifies the student to take the National Certification examination CMA-(AAMA)-Certified Medical Assistant Exam. Students are also eligible to take the Registered Medical Assisting Exam - RMA (AMT) through the American Medical Technologists and the Medical Assistant Certification Exam - CCMA (NHA) through the National Health Career Association. Graduates of the Medical Assisting programs at Chabot College will have an opportunity to apply for employment as entry level Medical Assistants in an ambulatory care setting. Medical Assistants are multi-skilled allied health professionals who can perform a variety of administrative and clinical skills.

Career Opportunities

Graduates of the Medical Assisting programs at Chabot College will have an opportunity to apply for employment as entry level Medical Assistants in an ambulatory care setting. According to 2019 LMI data, annual job openings will increase by 14%. Based on this data, there is a large market gap in the Bay Area thus creating ample job opportunities for graduates.

Program Learning Outcomes

1. Prepare competent entry-level professional medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. Be responsive to the communities of interest that are served by the program to include, but are not limited to, students, graduates, faculty, sponsor administration, industry partners, physicians, and the public.
3. Employ principles of communication theory to facilitate and maintain effective, verbal, written and non verbal interaction.

Year One, Semester One		Units
HLTH 51A	Medical Terminology & the Human Body	4
PSY 1	General Psychology	3
NUTR 1	Introduction to Nutrition Science	3
	or	
NUTR 6	Nutrition for Healthy Living	3

Year One, Semester Two		
BIOS 15	Anatomy and Physiology	4
HLTH 51B	Advanced Medical Terminology and Disease Process	4
MEDA 60	Introduction to Medical Assisting	2

Year Two, Semester 3		
MEDA 70A	Clinical Skills For the Medical Assistant I	3
MEDA 71A	Administrative Skills I	2
MEDA 75	Administration of Medications for the Medical Assistant	3
MEDA 76	Electronic Health Record for the Medical Office	3

Year Two, Semester 4		
MEDA 70B	Clinical Skills For the Medical Assistant 2	3
MEDA 71B	Administrative Skills II	2
MEDA 73	Clinical Experience Practicum	4
MEDA 74	Clinical Experience Seminar	1

Semester 4 involves Clinical experience. Prior to clinical experience the student must submit a medical exam and immunization records. A background check and drug screen may also be required.
The CPR card required is the Basic Life Support (BLS) for Healthcare Providers from the American Heart Association that may be obtained through Chabot College or an off campus provider.

Required Major-Specific G.E. Requirement (choose 1 course)

CAS 50	Introduction to Computer Application Systems	3
CSCI 8	Computer Literacy	3

To progress in the Medical Assisting Certificate Program and to graduate from the program, students must earn a minimum grade of C in each course.
All MAERB Core Curriculum Competencies (psychomotor and affective) must be performed and assessed. Each competency must be passed with a 90% or better overall. All critical steps (if applicable) within each competency must be completed successfully or will result in an automatic fail. Each competency can be performed and assessed a second time if first attempt is not passed successfully. Failure to perform and pass all MAERB Core Curriculum Competencies (psychomotor and affective) will result in a course failure.

Major Requirements	41 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

MEDICAL ASSISTING

Certificate of Achievement

The Certificate Program in Medical Assisting is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, Florida 33756, (727) 210-2350, www.caahep.org, on recommendation of the Medical Assisting Education Review Board (MAERB)) of the American Association of Medical Assistants? Endowment (AAMAE). Completion of this program qualifies the student to take the National Certification examination CMA-AAMA-Certified Medical Assistant Exam. Graduates of the Medical Assisting programs at Chabot College will have an opportunity to apply for employment as Medical Assistants in an ambulatory care setting. Medical Assistants are multi-skilled allied health professionals who can perform a variety of administrative and clinical skills.

Career Opportunities

Graduates of the Medical Assisting programs at Chabot College will have an opportunity to apply for employment as Medical Assistants in an ambulatory care setting.

Program Learning Outcomes

1. To prepare competent entry-level professional medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. To be responsive to the communities of interest that are served by the program to include, but are not limited to, students, graduates, faculty, sponsor administration, industry partners, physicians, and the public.
3. Employ principles of communication theory to facilitate and maintain effective, verbal, written and non verbal interaction

Prerequisites		Units
HLTH 51A	Medical Terminology & the Human Body	4
MEDA 60	Introduction to Medical Assisting	2

Courses to be completed first or second semester

Must pass with a "C" or better to enter the Medical Assisting program.

MEDA 76	Electronic Health Record for the Medical Office	3
CAS 50	Introduction to Computer Application Systems	3
	or	
CSCI 8	Computer Literacy	3

Semester One

MEDA 70A	Clinical Skills For the Medical Assistant I	3
MEDA 71A	Administrative Skills I	2
MEDA 75	Administration of Medications for the Medical Assistant	3

Semester Two

HLTH 51B	Advanced Medical Terminology and Disease Process	4
MEDA 70B	Clinical Skills For the Medical Assistant 2	3
MEDA 71B	Administrative Skills II	2
MEDA 73	Clinical Experience Practicum	4
MEDA 74	Clinical Experience Seminar	1

Semester 2 involves Clinical experience. Prior to clinical experience the student must submit a medical exam and immunization records. A background check and drug screen may also be required.

The CPR card required is the Basic Life Support (BLS) for Healthcare Providers from the American Heart Association that may be obtained though Chabot College Community or an off campus provider.

To progress in the Medical Assisting Certificate Program and to graduate from the program, students must earn a minimum grade of "C" in each course.

All MAERB Core Curriculum Competencies (psychomotor and affective) must be performed and assessed. Each competency must be passed with a 90% or better overall. All critical steps (if applicable) within each competency must be completed successfully or will result in an automatic fail. Each competency can be performed and assessed a second time if first attempt is not passed successfully. Failure to perform and pass all MAERB Core Curriculum Competencies (psychomotor and affective) will result in a course failure.

Total **34**

MEDICAL ASSISTING (MEDA) COURSES

60 Introduction to Medical Assisting **2 Units**

Introduction to the Medical Assisting profession. Includes job duties, scope of practice, medical law & ethics, and communication. 36 hours lecture.

70A Clinical Skills For the Medical Assistant I **3 Units**

Introduction to the clinical role of the Medical Assistant. Includes basic and advanced skills which are utilized when assisting the physician and performing direct patient care. Theory and skills include performing within the scope of practice, vital signs, documentation, preparing and assisting with medical examinations, OSHA regulations, electrocardiograms, sterile technique and first aid. 36 hours lecture, 54 hours laboratory. **Prerequisite** HLTH 51A (with a grade of "C" or higher) MEDA 60 (with a grade of "C" or higher) and **Strongly Recommended** CAS 50 or CSCI 8may be taken concurrently if not completed prior. **Corequisite** MEDA 71A and MEDA 75.

70B Clinical Skills For the Medical Assistant 2 3 Units
Continuation of Medical Assisting 70A. Basic and advanced clinical skills common to medical offices and clinics. Use of advanced clinical skills while assisting the physician and performing direct patient care. Skills include venipuncture, capillary punctures, CLIA waived laboratory tests, assisting with specialty exams, pharmacology for systems, and pediatric exams and documentation. 36 hours lecture, 54 hours laboratory. **Prerequisite** HLTH 51A (with a grade of "C" or higher) and MEDA 70A (with a grade of "C" or higher) and MEDA 75 (with a grade of "C" or higher) **Strongly Recommended** HLTH 51B may be taken concurrently if not completed prior. **Corequisite** MEDA 71B and MEDA 73 and MEDA 74.

71A Administrative Skills I 2 Units
Administrative Medical Assisting skills and theory to include the healthcare industry, the medical assisting profession, interpersonal skills and human behavior, law and ethics, computer concepts, telephone techniques, scheduling appointments, patient reception and processing, office/clinic environment and daily operations, written communication and mail processing, medical record management. 18 hours lecture, 54 hours laboratory. **Prerequisite** HLTH 51A (with a grade of "C" or higher) MEDA 60 (with a grade of "C" or higher) **Corequisite** MEDA 70A and MEDA 75.

71B Administrative Skills II 2 Units
Administrative Medical Assisting skills and theory which include medical coding, health insurance, billing, collections, practice finances, confidentiality and development of life skills. This course also includes resume writing and job search techniques. 18 hours lecture, 54 hours laboratory. **Prerequisite** MEDA 71A (with a grade of "C" or higher).

72A Electronic Health Record Part 1 1 Unit
To prepare the student medical assistant with knowledge of the Electronic Health Record Managing the revenue cycle, and documenting patient encounters. 18 hours lecture, 18 hours laboratory. **Strongly Recommended** HLTH 51A and CAS 50 or CSCI 8should be taken prior but can be taken concurrently **Corequisite** MEDA 70A MEDA 71A and MEDA 75.

72B Electronic Health Record Part 2 1 Unit
To prepare the student medical assistant with knowledge of the Electronic Health Record. Charge capture and billing encounters, producing reports and follow up. Meaningful use 1 and 2. 18 hours lecture, 18 hours laboratory. **Prerequisite** MEDA 72A (with a grade of "C" or higher) **Strongly Recommended** HLTH 51B can be taken concurrently if not taken prior. **Corequisite** MEDA 70B MEDA 71B MEDA 73 and MEDA 74.

73 Clinical Experience Practicum 4 Units
Application of principles and skills through participation in a simulated employment experience. Assisting the physician under close supervision in a health maintenance organization, or physician's office or clinic. Practicum - approximately 36 hours a week until required hours are completed - will occur the last 6 weeks of the spring term. 216 hours clinical. **Prerequisite** MEDA 70B (with a grade of "C" or higher) MEDA 71B (with a grade of "C" or higher) MEDA 72B (with a grade of "C" or higher) HLTH 51B (with a grade of "C" or higher) **Corequisite** MEDA 74.

74 Clinical Experience Seminar 1 Unit
Discussion and analysis of clinical experience in a clinic setting or private physician's office. 18 hours lecture. **Corequisite** MEDA 73.

75 Administration of Medications for the Medical Assistant 3 Units
Introduction to pharmacology fundamentals. Medication administration including study of medications, drug research, drug therapy, immunizations and skin tests. Safe preparation, administration, and documentation of medication given by oral, sublingual, inhalation, topical, vaginal, rectal, transdermal, intramuscular, subcutaneous and intradermal routes. 36 hours lecture, 54 hours laboratory. **Prerequisite** HLTH 51A (with a grade of "C" or higher) **Corequisite** MEDA 70A and MEDA 71A and MEDA 76 **Strongly Recommended** CAS 50 or CSCI 8.

76 Electronic Health Record for the Medical Office 3 Units
To prepare the student medical assistant, or any health care professional, to work within an electronic health record (EHR) and practice management software (PMS). This course will provide the knowledge and skills to understand and apply practical applications in the Electronic Health Record, managing the revenue cycle, and documenting patient encounters. As most of the healthcare industry uses electronic health records, this is a valuable course to become familiar with the data that is entered into the medical record and practice management software, how that data is entered and how the data is reviewed and processed throughout all departments of a medical practice. 27 hours lecture, 81 hours laboratory.

80 Medical Assisting Certification Exam Preparedness 1 Unit
This course will help prepare the medical assistant to take a national or state medical assistant certification examination. Focus will be on general, administrative, and clinical components as well as student study skills and exam techniques needed to prepare for and to take an exam. 18 hours lecture.

MICROBIOLOGY (MICR)

Now **Biological Sciences**, page 153

MUSIC

Degrees

AA-T Music
AA Music Technology & Production

Certificate of Achievement

Audio Recording
Harmony & Musicianship
Jazz Studies
Music Production

MUSIC

Associate in Arts for Transfer

The Associate in Arts in Music for Transfer Degree offers students a general study in music. This liberal arts degree prepares students for study as an upper division student junior by combining the theoretical concepts with practical skill building courses to prepare the student with competency in the major. An entrance audition is required for this degree. The courses in this degree focus on harmony and musicianship, applied studio and performance. Recipients of the Associate in Arts in Music for Transfer Degree are guaranteed admissions into a Bachelor's of Arts degree in Music (B.A.) with junior standing at a campus of the California State University system. All students must complete the core classes and then perform a capstone jury in preparation for transfer. All students must also: complete 60 semester units that are transferable to the California State University, to include: The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth requirements, a minimum of 18 semester units in a major or area of emphasis, grades of "C" or better in all courses required for the major, and earn a minimum cumulative grade point average of 2.0.

Program Learning Outcomes

1. Examine music as a form of expression that reflects personal creativity as well as social, historical, political, religious and cultural changes and influences.
2. Examine and discuss music in relationship to other forms of human expression, including art, architecture, philosophy, religion, and politics.
3. Demonstrate proficiency in communication technologies for the purposes of research, composition, listening, performance, recording, and cross-discipline collaboration.

Required Core (24 units)		**Units**
Theory Courses		
MUSL 2A	Harmony and Musicianship I	4
MUSL 2B	Harmony and Musicianship II	4
MUSL 2C	Harmony and Musicianship III	4
MUSL 2D	Harmony and Musicianship IV	4

Applied Music (4 semesters @ 1 unit each)

MUSA 40	Applied Lessons	1

Large Ensemble (4 semesters @ 1 unit each)

MUSP 10	Orchestra	1
MUSP 12	Wind Ensemble	1
MUSP 13	Wind Symphony	1
MUSP 14	Jazz Lab	1
MUSP 15	Jazz Ensemble	1
MUSP 16	Jazz Orchestra	1
MUSP 44	Concert Choir	1
MUSP 45	Chamber Choir	1

Major Requirements	24 units
General education	CSU GE 37 units IGETC (CSU) 39 units
Electives:	Degree applicable units as needed
Total	60 minimum degree applicable units

MUSIC TECHNOLOGY & PRODUCTION

Associate in Arts

The A.A. in Music Technology & Production is designed for degree-seeking students who are looking for a hands-on education that will provide them with a strong foundation for employment in the largely freelance professional music & audio industry. This broad range of study in a variety of areas within the field will provide students a dynamic basis from which to discover their own unique pathway into the music industry.

Career Opportunities

This program, while not a requirement to entry into the music industry, will provide students with a solid foundation for primarily freelance and project-based work. This includes but is not limited to the following areas: sound engineering technicians, audio equipment technicians, music producer/composer, artist management, concert promotion, sound design & game audio, audio for visual media, and performing musician. As such, the Music Recording & Technology program at Chabot College seeks to provide students with a broad, dynamic package of courses and completion options.

Program Learning Outcomes

1. Students will learn and implement the fundamental technical skills upon which to build a meaningful professional pathway into the music industry
2. Students will cultivate an essential aesthetic basis upon which to make artistically viable, personally meaningful musical decisions.
3. Students will practice and demonstrate professional behaviors required in the music industry.

Required Core		Units
MURT 20	Digital Audio Workstation	3
MURT 21	Audio Recording I	3
MURT 22A	Electronic Music I	3
MURT 25	Live Concert Sound	1
MURT 26	Music Business and the Law	3
MURT 50	Music Industry Internship	1
MUSL 8	History of Rock and Roll and Popular Music	3
MUSL 28	Musical Structure & Songwriting	3

List A (choose 1 course)

MURT 22B	Electronic Music II	3
MURT 23	Audio Recording II	3

List B (choose 1 course)

MURT 24	Advanced Mixing Techniques	3
MURT 31	Sound Design	3

List C (choose 1 course)

MUSL 2A	Harmony and Musicianship I	4
MUSL 6	Basic Music Skills	3

List D (choose 1 course)

MUSA 20A	Guitar I	1
MUSA 21A	Piano I	1
MUSA 22A	Jazz Piano and Musicianship I	1

Major Requirements	30 - 31 units
General Education Requirements	25 units
Electives	Degree applicable courses as needed
Total	60 minimum degree applicable units

AUDIO RECORDING

Certificate of Achievement

The Certificate of Achievement in Audio Recording is designed for students who want to learn how to record and mix sounds in a variety of different applications. Students will learn the basics of recording hardware and software and will work in an extremely hands-on environment with abundant opportunities to engage in actual recording sessions. Housed in the state-of-the-art Chabot College recording studio & technology lab, this program offers a streamlined, efficient pathway for emerging audio engineers to establish a solid foundation of technical and aesthetic knowledge to begin working in the largely freelance and project-based creative music industry.

Career Opportunities

Completion of this certificate, while not a requirement to entry into the music industry, will provide students with a solid foundation for primarily freelance and project-based work. This includes but is not limited to the following areas: music recording, music mixing, audio editing, and live concert sound reinforcement. With labor market research showing an undersupply of audio recording workers, teaching students foundations for relevant vocational training in the new music industry guides their chances towards filling employment positions. As such, the Music Recording & Technology program at Chabot College seeks to provide students with a broad, dynamic package of courses and completion options. This will provide the best possible points of departure for becoming our future sound engineering technicians, audio/video equipment technicians and a wide variety of other audio career pathways that are in need in today's music industry.

Program Learning Outcomes

1. Develop and implement the fundamental technical skills upon which to build a meaningful professional pathway into the music industry;
2. Cultivate an essential aesthetic basis upon which to make artistically viable, personally meaningful musical decisions;
3. Practice and demonstrate professional behaviors required in the music industry.

Required Core		Units
MURT 20	Introduction to Music Technology	3
MURT 21	Audio Recording I	3
MURT 23	Audio Recording II	3
MURT 24	Advanced Mixing Techniques	3
MURT 25	Live Concert Sound	1
MUSL 8	History of Rock and Roll and Popular Music	3
Total		**16**

HARMONY & MUSICIANSHIP

Certificate of Achievement

This certificate program offers specialized study in harmony and musicianship to help prepare students to teach, tutor and coach music fundamentals, harmony, musicianship and basic form analysis. Completion of this certificate indicates that the student is prepared to offer instruction in basic music theory, ear-training and sight-singing. The certificate may be pursued concurrently with the pursuit of the music AA-T degree program.

Career Opportunities

Music theory tutor and coach, Harmony and Musicianship tutor and coach, Ear-training & Sight-singing tutor and coach, Composer, Arranger, etc.

Program Learning Outcomes

1. Examine music as a form of expression that reflects personal creativity as well as social, historical, political, religious and cultural changes and influences.
2. Examine and discuss music in relationship to other forms of human expression, including art, architecture, philosophy, religion, and politics.
3. Demonstrate proficiency in communication technologies for the purposes of research, composition, listening, performance, recording, and cross-discipline collaboration.

Required Core		Units
MUSL 2A	Harmony and Musicianship I	4
MUSL 2B	Harmony and Musicianship II	4
MUSL 2C	Harmony and Musicianship III	4
MUSL 2D	Harmony and Musicianship IV	4
Total		**16**

JAZZ STUDIES

Certificate of Achievement

This certificate program offers specialized study in Jazz pedagogy and will prepare students for a career performing, private teaching, and coaching jazz fundamentals, harmony, and musicianship. Completion of this certificate indicates that the student is prepared to offer instruction in jazz pedagogy including improvisation. The certificate may be pursued concurrently with the pursuit of an AA or AA-T degree program.

Career Opportunities

This certificate will prepare music students to succeed toward their educational goal and towards gainful employment in the workplace. Career opportunities in Jazz include being a private instructor, arranger, composer, contractor, as well as a performer.

Program Learning Outcomes

1. Through analysis of characteristics of various historical periods, assess the aesthetic values in Jazz and the role Jazz plays in American culture.
2. Perform Jazz improvisations and analyze and Jazz solo transcriptions.
3. Compose and improvise jazz music appropriate to the style of the era.

Jazz Theory Courses (6 units)		Units
MUSL 42A	Jazz Theory I	3
MUSL 42B	Jazz Theory II	3

Major Ensemble Jazz Courses (4 units)

Complete a total of 4 semesters @ 1 unit each

MUSP 15	Jazz Ensemble	1
MUSP 16	Jazz Orchestra	1

Small Ensemble Jazz Courses (4 units)

Complete a total of 4 semesters @ 1 unit each

MUSP 11A	Fundamentals in Jazz Improvisation	1
MUSP 11B	Jazz Combo	1

Jazz Piano Courses (2 units)

Complete a total of 4 semesters @ 1 unit each

MUSA 22A	Jazz Piano and Musicianship I	1
MUSA 22B	Jazz Piano and Musicianship II	1
Total		**16**

MUSIC PRODUCTION

Certificate of Achievement

The Certificate of Achievement in Music Production is designed for musicians and songwriters who want to develop their creative skills while learning how to use current technologies to make music. This is a hands-on certificate program in which students will be constantly required to make sounds, create music and work on their craft. Housed in the state-of-the-art Chabot College recording studio & technology lab, this program offers a streamlined, efficient pathway for emerging musicians to establish a solid foundation of technical and aesthetic knowledge to begin working in the largely freelance and project-based creative music industry.

Career Opportunities

Career opportunities for which this program would provide include, but are not limited to: music producer/composer, sound design, game audio, audio for visual media and performing musician from which labor market research shows is undersupply with an annual gap of about 589 students in the Bay region and 134 students in the East Bay Sub-Region. Career opportunities are largely freelance or project-based.

Program Learning Outcomes

1. Develop and implement the fundamental technical skills upon which to build a meaningful professional pathway into the music industry;
2. Cultivate an essential aesthetic basis upon which to make artistically viable, personally meaningful musical decisions;
3. Practice and demonstrate professional behaviors required in the music industry.

Required Core		Units
MURT 20	Introduction to Music Technology	3
MURT 22A	Electronic Music I	3
MURT 22B	Electronic Music II	3
MURT 31	Sound Design	3
MUSL 28	Musical Structure & Songwriting	3
MUSA 20A	Guitar I	1
	or	
MUSA 21A	Piano I	1
	or	
MUSA 22A	Jazz Piano and Musicianship I	1
Total		**16**

MUSIC - APPLIED (MUSA) COURSES

40 Applied Lessons **1 Unit**

May be repeated 3 times.
Students study the performance traditions for the specific instrument or voice that is the performance medium. Repertoire for performance is selected that is representative of the best works for the instrument or voice and which is appropriate for study at the particular lower-division level. The specific content studied is determined by the difficulty level and historical/cultural context of the literature/etude lists specific to the instrument or voice. General course content includes aspects of rhythm, intonation, articulation, and expressive elements. When appropriate other content studied may include blend and balance while performing with others, improvisation and standards of conduct when rehearsing/performing. Achievement is evaluated through a juried performance. Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in their major performance medium. 72 hours laboratory. **Corequisite** MUSP 10 and/or MUSP 12 and/or MUSP 13 and/or MUSP 15 MUSP 16 MUSP 44 and/or MUSP 45.

20A Guitar I **1 Unit**

Students will be led through a one-semester course to introduce them to the guitar. The course will be split into several units that cover various aspects of understanding the instrument and the music that can be created with it. Students will learn using a combination of folk and classic approaches to playing technique, utilizing basic scales and chords in first position, and music notation. Students will also be led through a routine of tuning their guitars, warming-up, group instruction, and independent group practicing and playing. 72 hours laboratory. **Strongly Recommended** MUSL 6.

20B Guitar II **1 Unit**

This course provides intermediate six-string guitar instruction. Intermediate level classical solo repertoire as well as equivalent level popular music will be examined. Bar chords, intermediate level keys and arpeggios, transposition with and without a capo, strums, bass runs, and classical theory will be taught. 72 hours laboratory. **Prerequisite** MUSA 20A (with a grade of "C" or higher) or equivalent.

21A Piano I **1 Unit**

Beginning piano. Contemporary and classic approaches to playing piano using basic scales, chords and music notation. 72 hours laboratory. **Strongly Recommended** MUSL 6 (with a grade of "C" or higher).

21B Piano II **1 Unit**

Development of skills in piano performance, notation, literature. Emphasis on further development of technique and performance. 72 hours laboratory. **Prerequisite** MUSA 21A (with a grade of "C" or higher).

21M Class Piano for Majors **1 Unit**

May be repeated 3 times.
This course is designed to prepare music majors for their piano proficiency examination. Skills development includes major and minor scales, diatonic chord progressions, transposition, treble and bass clef reading, harmonization, and simple hands together part playing. 72 hours laboratory. **Prerequisite** MUSL 2A (with a grade of "C" or higher)and/or Passing of a placement examination by the instructor.

22A Jazz Piano and Musicianship I **1 Unit**

Voicings, chords, and guidelines for improvisation in the contemporary styles of the jazz pianist. Post bop-era, through modern to avant-garde piano playing in the jazz idiom. 72 hours laboratory. **Strongly Recommended** MUSL 6.

22B Jazz Piano and Musicianship II **1 Unit**

Development of skills in jazz piano performance, notation, literature. Emphasis on further development of technique and performance. 72 hours laboratory. **Prerequisite** MUSA 22A (with a grade of "C" or higher).

23A Voice I **1 Unit**

MUSA 23A is an introductory course designed to teach you how to make your voice sound more powerful, how to use vocal technique to expand your range and expression, and how to become more confident in vocal performances. Topics include tone production, breathing, diction, sight singing, interpretation and solo performance of vocal literature. 72 hours laboratory. **Prerequisite** MUSL 6 (with a grade of "C" or higher) or **Corequisite** MUSL 6.

23B Voice II **1 Unit**

Development of the many aspects of singing from the physical act through the aesthetic experience. The course is designed for the beginning to intermediate singer who desires vocal improvement, and for the music major as an addition to and extension of skills and knowledge necessary for artistic development. Introduces appropriate repertoire. 72 hours laboratory. **Prerequisite** MUSA 23A (with a grade of "C" or higher).

MUSIC - LITERATURE (MUSL) COURSES

1 Introduction to Music 3 Units

In this course significant works of human imagination and intellect are studied as students encounter a wide range of music from the Medieval period to American music of the 20th and 21st century, including American jazz. This course is designed to enable students to understand music as an art form within its historical context, primarily in Western Europe and the United States. Students will approach music as a form of expression that reflects personal creativity as well as social, political, religious, and cultural change. Further study includes the relationship of music to other forms of human expression, including art, architecture, philosophy, religion, and politics. Students will experience music through recordings, online video performances, and attendance at three concerts outside of the classroom. 54 hours lecture, 18 hours laboratory.

2A Harmony and Musicianship I 4 Units

Study of the fundamentals of Western music applicable to both classical and popular styles: notation; fundamental theoretical concepts; musicianship skills including sight singing, rhythmic training, ear training, dictation, and keyboard realization; and basic compositional skills. 54 hours lecture, 54 hours laboratory. **Strongly Recommended** MUSL 6or equivalent skills.

2B Harmony and Musicianship II 4 Units

This course is a study of harmony and voice leading in the Western Common Practice. It addresses diatonic functionality, four-part voice leading, simple musical structures, harmonic and formal analysis, and musicianship skills including sight singing, rhythmic training, dictation, and keyboard realization. 54 hours lecture, 54 hours laboratory. **Prerequisite** MUSL 2A (with a grade of "C" or higher).

2C Harmony and Musicianship III 4 Units

This course is a study of harmony and voice-leading in the Western Common Practice. It addresses sequences, melodic and rhythmic figuration, leading-tone 7th chords, mixture, applied dominants and modulation, four-part voice leading, large formal structures, harmonic and formal analysis, and musicianship skills including sight singing, rhythmic training, ear training, dictation, conducting, and keyboard realization. 54 hours lecture, 54 hours laboratory. **Prerequisite** MUSL 2B (with a grade of "C" or higher).

2D Harmony and Musicianship IV 4 Units

Study of advanced chromatic harmony, 20th century harmonic practices, large musical structures, style composition, harmonic, structural, and stylistic analysis, and musicianship skills including sight singing, rhythmic training, ear training, dictation, and keyboard realization of chromatic and 20th century materials. 54 hours lecture, 54 hours laboratory. **Prerequisite** MUSL 2C (with a grade of "C" or higher).

3 World Music 3 Units

This course presents a survey of world music and introduces the field of ethnomusicology. The cultural contributions and influences of music and traditions in Africa, the Middle East, Asia, Indonesia, India, Latin America, and Native America are emphasized. Historical, cultural, philosophical and social conditions in which music exists, its relationship to cultural continuity and/or change, as well as the artistic conditions in which musics and cultures develop are explored through three primary lenses: sound, concept, and behavior. Attendance at world music concerts is required. 54 hours lecture.

4 History of Jazz Music 3 Units

History, trends, and influences of the phenomenon of jazz beginning with pre-Dixieland early 1900's covering the various eras including Swing, Be-Bop and post Be-Bop to present day. Course explores Afro-Cuban and Afro-Brazilian influences on modern Latin Jazz music. Attendance at concerts and listening to a variety of music is required. 54 hours lecture, 18 hours laboratory.

6 Basic Music Skills 3 Units

An introduction to the notation and primary elements of tonal music. Incorporates the following concepts: staff notation in treble and bass clefs, rhythm and meter; basic properties of sound; intervals; diatonic scales and triads; and diatonic chords. Development of skills in handwritten notation is expected. 54 hours lecture, 18 hours laboratory.

8 History of Rock and Roll and Popular Music 3 Units

A cultural survey of original American music traditions, forms and trends influenced by cultural, socio-economic, socio-political and economic changes including blues, jazz, early rock, the ?British invasion,? rap, hip hop culture, Latino rock, heavy metal, jazz-rock fusion, electronic, modern rock, and pop. The focus will be on at least three of the following cultural groups: African Americans, Asian Americans, European Americans, Latin Americans and Native Americans. 54 hours lecture, 18 hours laboratory.

28 Musical Structure & Songwriting 3 Units

Study of contemporary rock and popular music theory with a songwriting implementation. Common chord progressions, harmonic development, song forms, lyric structure and analysis, orchestration, history and analysis of studio recording effects on important popular music styles of the mid to late 20th Century. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** MUSL 6 (with a grade of "C" or higher) or MUSL 2A (with a grade of "C" or higher)Students should have fundamental skills in reading music notation, note identification, knowledge of scales and some knowledge of chords.

42A Jazz Theory I 3 Units

Developing an understanding of traditional jazz nomenclature including chord symbols, chord/scale relationships, and jazz harmony. Various scales, their modes and their applications will be addressed as well as their applications to harmonic progressions common to the jazz idiom. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** MUSL 6 (with a grade of "C" or higher).

42B Jazz Theory II **3 Units**

Jazz composition and arranging to gain and/or solidify a working knowledge of standard concepts pertaining to writing and arranging for the small to large ensemble. Emphasis will be placed on achieving the following: shapes and voicings used for different combinations of melody instruments; writing idiomatic arrangements of "standards" in the jazz idiom and standard "industry-style" formatting of scores and parts. 54 hours lecture, 18 hours laboratory. **Prerequisite** MUSL 42A (with a grade of "C" or higher).

MUSIC - PERFORMANCE (MUSP) COURSES

10 Orchestra **1 Unit**

May be repeated 3 times.

This course is for the study, rehearsal, and public performance of orchestral literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that different technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required. 72 hours laboratory. **Prerequisite** Audition with instructor required.

11A Fundamentals in Jazz Improvisation **1 Unit**

May be repeated 3 times.

Exploring the fundamentals of Jazz improvisation and structure. Major scales, chord construction, and development of melodic lines used in traditional styles of Jazz improvisation. Jazz literature for small groups of the Bop era to modern styles. 72 hours laboratory. **Prerequisite** Audition with instructor required .

11B Jazz Combo **1 Unit**

May be repeated 3 times.

Exotic scales, altered chord construction, and development of modal and intervocalic concepts used in modern jazz improvisation. Techniques used in contemporary styles of Jazz improvisation for small ensembles. Examines and performs various jazz pieces in several styles. 72 hours laboratory. **Prerequisite** Audition with instructor required.

12 Wind Ensemble **1 Unit**

May be repeated 3 times.

Wind Ensemble repertoire of all styles, periods, and cultures. Emphasis on group participation and public performance with new repertoire preformed and studied each semester. Attendance at all scheduled performances required. Enrollment subject to a standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course level. 72 hours laboratory. **Prerequisite** Audition with instructor required. Students need to demonstrate the ability to read music, match pitch, produce an appropriate tone and follow a conductor at the intermediate/advanced level. Sight-reading is required.

13 Wind Symphony **1 Unit**

May be repeated 3 times.

Select and limited ensemble performing new repertoire each semester designed for advanced musicians seeking continued study in the large ensemble setting. Enrollment subject to a standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course level. 72 hours laboratory. **Prerequisite** Audition with instructor required. Audition with instructor required. Students need to demonstrate the ability to read music, match pitch, produce an appropriate tone and follow a conductor at the advanced level. Sight-reading at an advanced level is required.

15 Jazz Ensemble **1 Unit**

May be repeated 3 times.

Reading, preparation and performance of contemporary jazz music arranged for standard Big Band. New literature will be studied each semester. The band plays various concerts and festivals. Students develop ability to play various jazz styles, sight read, improvise, and play both as members of a section and as soloists. 72 hours laboratory. **Prerequisite** Audition with instructor required. Students need to demonstrate the ability to read music, match pitch, produce an appropriate tone and follow a conductor at the intermediate/advanced level. Sight-reading is required.

16 Jazz Orchestra **1 Unit**

May be repeated 3 times.

Jazz Orchestra is a performance organization that rehearses and performs a variety of contemporary jazz literature. Students develop ability to play various jazz styles, sight read, improvise, and play both as members of a section and as soloists. The orchestra plays various concerts and festivals. Opportunities to rehearse the orchestra as well as conduct. Enrollment by audition only. 72 hours laboratory.

18 Percussion Ensemble **1 Unit**

May be repeated 3 times.

This course is dedicated to the rehearsal and performance of percussion literature for various combinations of duets, trios, quartets and larger chamber ensembles. Students in this course will perform different percussion ensemble literature each semester and will be introduced to the primary percussion instruments of snare drum, mallet instruments, and timpani. The course includes sight-reading and public performance. 72 hours laboratory. **Strongly Recommended** MUSP 12.

41 Chamber Winds **1 Unit**

May be repeated 3 times.

Chamber Winds is open to any instrumental musician wishing to experience chamber ensemble playing. Topics will include a variety of styles and techniques used in chamber performance. Enrollment subject to a standardized audition by the instructor demonstrating musical ability and technical proficiency at a level suitable to the course level. 72 hours laboratory.

44 Concert Choir **1 Unit**

May be repeated 3 times.
This course is for the study, rehearsal, and public performance of vocal literature with an emphasis on the development of skills needed to perform within an ensemble. New repertoire preformed and studied each semester. Attendance at all scheduled performances required. Enrollment subject to a standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course level. 72 hours laboratory. **Prerequisite** Audition with instructor required. Students need to know how to read music, match pitch, blend within a section, and follow a conductor.

45 Chamber Choir **1 Unit**

May be repeated 3 times.
Select mixed ensemble of 16 to 20 voices performing chamber choral music of all periods and styles. Designed for the advanced singer performing new repertoire each semester. Enrollment subject to a standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course level. 72 hours laboratory. **Prerequisite** Audition with instructor required. Students need to demonstrate the ability to read music, match pitch, produce an appropriate tone and follow a conductor at the intermediate/advanced level. Sight-reading is required.

47 College Productions-Music **1 Unit**

May be repeated 3 times.
College music productions serves students with an interest in attaining the skills necessary to be successful working in pit orchestras, stage productions, and similar theatrical musical opportunities. Instrumentation is dependent on the current show with new repertoire studied and performed each semester. Enrollment is for the duration of the production. 72 hours laboratory.

51 Contemporary Music Ensemble **1 Unit**

May be repeated 3 times.
The Contemporary Music Ensemble performs a variety of works written in the twentieth and twenty-first centuries in two concerts per semester. The ensemble not only prepares students for careers that include contemporary music, but helps them to become exceptional educators, advocates, and leaders in the field. Audition required. 72 hours laboratory. **Prerequisite** Audition with instructor required.

52 Guitar Ensemble **1 Unit**

May be repeated 3 times.
This course focuses on the sight-reading, rehearsal, and performance of basic-level guitar ensemble literature. Basic note reading skills will be employed. Each member of the group will become a better musician through individual practice, listening, performance, and being an active part of the ensemble experience. New repertoire will be studied each semester. 72 hours laboratory. **Prerequisite** Audition with instructor required. Students need to demonstrate the ability to read music, match pitch, produce an appropriate tone and follow a conductor at the intermediate/advanced level. Sight-reading is required.

MUSIC RECORDING TECHNOLOGY (MURT) COURSES

20 Introduction to Music Technology **3 Units**

Fundamentals of digital audio manipulation, recording and production within industry-standard digital audio workstation software. Focus on essential functionality and technical proficiency within audio platforms such as Avid ProTools and Ableton LIVE. Introduction to MIDI sequencing, digital signal processing and audio editing. 36 hours lecture, 72 hours laboratory.

21 Audio Recording I **3 Units**

This is an introductory course that will provide the foundational skills to learn and function within the Pro Tools audio production environment. Pro Tools represents a new generation of digital audio workstations that uses the power of personal computers and digital signal processing to record multitrack digital audio directly to hard disk. The course covers fundamental fundamental concepts and techniques, including basic acoustics, signal flow, microphone principles and usage, studio equipment, signal processing, recording console functions, and multi-track recording procedures. 36 hours lecture, 72 hours laboratory. **Prerequisite** MURT 20 (with a grade of "C" or higher).

22A Electronic Music I **3 Units**

Fundamentals of electronic music production and MIDI sequencing. Principles of synthesis, survey of electronic music instruments and their development, MIDI sequencing, drum machines and beat making, and multitrack electronic music production. 36 hours lecture, 72 hours laboratory. **Prerequisite** MURT 20 (with a grade of "C" or higher).

22B Electronic Music II **3 Units**

This advanced course builds upon the knowledge and technical skills developed in MUSA 22A Electronic Music I. The integration of MIDI and digital audio recording environments will be studied as well as advanced electronic music production. Projects will include audio for film and video, theatrical productions, video games, advertisements, sound effects and sound installations. 36 hours lecture, 72 hours laboratory. **Prerequisite** MURT 22A (with a grade of "C" or higher).

23 Audio Recording II **3 Units**

Advanced studio recording techniques. Highly specific and refined microphone selection and implementation, complex multichannel signal flow, analog and digital signal processing, and multitrack mixing in the digital audio workstation. Student-produced, hands-on recording sessions in both the studio and live-concert settings. 36 hours lecture, 72 hours laboratory. **Prerequisite** MURT 21 (with a grade of "C" or higher).

24 Advanced Mixing Techniques 3 Units

This course extends basic practical music production and multi-track recording skills to include complex projects, integration of acoustic and digital recording elements, and use of current computer software in the mixing process. Implementation of signal processing to a multichannel audio mix using outboard and virtual signal processors, submixing, busing and summing mixes, complex signal flow, advanced mixer automation, and selected topics in mastering. 36 hours lecture, 72 hours laboratory. **Prerequisite** MURT 21 (with a grade of "C" or higher) **Strongly Recommended** MURT 23 For maximum learning, co-requisite enrollment with MURT 23 is not required, but strongly encouraged.

25 Live Concert Sound 1 Unit

Sound design and amplification management for live music events. Management and manipulation of audio signal flow, interconnected amplification hardware, stage monitoring, and real-time audio signal processing for live audio events. Hands-on participation in on-campus live audio events. 72 hours laboratory.

26 Music Business 3 Units

This course presents an overview of the business and legal aspects of the music industry. Topics include: career paths, record contracts, publishing, licensing, distribution, and copyright. In addition, the duties and responsibilities of producers, agents, managers, promoters, and performing artists will be examined. 54 hours lecture, 18 hours laboratory.

31 Sound Design 3 Units

Introduction to sound design and audio post-production for multimedia. Includes creating and editing sound sffects, ADR, Foley, music, and ambience, for multiple visual mediums such as film, TV, video gaming, theatre, and dance. Emphasis on computer assisted production using Digital Audio Workstations and sound design techniques using industry-standard equipment. 36 hours lecture, 72 hours laboratory. **Prerequisite** MURT 20 (with a grade of "C" or higher).

32A Game Audio Design I 3 Units

Overview of game sound development, basics of sound effects libraries and working with animation, typical studio effects, sound manipulation, and common troubleshooting. Fundamental techniques of recording custom effects, proper integration of audio, and mixing techniques particular to the gaming industry. Basics of the game audio industry, including professional roles, occupational divisions, scheduling, contracts and workflow. 36 hours lecture, 72 hours laboratory. **Prerequisite** MURT 20 (with a grade of "C" or higher).

32B Game Audio Design II 3 Units

Advanced creation of music and audio for video games, including implementation within a video game. Advanced music cue composition, Foley SFX recording and design, and functional implementation in a live game context. 36 hours lecture, 72 hours laboratory. **Prerequisite** MURT 32A (with a grade of "C" or higher).

50 Music Industry Internship 1 Unit

Internship in the music industry as approved by Music Recording & Technology faculty in the context of the student?s coursework and interests in the MURT department. Cooperative effort between student and music industry supervisor to accomplish agreed upon work objectives and experiential goals. Student provides verification of service experience hours during the term. Music industry organization to be approved by MURT faculty. Hours and duties made in agreement between student and music industry supervisor. Students will meet on-campus with MURT faculty for one hour per week to discuss experience & progress. Faculty permission required for registration in the class. 18 hours lecture, 36 hours laboratory. **Prerequisite** MURT 21 (with a grade of "C" or higher) and/or MURT 22A (with a grade of "C" or higher) and/or MURT 28 (with a grade of "C" or higher.

NURSING (NURS)

Degrees

AS	LVN-RN
AS	Nursing

LVN-RN

Associate in Science

The Nursing Program is approved by the California Board of Registered Nursing. Upon completion of the major, the graduate is eligible to take the Registered Nursing Licensing Examination (NCLEX-RN). LVN students can enter into the second year of the Nursing Program on a space available basis. The student may opt for one of the following paths: A.S. in Nursing, non-degree, or 30 Unit Non- Degree option. The program prepares graduates who can contribute to the advancement of nursing science and influence changes in a variety of settings within the health care system. The graduate possesses a repertoire of knowledge, skills, and attributes that serve as the foundation for safe, competent practice and lifelong learning. SPECIAL APPLICATION REQUIRED.

Career Opportunities

Based on the Labor Market Research data from May 2019 there is a projected annual gap of about 3,9,29 students in the Bay region. Job outlook for RN's is very promising. Some students must look outside the Bay Area to more rural cities for employment. Once they have at least one year experience it is easier to gain employment in the Bay Area. As a Registered Nurse you can work in the following areas: Intensive Care Unit (ICU), hospital unit, Oncology, Medical/Surgical unit, Operating Room, Case Manager, Home Health, Emergency Room, Pediatrics, Labor and Delivery, Psychiatric unit or be a traveling nurse.

Program Learning Outcomes

1. Incorporate the core of knowledge unique to the nursing profession in the delivery of health care in acute, chronic, or community health settings.
2. Utilize the nursing process to provide care for clients, families and significant others with diverse health needs and practices.
3. Practice within the profession's ethical and legal framework.
4. Use critical thinking skills in decisions related to managing care for groups of clients.
5. Respond to the demands of rapidly changing information technology by incorporating computer literacy in health care delivery and utilizing the internet for research.

Professional Prerequisites for the AS in LV-RN

Student must complete the following: An Advanced Standing Application; validate previous nursing knowledge with assessment exams and have a minimum of 500 hours of work experience in direct patient care. This can be in a Skilled Nursing Facility or Hospital environment within the last 18 months. Admission is on a space-available basis into the second year of the nursing program.
To progress and graduate from the Nursing Program , students must earn a minimum grade of "C" in each nursing course. Graduates of this program receive an Associate in Science degree in Nursing.
Note: The Board of Registered Nursing requirements supersede catalog rights for graduation.

Program Prerequisites		Units
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5

There is a 7 year recency requirement (except for the 30 unit option path) for the science prerequisite courses and a minimum of 2.5 GPA. Science courses must have a lab component and be 4 semester or 5 quarter units.

COMM 1	Fundamentals of Speech Communication	3
	or	
COMM 10	Interpersonal Communication	3
ENGL 1	Critical Reading and Composition	4
PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3

Required Courses for LVN-RN

After advanced standing application submitted

NURS 70	LVN-RN Transition	1.5
NURS 70L	Clinical Skills Practice and Assessment Lab	0.5
NURS 84	Prescriptive Clinical Nursing Skills Practice	0.5

Student must take benchmark exams to validate competency in the following: pediatrics, maternity, pharmacology and fundamentals. Each exam must be passed with a threshold score established by Kaplan. If unable to pass any exam after 2 attempts the student may take the following theory courses: NURS81 Maternity, NURS82 Pediatrics, and/or NURS64 Pharmacology. If the student fails the Fundamentals exam the student my not continue in this pathway and may apply as a generic student.

Nursing Program Courses for Admitted Students

NURS 53	Mental Health Nursing	4
NURS 60B	Adult Health II	6
NURS 60C	Adult Health III (3.5)	
NURS 88	Pathophysiology	3

For specific GE courses refer to catalog section of A.S. Graduation Requirements. Students with a BA/BS degree or higher from US regionally accredited colleges or universities are exempt from Chabot GE/Graduation requirements.

Required Major-Specific G.E. Requirement (choose 1 course)

BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5
CHEM 30A	Introductory and Applied Chemistry I	4
ENGL 4A	Critical Thinking and Writing about Literature	4
ENGL 7A	Critical Thinking and Writing across Disciplines	4
PSY 12	Lifespan Psychology	3

Courses Needed to Continue for a BSN

MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
NUTR 1	Introduction to Nutrition Science	3

Major Requirements	19 units
General Education	19 units
Elective Units	Degree applicable as needed
Total	60 minimum degree applicable units

NURSING

Associate in Science

The Nursing Program is approved by the California Board of Registered Nursing. Upon completion of the major, the graduate is eligible to take the Registered Nursing Licensing Examination (NCLEX-RN). The program prepares graduates who can contribute to the advancement of nursing science and influence changes in a variety of settings within the health care system. The graduate possesses a repertoire of knowledge, skills, and attributes that serve as the foundation for safe, competent practice and lifelong learning. SPECIAL APPLICATION REQUIRED: Graduates of this program receive an Associate in Science degree in Nursing. **Note:** The Board of Registered Nursing requirements supersede catalog rights for graduation.

Career Opportunties

Based on the Labor Market Research data from May 2019 there is a projected annual gap of about 3,929 students in the Bay region. Job outlook for RN's is very promising. Some students must look outside the Bay Area to more rural cities for employment. Once they have at least one year experience it is easier to gain employment in the Bay Area. As a Registered Nurse you can work in the following areas: Intensive Care Unit (ICU), hospital unit, Oncology, Medical/Surgical unit, Operating Room, Case Manager, Home Health, Emergency Room, Pediatrics, Labor and Delivery, Psychiatric unit or be a traveling nurse.

Program Learning Outcomes

1. Incorporate the core of knowledge unique to the nursing profession in the delivery of health care in acute, chronic, or community health settings.
2. Utilize the nursing process to provide care for clients, families and significant others with diverse health needs and practices.
3. Practice within the profession's ethical and legal framework.
4. Use critical thinking skills in decisions related to managing care for groups of clients.
5. Respond to the demands of rapidly changing information technology by incorporating computer literacy in health care delivery and utilizing the internet for research.

Program Prerequisites		Units
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5

There is a 7 year recency requirement for the science prerequisite courses and a minimum of 2.5 GPA. Science courses must have a lab component and must be a minimum of 4 semester or 5 quarter units.

SOCI 1	Principles of Sociology	3
PSY 1	General Psychology	3
COMM 1	Fundamentals of Speech Communication	3
	or	
COMM 10	Interpersonal Communication	3
ENGL 1	Critical Reading and Composition	4

Nursing Program Courses - Year One

NURS 55	Fundamentals of Nursing Practice	9
NURS 51	Maternity Nursing	4
NURS 52	Pediatric Nursing	4
NURS 88	Pathophysiology	3

To progress and graduate from the Nursing Program , students must earn a minimum grade of "C" in each nursing course.

Nursing Program Courses - Year Two

NURS 64	Pharmacology for Professional Nurses	3
NURS 60A	Adult Health I	4
NURS 53	Mental Health Nursing	4
NURS 73	Intravenous Therapy Lab	0.5
NURS 60B	Adult Health II	6
NURS 60C	Adult Health III	3.5

For specific GE courses refer to catalog section of A.S. Graduation Requirements. Students with a BA/BS degree or higher from US regionally accredited colleges or universities are exempt from Chabot GE/Graduation requirements.

Required Major-Specific G.E. Requirement (choose 1 course)

BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5
CHEM 30A	Introductory and Applied Chemistry I	4
ENGL 4A	Critical Thinking and Writing about Literature	4
ENGL 7A	Critical Thinking and Writing across Disciplines	4
PSY 12	Lifespan Psychology	3

Recommended Courses for a BSN

MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
NUTR 1	Introduction to Nutrition Science	3

Nutrition is not required in all BSN programs

Major Requirements	41 units
General Education	19 units
Elective Units	Degree applicable units as needed
Total	60 minimum degree applicable units

NURSING (NURS) COURSES

10 How to be Successful in a Nursing Program 0.5 Units

Introduces students to the rigors and curriculum in the Associate Degree in Nursing. Prepares students to be successful by learning critical thinking, nursing theory, math for medications, and the nursing process. Open to all students interesting in pursuing a degree in nursing. 9 hours lecture.

51 Maternity Nursing 4 Units

Nursing care of the childbearing family. The focus is on the physiological and psychological needs of families as they are affected by pregnancy, labor and birth, postpartum, and newborn stages. Theory and clinical practice include integration of assessment skills, women's health, violence against women, nutrition, pain management, ethical issues, and teaching strategies unique to childbearing families. Quality, Safety, Education in Nursing (QSEN) concepts are incorporated. Total weeks - 9. 36 hours lecture, 18 hours laboratory, 108 hours clinical. **Prerequisite** NURS 55 (with a grade of "C" or higher).

52 Pediatric Nursing 4 Units

Emphasis placed on the use of the nursing process in promoting adaptive processes necessary for coping with the health issues of infants, children and adolescents. Theory and clinical practice includes integration of assessment skills, growth and development, family abuse issues, nutrition, pharmacological concepts, ethical issues, and teaching strategies unique to child-rearing families. Clinical focuses on care of clients in community and acute care settings. Concepts related to the California Nursing Practice Act, and Quality, and Safety Education in Nursing (QSEN) will be incorporated. Total weeks-9. 36 hours lecture, 18 hours laboratory, 108 hours clinical. **Prerequisite** NURS 55 (with a grade of "C" or higher).

53 Mental Health Nursing 4 Units

Emphasis on the use of the nursing process in the care of clients of all ages experiencing selected conditions requiring treatment in psychiatric care settings. Theory and clinical practice includes integration of assessment skills, nutrition, pharmacological and crisis intervention concepts, legal-ethical issues, and anger management. Concepts related to the California Nursing Practice Act, and Quality, and Safety Education in Nursing (QSEN) will be incorporated. Total - 9 weeks. 36 hours lecture, 18 hours laboratory, 108 hours clinical. **Prerequisite** NURS 70 (with a grade of "C" or higher) or NURS 55 (with a grade of "C" or higher).

54 Clinical Topics 0.5 Unit

Study of selected clinical topics and associated nursing processes related to nursing practice. 9 hours lecture. **Prerequisite** NURS 70 (with a grade of "C" or higher)and possession of a valid California LVN license or NURS 55 (with a grade of "C" or higher).

55 Fundamentals of Nursing Practice 9 Units

Introduction to fundamental concepts and practices in nursing care across the life span. Application of the nursing process to the care of adult and geriatric clients with acute and chronic disorders and fundamental nursing skills. Theoretical content provides an overview of the care of clients with diverse cultural backgrounds and spiritual needs as well as principles of therapeutic communication. Concepts related to the California Nursing Practice Act, as well and principles of safe clinical practice. 81 hours lecture, 36 hours laboratory, 207 hours clinical **Prerequisite** Acceptance into the Nursing Program.

60A Adult Health I 4 Units

Emphasis on the use of the nursing process in the care of adults experiencing selected conditions requiring treatment in medical-surgical care settings. Theory and clinical practice includes integration of assessment skills, nutrition, medication administration and legal-ethical issues. Concepts related to the California Nursing Practice Act, and Quality, and Safety Education in Nursing (QSEN) will be incorporated. Total - 9 weeks 36 hours lecture, 18 hours laboratory, 108 hours clinical. **Prerequisite** NURS 55 (with a grade of "C" or higher).

60B Adult Health II 6 Units

Nursing interventions that assist the adult client in adaptation to stressors of acute and chronic illnesses with unpredictable outcomes. Focus on caring for groups of clients in the medical-surgical and critical care setting. Concepts related to the California Nursing Practice Act, as well as principles of safe clinical practice will be included. Total - 12 weeks. 45 hours lecture, 189 hours clinical. **Prerequisite** NURS 51 (with a grade of "C" or higher) NURS 52 (with a grade of "C" or higher) NURS 53 (with a grade of "C" or higher) NURS 60A (with a grade of "C" or higher).

60C Adult Health III 3.5 Units

Discussion of leadership styles, delegation of care, evidence based practice, conflict management , delegation of assignments, prioritization of client care, and organizational structure the health care organization. Concepts related to the California Nursing Practice Act, and Quality, and Safety Education in Nursing (QSEN) will be incorporated. Total - 6 weeks. 18 hours lecture, 135 hours clinical. **Prerequisite** NURS 60B (with a grade of "C" or higher).

64 Pharmacology for Professional Nurses 3 Units

Introduction to the principles of clinical pharmacology, the administration of drugs as therapeutic agents, impact on the elderly and the interactions of drugs and body tissues. The purpose, action, and expected physiological responses of therapeutic agents and dosage forms currently used in treating pain, infectious processes and selected acute and chronic disease states in the cardiovascular, endocrine, respiratory, autonomic nervous and central nervous system is explored as well as the integration of the concepts in the nursing process. 54 hours lecture. **Prerequisite** NURS 55 (with a grade of "C" or higher) or NURS 70 (with a grade of "C" or higher).

70 LVN-RN Transition 1.5 Units

Emphasis on nursing topics that prepare the LVN for advanced standing in an Associate Degree RN Nursing Program. The course includes topics such as the nursing process, role change, therapeutic communication, critical thinking skills, review of medical-surgical nursing, pharmacology and medication calculations. 27 hours lecture. **Prerequisite** Valid California LVN license with a minimum one-year work experience or 500 hours of LVN work experience. LVN experience must include direct patient contact in a skilled nursing facility or hospital environment. BIOS 42 (with a grade of "C" or higher) BIOS 43 (with a grade of "C" or higher) BIOS 44 (with a grade of "C" or higher) within 7 years of program entrance with a minimum of 2.5 GPA. Attend an Advanced Standing (Military, LVN-RN) orientation meeting and completion of an Advanced Standing Application.

70L Clinical Skills Practice and Assessment Lab 0.5 Units

Clinical skills practice lab provides framework for satisfying selected nursing content and skills offered during first year of associate degree nursing curriculum. Designed for LVN students desiring admission to Chabot Nursing Program with Advanced Standing. 27 hours laboratory. **Corequisite** NURS 70.

73 Intravenous Therapy Lab 0.5 Units

This lab course allows the nursing student to safely insert a peripheral intravenous cannula using sterile technique. This skill is used by RN's in the workplace. Student will be observed closely and after demonstrating competency will pass this course. 27 hours lecture. **Prerequisite** NURS 55 or NURS 70 (with a grade of "C" or higher).

80 Test Taking Skills for Nursing Students 0.5 Units

Practice in answering multiple-choice, fill in the blank and multiple option questions related to nursing. Will allow student to be more successful in the nursing program when taking exams. 9 hours lecture. **Prerequisite** Admission to the nursing program.

81 Maternity Nursing Theory 2 Units

Nursing care of the childbearing family. The focus is on the physiological and psychological needs of families as they are affected by pregnancy, labor and birth, postpartum, and newborn stages. Theory includes integration of assessment skills, women's health, violence against women, nutrition, pain management, ethical issues, and teaching strategies unique to childbearing families. Quality, Safety, Education in Nursing (QSEN) concepts are incorporated. Designed to assist Licensed Vocational Nurses in preparation for the Registered Nurse National examination. Total weeks - 9. 36 hours lecture. **Prerequisite** Valid California LVN license. and NURS 70.

82 Pediatric Nursing Theory 2 Units

Emphasis is placed on the use of the nursing process in promoting adaptive processes necessary for coping with the health issues of infants, children and adolescents. Theory includes integration of assessment skills, growth and development, family abuse issues, nutrition, pharmacological concepts, ethical issues, and teaching strategies unique to child-rearing families. Total weeks-9. 36 hours lecture. 36 hours lecture. **Prerequisite** NURS 70 and/or Valid California LVN license.

84 Prescriptive Clinical Nursing Skills Practice 0.5 Units

Emphasis is on gaining experience in practicing and refining selected clinical skills used in the delivery of nursing care to a client in the acute care or community based setting. This required course provides the opportunity for preparation for the Clinical Performance Examination, as well as for practicing different skills using up-to-date equipment in the Skills Lab. 27 hours laboratory. **Prerequisite** NURS 55 (with a grade of "C" or higher).

88 Pathophysiology 3 Units

Pathophysiological processes in selected disease states in the following systems of the human body: endocrine, renal, cardiovascular, pulmonary, gastrointestinal, and neurological. Purpose and results of supporting laboratory, radiological, and other appropriate diagnostic studies used in confirming the presence or absence of the selected disease states will be explored. 54 hours lecture. **Prerequisite** Concurrent enrollment or completion of NURS 55 Fundamentals of Nursing Concurrent enrollment or completion of NURS 70.

90 NCLEX Exam Preparation-Test Taking Skills and Strategies 0.5 Units

This course prepares the nursing student to think critically and answer multiple format questions that are similar to the NCLEX-RN exam. 9 hours lecture. **Prerequisite** NURS 60B (with a grade of "C" or higher).

NUTRITION (NUTR)

Degrees

AS-T Nutrition and Dietetics

NUTRITION AND DIETETICS

Associate in Science for Transfer

The Associate in Science in Nutrition and Dietetics for Transfer degree is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Nutrition and Dietetics such as a Registered Dietitian Nutritionist (RDN), food scientist, Nutritionist, Licensed Nutritionist, Dietetic Technician Registered (DTR), and other nutrition and dietetics professionals. Students in the program learn how the scientific method and process contributes to nutritional requirements and how nutrients function from a cellular level. Students can apply this knowledge to their health, and the health of their families and communities at large. The program also helps students understand the role of nutrition in disease prevention throughout the life cycle and as an impact on society as a whole. Completion of the Nutrition and Dietetics degree will provide a streamlined pathway for transfer to a CSU campus with a Nutrition Science program or similar. Completion requirements: completion of 60 semester units or 90 quarter units of degree-applicable courses, minimum overall grade point average of 2.0, minimum grade of "C" (or "P") for each course in the major, and completion of IGETC and/or CSU GE-Breadth.

Program Learning Outcomes

1. Explain rationale for nutrient intake recommendations across the lifespan.
2. Demonstrate an understanding of nutrition and health information using the scientific method, scientific research and established knowledge.
3. Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.
4. Develop strategies to educate individuals about chronic, preventable diseases, with a strong dietary component, that are most commonly found in our society, and aid in decreasing the spread of such diseases, increasing quality and length of life to individuals in our communities.

Required Core		Units
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
BIOS 44	Microbiology	5
NUTR 1	Introduction to Nutrition Science	3
PSY 1	General Psychology	3

List A (choose 1 course)

BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
CHEM 12A	Organic Chemistry I	5
MTH 43	Introduction to Probability and Statistics	4
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

List B (choose 1 course)

BIOS 41	Fundamentals of Biology for Health Sciences	4
ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
SOCI 1	Principles of Sociology	3

Major Requirements	28-30 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

NUTRITION (NUTR) COURSES

1 Introduction to Nutrition Science 3 Units

Scientific concepts of nutrition related to the function of nutrients, sources and recommended intakes. Nutritional assessment and the role of nutrition in the maintenance of health. 54 hours lecture. **Strongly Recommended** CHEM 30A (with a grade of "C" or higher) and MTH 53 (with a grade of "C" or higher) and ENGL 1A (with a grade of "C" or higher).

4 Mother and Childhood Nutrition 3 Units

Mother and child nutrition, from conception, to newborn through toddlerhood, to teenager. Methods to encourage positive eating behaviors that promote short and long-term health and prevention of chronic diseases. Topics include basic nutrition principles, prenatal nutrition, breastfeeding, child nutrition, planning healthy meals and snacks, food allergies, food safety, physical activity for children, childhood obesity, cardiovascular disease, diabetes, cancer and life expectancy. 54 hours lecture.

6 Nutrition for Healthy Living 3 Units

An introductory course focusing on basic nutrition concepts and their application to personal dietary assessment and diet planning. Socioeconomic conditions, personal behaviors, and cultural influences will be examined. Ideal for students not majoring in a healthcare profession. 54 hours lecture.

10 Weight Management for Healthy Aging 3 Units

Study the positive health effects of maintaining appropriate body weight and body composition, starting in late adolescence until elderly years. Strategies to balance caloric intake, and follow adequate exercise guidelines will be discussed. Investigation of dietary guidelines, and deficiency concerns at different stages of adulthood. Study of age-specific diseases thorough early adulthood, middle age, and elderly years, focusing on disease prevention. 54 hours lecture.

11 Sports Nutrition 3 Units

The science of sports nutrition, with emphasis on nutrition science as it applies to fitness, sport-specific training, and peak athletic performance. Nutrient requirements and dietary recommendations for multiple sports and levels of performance, energy metabolism, essential nutrient needs during training and competition. Achievement of ideal nutrition to enhance physical performance. Ideal for health coaches, as well as those interested in reaching personal peak performance, and aiding others to reach full athletic potential. 54 hours lecture.

PARALEGAL STUDIES (PLGL)

Certificate of Achievement

Paralegal Studies

PARALEGAL STUDIES

Certificate of Achievement

The Certificate of Achievement in Paralegal Studies is intended to prepare students for employment as a paralegal for various legal sectors. The Paralegal Studies program introduces students to the fundamentals of the paralegal profession to enhance the ability of students to reason, understand and apply correct principles of law by teaching analytical and critical thinking skills. Students examine the practical application of paralegal related job skills, including preparing forms and pleadings, interviewing clients and witnesses, legal research and document organization. The following is required for the Certificate of Achievement in Paralegal Studies: a. Completion of a minimum of 24 designated units - the paralegal program at Chabot College meets the requirements of California Business and Professions code 6450. b. Minimum grade point average (GPA) of a least 2.0 in all paralegal-related coursework. c. All courses in the certificate must be completed with a grade C or better.

Career Opportunties

Students will be prepared for careers as a: paralegal, legal assistant, or research assistant. Labor Market data shows a significant undersupply of Paralegals and Legal Assistants compared to the demand for this occupation in the Bay region and in the East Bay sub-region (Alameda and Contra Costa Counties). There is a projected annual gap of about 750 students annually in the Bay region and 257 students annually in the East Bay sub-region. Potential employers of paralegals and legal assistants include law offices, state and federal government agencies, finance and insurance companies, and regulatory agencies. In addition, as California law firms struggle to find qualified paralegals and legal assistants, these jobs might prove to be a path to law school. Some law offices offer tuition reimbursement and other financial assistance to paralegals pursuing a law degree.

Program Learning Outcomes

1. Develop the analytical thinking and professional skills necessary to work as a paralegal or legal assistant by an attorney, law office, governmental agency, or other legally related entity.
2. Identify and apply correct principles of law and work effectively within the legal industry.
3. Emphasize practical application of essential paralegal skills such as conducting legal research, calendaring, drafting legal documents and legal memoranda.

Semester One		Units
PLGL 30	Introduction to Paralegal Studies	3
PLGL 31	Legal Writing and Research	3
PLGL 32	Litigation and Civil Procedure	3
PLGL 33	Computer Application and E-Discovery for Paralegals	3
Semester Two		
PLGL 34	Professional Responsibility and Ethics	3
PLGL 35	Advanced Legal Writing and Research	3
PLGL 36	Contract Law	3
PLGL 37	Tort Law	3
	or	
ADMJ 60	Criminal Law	3
Total		**24**

PARALEGAL STUDIES (PLGL) COURSES

30 Introduction to Paralegal Studies 3 Units

This course will introduce students to the responsibilities and duties of a paralegal. It will provide an overview of the paralegal profession, including the paralegal's role in the delivery of legal services. 54 hours lecture. **Strongly Recommended** ADMJ 50 (with a grade of "C" or higher).

31 Legal Writing and Research 3 Units

This course is designed to familiarize students with the fundamentals of legal research and writing. Students will learn how to locate, analyze and cite to federal and state cases, statutes, constitutions, and secondary sources. Instruction is given on utilizing both print materials and online resources. Students will prepare case briefs that demonstrate legal reasoning, proper punctuation, grammar and clarity of expression. 54 hours lecture. **Strongly Recommended** ADMJ 50 (with a grade of "C" or higher).

32 Litigation and Civil Procedure 3 Units

This course provides an introduction to the litigation process and the role of the paralegal. It will include the process and procedures related to litigation, including the specific duties of a paralegal in the pretrial and trial process. 54 hours lecture. **Strongly Recommended** ADMJ 50 (with a grade of "C" or higher).

33 Computer Application and E-Discovery for Paralegals 3 Units

This course introduces the use of technology by paralegals in the legal profession. Students will become familiar with hardware and software used in law offices and will explore the latest versions of common programs like Microsoft Word, Excel, and PowerPoint, as well as specialized legal applications. Students will be instructed on the ethical considerations of technology in the legal profession. 54 hours lecture. **Advisory** All students must have basic computer skills including being proficient with email, the Internet and a word processing program.

34 Professional Responsibility and Ethics 3 Units

This course provides students with a practical understanding of the professional codes of conduct and the general principles of ethical legal conduct governing the practice of law. 54 hours lecture. **Strongly Recommended** ADMJ 50 (with a grade of "P" or higher).

35 Advanced Legal Writing and Research 3 Units

This course is designed to build upon the skills developed in Legal Writing and Research. This course will provide a more in-depth, advanced understanding of legal writing, research, proper citation format, and preparation of legal documents. 54 hours lecture. **Prerequisite** PLGL 31 (with a grade of "P" or higher).

36 Contract Law 3 Units

As part of the Paralegal Program, this course will examine the fundamental elements of contract law, including the principals of formation, agreement, and consideration. Students will also learn contract interpretation, the necessary elements for creating legally enforceable contracts, and breach and remedies. 54 hours lecture. **Strongly Recommended** ADMJ 50 (with a grade of "C" or higher).

37 Tort Law 3 Units

This course focuses on the fundamental concepts of tort law, including intentional torts, negligence, trespass, strict liability, personal injury, mental distress, as well as commonly employed defenses. 54 hours lecture. **Prerequisite** ADMJ 50 (with a grade of "P" or higher).

38 Criminal Law and Procedure 3 Units

This course introduces students to the practice of criminal law. Emphasis is placed on criminal procedure from arrest to the appeals process. Case law and case studies will be used to examine prosecution, defense, and appellate processes. There will be discussions regarding the doctrine of criminal liability, the classification of crimes against persons, property, morals, and public welfare, criminal culpability, and defenses to crime. 54 hours lecture.

PHILOSOPHY (PHIL)

Degrees

AA-T	Philosophy
AA	Philosophy

PHILOSOPHY

Associate in Arts for Transfer

What is philosophy? Philosophy is an activity rather than a set of beliefs. It is thinking critically, systematically, and creatively about fundamental and important questions about knowledge, values, and reality that include the following and more: What do I know, and how do I know it? What is justice? Does God exist? Do I have free will? What is the nature of the mind and self? In addition to preparing one for advanced study in the discipline, the Chabot Philosophy Program enriches its students with the ultimate transferable and portable job skills needed in the fields of law, medicine, business, education, public service, film-making, writing, and tech. Students who successfully complete the AA-T in Philosophy earn specific guarantees for transfer to the CSU system: admission to a CSU with junior status and priority admission a local CSU campus and to a program or major in philosophy or a similar major. Students transferring to a CSU campus will be required to complete no more than 60 units after transfer to earn a bachelor's degree. Students are required to complete 60 semester units that are eligible for transfer to a California State University, including one of the following: (1) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education ? Breadth Requirements and (2) 18-19 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.

Program Learning Outcomes

1. Convey understanding of major philosophical questions, theories, and concepts in the areas of metaphysics (nature of reality), epistemology (knowledge), and axiology (value theory).
2. Reconstruct, analyze, and evaluate arguments for and against major philosophical positions.
3. Explicate and analyze globally significant texts from the history of philosophy.
4. Employ the methods of philosophical inquiry, especially the principles of logic (formal & informal) and critical thinking.
5. Demonstrate proficiency in portable language skills, including listening and reading carefully and critically, speaking articulately, and -- most importantly -- proficiency in philosophical writing, which includes presenting & supporting a philosophical thesis, articulating & responding to objections, and in general, writing in a way that is clear, precise, coherent, concise, well-organized, effective, and valuable.
6. Demonstrate philosophical virtues, including being open-minded, imaginative, appropriately skeptical, intellectually humble, charitable, incisive, and truth & justice-seeking.

Required Core (choose 2 courses)		Units
PHIL 55	Symbolic Logic	3
PHIL 50	Introduction to Philosophy	3
	or	
PHIL 60	Introduction to Philosophy: Ethics	3

List A (choose 1 course)

Any required core course not already used.		3
PHIL 65	Introduction to Philosophy: Theory of Knowledge	3
PHIL 70	Introduction to Political and Social Philosophy	3
RELS 65	Religions of Asia	3

List B (choose 2 courses)

Any List A course not already used.		3
HIS 1	History of Western Civilization to 1600	3
HIS 2	History of Western Civilization Since 1600	3

List C (choose 1 course)

Any List A or List B course not already used.		3
BUS 10	Business Law	4
ADMJ 60	Criminal Law	3
RELS 50	Religions of the World	3
RELS 64	The Nature of Islam	3
RELS 70	Spiritual Traditions and Contemporary Voices	3
HUMN 50	The Artful Life	3
HUMN 60	Creativity and the Community	3
HUMN 65	The American Style	3
HUMN 68	World Mythology	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ENGL 11A	Introduction to Creative Writing	3
ENGL 12A	Beginning Fiction Writing	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3
ENGL 28	Classic and Contemporary Youth Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 41	World Literature (17th Century to the Present)	3
COMM 2	Oral Interpretation of Literature	3
COMM 6	Introduction to Performance Studies	3
HIS 3	World History: Beginnings to 1500	3
HIS 4	World History: 1500 to the Present	3
HIS 33	Modern Latin America	3
GNST 31	Women's Spirituality: An Examination of Ancient and Emerging Traditions	3
FRNC 1A	Beginning French	5
FRNC 1B	Elementary French	5
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4
SPA 1A	Beginning Spanish	5
SPA 1B	Elementary Spanish 1	5
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4
SL 64	Beginning Sign Language	3

NOTES: Grades of ""C"" or higher is required for major courses and IGETC courses. Grades of C- or higher is required for CSU GE Areas A2 and B4.

Major Requirements	18 - 20 units
General education	CSU GE 37 units IGETC (CSU) 39 units
Electives	CSU transferrable units, as needed
Total	60 minimum degree applicable units

PHILOSOPHY

Associate in Arts

What is philosophy? Philosophy is an activity rather than a set of beliefs. It is thinking critically, systematically, and creatively about fundamental and important questions about knowledge, values, and reality that include the following and more: What do I know, and how do I know it? What is justice? Does God exist? Do I have free will? What is the nature of the mind and self? Students are required to complete 60 units for the degree, including 18 units for the major and 25 general education units. In addition to preparing one for advanced study in the discipline, the Chabot Philosophy Program enriches its students with the ultimate transferable and portable job skills that ready them for careers in the fields of law, medicine, business, education, public service, film-making, writing, and technology.

Career Opportunities

This program helps students prepare for advanced study in the discipline. Additionally, the Chabot Philosophy Program enriches its students with the ultimate transferable and portable job skills that ready them for careers in the fields of law, medicine, business, education, public service, film-making, writing, and technology.

Program Learning Outcomes

1. Convey understanding of major philosophical questions, theories, and concepts in the areas of metaphysics (nature of reality), epistemology (knowledge), and axiology (value theory);
2. Reconstruct, analyze, and evaluate arguments for and against major philosophical positions;
3. Explicate and analyze globally significant texts from the history of philosophy;
4. Employ the methods of philosophical inquiry, especially the principles of logic (formal & informal) and critical thinking;
5. Demonstrate proficiency in portable language skills, including listening and reading carefully and critically, speaking articulately, and -- most importantly -- proficiency in philosophical writing, which includes presenting & supporting a philosophical thesis, articulating & responding to objections, and in general, writing in a way that is clear, precise, coherent, concise, well-organized, effective, and valuable;
6. Demonstrate philosophical virtues, including being open-minded, imaginative, appropriately skeptical, intellectually humble, charitable, incisive, and truth & justice-seeking.

Required Core (choose 2 courses)		Units
PHIL 55	Symbolic Logic	3
PHIL 50	Introduction to Philosophy	3
	or	
PHIL 60	Introduction to Philosophy: Ethics	3

List A (choose 2 courses)

Any Required Core not already used.		3
PHIL 65	Introduction to Philosophy: Theory of Knowledge	3
PHIL 70	Introduction to Political and Social Philosophy	3

List A (choose 2 courses)

Any List A course not already used.		3
ARTH 20	History of Photography	3
COMM 6	Introduction to Performance Studies	3
ENGL 20	Studies in Shakespeare	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 41	World Literature (17th Century to the Present)	3
ENGL 45	Studies in Fiction	3
ES 5	Critiquing Race and Gender in Popular Culture	3
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4
HIS 1	History of Western Civilization to 1600	3
HIS 2	History of Western Civilization Since 1600	3
HIS 3	World History: Beginnings to 1500	3
HIS 4	World History: 1500 to the Present	3
HUMN 50	The Artful Life	3
HUMN 60	Creativity and the Community	3
HUMN 65	The American Style	3
HUMN 68	World Mythology	3
RELS 50	Religions of the World	3
RELS 64	The Nature of Islam	3
RELS 65	Religions of Asia	3
RELS 70	Spiritual Traditions and Contemporary Voices	3
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4

Major Requirements	18 units
General Education Requirements	25 units
Electives	CSU transferrable units, as needed
Total	60 minimum degree applicable units

PHILOSOPHY (PHIL) COURSES

50 Introduction to Philosophy 3 Units

Introductory course in philosophy. Philosophy is an activity rather than a set of beliefs. It is thinking critically, systematically, and creatively about fundamental and important questions about knowledge, values, and reality that include the following and more: What do I know, and how do I know it? What is justice? Does God exist? Do I have free will? What is the nature of the mind and self? 54 hours lecture. **Strongly Recommended** Elgibility for Eligibility for ENGL 1A or ENGL 1.

55 Symbolic Logic 3 Units

This course is an introduction to symbolic logic. Symbolic logic is the formal study of good and bad reasoning. Central to this study is the concept of and criteria for validity. Sentential and predicate logic symbolization, semantics, and proof methods will be examined. NOTE: This course is required for nearly all philosophy majors and is excellent preparation for the Law School Admission Test (LSAT). 54 hours lecture.

60 Ethics 3 Units

This is an introductory course in ethics. To study ethics is to think critically about morality, and address questions like: What is justice? Are there universal, absolute, or objective moral rules? Is human nature inherently good or evil? What?s the relationship between moral responsibility and free will? This course examines several competing, historically important, and still prominent theoretical approaches to ethics, including Kant?s deontology, Mill?s utilitarianism, and Aristotle?s virtue ethics. These theories will be applied to contemporary moral problems, including those stemming from wealth inequality, artificial intelligence, the treatment of animals, and the limits of free speech. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1.

65 Introduction to Philosophy: Theory of Knowledge 3 Units

Primary works of philosophy in the areas of knowledge, truth, and thought. Systematic analysis of documents that constitute the major statements in the theory of knowledge—the functions of reasoning, intuition, and sense experience. 54 hours lecture.

70 Introduction to Political and Social Philosophy 3 Units

Philosophical-political analysis of value conflicts in the area of political thought and theory. Philosophical investigation of political principles which affect our lives as well as the role of theory in regard to the nature of the individual in a modern technological democracy. 54 hours lecture. (Formerly PHIL 25.)

PHOTOGRAPHY (PHOT)

Degrees

AA Fine Art Photography
AA Photography

Certificate of Achievement

Black & White Darkroom Photography
Digital Imaging
Photography

FINE ART PHOTOGRAPHY

Associate in Arts

The Fine Art Photography AA is an interdisciplinary studio art degree with an emphasis in photography. The studio courses mirror coursework that would be completed in the first two years of a Bachelor of Fine Arts program and prepares students for a professional career in art and photography. It is a demanding, high-credit degree program that emphasizes both photographic and fine art studio practices. Additional program requirements in Art History and a capstone portfolio course provide the visual language and photographic portfolio students will need to enter the photographic and fine art industry, or progress academically into a Bachelor of Fine Arts degree program.

Career Opportunities

Upon successful completion of the program students will develop professional competencies and portfolio required to enter a Bachelor of Fine Arts photography program or one of the following career opportunities: Fine Art Photographer, Commercial Photographer, Portrait Photographer, Studio Photographer, Technical Photographer, Photo Editor, Photo Curator, and Digital Artist.

Program Learning Outcomes

1. Demonstrate competency using digital cameras and technology to produce photographs with technical and aesthetic value;
2. Visually communicate a unique vision with technical skill, personal artistic expression and conceptual meaning through foundational art studio practices;
3. Critique art and photography in terms of technical merit, aesthetic value and conceptual meaning using appropriate terminology.

Required Core (31 units)		Units
ART 2A	Introduction to Drawing	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ART 45	Artist Portfolio and Self-Promotion	1
ARTH 20	History of Photography	3
	or	
PHOT 20	History of Photography	3
ARTH 4	Art History-Ancient to Gothic	3
	or	
ARTH 5	Art History - Renaissance to Modern-Day	3
	or	
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
PHOT 1A	Digital Photography I	3
PHOT 2A	Black and White Darkroom Photography	3
PHOT 3A	Introduction to Studio Lighting	3
PHOT 4A	Color Theory for Photographers	3
PHOT 6A	Photoshop	3
	or	
DIGM 6A	Photoshop	3

Electives (choose 6 units)

ART 2B	Drawing and Composition	3
ART 3A	Figure and Composition I	3
ART 12A	Beginning Oil Painting	3
ART 16A	Introduction to Ceramics I	3
ART 17A	Beginning Sculpture 1	3
ART 18A	Wood and Stone Sculpture I	3
ART 20	All Media Sculpture	3
ART 22	Metal Sculpture - Lost Wax Bronze Casting	3
ART 25	Color Theory	3
ART 61	Illustration	3
DIGM 1	Introduction to Digital Art	3
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 7	Design and Layout	3
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
DIGM 12A	Motion Graphics	3
DIGM 15	Web Design Fundamentals	3
FILM 14	Introduction to Cinematic Arts	3
FILM 15	Introduction to Digital Filmmaking	3
FILM 16	Documentary Filmmaking	3
PHOT 1B	Digital Photography II	3
PHOT 5A	Photography Portfolio	3

Major Requirements	37 units
General Education Requirements	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

PHOTOGRAPHY

Associate in Arts

The Photography AA is a commercial photography degree that emphasizes digital photography methods, processes, and technology providing students the knowledge and skills required to work in the photographic industry. The core program courses provide a foundational knowledge using advanced digital capture techniques, processing and output of finished photographs in digital and printed formats. Students will learn studio photography practices and techniques working with light and color for technical and conceptual development of photographs. Throughout the program students will have the opportunity to participate in photography exhibitions and develop a professional portfolio that can be used to enter the photographic industry.

Career Opportunities

Upon successful completion of the program students will develop the digital photography skills, professional competencies, and portfolio of work required to enter the photographic industry. Including the following career opportunities: Commercial Photographer, Portrait Photographer, Studio Photographer, Food Photographer, Automotive Photographer, Wedding Photographer, Technical Photographer, Freelance Photographer, Photo Editor, and Digital Artist. In the Bay Area Region there are more than 1,000 annual openings for photography occupations. The Photography AA degree provides industry specific training to provide the top skills employers are looking for using digital photography and Adobe Photoshop techniques.

Program Learning Outcomes

1. Understand and articulate the principles of art and design as they relate to photography.
2. Create a portfolio of digital photographs that effectively illustrate standard skills and techniques used in the photographic industry.
3. Analyze and describe photographs based on technical, conceptual, and aesthetic content using appropriate terminology.

Required Core		Units
PHOT 1A	Digital Photography I	3
PHOT 2A	Black and White Darkroom Photography	3
PHOT 3A	Introduction to Studio Lighting	3
PHOT 4A	Color Theory for Photographers	3
PHOT 5A	Photography Portfolio	3

Electives (choose a minimum of 9 units)

PHOT 1B	Digital Photography II	3
PHOT 2B	Advanced Black and White Darkroom Photography	3
PHOT 2C	Alternative Process Photography	3
PHOT 2D	Large Format Photography	3
PHOT 3B	Advanced Studio Lighting: Portraiture	3
PHOT 3C	Advanced Studio Lighting: Product & Still Life	3
PHOT 4B	Advanced Color Photography Methods	3
PHOT 5B	Photography Exhibition	3
PHOT 6A	Photoshop	3
	or	
DIGM 6A	Photoshop	3
PHOT 6B	Advanced Photoshop	3
PHOT 20	History of Photography	3
	or	
ARTH 20	History of Photography	3
ART 23	2-D Foundations	3
ART 2A	Introduction to Drawing	3
DIGM 1	Introduction to Digital Art	3
DIGM 11	Video Editing	3

Major Requirements	24 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

BLACK & WHITE DARKROOM PHOTOGRAPHY

Certificate of Achievement

The Certificate of Achievement in Black & White Darkroom Photography emphasizes black and white darkroom processes providing students with the knowledge and skills to work with traditional gelatin silver methods and alternative processes. The core program courses provide a foundational knowledge using film based cameras including 35mm, medium format and large format. Along with advanced developing, processing, and printing techniques in a traditional darkroom to produce photographic works with a fine art aesthetic. Throughout the program students will have the opportunity to participate in photography exhibitions and develop a portfolio of black and white photographs.

Career Opportunities

Upon successful completion of the program students will develop film based photography skills, professional competencies, and portfolio of work required to enter the art industry. Including the following career opportunities: Fine Art Photographer, Portrait Photographer, Landscape Photographer, Still Life Photographer, Photography Curator, Art Gallery Worker, and Studio Artist.

Program Learning Outcomes

1. Apply appropriate and effective exposure techniques using black & white film and film cameras including;
2. Evaluate and develop photographic prints in a traditional darkroom using black & white techniques and non-silver processes;
3. Analyze and describe black & white and alternative process photographs based on technical, conceptual, and aesthetic content using appropriate terminology.

Required Core		Units
PHOT 2A	Black and White Darkroom Photography	3
PHOT 2B	Advanced Black and White Darkroom Photography	3
PHOT 2C	Alternative Process Photography	3
PHOT 2D	Large Format Photography	3

Electives (choose 6 units)

PHOT 1A	Digital Photography I	3
PHOT 3A	Introduction to Studio Lighting	3
PHOT 4A	Color Theory for Photographers	3
PHOT 5A	Photography Portfolio	3
PHOT 6A	Photoshop	3
	or	
DIGM 6A	Photoshop	3
PHOT 20	History of Photography	3
	or	
ARTH 20	History of Photography	3
ART 2A	Introduction to Drawing	3
ART 23	2-D Foundations	3
Total		**18**

DIGITAL IMAGING

Certificate of Achievement

The Certificate of Achievement in Digital Imaging provides foundational skills using photography and digital media with industry standard editing techniques for the Adobe Creative Cloud. Emphasizing professional practices for print and web based media, the degree provides students the opportunity to broaden their digital skill sets or focus on a specialized field. Core program courses provide a foundational knowledge of the Adobe Creative Cloud and essential digital imaging techniques. Elective courses allow students the flexibility to select an area of emphasis that develop digital compositions technically and conceptually based on their own individual aesthetic. Throughout the program students will have the opportunity to participate in art exhibitions and develop a professional portfolio that can be used to enter the creative industry.

Career Opportunities

Upon successful completion of the certificate students will develop the digital imaging skills, professional competencies, and portfolio of work required to enter the creative industry. Including the following career opportunities: Commercial Photographer, Graphic Designer, Portrait Photographer, Web Designer, Product Photographer, UI Designer, Multimedia Artist, Food Photographer, Commercial Designer, Automotive Photographer, Social Media Designer, Wedding Photographer, and Freelance Digital Artist. There are 313 annual openings in the East Bay and 822 annual openings in the Bay Area region for students with digital imaging skills.

Program Learning Outcomes

1. Demonstrate proficiency using multiple software programs within the Adobe Creative Cloud for image making;
2. Plan and implement a digital workflow process for editing images using industry standard practices;
3. Create an effective digital composition using appropriate methods and techniques to visually communicate content and meaning.

Required Core		Units
PHOT 1A	Digital Photography I	3
DIGM 1	Introduction to Digital Art	3

Electives (choose minimum 10.5 units)

PHOT 1B	Digital Photography II	3
PHOT 3A	Introduction to Studio Lighting	3
PHOT 3B	Advanced Studio Lighting: Portraiture	3
PHOT 3C	Advanced Studio Lighting: Product & Still Life	3
PHOT 4A	Color Theory for Photographers	3
PHOT 4B	Advanced Color Photography Methods	3
PHOT 5A	Photography Portfolio	3
PHOT 5B	Photography Exhibition	3
PHOT 6A	Photoshop	3
	or	
DIGM 6A	Photoshop	3
PHOT 6B	Advanced Photoshop	3
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 5	Typography	3
DIGM 7	Design and Layout	3
DIGM 8A	Graphic Design Studio	3
DIGM 8B	Graphic Design Studio II	3
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
DIGM 12	A Motion Graphics	3
DIGM 13	2D Animation	3
DIGM 14	3D Modeling & Animation	3
DIGM 15	Web Design Fundamentals	3
DIGM 16	Interactive Web Design	3
DIGM 17	Interactive Web Design II	3
DIGM 20	Digital Portfolio and Promotion 1.5	
Total		**16.5**

PHOTOGRAPHY

Certificate of Achievement

The Certificate of Achievement in Photography is a commercial photography degree that emphasizes digital photography methods, processes, and technology providing students the knowledge and skills required to work as a professional photographer. The core program courses provide a foundational knowledge using digital capture techniques, processing and output of finished photographs. Elective courses provide students the flexibility to select an area of emphasis that develops photographs technically and conceptually based on their own individual aesthetic. Throughout the program students will have the opportunity to participate in photography exhibitions and develop a professional portfolio that can be used to enter the photographic industry.

Career Opportunities

Upon successful completion of the certificate students will develop the digital photography skills, professional competencies, and portfolio of work required to enter the photographic industry. Including the following career opportunities: Commercial Photographer, Portrait Photographer, Studio Photographer, Food Photographer, Automotive Photographer, Wedding Photographer, Technical Photographer, Freelance Photographer, Photo Editor, and Digital Artist. In the Bay Area Region there are more than 1,000 annual openings for photography occupations. The Certificate of Achievement in Photography provides industry specific training to provide the top skills employers are looking for using digital photography methods techniques.

Program Learning Outcomes

1. Understand and apply advanced digital capture techniques for making an exposure using DSLR or mirrorless cameras.
2. Evaluate and develop digital photographs from capture to print using appropriate digital processing and editing techniques.
3. Analyze and describe digital photographs based on technical, conceptual, and aesthetic content using appropriate terminology.

Required Core (6 units)		**Units**
PHOT 1A	Digital Photography I	3
PHOT 5A	Photography Portfolio	3

Electives (choose 9 units)

PHOT 1B	Digital Photography II	3
PHOT 2A	Black and White Darkroom Photography	3
PHOT 2B	Advanced Black and White Darkroom Photography	3
PHOT 2C	Alternative Process Photography	3
PHOT 2D	Large Format Photography	3
PHOT 3A	Introduction to Studio Lighting	3
PHOT 3B	Advanced Studio Lighting: Portraiture	3
PHOT 3C	Advanced Studio Lighting: Product & Still Life	3
PHOT 4A	Color Theory for Photographers	3
PHOT 4B	Advanced Color Photography Methods	3
PHOT 5B	Photography Exhibition	3
PHOT 6A	Photoshop	3
	or	
DIGM 6A	Photoshop	3
PHOT 6B	Advanced Photoshop	3
PHOT 20	History of Photography	3
	or	
ARTH 20	History of Photography	3
Total		**18**

PHOTOGRAPHY (PHOT) COURSES

1A Digital Photography I 3 Units

Introduction to the processes, principles, and tools of digital photography. Course provides an overview of digital camera functions for automatic and manual exposure, image creation and capture, file management, and image editing. Students may use any appropriate digital camera including; DSLR, mirrorless, point & shoot or smartphone. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology, materials and equipment, and contemporary trends in digital photography. May not receive credit if PHOT 50 has been completed successfully. 36 hours lecture, 72 hours laboratory.

1B Digital Photography II 3 Units

Digital Photography II is an intermediate digital photography course that is a continuation of Introduction to Digital Photography. Students will practice techniques that build on those learned in PHOT 1A for image capture and exposure, along with using DSLR and mirrorless camera systems. Batch processing and editing techniques working with multiple photographs in Adobe Photoshop and Lightroom will be used to create digital compositions. Emphasis is on mastering basic photographic principles and concepts, and creative problem solving using strong visual communication techniques. 36 hours lecture, 72 hours laboratory. **Prerequisite** PHOT 1A or PHOT 50.

2A Black and White Darkroom Photography 3 Units

Introduction to the processes, principles, and tools of black and white darkroom photography. Course provides an overview of 35mm cameras and materials for exposure and development of black and white film. Traditional darkroom techniques will be used for the exploration and refinement of gelatin silver processes for printing and toning photographs. Topics include the development of technical and aesthetic skills, elements of design and composition, film cameras, materials and equipment, and contemporary trends in film photography. May not receive credit if PHOT 60 has been completed successfully. 36 hours lecture, 72 hours laboratory.

2B Advanced Black and White Darkroom Photography 3 Units

Advanced exploration of traditional black and white darkroom photography processes. Students will practice advanced methods for exposure, development and printing of photographs using archival fiber based techniques. 35mm and medium format film based cameras will be used for creating photographic works unique to gelatin silver based processes. 36 hours lecture, 72 hours laboratory. **Prerequisite** PHOT 2A or PHOT 60.

2C Alternative Process Photography 3 Units

The course provides students with the opportunity to explore alternative processes and non-silver based photography in a darkroom environment. Students will practice historical, handmade photographic printing processes which allow for creative expression beyond the traditional black and white photograph. Lensless cameras, cyanotype and van dyke brown printing processes will be incorporated with digital technologies and contact printing techniques. 36 hours lecture, 72 hours laboratory. **Prerequisite** PHOT 2A or PHOT 60 **Strongly Recommended** PHOT 2B.

2D Large Format Photography 3 Units

Advanced darkroom photography course emphasizing the use of large format processes. Students will use view cameras with full movements and advanced Zone System techniques for exposure and development of sheet film. Advanced printing methods will be used for contacts and large scale works. Along with high resolution scanning techniques for large scale negatives. 36 hours lecture, 72 hours laboratory. **Prerequisite** PHOT 2A or PHOT 60 **Strongly Recommended** PHOT 2B PHOT 2C.

3A Introduction to Studio Lighting 3 Units

Introduction to basic studio lighting skills using electronic flash, static, and strobe applications. Course will familiarize students with lighting techniques for portraiture, product and still-life photography, in a studio setting with specialized equipment and digital cameras. Digital production techniques and processes including basics of shooting, editing and output for digital photographs. Professional setups and standard practices, as well as alternative lighting solutions will be covered. May not receive credit if PHOT 64A has been completed successfully. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** PHOT 1A or PHOT 50.

3B Advanced Studio Lighting: Portraiture 3 Units

Advanced studio lighting course that emphasizes technical and conceptual aspects of portrait photography. Students will explore lighting and design methods specific to portraiture. Advanced strobe lighting techniques will be used in the studio and on-location to create dynamic portraits. 36 hours lecture, 72 hours laboratory. **Prerequisite** PHOT 3A or PHOT 64A.

3C Advanced Studio Lighting: Product & Still Life 3 Units

Advanced studio lighting course that emphasizes technical and conceptual aspects of product and still-life photography. Students will explore lighting and design methods specific to still-life. Advanced strobe lighting techniques will be used in the studio and on-location to create dynamic product shots. 36 hours lecture, 72 hours laboratory. **Prerequisite** PHOT 3A or PHOT 64A **Strongly Recommended** PHOT 3B.

4A Color Theory for Photographers 3 Units

This course will cover the basics of color science, color theory, language of color, color primaries and color relationships, applied using digital photography techniques. Students will study the principles, theories and applications of additive and subtractive color in photography. These concepts will be framed in a way that is relevant for photographers in composition, control of mood, emotional content, and image processing. Topics will include major historical and contemporary color systems, production of projects using applied color and the elements of color and design as they apply to photography. May not receive credit if PHOT 61 has been completed successfully. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** PHOT 1A or PHOT 50.

4B Advanced Color Photography Methods 3 Units

Advanced color photography course that builds on the methods and techniques presented in Color Theory for Photographers. Photographers will achieve an advanced understanding of how to use color relationship principles with digital color management, controlling color from capture to print. Emphasis will be on exploring how light and color function together. Course discussions will present artists that use color as a central theme with an awareness of color's creative potential. 36 hours lecture, 72 hours laboratory. **Prerequisite** PHOT 4A or PHOT 61.

5A Photography Portfolio 3 Units

Photography Portfolio is a capstone course for students to create a body of work that reflects their individual style. Students enrolling in the course should be experienced photographers comfortable working with advanced camera and photo editing techniques. Students may work with any photographic medium of their choice. They will print and display photos as part of a class exhibition at the end of the course. Emphasis will be on developing a cohesive portfolio of photographs that can be used to further a photographic career. May not receive credit if PHOT 62 has been completed successfully. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** PHOT 1A or PHOT 50.

5B Photography Exhibition 3 Units

An advanced course for photographers to focus on creating a large body of work suitable for exhibition. Photographers will professionally prepare prints and photographs. Additionally, all work must be matted, framed, and ready to hang for gallery exhibition. Emphasis will be on the safe handling of artwork in a gallery environment and archival methods for preparation, exhibition, and storage of work. Photographers who successfully complete the course will have the opportunity to exhibit their work in the Chabot Art Gallery. 36 hours lecture, 72 hours laboratory. **Prerequisite** PHOT 5A or PHOT 62.

6A Photoshop 3 Units

(See also DIGM 6A)

Introduction to the use of Adobe Photoshop for retouching, editing, and compositing digital images. Students take their original photography and artistically adjust contrast, exposure and color balance to create enhanced compositions. Students also take a number of photos and composite the images into an artistically balanced and well-designed composition. Not open for credit to students who have successfully completed or are currently enrolled in DIGM6A or PHOT 66. 36 hours lecture, 72 hours laboratory. **Strongly Recommended** DIGM 1, PHOT 1A, or PHOT 50.

6B Advanced Photoshop 3 Units

Advanced course in Adobe Photoshop that expands on the use of digital image manipulation, advanced imaging effects, layer and file organization and color management for students familiar using the Creative Cloud. Industry standard practices will be covered using vector illustration techniques, photo-realistic painting, and non-destructive retouching and editing techniques for photography. Course discussions will feature digital artists that explore the use of Adobe Photoshop and the Creative Cloud in their artwork. 36 hours lecture, 72 hours laboratory. **Prerequisite** PHOT 6A or DIGM 6A or PHOT 66.

20 History of Photography 3 Units

(See also ARTH 20)

A broad chronological survey of photography from its invention to the present. Considers the medium's dual role as technology and art. Addresses a multiplicity of photographic themes and purposes. Considers the intersections of photography and technology, history, art, and everyday life. May not receive credit if ARTH 20, ART 67 or PHOT 67 have been completed successfully. 54 hours lecture.

53A Phoneography: Smartphone Photography 1.5 Units

Introduction to computational photography using smartphones. Course will cover fundamentals of composition and image editing utilizing smartphone applications. Survey of photography genres and the role of social media in image making. 18 hours lecture, 36 hours laboratory.

53B Digital Darkroom 1.5 Units

Introduction to darkroom concepts and techniques common to both traditional and digital photography. Work with digitally created negatives to explore traditional B&W silver and alternative process techniques. 18 hours lecture, 36 hours laboratory. **Prerequisite** PHOT 53A or PHOT 50 (with a grade of "C" or higher).

PHYSICAL EDUCATION

Degrees

AA-T Kinesiology

KINESIOLOGY

Associate in Arts for Transfer

An Associate Degree in Kinesiology offers the foundation for major course requirements towards a bachelors degree program at a four-year university. Upon completion of the Associate's Degree for Transfer, students gain an understanding of how human movement can affect athletic fitness, health, as well as a solid foundation to build their selected sub discipline in Kinesiology at a four-year university. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. In order to complete the AA-T in Kinesiology, students must: Complete 60 semester units of CSU degree-applicable courses, Earn a minimum overall grade point average of 2.0, Earn minimum grade of "C" (or "P") for each course in the major, and Completion of IGETC for CSU or CSU GE-Breadth. Students should consult with a counselor when planning to complete the degree for more information on university admission and transfer requirements.

Program Learning Outcomes

1. Recognize and evaluate the importance of physical activity in leading a healthy, functional lifestyle and in creating or increasing a sense of well-being
2. Exhibit interpersonal communication, cooperative relationships and social interaction within diverse and dynamic environments
3. Analyze and understand the discipline of kinesiology to apply appropriate scientific and quantitative conclusions to physical activity
4. Demonstrate and improve fitness components along with alignment, body positioning, special awareness, or rhythm while performing exercise movements
5. Demonstrate professional and ethical decision-making and civic responsibility when applying knowledge of kinesiology

Required Core		Units
KINE 1	Introduction to Kinesiology & Physical Education	3
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5

Movement-Based Courses (3 unit minimum)

Select one course maximum from three of the following areas. Each movement course MUST be at least one unit.

Aquatics (only 1 unit courses can be used)

PEAC AQA1	Aqua Aerobics	0.5 - 2
PEAC LSF1	Introductory Lap Swimming for Cardiovascular Fitness	0.5 - 2
PEAC SMLP	Lap Swimming for Cardiovascular Conditioning	0.5 - 2
PEAC SWM1	Beginning Swimming	0.5 - 2

Dance (only 1 unit courses can be used)

DANC BAL1	Introduction to Ballroom Dance	0.5 - 2

Fitness (only 1 unit courses can be used)

PEAC WOW1	Women's Weight Training 1	0.5 - 2
PEAC WEI1	Introduction to Weight Training	0.5 - 2
PEAC WLK1	Walking for Fitness	0.5 - 2
PEAC STP1	Introduction to Cardio-Step	0.5 - 2

Individual Sports (only 1 unit courses can be used)

PEAC ARH1	Archery 1	0.5 - 2
PEAC TEN1	Introduction to Tennis	0.5 - 2
PEAC BAD1	Introduction to Badminton	0.5 - 2

Team Sports (only 1 unit courses can be used)

PEAC BSK1	Introduction to Basketball	0.5 - 2
PEAC FFL1	Flag Football League	0.5 - 2
PEAC SOC1	Introduction to Soccer	0.5 - 2

List A (choose minimum 8 units)

MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
	or	
BUS 19	Business Statistics	4
BIOS 41	Fundamentals of Biology for Health Sciences	4
CHEM 30A	Introductory and Applied Chemistry I	4
	or	
CHEM 1A	General College Chemistry I	5
PHYS 3A	College Physics A	4
	or	
PHYS 4A	General Physics I	5

All courses in the major or area of emphasis are required to have a grade of "C" or higher, and a cumulative GPA of 2.0 must be achieved.

Major Requirements	24-29 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ADAPTIVE PHYSICAL EDUCATION (ADPE) COURSES

1DSS Disabled Stretch/Strength Training **0.5 - 2 Units**

Designed to give students with disabilities a chance to gain strength and mobility through a series of stretching and resistance exercises in an atmosphere of friendly encouragement. 36-108 hours laboratory. **Prerequisite** Students must have their personal physician's clearance for the class and must be registered with Disabled Student Services.

ADAA Adapted Aerobics **0.5 - 2 Units**

Designed for students with a disability to develop cardiovascular efficiency through a variety of exercises. Fitness assessment testing and re-testing will be done to establish appropriate training volumes and intensities. 36-108 hours laboratory.

ADBK Adapted Basketball **0.5 - 2 Units**

This course is designed to allow disabled students the opportunity to learn and play the game of basketball. 36-108 hours laboratory.

ADSF Adapted Stretch and Flexibility 0.5 - 2 Units

This course is designed to give students with disabilities a chance to gain strength and mobility through a series of stretching and resistance exercise in an atmosphere of friendly encouragement. Long range goals are: increased mobility, increased strength and confidence in themselves so they can face their daily tasks with increased confidence. In some cases (strokes, accident rehabilitation) it may mean a return to almost normal lifestyles for some. Students will learn about training and prevention of metabolic syndrome through diet and exercise in this course. 36-108 hours laboratory. **Prerequisite** Students must have their personal physician's clearance for the class and must be registered with Disabled Student Services.

ADST Adapted Strength Training 0.5 - 2 Units

Designed to provide reasonable accommodations in resistance training, to students with disabilities. Exercises emphasize muscular strength, muscular endurance, and flexibility. Additional topics will include: safety considerations, resistance training principles, and the role of exercise in overall wellness. 36-108 hours laboratory. **Prerequisite** Student must have their personal physician's approval to take this course and must be registered with the DSRC.

ADSW Adapted Swimming 0.5 - 2 Units

This course is designed to provide reasonable accommodations in swimming, to students with disabilities. Students will utilize adapted/ fundamental swimming skills for the purpose of improving aerobic conditioning. Additional topics will include aquatic safety methods, conditioning principles, and use of aquatic equipment. Students will learn about training and prevention of metabolic syndrome through diet and exercise in this course. 36-108 hours laboratory. **Prerequisite** Medical release form must be completed by a physician. Register with DSS counselor. Students must demonstrate the ability to swim 25 yards (1 lap) of freestyle with rhythmic breathing in any depth of water.

ADTK Adapted Track and Field 0.5 - 2 Units

Designed to provide the adaptive student an opportunity to learn and enjoy the sport of track and field. 36-108 hours laboratory.

ASD1 Adaptive Self Defense 0.5 - 2 Units

Designed to teach the adaptive student the basics of self defense. Exercises promoting balance, flexibility, muscular strength and endurance, aerobic conditioning, and coordination will be performed. Additional topics will include safety considerations, training principles and the importance of regular exercise for overall wellness. 36-108 hours laboratory.

ATHLETICS (ATHL) COURSES

BB13 Men's Intercollegiate Baseball 3 Units

May be repeated 3 times.

Course will include, but not be limited to, baseball specific fundamentals and skills, techniques and sport specific conditioning/ training. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. 180 hours laboratory. **Strongly Recommended** Students MUST possess, demonstrate and successfully execute advanced sport-specific skills (Baseball) and techniques as evaluated by the instructor (Head Coach).

BBPS Pre-Season Intercollegiate Training for Baseball 1 - 2 Units

May be repeated 3 times.

This is a course for pre-season Intercollegiate Baseball. The student will have the opportunity to a develop through a training program designed for baseball at the intercollegiate level. An extensive baseball background and previous experience is needed for success in this class. 54-180 hours laboratory. **Strongly Recommended** High level of baseball skills combined with an extensive baseball background. The instructor will evaluate the student's skill level.

BKMP Pre-Season Intercollegiate Training for Men's Basketball 0.5 - 2 Units

May be repeated 3 times.

This course is designed for students to increase their off-season physical conditioning, skill/technique level, and knowledge in Men's intercollegiate basketball. 36-108 laboratory hours. **Strongly Recommended** Previous high level of competitive basketball experience and skill level. Approval of the instructor.

BKWP Pre-Season Intercollegiate Training for Women's Basketball 0.5 - 2 Units

May be repeated 3 times.

This course is designed for students to increase their off-season physical conditioning, skill/technique level, and knowledge in women's intercollegiate basketball. 36-108 laboratory hours. **Strongly Recommended** High level of basketball skills combined with previous competitive competition.

DFTP Pre-Season Intercollegiate Training for Defensive Football 0.5 - 2 Units

May be repeated 3 times.

This course is for pre-season intercollegiate defensive football conditioning. The student will have the opportunity to analyze defensive techniques, develop training programs, and acquire a thorough working knowledge of the defensive side of the sport of football. 36-180 laboratory hours. **Strongly Recommended** Student needs to have a high level of skills in football and prior playing experience. The instructor will evaluate if this is the appropriate class.

FT1 Intercollegiate Football 3 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Additional requirements may be set forth by the Head Football Coach. 180 hours laboratory. **Advisory** Student athlete must have prior high school experience and have talked with the head coach before enrolling in this course.

ICPL Intercollegiate Competitive Power Lifting 1 - 3 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. 54-180 hours laboratory.

MB11 Men's Intercollegiate Basketball 1.5 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 90 hours laboratory.

MCC7 Men's Intercollegiate Cross Country 3 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 180 hours laboratory.

MG21 Men's Intercollegiate Golf 3 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 180 hours laboratory.

MS15 Men's Intercollegiate Swimming & Diving 3 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. 180 hours laboratory. **Strongly Recommended** Previous experience in competitive swimming and diving. Contact the instructor prior to registering for this class.

MT19 Men's Intercollegiate Tennis 3 Units

May be repeated 3 times.
Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Additional requirements may be set forth by the Instructor of Record for each intercollegiate course. Training for intercollegiate competition. 180 hours laboratory.

PRSW Pre-Season Training for Men's & Women's Intercollegiate Swimming 0.5 - 2 Units

May be repeated 3 times.
Pre-season training for men's and women's intercollegiate swimming. All athletes that plan to swim for the Chabot Intercollegiate Team in the Spring should be enrolled in this course. 36-180 hours laboratory. **Strongly Recommended** Advanced swim skills and prior competitive experience in swimming.

PRVB Pre-Season Training for Women's Intercollegiate Volleyball 0.5 - 2 Units

May be repeated 3 times.
Pre-season training for women's intercollegiate volleyball. 36-180 hours laboratory. **Strongly Recommended** Previous competitive volleyball experience.

PRWR Pre-Season Training for Competitive Wrestling 0.5 - 2 Units

May be repeated 3 times.
Pre-season training and conditioning for men and women who plan to wrestle on the Chabot Intercollegiate Team. 36-180 hours laboratory. **Strongly Recommended** Previous high school wrestling experience.

PSGF Pre-Season Training for Competitive Golf 0.5 - 2 Units

May be repeated 3 times.
Pre-season training for athletes intending to participate in Intercollegiate Golf in the Spring. 36-180 hours laboratory. **Strongly Recommended** Advanced competitive golf skills are required.

PSOF Pre-Season Training for Offensive Football 0.5 - 2 Units

May be repeated 3 times.
This course is for pre-season intercollegiate offensive football conditioning. The student will have the opportunity to analyze offensive techniques, develop training programs, and acquire a thorough working knowledge of the sport of football. 36-180 hours laboratory. **Strongly Recommended** Highly experienced in the sport of football and approval from the head coach.

PSPL Pre-Season Power Lifting 0.5 - 2 Units
May be repeated 3 times.
Designed to prepare students for competitive power lifting during the off season. Students will learn how to perform all of the basic power lifts, along with safety and health concerns when training for competitive power lifting. 36-180 hours laboratory.

SB12 Women's Intercollegiate Softball 3 Units
May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 180 hours laboratory.

SCMP Men's Pre-Season Soccer Sports Conditioning 0.5 - 2 Units
May be repeated 3 times.
This course is designed to give students in men's soccer an understanding of the conditioning and training needed for intercollegiate soccer competition. 36-108 hours laboratory. **Strongly Recommended** High level of soccer skill and previous competitive experience. This course is NOT for beginners.

SFTP Pre-Season Intercollegiate Training for Softball 0.5 - 2 Units
May be repeated 3 times.
This course is for pre-season intercollegiate Softball. The student will develop her softball skills through training programs designed for the intercollegiate level. An extensive softball background and previous experience is needed for success in this class. 36-180 hours laboratory. **Strongly Recommended** Previous softball experience and background are required for success in this course. Instructor will evaluate each student's skill level to remain in this course.

SM3 Men's Intercollegiate Soccer 3 Units
May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 180 hours laboratory.

SW2 Intercollegiate Women's Soccer 3 Units
May be repeated 3 times.
Training for women's intercollegiate soccer competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 180 hours laboratory.

TK16 Women's Intercollegiate Track & Field 3 Units
May be repeated 3 times.
Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Additional requirements may be set forth by the Instructor of Record for each intercollegiate course. Training for intercollegiate competition. Daily practice. 180 hours laboratory.

TK17 Men's Intercollegiate Track & Field 3 Units
May be repeated 3 times.
Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Additional requirements may be set forth by the Instructor of Record for each intercollegiate course. Training for intercollegiate competition. 180 hours laboratory.

TNPS Pre-Season Tennis Conditioning 0.5 - 2 Units
May be repeated 3 times.
This course is designed for intercollegiate players in men's and women's tennis. 36-180 hours laboratory. **Strongly Recommended** A high level of ability to play competitive tennis. Prior background in competitive tennis is a must.

TRKP Pre-Season Track and Field Training 1 - 2 Units
May be repeated 3 times.
This course is for pre-season intercollegiate track and field conditioning. The student will have the opportunity to analyze techniques, develop training programs, and acquire a thorough working knowledge of the rules and conditioning concerning their events. 90 - 180 hours laboratory. **Strongly Recommended** Student must have the skills and ability to compete at the intercollegiate level in community college track and field. This skill level will be evaluated by the instructor.

VB4 Women's Intercollegiate Volleyball 3 Units
May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 180 hours laboratory.

WB10 Intercollegiate Women's Basketball 1.5 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 90 Hours laboratory.

WCC6 Women's Intercollegiate Cross Country 3 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 180 hours laboratory.

WR5 Intercollegiate Wrestling 3 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Daily practice. 180 hours laboratory.

WS14 Women's Intercollegiate Swimming & Diving 3 Units

May be repeated 3 times.
Training for intercollegiate competition. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Additional requirements may be set forth by the Instructor of Record for each intercollegiate course. Daily practice. 180 hours laboratory. **Strongly Recommended** Previous competitive swimming experience.

WSCP Women's Pre-Season Soccer Sports Conditioning 0.5 - 2 Units

May be repeated 3 times.
This course is designed to give students in women's soccer an understanding of the conditioning needed for more advanced soccer skills and competition. Strongly Recommended: High level of soccer skill and previous competitive experience. 36-180 hours laboratory. **Strongly Recommended** High level of soccer skills and a high level of personal fitness is required as a prerequisite for this course. This class is NOT for beginners.

WT18 Women's Intercollegiate Tennis 3 Units

May be repeated 3 times.
Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. Compliance with all rules/ regulations governing the specific intercollegiate sport will also be required. Additional requirements may be set forth by the Instructor of Record for each intercollegiate course. Training for intercollegiate competition. Daily practice. 180 hours laboratory.

WWP8 Intercollegiate Women's Water Polo 3 Units

May be repeated 3 times.
Training for women's intercollegiate water polo. Students who desire to participate in intercollegiate athletics will be required to adhere to academic eligibility requirements listed in the CCCAA/ COA manual, pass a physical examination by a licensed medical doctor and demonstrate an ability to safely participate in the specific intercollegiate sport. 180 hours laboratory.

DANCE (DANC) COURSES

BAL1 Introduction to Ballroom Dance 0.5 - 2 Units

Course will focus on the basic techniques, terminology and principles of ballroom and social dance. 36-108 hours laboratory.

BLT1 Introduction to Ballet 0.5 - 2 Units

Designed to introduce the student to basic exercises, positions, and movement in ballet dance. 36-108 hours laboratory.

HAT1 Beginning Haitian Dance 0.5 - 2 Units

The course is designed to introduce students to beginning Haitian Dance. The history, basic footwork and dances will be covered. 36-108 hours laboratory.

HAT2 Intermediate Haitian Dance 0.5 - 2 Units

Designed to further the skills and knowledge of the beginning Haitian dancer. Student will be introduced to a greater variety of floor progressions, bar work and choreography in Haitian dance. 36-108 hours laboratory. **Prerequisite** DANC HAT1 (with a grade of "C" or higher).

HAT3 Advanced Haitian Dance 0.5 - 2 Units

Designed to further the skills and knowledge base of the intermediate Haitian dancer. Students will learn advanced Haitian dance choreography. 36-108 hours laboratory. **Prerequisite** DANC HAT2 (with a grade of "C" or higher).

HAT4 Haitian Dance Performance 0.5 - 2 Units

Designed to develop the advanced Haitian dancer into a performing artist. Group choreography and event performance are highly emphasized in this course. 36-108 hours laboratory. **Prerequisite** DANC HAT3 (with a grade of "C" or higher).

HIP1 Introduction to Hip-hop Dance 0.5 - 2 Units
A dance class designed to teach students the fundamental dance steps and techniques of Beginning Hip-hop dance. 36-108 hours laboratory.

HIP2 Advanced Beginning Hip-hop Dance 0.5 - 2 Units
Advanced beginning Hip-hop Dance choreography, alignment, floor patterns, with group interactions and projects. 36-108 hours laboratory. **Prerequisite** DANC HIP1 (with a grade of "C" or higher) or PEAC HIP1 (with a grade of "C" or higher).

HIP3 Intermediate Hip-hop Dance 0.5 - 2 Units
Intermediate hip-hop dance techniques, steps, routines and group presentations. 36-108 hours laboratory. **Prerequisite** DANC HIP2 (with a grade of "C" or higher) or PEAC HIP2 (with a grade of "C" or higher).

HIP4 Advanced Hip-hop Dance 0.5 - 2 Units
Advanced hip-hop dance techniques, patterns which include floor breaking, rhythmic and direction changes. Choreography and improvisational group projects/presentations which include exploring rhythmic structures of hip-hop dance. Dance Performance will be emphasized. 36-108 hours laboratory. **Prerequisite** DANC HIP3 (with a grade of "C" or higher) or PEAC HIP3 (with a grade of "C" or higher).

JD1 Introduction to Jazz Dance 0.5 - 2 Units
Introduction to Beginning Jazz Dance terminology, techniques, characteristics and dance routines. 36-108 hours laboratory.

JD2 Advanced Beginning Jazz Dance 0.5 - 2 Units
Advanced beginning jazz dance techniques, terminology, routines, choreography and improvisations. 36-108 hours laboratory. **Prerequisite** DANC JD1 (with a grade of "C" or higher) or PEAC JD1 (with a grade of "C" or higher).

JD3 Intermediate Jazz Dance 0.5 - 2 Units
Intermediate Jazz dance warm ups, terminology, characteristics, group choreography and improvisation. Comparison of different styles of Jazz Dance. 36-108 hours laboratory. **Prerequisite** DANC JD2 (with a grade of "C" or higher) or PEAC JD2 (with a grade of "C" or higher).

JD4 Advanced Jazz Dance 0.5 - 2 Units
Advanced Jazz Dance technique, terminology and choreography. Advanced warm up and across the floor movement. Emphasis on group choreography and student performance. 36-108 hours laboratory. **Prerequisite** DANC JD3 (with a grade of "C" or higher) or PEAC JD3 (with a grade of "C" or higher).

SAL1 Beginning Salsa 0.5 - 1.5 Units
Explorations of various Latin-American dance forms with an emphasis on Salsa. Students will learn to execute beginning dance steps in Salsa and other Latin American dance forms. Emphasis will be on social dances. 36-72 hours laboratory.

SAL2 Advanced Beginning Salsa 0.5 - 1.5 Units
Explorations of various Latin-American dance forms at an advanced beginning level. Emphasis is on the Salsa dance form. Students will learn to both execute and perform Salsa dance forms at an advanced beginning level. Students will learn the historical development of each dance covered. 36-72 hours laboratory. **Prerequisite** DANC SAL1 (with a grade of "C" or higher).

ZUM1 Beginning Zumba 0.5 - 1.5 Units
A beginning aerobic dance class using Zumba based Latin dance moves and music. 36-72 hours laboratory.

ZUM2 Advanced Beginning Zumba 0.5 - 1.5 Units
An advanced beginning aerobic fitness class using Zumba choreography and music based on Latin American moves and music. 36-72 hours laboratory. 36-72 hours laboratory. **Prerequisite** DANC ZUM1 (with a grade of "C" or higher).

ZUM3 Intermediate Zumba 0.50 - 1.5 Units
Intermediate Zumba fitness class using Zumba dance and choreography. This dance fitness course will use Latin music and movement to develop a high level of overall fitness and flexibility. 27-81 hours laboratory. **Prerequisite** DANC ZUM2 (with a grade of "P" or higher).

KINESIOLOGY (KINE) COURSES

1 Introduction to Kinesiology & Physical Education 3 Units
This is an introductory course that surveys various subdisciplines related to the study of human movement. Students will examine the areas of history, sociology, biomechanics, physiology, and psychology, as they relate to the sport and exercise environment. (May not receive credit if Physical Education 20 has been completed. 54 hours lecture.

2 Introduction to Athletic Training 4 Units
Introduces the student to basic taping skills, therapeutic modalities, and rehabilitation principles associated with the field of athletic training. Strong emphasis on injury prevention, recognition and management. Designed to be preparatory for a career in athletic training. (May not receive credit if Physical Education 17 has been completed. 54 hours lecture, 54 hours laboratory.

3 Introduction to Principles of Coaching Sports: Beyond the Basics 3 Units
Coaching beyond the basics: ethics, physical training theories and management principles. Research into successful leadership principles, skills and philosophies. Coaching effectiveness and team building dynamics. Upon successful completion of the course, the student will be able to take the California and National High School Coaching certification examination. 54 hours lecture, 54 hours laboratory.

3BB Introduction to the Principles of Coaching Baseball 2 Units
Theory, principles, training concepts and ethics of coaching with emphasis on the fundamentals and techniques of coaching the sport of baseball. (Not open for credit to students who have completed or are currently enrolled in PEAC 27. 18 hours lecture, 54 hours laboratory.

3BK Introduction to the Principles of Coaching Basketball 2 Units
Theory, principles , training concepts, strategies and the ethics of coaching the sport of basketball. 36 hours lecture, 18 hours laboratory.

3FT Introduction to Coaching Football 2 Units
This course is designed to teach the basics of coaching football. Basic offensive and defensive drills and teamwork will be taught. Individual position skills and development will be introduced along with team training and structure. 36 hours lecture.

3SF Introduction to Coaching Softball 2 Units
Designed to teach the basics of coaching Softball. Individual skill development, along with team development and dynamics, will be thoroughly covered. 36 hours lecture.

3SO Introduction to Coaching Soccer 2 Units
Designed to teach the basics of coaching Soccer. Individual skill development, along with team development and dynamics, will be thoroughly covered. 36 hours lecture.

3TK Introduction to Coaching Track and Field 2 Units
Designed to teach the basics of coaching track and field. Methods, drills and skill development of all the events in track will be covered. 36 hours lecture.

4 Introduction to Sports Management 3 Units
Introduction into the field of sports management. Career opportunities, human resource management, leadership, strategic planning, teamwork, ethics and values, marketing and advertising, finance, managing facilities, sports and the law, economics of sport and community impact. (May not receive credit if Physical Education 60 has been completed. 54 hours lecture.

5 Introduction to the Components of Physical Fitness - the Human Body 3 Units
The impact of physical activity, nutrition and dietary principles upon the body. Basic exercise physiology, anatomy, kinesiology, exercise testing, body mechanics and body composition testing. (May not receive credit if Physical Education 28 has been completed. 54 hours lecture.

6 Performance Enhancement thru Mental Training 3 Units
The study and development of the concepts and theories associated with maximizing performance, from the perspective of sport as well as life, emphasizing the mental skills and strategies for stress control, visualization, goal setting and concentration. (May not receive credit if Physical Education 15 has been completed. 54 hours lecture.

7 Introduction to Lifetime Fitness 3 Units
Designed for students to take control of their personal health and cope with the changes that will occur in their physical abilities as they age. Includes skills, techniques and information to help adapt activity through the aging process with emphasis on physical activity appropriate for age group. (May not receive credit if Physical Education 59 has been completed.) 54 hours lecture.

8 Introduction to Sport in Contemporary Society 3 Units
An introduction into the phenomenon of sport in society, including cultural stratification, race, gender, education, economics, politics and the mass media. (May not receive credit if Physical Education 8 has been completed. 54 hours lecture.

10 Nutrition for Fitness and Fat Loss 3 Units
Study the role that nutrition and activity play in developing fitness and lowering body fat. Major concepts of fitness and nutrition will be presented along with training utilizing a heart rate monitor. Students will learn to assess current fitness levels and design a personal fitness and nutritional plan. (May not receive credit if Physical Education 57 has been completed. 54 hours lecture.

11 Nutrition For Sports And Human Performance 3 Units
An investigation into the role nutrition plays in sports and human achievement. Determination of optimum hydration and nutrient intake in relation to activity. (May not receive credit if Physical Education 58 has been completed.) 54 hours lecture.

12BB Introduction to Baseball Officiating 2 Units
This course will introduce the student to the basic rules and mechanics of officiating baseball. Students will learn the rules and basics of becoming a baseball umpire. 18 hours lecture, 54 hours laboratory.

12BK Introduction to Basketball Officiating 2 Units
Designed to teach the Fundamentals of Basketball Officiating, National Federation and NCAA Rules, Responsibilities, Court Mechanics & Concepts of Officiating with Two Person and Three Person Techniques. 18 hours lecture, 54 hours laboratory.

12FT Introduction to Football Officiating 2 Units
This course is designed to teach the Fundamentals of Football Officiating, National Federation Rules, Responsibilities, On the Field Mechanics & Concepts of Officiating high school football. 18 hours lecture, 54 hours laboratory.

12TK Introduction to Track & Field Officiating 2 Units
This course will introduce the student to the basics of hosting and officiating a track and field competition. 18 hours lecture, 54 hours laboratory.

13 American Red Cross Lifeguarding 2 Units
Skills and knowledge needed to prevent and respond to aquatic emergencies. Upon successful completion of this course students will receive American Red Cross certification in Lifeguard Training, CPR for the Professional Rescuer, and First Aid. (May not receive credit if Physical Education 13 has been completed.) 18 hours lecture, 54 hours laboratory. **Prerequisite** PEAC SWM1 (with a grade of "C" or higher)Demonstrate the ability to swim continuously 100 yards freestyle, 100 yards breaststroke, 100 yards freestyle and swim 20 yards, surface dive to 9 feet, retrieve 10 lb. brick, swim back to start, place brick on the side of the pool, exit the pool in 100 seconds or less.

13R American Red Cross Lifeguard Training Review 1.5 Units
To review the skills and knowledge needed by lifeguards to prevent and respond to aquatic emergencies. Upon successful completion of this course students will receive American Red Cross certification in Lifeguard Training, CPR for the Professional Rescuer, and First Aid. (May not receive credit if PHED13R has been completed.) 18 hours lecture, 54 hours laboratory. **Prerequisite** KINE 13 (with a grade of "C" or higher).

14 Introduction to Health and Fitness For Your Disability 3 Units
Application of current health teachings to individuals and life. Physiological, psychological, and social perspectives of health. Emphasis on knowledge, attitudes and behaviors that will contribute to a healthy individual. May not receive credit if Physical Education 18 has been completed. 54 hours lecture.

15 Introduction to Personal Fitness Training 3 Units
Includes the areas of physical activity and health, fitness evaluation, exercise prescription, exercise for special populations, exercise programming and the fundamentals of functional anatomy and exercise physiology as they pertain to personal training. Upon successful completion of the course students will be eligible for the National Certification Board Exam to attain certification in Personal Training through the American Council on Exercise. May not receive credit if Physical Education 62 has been completed. 54 hours lecture.

16 Theory & Technique of Offensive Football 2 Units
Analysis and examination of various approaches to offensive intercollegiate football. Includes all aspects of offensive football; punt return, point after touchdown and field goal kicking. May not receive credit if Physical Education 25 has been completed. 36 hours lecture.

17 Theory & Technique of Defensive Football 2 Units
Analysis and examination of various approaches to defensive intercollegiate football. Includes all aspects of defensive football; kick off, punt rush, punt return and P.A.T./FG rush. May not receive credit if Physical Education 27 has been completed. 36 hours lecture.

18 Introduction to CPR and First Aid for Coaches 2 Units
Survey of non-emergency procedures and techniques used in the field including basic life support CPR and first aid designed to teach lifesaving skills to be used in an athletic setting. 18 hours lecture, 54 hours laboratory.

19 Fit for Duty: Health and Fitness for Law Enforcement 3 Units
Physical fitness, health and wellness are examined from a global and occupational perspective. Psychosocial, environmental and physiological aspects are delivered in an interactive format. Emphasis on formulation, maintenance, and development of a broad base of information, with focus on occupational readiness and lifetime fitness. Designed for individuals who are currently employed in law enforcement or who intend to enter the field. May not receive credit if PHED 65 has been completed. 54 hours lecture.

21 Group Fitness Instructor 3 Units
This course is an introduction to Group Fitness Instructor certification. Upon successful completion of the course students will have the opportunity to take the national certification exam in Group Fitness with the American Council on Exercise. 54 hours lecture.

22 Introduction to Health Coaching 3 Units
In combination with the American Council on Exercise this course is designed to give the student the most current, complete picture of instructional techniques and professional responsibilities that ACE certified Health Coaches need to teach their clients. Upon successful completion of this course the student can elect to take the certification exam through the American Council on Exercise. 54 hours lecture.

23 Techniques of Strength Training Instruction 3 Units
This course covers how to teach a variety of strength and resistance training activities. It studies strength training sequences, theories on the development of strength, periodization, equipment, safety factors and anatomy and physiology as they apply to strength training and development. 54 hours lecture.

24 Health and Fitness for the Fire Service 3 Units
Health, wellness and physical fitness are examined from a global and occupational viewpoint. Emphasis on the Seven Dimensions of Wellness from a Fire Service perspective. An introduction to concepts of lifetime fitness and wellness with an emphasis on physical fitness and lifestyle choices. May not receive credit if FT 7 has been completed. 54 hours lecture.

70 History and Philosophy of Sport and Physical Activity 3 Units
History and philosophy of sport and physical activity from antiquity to today. Special consideration is given to the development of sport and physical activity (physical education) in North America, with a particular examination of factors affecting their growth, development, and evolution in our contemporary landscape. Factors include social, economic, and cultural concepts, and the significance of race, religion, gender, ethnicity, and social class of sport and physical activity will be addressed. 54 hours lecture.

ASSE Physical Fitness Assessments 1 Unit
Students will learn how to perform Physical Fitness Assessments on body composition, flexibility, muscular strength and endurance. Upon assessing fitness status students will develop an exercise prescription to maintain or improve their physical fitness level. May not receive credit if Physical Education 6 has been completed. 18 hours lecture.

BBDT Theory and Technique of Defensive Baseball 2 Units

Students will learn how to improve and perform advanced sport-specific and skill specific fundamentals, training and conditioning for intercollegiate competition. Training will include, but not be limited to, defensive baseball specific fundamentals and skills, techniques and sport specific conditioning/training; i.e., fielding, throwing, infield and outfield play, pitching, catching. This is a course for pre-season Intercollegiate Baseball. The student will have the opportunity to develop through a training program designed for baseball at the intercollegiate level. An extensive baseball background and previous experience is needed for success in this class. 36 hours lecture. **Prerequisite**High level of baseball skills combined with an extensive baseball background. The instructor will evaluate the student's skill level.

BBOT Theory and Technique of Offensive Baseball 2 Units

Designed to teach advanced fundamentals of hitting and the offensive side of baseball. Training will include, but not be limited to, offensive baseball specific fundamentals and skills, techniques and sport specific conditioning/training; i.e., hitting, base running and the short game. 36 hours lecture. **Prerequisite** High level of baseball skills combined with an extensive baseball background. The instructor will evaluate the student's skill level.

CSA College Success for Athletes 1 Unit

Aiding the student-athlete in developing realistic expectations of college, explore academic programs, and understand what is necessary to succeed in college while competing in an intercollegiate sport. Rules and regulations of the Commission on Athletics (COA), National Collegiate Athletic Association (NCAA), and the National Association of Intercollegiate Athletics (NAIA) will be defined. Eligibility and transferring to a four-year institution will be explored. May not receive credit if Physical Education 16 has been completed. 18 hours lecture.

DMP Prevention of Type II Diabetes Through Nutrition and Exercise 2 Units

Designed to lower the risk factors of metabolic syndrome and adult type II diabetes in young adults. This course will include both lecture and exercise activities aimed at lowering body fat, elevated blood pressure and elevated blood sugar levels. 18 hours lecture, 54 hours laboratory.

OPE Orientation to Physical Education Activity Classes 0.5 Units

Designed to cover the basic concepts in training, safety and the rules for using the Chabot Fitness Center facility. Nutrition and training concepts to aid in the prevention of adult type II diabetes will be presented. 9 hours lecture.

PDBB Principles of Defensive Baseball 2 Units

Defensive theory and principles as related to baseball. This course will include defensive baseball fundamentals, techniques and sport specific conditioning/training; i.e., fielding, throwing, infield and outfield play, pitching, catching. 36 hours lecture. **Strongly Recommended** High level of baseball skills combined with an extensive baseball background. This class is not for the beginning baseball player.

POBB Principles of Offensive Baseball 2 Units

Designed to present theory and principles of offensive baseball. When to play long ball, when to play the short game are just a few of the concepts to be covered. Instruction will include, but not be limited to, offensive baseball specific fundamentals and skills, techniques and sport specific conditioning/training; i.e., hitting, base running and the short game. 36 hours lecture. **Strongly Recommended** High level of baseball skills combined with an extensive baseball background. The instructor will evaluate the student's skill level.

WSI Water Safety Instructor 3 Units

To train swimming instructor candidates to teach American Red Cross Swimming and Water Safety courses. Provides Water Safety certification. May not receive credit if Physical Education 14 has been completed. 36 hours lecture, 54 hours laboratory. **Prerequisite** Seventeen years of age. Must pass a swim test at the first class meeting.

PHYSICAL EDUCATION (PEAC) COURSES

5K1 Training for Your First 5K (3.1 miles) 0.5 - 2 Units

Designed for students who want to train and complete their first 5K (3.1 miles). In this course students will learn how to prepare physically for this event plus nutritional guidelines for a healthier life. 36-108 hours laboratory.

ABBS Advanced Baseball Skills 0.5 - 2 Units

This is an advanced sport specific course for students to increase their individual skills in the sport of baseball. This course is not for beginning baseball enthusiasts. 36-108 hours laboratory. **Prerequisite** Students must possess advanced baseball skills. Students should be enrolled in ATHBB13.

AKD1 Aikido 1 0.5 - 2 Units

Designed to teach the beginning concepts and philosophy in the art of Aikido. 36-108 hours laboratory.

AQA1 Aqua Aerobics 0.5 - 2 Units

A conditioning workout that emphasizes cardiovascular endurance activities in the pool. After sufficient warm-up, water exercises that develop increased aerobic efficiency will be performed by students. Student need not be a swimmer to participate in this class. Students will learn about training and prevention of metabolic syndrome through diet and exercise in this course. 36-108 hours laboratory.

AQDW Aqua Aerobics - Deep Water 2 0.5 - 2 Units

A conditioning workout that emphasizes cardiovascular endurance activities in the deep end of the pool. After sufficient warm-up, water exercises that develop increased aerobic efficiency will be performed by students. Students must be able to tread water to participate in this class. 36-108 hours laboratory.

ARH1 Archery 1 0.5 - 2 Units

This beginning course in archery has an emphasis on safety, knowledge, and basic skill development in a variety of beginning archery activities. 36-108 hours laboratory.

ARH2 Intermediate Archery **0.5 - 2 Units**
Designed to allow archers who have completed beginning archery (ARH1) an arena to enhance their archery knowledge and skill level. 36-108 hours laboratory. **Prerequisite** PEAC ARH1 (with a grade of "P" or higher).

ARH3 Advanced Archery **0.5 - 2 Units**
Advanced instruction in Archery and bowmanship. 36-108 hours laboratory. **Prerequisite** PEAC ARH2 (with a grade of "P" or higher).

ARH4 Tournament Archery **0.5 - 2 Units**
Designed to allow the advanced archer to hone their competitive shooting skills in a tournament setting. 36-108 hours laboratory. **Prerequisite** PEAC ARH3 (with a grade of "C" or higher).

BAB1 Bay Area Biking **0.5 - 2 Units**
This course is designed to teach the basics of safe and healthy biking. 36-108 hours laboratory.

BAD1 Introduction to Badminton **0.5 - 2 Units**
Basic fundamental badminton techniques and strategies will be covered. 36-108 hours laboratory.

BAD2 Intermediate Badminton **0.5 - 2 Units**
This course is for students who have played Badminton before. Students should already know how to rally, and have knowledge of the rules. This course is not for beginners. 36-108 hours laboratory. **Prerequisite** PEAC BAD1.

BAD3 Advanced Badminton **0.5 - 2 Units**
Theory and practice of advanced badminton that includes advanced techniques and tactics. This will include drills, practice, and tournament play. Fitness drills and conditioning will be incorporated into the class. 36-108 hours laboratory. **Prerequisite** PEAC BAD2 (with a grade of "C" or higher).

BAD4 Tournament Badminton **0.5 - 2 Units**
Designed for students who wish to compete in badminton tournaments. The theory and practice of advanced badminton will be covered. This will include drills, practice, fitness conditioning, and tournament play. 36-108 hours laboratory. **Prerequisite** PEAC BAD3.

BBSD Baseball Specific Skill Development **0.5 - 2 Units**
This course is designed to increase individual skills in the sport of Baseball. An extensive baseball background and previous experience is needed for success in this class. 36-108 hours laboratory.

BSK1 Introduction to Basketball **0.5 - 2 Units**
Designed to teach to the basic skills and mechanics needed to successfully play the game of basketball. 36-108 hours laboratory.

BSK2 Intermediate Basketball **0.5 - 2 Units**
Designed to teach intermediate skills of basketball. **Prerequisite** PEAC BSK1. 36-108 hours laboratory.

BSK3 Advanced Basketball **0.5 - 2 Units**
Designed to teach advanced skills of basketball. **Prerequisite** PEAC BSK2 (with a grade of "C" or higher). 36-108 hours laboratory.

BSK4 Pre-competitive Basketball **0.5 - 2 Units**
Designed to teach pre-competitive basketball. 36-108 hours laboratory. **Prerequisite** PEAC BSK3 (with a grade of "C" or higher).

BSM1 Introduction to Men's Bubble Soccer **0.5 - 2 Units**
Designed to introduce men to the rules and strategies of the fast and popular sport of bubble soccer. 36-108 hours laboratory.

BSW1 Introduction to Women's Bubble Soccer **0.5 - 2 Units**
Designed to introduce women to the rules and strategies of the fast and popular sport of bubble soccer. 36-108 hours laboratory.

BTC1 Beginning Boot Camp **0.5 - 2 Units**
A full body conditioning class that will utilize equipment and facilities available to the general public to create an intense workout. Training in all five of the areas of fitness will be developed. Students will learn about training and prevention of metabolic syndrome through diet and exercise. 36-108 hours laboratory.

BTC2 Intermediate Boot Camp Training **0.5 - 2 Units**
This is the second in a series of Boot Camp Training for people who want to lose fat and get fit. 36-108 hours laboratory. **Prerequisite** PEAC BTC1 (with a grade of "P" or higher).

BTC3 Advanced Boot Camp Training **0.5 - 2 Units**
The third in a series of boot camp training classes for the person who is serious about getting fit. The course will use a variety of methods to challenge your body and take it to the next level of fitness. Not for the faint at heart. 36-108 hours laboratory. **Prerequisite** PEAC BTC2 (with a grade of "P" or higher).

CHR1 Beginning Cheer **0.5 - 2 Units**
Designed for students who wish to actively participate at Chabot College events in a cheer leading capacity. In addition to learning how to cheer at events, students will learn how to promote events using a variety of modes. 36-108 hours laboratory. **Strongly Recommended** Student must be physically fit and willing to dedicate countless hours outside of the assigned class time to Chabot College events.

CHR2 Intermediate Cheer Leading **0.5 - 2 Units**
Designed to further the skills of cheer leading and event entertainment. Students will learn how invoke crowd participation at sporting events. 36-108 hours laboratory. **Prerequisite** PEAC CHR1 (with a grade of "C" or higher).

CYC1 Introduction to Spin Cycling **0.5 - 2 Units**
This course uses group stationary cycling training to develop cardiovascular fitness. Students will also utilize various strength and flexibility modalities, mental imagery, visualization, nutrition concepts, as well as assessments of their cardiovascular fitness training level through heart rate monitoring and resting heart rate values. Students will learn about training and prevention of metabolic syndrome through diet and exercise. 36-108 hours laboratory.

CYC2 Intermediate Indoor Spin Cycling 0.5 - 2 Units
An intermediate group spin class to develop cardiovascular fitness. Students will also utilize various strength and flexibility activities, visualization, nutrition concepts, as well as assessments of their cardiovascular fitness training level through heart rate monitoring. 36-108 hours laboratory. **Prerequisite** PEAC CYC1.

DIS1 Introduction to Disc Sports 0.5 - 2 Units
Introductory course with instruction in various sport activities associated with a flying disc. Class will include instruction in basic throws and catches, along with instruction in the rules and participation in ultimate, double disc court and disc golf. 36-108 hours laboratory.

DIS2 Intermediate Disc 0.5 - 2 Units
Designed to teach the intermediate skills of throwing, catching and strategy of ultimate disc. 36-108 hours laboratory. **Prerequisite** PEAC DIS1 (with a grade of "P" or higher).

DIS3 Advanced Ultimate 0.5 - 2 Units
This class is designed for the advanced ultimate disc player. Advanced skills and strategies in Ultimate disc competition will covered. 36-108 hours laboratory. **Prerequisite** PEAC DIS2 (with a grade of "C" or higher).

DOD1 Introduction to Dodge Ball 0.5 - 2 Units
Designed to introduce safety, rules, strategy and principles of tournament dodge ball. This course will enhance physical fitness in a competitive and social arena. 36-108 hours laboratory.

DWA1 Aqua Aerobics - Deep Water 1 0.5 - 2 Units
This course is designed for students who would like to achieve higher fitness levels utilizing deep water aerobics. 36-108 hours laboratory.

FFL1 Flag Football League 0.5 - 2 Units
This course is designed to teach organized flag football. Basic play design and defensive schemes will be taught in a league structure. 36-108 hours laboratory.

FFL2 Flag Football League 2 0.5 - 2 Units
This course is designed to teach organized flag football. Intermediate play design and defensive and offensive schemes will be taught in a league structure. 36-108 hours laboratory. **Prerequisite** PEAC FFL1.

FFL3 Flag Football League 3 0.5 - 2 Units
This course is designed to teach organized flag football. Advanced play design and defensive & offensive schemes will be taught in a league structure. 36-108 hours laboratory. **Prerequisite** PEAC FFL2.

FFR1 Fitness for the First Responder Introduction 0.5 - 2 Units
Designed to support those students in the emergency response disciplines. An introduction to physical aspects of first response including aerobic and anaerobic training, core, strength, and strength endurance work. Injury prevention, shift work considerations and basic nutrition will also be addressed. 36-144 hours laboratory.

FFR2 Fitness for the First Responder Intermediate 0.5 - 2 Units
Designed to support students in the emergency response disciplines. An intermediate approach to the physical aspects of first response including aerobic, anaerobic, strength and core training. Back care, injury prevention and shift work nutrition strategies will also be addressed. 36-144 hours laboratory. **Prerequisite** PEAC FFR1 (with a grade of "C" or higher).

FFR3 Fitness for the First Responder Advanced 0.5 - 2 Units
Designed to support those students in the emergency response disciplines. An advanced approach to the aspects of physical training and vocational skills appropriate to first response. Aerobic, anaerobic, core and strength training at an advanced level. Shift work survival strategies also addressed. 36-144 hours laboratory. **Prerequisite** PEAC FFR2 (with a grade of "C" or higher).

FFR4 Fitness for the First Responder Tactical 0.5 - 2 Units
Designed to support those students in the first response disciplines. Tactical aspects of first response including group activities, aerobic and anaerobic training, core conditioning, back care and nutritional strategies for first response. 36-108 hours laboratory. **Prerequisite** PEAC FFR3 (with a grade of "P" or higher).

FFT Introduction to Fire Fitness Training 1 Units
This course is designed to prepare the Fire Technology student for the physical rigors of FT 89 and the Chabot Fire Academy. Course sessions will address aspects of physical training, ladder and hydrant operations and knots utilized in the Fire Service. May not receive credit if Fire Technology 88A has been completed. 54 hours laboratory.

FFT1 Intermediate Fire Fitness Training 1 Units
Designed to raise the fitness level of future firefighters developed in PEAC FFT or FT 88A. May not received credit if FT 88B has been completed. 54 hours laboratory. **Prerequisite** PEAC FFT (with a grade of "C" or higher) or FT 88A (with a grade of "C" or higher).

FFT2 Advanced Fire Fitness Training 1 Units
This course is designed to increase skill and fitness levels developed in PEAC FFT1 or FT 88B, intermediate fire fitness training. May not receive credit if FT 88C has been completed. 54 hours laboratory. **Prerequisite** PEAC FFT1 (with a grade of "C" or higher) or FT 88B (with a grade of "C" or higher).

FFT3 Tactical Fire Fitness Training 1 Units
This course is designed to maximize the physical fitness and vocational skills development of the Fire Technology student. May not receive credit if Fire Technology 88D has been completed. 54 hours laboratory. **Prerequisite** PEAC FFT2 (with a grade of "C" or higher)and/or completion of FT88C with grade of ""C"" or higher.

FIT1 Fitness for Everyone 0.5 - 2 Units
Designed to provide the students whose schedules do not allow enrollment in the traditional class settings. Students may participate in these areas following a required orientation in each desired area of participation: Fitness, Weight Training and Aquatics. 36-108 hours laboratory. **Corequisite** KINE OPE.

FIT2 Intermediate Fitness For Everyone 0.5 - 2 Units
Designed for the student who wants to continue to improve their overall fitness level but cannot attend a traditional class setting due to a dynamic personal schedule. 36-108 hours laboratory. **Prerequisite** PEAC FIT1 (with a grade of "P" or higher).

FlyF Introduction to Fly Fishing 0.5 - 2 Units
This course is designed to teach the beginner the basics in fly casting and fishing. 36-108 hours laboratory.

FTS1 Futsal 0.5 - 2 Units
Indoor Futsal is a fast paced form of indoor soccer that uses a different ball and places a large emphasis on technical skill and ability in situations of high pressure, and is subsequently an excellent training ground for developing foot skills that can be translated into the 11-a-side format of the game. 36-108 hours laboratory.

FTS2 Intermediate Futsal 0.5 - 2 Units
Designed to teach intermediate skills and strategies of futsal in a fun and semi-competitive atmosphere. 36-108 hours laboratory. **Prerequisite** PEAC FTS1 (with a grade of "P" or higher).

FTS3 Advanced Futsal 0.5 - 2 Units
Designed to teach and develop the advanced skills and strategies needed to play futsal at a highly competitive level. 36-108 hours laboratory. **Prerequisite** PEAC FTS2 (with a grade of "P" or higher).

FTS4 Competitive Futsol 0.5 - 2 Units
Designed for the student who has successfully completed the first three Futsol courses and is ready for competitive play. 36-108 hours laboratory. **Prerequisite** PEAC FTS3 (with a grade of "C" or higher).

FUN1 Core Conditioning for Abs, Hips and Thighs 0.5 - 2 Units
This beginning course will develop core strength and improve total body fat loss through a high intensity training program. Course is moderate to hard in intensity. Students will learn about training and prevention of metabolic syndrome through diet and exercise. 9 hours lecture, 36-108 hours laboratory. **Strongly Recommended** Personal physician's approval to exercise vigorously. **Corequisite** KINE OPE.

FUN2 Intermediate Functional Training for Fat Loss 0.5 - 2 Units
Designed to challenge students who have successfully completed Beginning Functional Training. Course is very hard in intensity. 36-108 hours laboratory. **Prerequisite** PEAC FUN1.

FUN3 Advanced Functional Training for Fat Loss 0.5 - 2 Units
Designed to challenge students who have successfully completed Intermediate Functional Training or FUN 2. Course is very hard in intensity. 9 hours lecture, 36-108 hours laboratory. **Prerequisite** PEAC FUN2 (with a grade of "P" or higher).

FUN4 Fat Loss through Functional Training 0.5 - 2 Units
Designed for students who would like to lower the percentage of body fat through functional training. 36-108 hours laboratory. **Prerequisite** PEAC FUN3 (with a grade of "P" or higher).

GFTE Get Fit with Technology 0.5 - 2 Units
Designed to develop fitness and well-being in a flexible manner utilizing technology as a guide in the process. Students will utilize global positioning technology along with online learning to develop and implement a solid personal cardiovascular fitness and wellness program. Strong computer skills and the access to a handheld global positioning device are required. 36-108 hours laboratory.

GTB1 Beginning Tournament Golf 0.5 - 2 Units
Designed to give instruction and practice in the fundamental skills of golf. Skills, rules, etiquette, safety and golf course layouts will be covered. 36-108 hours laboratory.

HER1 Basic Heart Rate Training: Fitness Training Utilizing a Heart Rate Monitor 0.5 - 2 Units
Improvement of cardiovascular fitness through the use of a heart rate monitor. Use of a heart rate monitor, target heart rate training zones and adult type II diabetes prevention will be covered. 36-108 hours laboratory.

HER2 Intermediate Heart Rate Training 0.5 - 2 Units
Improvement of overall fitness utilizing a heart rate monitor to enhance the training process. 36-108 hours laboratory. **Prerequisite** PEAC HER1 (with a grade of "C" or higher).

HM1 Training for Your First Half Marathon 0.5 - 2 Units
Designed for runners who want to complete their first half marathon. Course will focus on developing aerobic capacity through a variety of training methods. 36-108 hours laboratory. **Strongly Recommended** PEAC WLK1.

HTA1 Guts and Butts Workout 0.5 - 2 Units
This course is designed to reduce, tone and strengthen the abdominal areas and the buttocks and thigh region through exercises. Proper techniques for a variety of exercises for specific muscle groups will be presented. 36-108 hours laboratory.

HTA2 Intermediate Guts and Butts Workout 0.5 - 2 Units
Strenuous exercises to tone, strengthen and reduce the abdominal, buttocks and thigh regions. 27-108 hours laboratory. **Prerequisite** PEAC HTA1.

HTA3 Advanced Guts and Butts Workout 0.5 - 2 Units
This an advanced course designed to strengthen, reduce and tone the "core" region of the body through various exercises and techniques. The core region includes: hips, thighs and buttocks; abdominals & obliques; and lower back. A variety of strength and flexibility exercises for these specific muscle body groups will be presented. 27-108 hours laboratory. **Prerequisite** PEAC HTA2 (with a grade of "C" or higher).

HTA4 Extreme Guts and Butts Workout 0.5 - 2 Units
This course is designed to provide an extreme high intensity interval functional workout for the whole body. 27-108 hours laboratory. **Prerequisite** PEAC HTA3 (with a grade of "C" or higher).

ITC1 Integrated Core Fitness 0.5 - 2 Units
Integrated Core Fitness is designed to use a plethora of exercises in a high intensity interval training system to reduce belly fat, tone the body and improve cardiovascular endurance. 36-108 hours laboratory. **Strongly Recommended** Physician's approval to begin a strenuous exercise program.

ITC2 Intermediate Integrated Core Fitness 0.5 - 2 Units
Designed for students who want to accomplish their goals in strength, fitness and body fat loss through high intensity interval training. 36-108 hours laboratory. **Prerequisite** PEAC ITC1 (with a grade of "C" or higher) **Strongly Recommended** Physician's approval to participate in high intensity exercise.

ITC3 Advanced Integrated Core Fitness 0.5 - 2 Units
Designed for students who want to improve their fitness and lose body fat through high intensity training and a total body workout. 36-108 hours laboratory. **Prerequisite** PEAC ITC2 (with a grade of "C" or higher).

JD1 Introduction to Jazz Dance 0.5 - 2 Units
Introduction to Beginning Jazz Dance terminology, techniques, characteristics and dance routines. 36-108 hours laboratory.

JD2 Advanced Beginning Jazz Dance 0.5 - 2 Units
Advanced beginning jazz dance techniques, terminology, routines, choreography and improvisations. 36-108 hours laboratory. **Prerequisite** DANC JD1 (with a grade of "C" or higher).

JD3 Intermediate Jazz Dance 0.5 - 2 Units
Intermediate Jazz dance warm ups, terminology, characteristics, group choreography and improvisation. Comparison of different styles of Jazz Dance. 36-108 hours laboratory. **Prerequisite** DANC JD2 (with a grade of "C" or higher).

JUD1 Beginning Judo 0.5 - 2 Units
Designed to teach beginning judo. Basic history, philosophy, techniques and safety aspects of judo will be covered. 36-108 hours laboratory.

JUD2 Intermediate Judo 0.5 - 2 Units
Students should have completed Beginning Judo or have had previous judo experience. 36-108 hours laboratory. **Prerequisite** PEAC JUD1 (with a grade of "C" or higher).

JUD3 Advanced Judo 0.5 - 2 Units
Advanced judo course. Students should have completed intermediate judo with a passing grade prior to enrolling in this course. 36-108 hours laboratory. **Prerequisite** PEAC JUD2 (with a grade of "C" or higher).

JUD4 Competition Judo 0.5 - 2 Units
Class designed to help the students learn rules to enter Judo competition and tournaments. 36-108 hours laboratory. **Prerequisite** PEAC JUD3 (with a grade of "C" or higher).

LSF1 Introductory Lap Swimming for Cardiovascular Fitness 0.5 - 2 Units
Designed to develop cardiovascular fitness in the accomplished swimmer through aerobic non-stop lap swimming. 36-108 hours laboratory.

LSF2 Beginning Lap Swimming for Cardiovascular Fitness 0.5 - 2 Units
Designed to develop cardiovascular fitness in the accomplished swimmer and introduce the student to competitive swim training concepts. 36-108 hours laboratory. **Prerequisite** PEAC LSF1 (with a grade of "C" or higher).

LSF3 Intermediate Lap Swimming for Cardiovascular Fitness 0.5 - 2 Units
Designed for the Advanced Lap Swimmer to accentuate their cardiovascular fitness as it relates to the competitive swimmer. Introduction to rigorous training of the competitive swimmer. 36-108 hours laboratory. **Prerequisite** PEAC LSF2 (with a grade of "C" or higher).

LSF4 Advanced Swimming for Cardiovascular Fitness 0.5 - 2 Units
Designed for the advanced swimmer who wants to train for competition. 36-108 hours laboratory. **Prerequisite** PEAC LSF3 (with a grade of "C" or higher).

MFT1 Introduction to Military Fitness Training 0.5 - 2 Units
Designed to introduce and prepare the student for the fitness standards required to pass basic training in the United States Armed Services. 36-108 hours laboratory.

MFT2 Beginning Military Fitness Training 0.5 - 2 Units
The second in a series of fitness courses to prepare people who would like to serve in the U.S. Armed Forces. 36-108 hours laboratory. **Prerequisite** PEAC MFT1 (with a grade of "C" or higher).

MFT3 Intermediate Military Fitness Training 0.5 - 2 Units
The third in a series of fitness classes designed to prepare the student for the physical rigors of serving in the U.S. Armed Forces. 36-108 hours laboratory. **Prerequisite** PEAC MFT2 (with a grade of "C" or higher).

MFT4 Advanced Military Fitness Training 0.5 - 2 Units
The fourth in a series of fitness classes to prepare the student for the rigors of serving in the U.S. Armed Forces. 36-108 hours laboratory. **Prerequisite** PEAC MFT3 (with a grade of "C" or higher).

PIC1 Introduction to Pickle Ball 0.5 - 2 Units
Pickle Ball is one of the fastest growing court games in America. In this course students will learn the rules of play and develop the skills to play competitive pickle ball. 36-108 hours laboratory.

PIC2 Intermediate Pickle Ball 0.5 - 2 Units
designed to further develop the student's skills and strategy in the exciting game of pickle ball. 36-108 hours laboratory. **Prerequisite** PEAC PIC1 (with a grade of "P" or higher).

PIL1 Introduction to Pilates 0.5 - 2 Units
This course will enable the student to participate in Pilates exercise routines for body and mind fitness. Pilates develops a strong core or center of the body through body awareness, good posture and easy, graceful movement while improving flexibility, agility and economy of motion. Students will learn about training and prevention of metabolic syndrome through diet and exercise in this course. 36-108 hours laboratory.

PIL2 Intermediate Pilates 0.5 - 2 Units
Pilates develops a strong core or center through body awareness, good posture and easy graceful movement while improving flexibility, agility and economy of motion. Intermediate Pilates will build on the basic principles learned in PIL1. Students will learn about eating to support an active lifestyle as well as principles of total wellness. 36-108 hours laboratory. **Prerequisite** PEAC PIL1 (with a grade of "C" or higher).

PIL3 Advanced Pilates 0.5 - 2 Units
This course will enable the student to participate in Pilates exercise routines for body and mind fitness. Pilates develops a strong core or center through body awareness, good posture and easy graceful movement while improving flexibility, agility and economy of motion. Advanced Pilates will build on the basic principles learned in PIL2. Students will learn about eating to support an active lifestyle as well as principles of total wellness. 36-108 hours laboratory. **Prerequisite** PEAC PIL2 (with a grade of "C" or higher).

PIL4 Functional Pilates 0.5 - 2 Units
This course will enable the student to participate in Pilates exercise routines for body and mind fitness. Pilates develops a strong core or center through body awareness, good posture and easy, graceful movement while improving flexibility, agility and economy of motion. Functional Pilates will build on the basic principles learned in PIL3. Students will learn about eating to support an active lifestyle as well as principles of total wellness. 36-108 hours laboratory. **Prerequisite** PEAC PIL3 (with a grade of "C" or higher).

PLF1 Plyometrics and Agility Training for Women 0.5 - 2 Units
This course focuses on physical training for women and is designed to help improve performance and minimize the potential for injury. Training will include progressive plyometric techniques, agility drills, flexibility exercises and core strengthening techniques. Health and nutritional issues specific to women will also be addressed. Students will learn about training and prevention of metabolic syndrome through diet and exercise in this course. 36-108 hours laboratory. **Strongly Recommended** Previous athletic experience.

PLF2 Intermediate Plyometric and Agility Training for Women 0.5 - 2 Units
Designed for the woman who has completed the beginning plyometric and agility training course to continue to advance her strength levels, skills and ability in power training. 36-108 hours laboratory. **Prerequisite** PEAC PLF1 (with a grade of "C" or higher).

PLF3 Advanced Plyometric and Agility Training for Women 0.5 - 2 Units
Designed for women who have completed the intermediate plyometric training course and want to continue to improve their agility and power output. 36-108 hours laboratory. **Prerequisite** PEAC PLF2 (with a grade of "C" or higher).

PRTR Personal Training 0.5 - 2 Units
Designed to give the student an individual training plan and instruction based on their personal needs and level of conditioning. 36-108 hours laboratory.

SBB1 Sport-Specific Training - Baseball 0.5 - 2 Units
Designed to increase an individual's specific skills in the sport of baseball. 36-108 hours laboratory.

SBB2 Intermediate Sport-Specific Training Baseball 0.5 - 2 Units
Designed to increase physical conditioning, skill level, and knowledge in the sport of baseball. Individual baseball player to increase their specific physical conditioning, skill/technique level. Students must have experience and a high level of skill to enroll in this course. 36-108 hours laboratory. **Prerequisite** PEAC SSB1 (with a grade of "C" or higher).

SBB3 Advanced Baseball-Specific Training 0.5 - 2 Units
Students will learn resistance and plyometric training methods to dramatically improve bat, leg and throwing speed. Students must have experience in resistance training and a high level of skill in the sport of baseball to enroll in this course. 36-108 hours laboratory. **Prerequisite** PEAC SBB2 (with a grade of "C" or higher).

SBM1 Sport-Specific Individual Training for Men's Basketball 0.5 - 2 Units
Designed to provide individual training for the intermediate level to highly competitive level male basketball player. There will be an emphasis on training, skills, basketball strategies. 36-108 hours laboratory.

SBW1 Sport-Specific Training for the Female Basketball Player 0.5 - 2 Units
Designed to provide individualized training for the intermediate level to highly competitive level female basketball player. There will be an emphasis on individual training and skills in a demanding classroom environment. 36-108 hours laboratory.

SMLP Lap Swimming for Cardiovascular Conditioning 0.5 - 2 Units
Designed to increase cardiovascular conditioning through swimming. 36-108 hours laboratory. **Strongly Recommended** Student must be water safe and have ability to complete 200 yards of swimming without interruption.

SOC1 Introduction to Soccer 0.5 - 2 Units
Emphasizes the fundamental skills and strategies of soccer. This course focuses on rules, etiquette, safety, and soccer skills, such as dribbling, passing, shooting and defending. Offensive and defensive positions and basic team strategies are also addressed. No previous soccer experience is necessary. 36-108 hours laboratory.

SOC2 Intermediate Soccer 0.5 - 2 Units
This course is Designed to give the student an understanding and training in the advanced principles of competitive soccer. Training and skill development will be combined in practice and applied in games situations. 36-108 hours laboratory. **Prerequisite** PEAC SOC1 (with a grade of "C" or higher).

SOC3 Advanced Soccer 0.5 - 2 Units
This course is designed to give the students an advanced understanding of the more complex principles of the game so they can apply them in the game situation. 36-108 hours laboratory. **Prerequisite** PEAC SOC2 (with a grade of "C" or higher).

SOC4 Advanced Club Level Soccer **0.5 - 2 Units**

Designed for the student who has aspirations to club level soccer in the local recreational leagues. This course will cover all aspects of beginning to intermediate team play at the recreational level. 36-108 hours laboratory. **Prerequisite** PEAC SOC3 (with a grade of "C" or higher).

SPM1 Speed, Plyometric and Agility Training for Men 0.5 - 2 Units

Course focuses on the development of speed, agility and plyometric training for men. Training will include speed training, progressive plyometric techniques, agility drills, flexibility exercises and core strengthening techniques. Health and nutritional issues specific to athletics will also be addressed. 36-108 hours laboratory. **Strongly Recommended** Previous athletic experience.

SPM2 Intermediate Plyometric and Speed Training for Men **0.5 - 2 Units**

Intermediate course on the development of speed and power for men. Training will have a strong emphasis on advanced plyometric training techniques along with speed and agility training. 36-108 hours laboratory. **Prerequisite** PEAC SPM1 (with a grade of "P" or higher).

SPM3 Advanced Plyometric and Agility Training for Men **0.5 - 2 Units**

Designed for men who want to continue to improve their ability to jump high and sprint fast. 36-108 hours laboratory. **Prerequisite** PEAC SPM2 (with a grade of "C" or higher).

SSB1 Sport-Specific Training for Softball **0.5 - 2 Units**

Designed to increase specific physical conditioning, skill/technique level, and knowledge in the sport of softball. Students must have experience and a high level of skill in softball to enroll in this course. Students will learn about training and prevention of metabolic syndrome through diet and exercise in this course. 36-108 hours laboratory. **Strongly Recommended** Extensive experience in softball along with the appropriate skills to play softball at the collegiate level.

SSB2 Intermediate sport specific training for Softball 0.5 - 2 Units

Designed to improve female softball players knowledge and skills to the intermediate level of play. 36-108 hours laboratory. **Prerequisite** PEAC SSB1 (with a grade of "C" or higher).

SSB3 Advanced Training for Softball **0.5 - 2 Units**

Designed for the female softball player to develop her hitting, throwing and base running skills to the advanced level. High level game strategy will be covered. 36-108 hours laboratory. **Prerequisite** PEAC SSB2 (with a grade of "C" or higher).

SSCC Sport-Specific Training Cross Country/Distance Run **0.5 - 2 Units**

This course is designed to provide sport-specific training in track and cross country. 36-108 hours laboratory.

SSTK Track and Field Skills **0.5 - 2 Units**

Designed to teach, analyze techniques and develop training programs in the sport of track and field. Students will acquire a thorough working knowledge of the rules of all the events within the sport of track and field. 36-108 hours laboratory.

STP1 Introduction to Cardio- Step **0.5 - 2 Units**

Designed to improve cardio-respiratory fitness utilizing a variety of choreographed and non-choreographed movement patterns. Proper stepping techniques, coinciding and non-coinciding arm and leg patterns, floor exercises and mat work, light hand weights with stretching, will be incorporated. 36-108 hours laboratory.

STP2 Intermediate Cardio Step **0.5 - 2 Units**

Designed to develop strength and cardiovascular fitness through an intermediate level of stepping routines. 36-108 hours laboratory. **Prerequisite** PEAC STP1.

SWM1 Beginning Swimming **0.5 - 2 Units**

Designed to teach proficiency in the basic strokes of swimming. No prior knowledge or skill in swimming is needed to join this course. 36-108 hours laboratory.

SWM2 Intermediate Swimming **0.5 - 2 Units**

Designed for students who have completed beginning swimming (SWM1). Intermediate stroke development will be presented in this course. 36-108 hours laboratory. **Prerequisite** PEAC SWM1 (with a grade of "C" or higher).

SWM3 Advanced Swimming **0.5 - 2 Units**

Designed for those students who would like to learn advanced strokes in swimming. 36-108 hours laboratory. **Prerequisite** PEAC SWM2 (with a grade of "C" or higher).

SWM4 High Level Swimming **0.5 - 2 Units**

Designed for students who are interested in acquiring the swimming skills and conditioning necessary to compete at high level. 36-108 hours laboratory. **Prerequisite** PEAC SWM3 (with a grade of "C" or higher).

TBB1 Tournament Baseball League **0.5 - 2 Units**

Designed for students to develop sport specific individual, group and team skills while participating in actual Baseball games. An extensive baseball background and previous experience is needed for success in this class. 36-108 hours laboratory. **Prerequisite** Students need an extensive baseball background and skill set. Students should be a member of a team and/or established and recognized baseball league.

TBB2 Intermediate Tournament Baseball League 0.5 - 2 Units

Designed for advanced baseball students to improve sport specific individual, group and team skills while participating in actual Baseball games. An extensive baseball background and previous experience is needed for success in this class. 36-108 hours laboratory. **Prerequisite** PEAC TBB1 (with a grade of "C" or higher) **Strongly Recommended** Student should be a member of a team and/or established and recognized baseball league.

TBB3 Advanced Tournament Baseball **0.5 - 2 Units**

Designed for advanced-to-elite baseball students looking to increase skill levels in various facets of baseball. Individual, group and team aspects of the game will be addressed. Participation in competitive baseball will be required. Success in this class will require an extensive and advanced baseball skill level, background and experience. 36-108 hours laboratory. **Prerequisite** PEAC TBB2 (with a grade of "C" or higher).

TEN1 Introduction to Tennis **0.5 - 2 Units**
Introduction to the game of tennis. The course will involve basic stroking methods, conditioning techniques, historical background, rules, scoring, as well as singles and doubles strategies. 36-108 hours laboratory.

TEN2 Intermediate Tennis **0.5 - 2 Units**
This course is designed for those students who have completed Tennis 1. The course will involve more techniques on the strokes of tennis, introducing spin as a control technique, footwork patterns, conditioning, historical background, rules, scoring, as well as strategy and court positioning for singles and doubles play. 36-108 hours laboratory. **Prerequisite** PEAC TEN1 (with a grade of "C" or higher).

TEN3 Advanced Tennis **2 Units**
This course is for tennis players who are at an advanced level of play. The course will involve singles and doubles strategies that utilize high percentage play, footwork and conditioning drills, strategies for courts positioning in both singles and doubles play. 36-108 hours laboratory. **Prerequisite** PEAC TEN2 (with a grade of "C" or higher).

TEN4 Tournament Tennis **0.5 - 2 Units**
This course is designed for those tennis players who are competing in tournaments or league play. The course will cover strategy, court positioning, footwork and conditioning, and tennis strokes technique. 36-108 hours laboratory. **Prerequisite** PEAC TEN3 (with a grade of "C" or higher).

TKD1 Tae-kwon-do **0.5 - 2 Units**
Introductory course in the history, philosophy, techniques and safety aspects of tae-kwon-do. This is an ancient Korean martial art where students will learn "the way of fist and foot," as well as increase cardiovascular and muscular fitness. 36-108 hours laboratory.

TKD 2 Intermediate Tae Kwon Do **0.5 - 2 Units**
Designed to further the development of the beginning student in the ancient art of Tae Kwon Do. Intermediate skills in blocking, kicking, punching and katas will be introduced. This is the second in a series of structured martial art courses in the way of the "fist and foot" 36-108 hours laboratory. **Prerequisite** PEAC TKD1 (with a grade of "C" or higher).

TKD3 Advanced Tae Kwon Do **0.5 - 2 Units**
Designed to develop the advanced skills, theory and philosophy in the ancient art of Tae Kwon Do. Students will be introduced to advance forms of katas, blocks, kicking and defensive moves. 36-108 hours laboratory. **Prerequisite** PEAC TKD 2 (with a grade of "C" or higher).

TKD4 Mastering Tae Kwon Do **0.5 - 2 Units**
The fourth in a series of courses designed for accomplished Tae Kwon Do students. In this course the student will learn advanced katas and sparing techniques. 36-108 hours laboratory. **Prerequisite** PEAC TKD3 (with a grade of "C" or higher).

TRI1 Beginning Triathlon Training **0.5 - 2 Units**
Designed to introduce the basics of training for a triathlon. Students will learn how to train for the bike, in the pool and on the roads running. Prior swimming experience is required. 36-108 hours laboratory. **Strongly Recommended** The student must be able to swim before taking this class. This course is NOT a swim class.

TRI2 Intermediate Triathlon Training **0.5 - 2 Units**
Designed to further enhance the training skills learned in Beginning Triathlon to an intermediate level. Students will be introduced and practice anaerobic threshold training. 36-108 hours laboratory. **Prerequisite** PEAC TRI1 (with a grade of "C" or higher).

VOL1 Introduction to Volleyball **0.5 - 2 Units**
Designed to provide students an opportunity to learn or review and practice those skills which are acceptable under current rules and interpretations in the game of volleyball; to promote an interest in leisure time activity; acquire an appreciation of competitive play as a spectator; and to teach students what acceptable conduct is in a coeducational activity. 36-108 hours laboratory.

VOL2 Intermediate Volleyball **0.5 - 2 Units**
This course is designed to teach the intermediate skills of volleyball and to promote sportsmanship in a coeducational activity. Students will learn about current rules and effective game strategy. 36-108 hours laboratory. **Strongly Recommended** PEAC VOL1 (with a grade of "C" or higher).

VOL3 Advanced Volleyball **0.5 - 2 Units**
This course is designed to teach advanced skills and strategy in recreational volleyball. Students will learn a variety of setting, hitting and blocking drills to enhance their ability. 36-108 hours laboratory. **Prerequisite** PEAC VOL2 (with a grade of "C" or higher).

VOL4 Competitive Volleyball **0.5 - 2 Units**
This course is designed to teach team skills and strategies needed to play competitive team volleyball. 36-108 hours laboratory. **Prerequisite** PEAC VOL3 (with a grade of "C" or higher).

WAP1 Introduction to Water Polo **0.5 - 2 Units**
Designed to provide the student the opportunity to develop their skills in water polo. Aspects of leadership, team play, sportsmanship, and other social values are concomitant objectives. Students will learn about training and prevention of metabolic syndrome through diet and exercise in this course. 36-108 hours laboratory.

WAP2 Beginning Water Polo **0.5 - 2 Units**
Designed to enhance and to develop strategic play necessary for tournament play. 36-108 hours laboratory. **Prerequisite** PEAC WAP1 (with a grade of "C" or higher).

WAP3 Intermediate Water Polo **0.5 - 2 Units**
Designed to provide the student the capability of participating in tournament play. Aspects of leadership, team play, sportsmanship, and other social values are concomitant objectives. 36-108 hours laboratory. **Prerequisite** PEAC WAP2 (with a grade of "C" or higher).

WAP4 Advanced Water Polo **0.5 - 2 Units**

Designed to provide the student participation in tournament play. Aspects of team play, good sportsmanship and life long health and well-being. 36-108 hours laboratory. **Prerequisite** PEAC WAP3 (with a grade of "C" or higher).

WEE1 Get Buff & Strong with Weights **0.5 - 2 Units**

This course is designed to provide the student with the basic principles of strength training for overall health and wellness. Once the student has completed an orientation, the student will be able to attend a large number of weight training classes that fit his/her schedule. 36-108 hours laboratory.

WEE2 Intermediate Get Buff & Strong with Weights **0.5 - 2 Units**

Time flexible weight training course designed to further the student's knowledge of resistance training for health and well being. 27-108 hours laboratory. **Prerequisite** PEAC WEE1 (with a grade of "P" or higher) or PEAC FUN1 (with a grade of "P" or higher) or PEAC WEI1 (with a grade of "P" or higher) or PEAC WOW1 (with a grade of "P" or higher).

WEI1 Introduction to Weight Training **0.5 - 2 Units**

Designed to teach the basic elements of weight training and prepare the student's body; i.e., muscles, ligaments, tendons and joints to endure weight training. Emphasis on developing muscle strength balances in the 3 different planes of motion and muscular endurance training. Circuit training will be utilized. 36-108 hours laboratory.

WEI2 Intermediate Weight Training **0.5 - 2 Units**

Designed to focus on increasing the muscular hypertrophy of the prime movers. Workout templates will be provided that stimulate and provoke high and positive chemical changes within the muscle system. 36-108 hours laboratory. **Prerequisite** PEAC WEI1 (with a grade of "C" or higher).

WEI3 Advanced Weight Training **0.5 - 2 Units**

Designed to teach the student advanced lifts and training methods in weight training and to develop the highest level of force and to become significantly stronger through the use of muscular strength training stimulus. The student will learn to synchronize their muscles involved in the exercise. 36-108 hours laboratory. **Prerequisite** PEAC WEI2 (with a grade of "C" or higher).

WEI4 Weight Training for Muscular Power **0.5 - 2 Units**

This is a course designed to increase the muscular power of the student through high velocity training. Emphasis on improving neuromuscular coordination through the utilization of the stretch-reflex principle and higher rates of acceleration through lighter training loads. 36-108 hours laboratory. **Prerequisite** PEAC WEI3 (with a grade of "C" or higher).

WLK1 Walking for Fitness **0.5 - 2 Units**

This course is for students of all fitness levels who would like to utilize walking as a fitness enhancing activity. Walking routes begin on campus and explore a multitude of nearby parks and trails. Topics to be discussed include: fitness and health assessment, equipment and safety, walking techniques, motivation, nutrition basics, program design and evaluation, volkssporting and more. 54-108 hours laboratory.

WLK2 Advanced Walking for Fitness **3 - 6 Units**

This is course is for students of intermediate-to-advanced fitness levels who would like to utilize walking as a fitness enhancing activity. Walking routes are on campus and will utilize the stadium bleachers, stairs and track. Multiple discussion topics will include: interval training, fitness and health assessment, equipment and safety, walking techniques, motivation, nutrition basics, program design and evaluation. Students will learn about target heart rate training and recording and monitoring their heart rate in this course. 36-108 hours laboratory. **Prerequisite** PEAC WLK1 (with a grade of "C" or higher).

WLK3 Advanced Cardiovascular Fitness thru Walking **0.5 - 2 Units**

Designed to develop advanced cardiovascular fitness through walking and a series of supplemental exercises. 36-108 hours laboratory. **Prerequisite** PEAC WLK2 (with a grade of "P" or higher).

WLK4 Walk/Jog for Total Fitness **0.5 - 2 Units**

The fourth in a series of walking fitness courses to improve cardiovascular fitness. The goal of this course is bridge the gap between walking and jogging through a gradual and progressive training plan. 36-108 hours laboratory. **Prerequisite** PEAC WLK3 (with a grade of "C" or higher).

WOW1 Women's Weight Training 1 **0.5 - 2 Units**

Designed to provide introductory information on physical fitness and strength training through the use of progressive resistance exercises. 36-108 hours laboratory.

WOW2 Women's Weight Training 2 **0.5 - 2 Units**

Designed to provide basic information to students wishing to improve their physical fitness through the use of progressive resistance exercises. The material for the course is predicated upon the use of sound physiological principles. Students will learn about training and prevention of metabolic syndrome through diet and exercise in this course. 36-108 hours laboratory. **Prerequisite** PEAC WOW1 (with a grade of "C" or higher).

WOW3 Advanced Resistance Training **0.5 - 2 Units**

Designed to provide advanced information to students wishing to improve their physical fitness through the use of progressive resistance exercises. Students will learn about advanced training methods and develop advanced personal workout programs. 36-108 hours laboratory. **Prerequisite** PEAC WOW2 (with a grade of "C" or higher).

WSC1 Women's Recreational Soccer **0.5 - 2 Units**

This course is designed to teach recreational soccer to women. Students will learn the skills of trapping, passing and strategy used in recreational play. 36-108 hours laboratory.

WSC2 Women's Intermediate Recreational Soccer **0.5 - 2 Units**

Designed to provide women with an understanding and an opportunity to learn and play soccer recreationally at an intermediate level. 36-108 hours laboratory. **Prerequisite** PEAC WSC1 (with a grade of "P" or higher).

WSC3 Women's Advanced Rec Soccer **0.5 - 2 Units**

Designed to provide women at Chabot the opportunity to play soccer recreationally at an advanced level. 36-108 hours laboratory. **Prerequisite** PEAC WSC2 (with a grade of "P" or higher).

YOG1 Introduction to Yoga **0.5 - 2 Units**

This is course explores the basic principles of Hatha Yoga and how they apply to achieving lifetime fitness. It incorporates yoga postures (asanas) designed to strengthen and tone the body. Breathing exercises, relaxation and meditation techniques are learned and practiced throughout the course. Students will learn about training and prevention of metabolic syndrome through diet and exercise in this course. 36-108 hours laboratory.

YOG2 Intermediate Yoga **0.5 - 2 Units**

Designed for students who have completed beginning Yoga (YOG1) and are ready to progress to more complex moves in hatha yoga. 36-108 hours laboratory. **Prerequisite** PEAC YOG1 (with a grade of "C" or higher).

YOG3 Advanced Yoga **0.5 - 2 Units**

Designed for students who have completed Yoga 2 and are ready to study more advanced and complicated asanas. 36-108 hours laboratory. **Prerequisite** PEAC YOG2 (with a grade of "P" or higher).

YOG4 Yoga for Life **0.5 - 2 Units**

Designed for the advanced yoga student to learn yoga routines that can be performed throughout life. 36-108 hours laboratory. **Prerequisite** PEAC YOG3 (with a grade of "C" or higher).

PHYSIOLOGY (PHSI)

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PHYSICAL SCIENCES (PSCI)

PHYSICAL SCIENCES (PSCI) COURSES

15 Descriptive Physical Science: Introduction to Principles of Physical Science **5 Units**

An introduction to the physical universe from atomic particles to the stars, with emphasis on the basic principles of physics, astronomy, chemistry, and the geo-sciences (meteorology and geology). Designed for non-majors in physical science. Includes an introduction to laboratory, principles and techniques with emphasis on the basic concepts discussed in the class. May not receive credit if Physics 11 has been completed. 72 hours lecture, 54 hours laboratory. **Strongly Recommended** MTH 65 ENGL 101A or ENGL 102.

PHYSICS (PHYS)

Degrees

AA-T Physics

PHYSICS

Associate in Science for Transfer

The Associate in Science in Physics for Transfer Degree is designed to prepare students for a seamless transfer with junior status and priority admission to a local CSU campus to a program or major in Physics or similar major for completion of a baccalaureate degree. Students are required to complete: ? Completion of 60 semester units that are eligible for transfer to the California State University, including both of the following: (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements. (B) A minimum of 39 semester units in Physics & Mathematics as shown. ? Students must earn a C or better in all courses required for the major or area of emphasis. ? Obtainment of a minimum overall grade point average of 2.0. The Associate in Science in Physics for Transfer Degree will also assist Physics major students to transfer other baccalaureate institutions. Students are advised to consult with a counselor to verify transfer requirements.

Program Learning Outcomes

1. Read, diagram, and solve qualitatively and quantitatively key physics applications aided by correct and efficient lab experiments using industry standard equipment.
2. Effectively, efficiently, and correctly run lab experiments using industry standard equipment.
3. Demonstrate an understanding of experimentation and real world applications within the scientific method as well as a mastery of physics lab experiments through the submission of a complete lab report with all required elements present.
4. Increase confidence in understanding qualitatively and quantitatively physical concepts, communicating ideas and thinking analytically.
5. Identify the role and influence of ethics, morality, and politics in the development and application of physics.

Required Core		Units
PHYS 4A	General Physics I	5
PHYS 4B	General Physics II	5
PHYS 4C	General Physics III	5

Option 1

MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5

Students must achieve a ""C"" or higher in all courses.

Major Requirements	30 units
General education	CSU GE 37 units IGETC (CSU) 39 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

PHYSICS (PHYS) COURSES

3A College Physics A 4 Units

Introduction to the major principles of classical mechanics using calculus for students studying life sciences and architecture. Includes: the scientific method and social responsibility of the scientist, Newtonian mechanics, energy, gravitation, fluids, thermodynamics, and vibration waves. 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 1 (with a grade of "C" or higher) or MTH 15 (with a grade of "C" or higher) and MTH 37 (with a grade of "C" or higher) or MTH 36 (with a grade of "C" or higher).

3B College Physics B 4 Units

Introduction to the major principles of ELECTROMAGNETISM AND MODERN PHYSICS using calculus for students studying life sciences and architecture. Includes Electrostatics, Electro-circuits, electromagnetic waves, optics, relativity , atomic and nuclear physics and the social responsibility of the scientist and architect . 54 hours lecture, 54 hours laboratory. **Prerequisite** MTH 16 (with a grade of "C" or higher) or MTH 2 (with a grade of "C" or higher) and PHYS 3A (with a grade of "C" or higher) or PHYS 4A (with a grade of "C" or higher).

4A General Physics I 5 Units

Introduction to the principles of Newtonian mechanics using calculus as needed. Vectors, kinematics, dynamics, energy, momentum, rotation, oscillations and gravitation. 72 hours lecture, 54 hours laboratory. **Prerequisite** MTH 1 (with a grade of "C" or higher) and PHYS 11 (with a grade of "C" or higher) or equivalent or PHYS 18 (with a grade of "C" or higher) or equivalent and MTH 2 (with a grade of "C" or higher)(MTH 2 may be taken concurrently).

4B General Physics II 5 Units

Electric fields, electric currents, magnetic fields, induced currents, alternating circuits, Maxwell?s equations, Electromagnetic waves. 72 hours lecture, 54 hours laboratory. **Prerequisite** PHYS 4A (with a grade of "C" or higher) and MTH 2 (with a grade of "C" or higher) and MTH 3 (with a grade of "C" or higher)(MTH 3 may be taken concurrently).

4C General Physics III 5 Units

Oscillations, fluids, sound waves, thermodynamics, electromagnetic spectrum, optics including reflection, refraction, diffraction, interference, polarization. 72 hours lecture, 54 hours laboratory. **Prerequisite** PHYS 4B (with a grade of "C" or higher) and MTH 3 (with a grade of "C" or higher) and MTH 4 (with a grade of "C" or higher) and MTH 6 (with a grade of "C" or higher)(MTH 4 and MTH 6 may be taken concurrently with PHYS 4C).

5 Modern Physics 3 Units

Special relativity and modern physics, including photons, quantum mechanics, atoms, solids, nuclear physics, particle physics and cosmology. 54 hours lecture. **Prerequisite** PHYS 4B (with a grade of "C" or higher) MTH 3 (with a grade of "C" or higher) and MTH 4 (with a grade of "C" or higher) and MTH 6 (with a grade of "C" or higher)(MTH 4 and MTH 6 may be taken concurrently).

11 Descriptive Physics 4 Units

Motion, gravitation, heat, light, sound, electricity, magnetism, atoms, and nuclei. Present day scientific problems and developments such as alternative energy sources, solar energy, nuclear power, lasers, relativity and black holes. Designed for non-majors in physical science. Includes an introduction to laboratory, principles and techniques with emphasis on the basic concepts discussed in the class. May not receive credit if Physics 10 or Physics 10L has been completed. 54 hours lecture, 54 hours laboratory. **Strongly Recommended** MTH 104.

18 Preparatory Physics 3 Units

Basic problem solving techniques in mechanics as foundation for Physics 2A and Physics 4A. Methods and strategies used to solve quantitative Physics problems. Intended for mathematics, engineering, and physics, science students. Emphasis on group problem-solving activities, diversity in problem-solving approaches, and detailed oral and written presentation of solutions. 54 hours lecture. **Strongly Recommended** MTH 36 or MTH 37 (with a grade of "C" or higher) or equivalent.

25 Computational Methods for Engineers and Scientists 3 Units

(See also ENGR 25 and MTH 25)

Methodology and techniques for solving engineering/science problems using numerical-analysis computer-application programs MATLAB, SimuLink, MuPad, and EXCEL. Technical computing and visualization using MATLAB software. Examples and applications from applied-mathematics, physical-mechanics, electrical circuits, biology, thermal systems, fluid systems, and other branches of science and engineering. May not receive credit if Engineering 25 or Math 25 has been completed. 36 hours lecture, 54 hours laboratory. **Prerequisite** MTH 1(completed with a grade of ""C"" or higher).

27 Introduction to Unmanned Flight & Rocket Science 3 Units

This course introduces students to the physics behind, as well as the creation and operation of, unmanned flight vehicles such as rockets, balloons and unmanned aerial vehicles (drones), which collect inflight atmospheric data that are later analyzed and presented. 36 hours lecture, 54 hours laboratory. **Prerequisite** MTH 1 (with a grade of "C" or higher) and CSCI 7 (with a grade of "C" or higher) and **Corequisite** PHYS 4B.

122 Physics Supplemental Instruction 0.5 - 1 Units

An individualized course with tutorial assistance from an instructor, student tutor, in basic Physics computations designed to develop self-confidence and prepare the student for problem solving in the normal navigation of physics courses. 27-54 hours laboratory.

POLITICAL SCIENCE (POSC)

Degrees

AA-T Political Science

POLITICAL SCIENCE

Associate in Arts for Transfer

Political science majors evaluate societal, national, and global events by learning about forms of political organization and political processes. Political science is consistently a top ten major because of its versatility and applicability to today's world. The Political Science degree provides students with a strong foundation in American government, political theory, and comparative and international politics for those who wish to pursue a Bachelor of Arts degree in political science, government, and international relations, and for those who seek careers in public service, education, law, journalism, or business. Students who are awarded an Associate in Arts in Political Science for Transfer are guaranteed admission with junior standing in the CSU System and given priority admission consideration to a local CSU campus in program(s) deemed similar in Area of Emphasis. Students wishing to pursue the Associate in Arts in Political Science for Transfer degree must obtain the following: 60 semester units or 90 quarter units of degree-applicable courses; a minimum overall grade point average of 2.0; a minimum grade of "C" (or "P") for each course in the major, and; completion of IGETC and/or CSU GE-Breadth.

Program Learning Outcomes

1. Familiarize students with the issues surrounding the exercise of political power.
2. Develop analytical capacities so that students are able to analyze complex local, domestic, and international political events.

Required Core		Units
POSC 1	Introduction to American Government	3

List A (choose minimum 9 units)

POSC 20	Comparative Politics	3
POSC 25	Introduction to Political Theory	3
POSC 30	International Relations	3
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
	or	
MTH 43	Introduction to Probability and Statistics	4
	or	
BUS 19	Business Statistics	4

List B (choose minimum 6 units)

Any List A course not already used

POSC 12	Introduction to California State and Local Government	3
GEO 2	Cultural Geography	3
ANTH 3	Social and Cultural Anthropology	3
ANTH 5	Cultures of the U.S. in Global Perspective	3
SOCI 2	Social Problems	3
SOCI 3	Introduction to Race and Ethnic Relations	3
COMM 11	Intercultural Communication	3
ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
POSC 15	Introduction to Public Policy	3
POSC 35	Politics of Race and Gender: History, Governance, and Public Policy	3
ES 1	Introduction to Ethnic Studies	3

Note: Grades of "C" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements	18-19 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

POLITICAL SCIENCE (POSC) COURSES

1 Introduction to American Government 3 Units

Introduction to the historical development and current structure of American political ideals and institutions, including the Federal and California Constitutions, civil liberties and civil rights, political parties, campaigns and elections, and citizenship duties. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A.

12 Introduction to California State and Local Government 3 Units

Organization and operation of government and politics at the state, county and municipal level; emphasis on current issues and the influences of historical, geographical, political, economic and social factors on California public policy. 54 hours lecture. **Strongly Recommended** POSC 1 and Eligibility for ENGL 1A.

15 Introduction to Public Policy 3 Units

Introduction to key themes in American public policy at a national, state, and local level. The roles of institutions and stakeholders are discussed in the context of theories of public policy and public administration. Students are introduced to tools used to evaluate and analyze public issue areas and the public policies created to address them. 54 hours lecture. **Strongly Recommended** POSC 1 or POSC 12.

20 Comparative Politics 3 Units

Introduces basic concepts and methods of comparative analysis. Covers contemporary forms of governments and institutions; survey of political regimes and political problems of selected governments. 54 hours lecture. **Strongly Recommended** POSC 1 and Eligibility for ENGL 1A.

25 Introduction to Political Theory 3 Units

An introduction to various theoretical approaches to politics, including selected political thinkers from ancient times to the present, and the application of political theory to current political realities. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A.

30 International Relations 3 Units

An introduction to international politics, theories, and global institutions, focusing on international actors and their interactions with one another. Emphasis on current events. 54 hours lecture.

35 Politics of Race and Gender: History, Governance, and Public Policy 3 Units

An overview of the historical and contemporary political issues and concerns affecting the status and power of groups that have traditionally been politically and socially disadvantaged in the United States. These groups include, but are not limited to, African-Americans, Asian-Americans, Native Americans, Latinx, LGBT, and Women. The political histories of each group from their arrival in the territory today known as the United States through modern times will be discussed. Students will analyze how group identity impacts the processes of democratic governance. Public policy issues (i.e. education, health, criminal justice) will be considered in light of their impact upon marginalized groups. 54 hours lecture. **Strongly Recommended** POSC 1 or ES 1.

95 Political Science Internship 1 - 3 Units

The Political Science Internship course provides an opportunity for students to receive academic credit for participating in the Political Science Internship program. Units earned are based on hours worked in the internship during the semester. Please contact a Political Science faculty member to enroll. 90-270 hours laboratory. **Strongly Recommended** POSC 1 (with a grade of "C" or higher).

PSYCHOLOGY (PSY)

Degrees

AA-T Psychology
AA Behavioral Science

PSYCHOLOGY

Associate in Arts for Transfer

The Associate in Arts in Psychology for Transfer degree prepares students for transfer into bachelor's degree program in Psychology and similar programs at a CSU campus and guarantees admission to the CSU system. Psychology is a broad discipline with many areas of specialty. It continually seeks to understand and explain the human experience: how we think, act, feel and relate to ourselves and others. Students completing this degree will learn to apply science, as well as use multiple theoretical perspectives and levels of analysis to understand problems related to behavior and mental processes. The successful student will apply critical and creative thinking to problem solving, and apply psychological knowledge to personal, social, organizational, cross-cultural, and global issues. This degree provides students with foundational knowledge, skills, and values consistent with the science and application of Psychology while preparing them for upper division course work in the field. California Community College students who are awarded the Associate in Arts in Psychology for Transfer 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 like their community college major. Students are encouraged to meet with a counselor to review their options for transfer and to develop a student educational plan that best meets their goals. Students wishing to pursue the Associate in Arts for Transfer in Psychology must complete 60 semester units eligible for transfer to the California State University, including either: The Intersegmental General Education Transfer Curriculum (IGETC) for CSU or the California State University General Education-Breadth Requirements, and a minimum of 19 units of major coursework in the major, as detailed below. Students must maintain a minimum 2.0 GPA, including grades of "C" (or "P") in each course taken to fulfill the major.

Program Learning Outcomes

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Required Core		Units
PSY 1	General Psychology	3
PSY 2	Introduction to Psychological Methodology	3
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
	or	
MTH 43	Introduction to Probability and Statistics	4
	or	
BUS 19	Business Statistics	4

List A (choose minimum 3 units)

PSY 4	Brain, Mind and Behavior	3
BIOS 1	Introduction to the Science of Biology	4
	or	
BIOS 41	Fundamentals of Biology for Health Sciences	4

List B (choose minimum 6 units)

Any List A course not used

PSY 3	Social Psychology	3
PSY 6	Abnormal Psychology	3
PSY 12	Lifespan Psychology	3

List C (choose minimum 3 units)

Any List B course not used

PSY 7	Introduction to Counseling Theory and Skills	3
PSY 8	Human Sexuality	3
PSY 25	Happiness, Health, and Wellness Psychology	3
PSY 33	Psychology of Personal and Social Adjustment	3
PSY 45	Psychology of Creativity and Innovation	3

Note: All courses in the major area of emphasis are required to have a grade of "C" or higher, and a culmulative GPA of 2.0 must be achieved.

Major Requirements	19-20 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

BEHAVIORAL SCIENCE

Associate in Arts

This major is highly recommended for transfer students because it provides a basic foundation for subsequent specialization in many liberal arts fields of study. It is strongly based in the international arena. The value of the degree is now recognized by business and industry as it requires a variety of skills demanded in business, education, health, law, and government, as well as the social services. The general studies student should market educational accomplishments as a collection of career transferable skills in communication, the global arena, public service, problem solving, production and personnel management.

Program Learning Outcomes

1. Demonstrate an understanding of research methods used in the behavioral sciences.
2. Demonstrate an understanding of the major theoretical perspectives included the behavioral sciences

Semester One

ANTH 1	Biological/Physical Anthropology	3
PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3

Semester Two

Anthropology Option (choose one)

ANTH 3	Social and Cultural Anthropology	3
ANTH 5	Cultures of the U.S. in Global Perspective	3
ANTH 12	Magic, Religion, Witchcraft and Healing	3

Psychology Option (choose one)

PSY 3	Social Psychology	3
PSY 6	Abnormal Psychology	3
PSY 8	Human Sexuality	3
	or	
SOCI 8	Human Sexuality	3
PSY 12	Lifespan Psychology	3

Sociology Option (choose one)

SOCI 2	Social Problems	3
SOCI 3	Introduction to Race and Ethnic Relations	3
SOCI 6	Introduction to Gender	3

Major Requirements	18 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

PSYCHOLOGY (PSY) COURSES

1 General Psychology 3 Units

Introduces students to the scientific study of behavior and mental processes. Provides an overview of major psychological concepts and theories in such areas as consciousness, learning, memory, motivation, perception, personality, stress, and social behavior. 54 hours lecture. **Strongly Recommended** ENGL 1A.

2 Introduction to Psychological Methodology 3 Units

This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the subdisciplines of psychology. 54 hours lecture. **Prerequisite** PSY 1 (with a grade of "C" or higher) and PSY 5 (with a grade of "C" or higher) or an equivalent statistics course (completed with a grade of ""C"" or higher). **Strongly Recommended** ENGL 1A or ENGL 1.

3 Social Psychology 3 Units

Introduction to theories and concepts that explain individual behavior in social settings. Topics include research methods, social perception, social cognition, beliefs, prejudice/discrimination, interpersonal relationships, aggression, and group behavior. 54 hours lecture. **Strongly Recommended** PSY 1.

4 Brain, Mind and Behavior 3 Units

This course introduces the scientific study of the biological bases of behavior and its fundamental role in the neurosciences. Physiological, hormonal, and neurochemical mechanisms, and brain-behavior relationships underlying the psychological phenomena of sensation, perception, regulatory processes, emotion, learning, memory, neurological, developmental and psychological disorders will be addressed. The course also notes historical scientific contributions and current research principles for studying brain-behavior relationships and mental processes. Ethical standards for human and animal research are discussed in the context of both invasive and non-invasive experimental research. 3 hours. 54 hours lecture. **Prerequisite** PSY 1 **Strongly Recommended** ENGL 1A.

5 Introductory Statistics for the Behavioral and Social Sciences 4 Units

Statistics as applied to the behavioral and social sciences. Applications using data from disciplines including psychology, social sciences, business, life science, health science, and education. The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include: descriptive and inferential statistics; probability and sampling distributions; correlation and linear regression; analysis of variance (ANOVA), chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. 74 hours lecture. **Strongly Recommended** ENGL 1A Prerequisite MTH 53 (with a grade of "C" or higher) or MTH 53B (with a grade of "C" or higher) or MTH 54 (with a grade of "C" or higher) or MTH 54L (with a grade of "C" or higher) or MTH 55 (with a grade of "C" or higher) or MTH 55B (with a grade of "C" or higher) or MTH 55L (with a grade of "C" or higher) or an appropriate skill level demonstrated through the Early Assessment Program or an appropriate skill level demonstrated through the Mathematics Assessment process.

5W Introductory Statistics for the Behavioral and Social Sciences Workshop 0.50 - 1 Unit

Practice and application of statistics through study group, additional support, collaborative workshop and computer lab time. Support workshop for Introductory Statistics for the Behavioral and Social Sciences PSY 5 course. 36-54 hours laboratory. **Corequisite** PSY 5.

6 Abnormal Psychology 3 Units

An overview of the field of abnormal psychology. Introduces students to the major classifications of mental health disorders from the perspective of symptoms and behavior, causes, diagnosis and treatment. Examines historical, socio-cultural and contemporary understanding of mental illness. Includes disorders of mood, anxiety, psychosis, substance abuse, personality and other disorders in adults and children. 54 hours lecture. **Strongly Recommended** ENGL 1A.

7 Introduction to Counseling Theory and Skills 3 Units

Introduction to counseling theory and process with emphasis on fundamental principles of behavior change. Includes essential counseling skills, major counseling theories, and legal and ethical issues. 54 hours lecture. **Strongly Recommended** PSY 1.

8 Human Sexuality 3 Units

See also HLTH 8 and SOCI 8

This course is an introductory overview of the field of human sexuality. Human sexuality in our contemporary society will be studied from the psychological, biological, sociocultural, and historical perspectives. Emphasis on understanding the interrelationship of attitude and behavior as it relates to sexual well-being and sexual integrity. Students will be encouraged to examine their own attitudes, values, and behaviors in the context of their moral compass and their culture and societal values. Current sex norms and various aspects of interpersonal and individual sexual adjustment will be explored. May not receive credit if HLTH 8 or SOCI 8 has been completed. 54 hours lecture.

12 Lifespan Psychology 3 Units

Introduction to the psychological, physiological, socio-cultural and socio-historical factors influencing development from conception through death. Emphasis on the process of normal development and its variations. Examination of theoretical models and research for practical application. 54 hours lecture.

25 Happiness, Health, and Wellness Psychology 3 Units

The course is interdisciplinary in nature drawing from the field of positive psychology, health and clinical psychology, cross-cultural and holistic health, and neuroscience. An exploration of psychological theories, scientific research, key concepts of health, biopsychosocial factors, and practices that contribute to health and wellness over the lifespan. There is an emphasize on holism: the physical, intellectual, emotional, social, spiritual, environmental, and occupational components of wellness. The course will examine the brain-mind-body health connection and review the scientific application of techniques that reduce stress and enhance biological, social, and psychological wellness. Drawing from the field of positive psychology, topics of happiness, mindfulness, biology of stress, emotional resilience, optimal well-being, positive health, creativity, and other topics will be explored. 54 hours lecture. **Strongly Recommended** ENGL 1 PSY 1.

25L Stress Management and Health Psychology Laboratory 0.5 Units

Using a scientific approach to the study of stress management, this laboratory will introduce students to current stress reduction techniques used in the field of health psychology. An analysis of the mental, physiological, and nutritional factors which help produce optimal-personal performance in daily living activities will be investigated. 27 hours laboratory. **Prerequisite** PSY 25Completion or current enrollment .

33 Psychology of Personal and Social Adjustment 3 Units

This course is designed for students interested in how psychology is applied to personal and social adjustment in everyday life, to improve adjustment and effective living. Factors of adjustment include self-understanding, personality, sexual and gender identity, stress and coping processes, effective communication, interpersonal relationships, life transitions, psychological disorders, and their treatment. Other factors include social influences and pressures, culture, ethnicity, socio-economic factors, career preparation, work, and stages of life. The course looks at the biopsychosocial aspects of personal growth and adjustment, and surveys different psychological perspectives and theoretical foundations, as well as how scientists, clinicians, and practitioners study and apply psychology. Using the knowledge and applications of psychology, the desired outcome is for students to understand themselves and others, adjust behaviors, and to actively take charge of their own lives, effectively adjusting to a constantly changing world. 54 hours lecture. **Strongly Recommended** ENGL 1A.

45 Psychology of Creativity and Innovation 3 Units

Introduction to psychological processes involved in creativity, innovation, and problem solving. Survey of current theories and research on creativity and innovation. Emphasis on improving creative and problem solving abilities. 54 hours lecture.

PSYCHOLOGY - COUNSELING (PSCN)

Degrees

AA-T	Social Work And Human Services
AS	Human Services
AA	Liberal Arts
AS	Liberal Arts and Sciences: Science, Math and Technology

Certificate of Achievement

Behavioral Health
CSU GE Breadth
Intersegmental General Education Transfer Curriculum (IGETC)

SOCIAL WORK AND HUMAN SERVICES

Associate in Arts for Transfer

The Associate in Arts for Transfer in Social Work and Human Services is specifically designed as a degree pathway to the California State University with majors deemed "similar" at California State University campuses. Some similar majors at some CSU campuses include: Social Work, Collaborative Health and Human Services, and Human Services. The courses within this program provide students with the historical context and foundations of social work, as well as hands on experience in community based organizations. Many of the courses in this degree are also aligned with the Chabot College Associate in Arts Degree in Human Services and the Certificate of Proficiency in Human Services. Students may choose to "stack" this ADT degree atop the fewer-unit certificate and/or AS degree in Human Services. To earn the Associate Degree for Transfer in Social Work and Human Services, students must: Complete 60 semester units degree-applicable courses, earn a minimum overall grade point average of 2.0, earn a minimum grade of "C" (or "P") for each course in the major, and complete either IGETC for CSU or CSU GE-Breadth.

Program Learning Outcomes

1. Develop an understanding of historical context of social work.
2. Apply critical analysis in assessing client needs.

Required Core		Units
PSCN 5	Introduction to Social Work and Human Services	3
SOCI 1	Principles of Sociology	3
PSY 1	General Psychology	3
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
	or	
MTH 43	Introduction to Probability and Statistics	4
BIOS 1	Introduction to the Science of Biology	4
	or	
BIOS 41	Fundamentals of Biology for Health Sciences	4
ECN 1	Principles of Microeconomics	3
	or	
ECN 2	Principles of Macroeconomics	3
PSCN 95	Social Work and Human Services Fieldwork	2
PSCN 96	Social Work and Human Services Seminar	1

List A (choose 2 courses)

PSCN 3	Drugs, Recovery and Prevention in Modern Society	3
PSCN 4	Multiethnic/Cultural Communication	3
PSCN 13	Multicultural Issues in Contemporary America	3
ECD 56	Child Growth and Development	3
	or	
PSY 12	Lifespan Psychology	3
PSY 6	Abnormal Psychology	3
ENGL 7A	Critical Thinking and Writing Across Disciplines	3
ES 1	Introduction to Ethnic Studies	3
SOCI 2	Social Problems	3
SOCI 3	Introduction to Race and Ethnic Relations	3

Note: Grades of "C" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

Major Requirements	29-30 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

HUMAN SERVICES

Associate in Science

An introduction to the theories and skills needed for entry-level work in a social services setting. Sociological, psychological, and multicultural theories will be addressed to provide a foundation for student self-reflection and the application of theory for human services work. This program is designed to provide entry-level skills to work in human service positions and/or provide an applied foundation for further education in a variety of areas, including (but not limited to) counseling, psychology, social work, social justice work, health care.

Career Opportunities

Entry-level positions in Human Services with local community-based organizations, county, or state service centers.

Program Learning Outcomes

1. Cultural Sensitivity ? Students will demonstrate cultural awareness and sensitivity needed to respectfully serve the diverse service population.:
2. Ability to Conduct Needs Assessment ? Students will demonstrate the ability to assess the needs of clients and provide appropriate referrals for them.:
3. Understanding of the Human Services Field ? Students will demonstrate an understanding and provide an overview of the field of human and social services in both the public and private sector.:
4. Boundaries: Students will demonstrate appropriate boundaries and the ability to make ethical decisions.:
5. Self-Awareness: Students will demonstrate the ability to use introspection to increase self-awareness.:

Required Core		Units
PSCN 1	Introduction to Psychology-Counseling in a Multicultural Environment	3
PSCN 2	Introduction to Case Management for Human Services	3
PSCN 5	Introduction to Social Work and Human Services	3
PSCN 85	Fieldwork: Social Work and Human Services	3

List A (choose 1 course)

PSCN 11	Interpersonal Relationships	2
PSCN 12	Self-Esteem For Success	2
PSCN 30	Life Transitions	3

List B (choose 1 course)

PSCN 10	Career and Educational Planning	2
PSCN 20	The College Experience	2
PSCN 15	College Study Skills	2
PSCN 23	Creating Success in College and Life	3

List C (choose 1 course)

PSCN 3	Drugs, Recovery and Prevention in Modern Society	3
PSCN 4	Multiethnic/Cultural Communication	3
PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3

Required Major-Specific G.E. Requirement

PSCN 13	Multicultural Issues in Contemporary America	3

Major Requirements	19 - 21 units
General Education Requirements	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

LIBERAL ARTS

Associate in Arts

The AA in Liberal Arts is a program for students seeking a broad-based degree that can serve as an educational foundation for a wide variety of careers and transfer majors. Students pursuing an AA in Liberal Arts may complete either the Chabot College Associate in Arts General Education course requirements, the CSU General Education Breadth, or the Intersegmental General Education Transfer Curriculum (IGETC) as well as 18 units of courses within one of the following four broad disciplinary options, for a total 60 degree-applicable units. With careful course planning, this degree offers students a foundation, as well as the flexibility, to align with many transfer pathways.

Career Opportunities

Entry-level positions in a wide variety of fields requiring skills such as: oral communications, writing, team work, critical thinking, problem solving, creativity, and innovation.

Program Learning Outcomes

1. Develop effective writing and speaking skills;
2. Apply logic, reasoning, and problem solving
3. Demonstrate creativity and innovation.

Options: Complete 18 units from within one option area below. Courses must be from at least two different academic disciplines. Option courses may also be applied toward general education requirements, where applicable.

Option 1: Arts and Humanities
Option 2: Language and Communications
Option 3: Social and Behavioral Sciences
Option 4: Kinesiology and Wellness

Option 1: Arts and Humanities

This option focuses on the study of cultural, literary, humanistic activities and artistic expression of human beings. Students will evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation. Students will also learn to value aesthetic understanding and incorporate these concepts when constructing value judgments.

Select at least 18 units from the courses listed below. Courses must be from at least two different disciplines.

ARCH 14	California Architecture and Urban Design	3
ART 2A	Introduction to Drawing	3
ART 2B	Drawing and Composition	3
ART 3A	Figure and Composition I	3
ART 3B	Figure and Composition II	3
ART 3C	Figure and Composition III	3
ART 3D	Figure and Composition IV	3
ART 7A	Introduction to Watercolor Painting	3
ART 7B	Intermediate Watercolor Painting	3
ART 7C	Advanced Watercolor Painting I	3
ART 7D	Advanced Watercolor Painting II	3
ART 12A	Beginning Oil Painting	3
ART 12B	Intermediate Oil Painting	3
ART 12C	Advanced Oil Painting I	3
ART 12D	Advanced Oil Painting II	3
ART 13A	Acrylic Painting - Beginning I	3
ART 13B	Acrylic Painting - Beginning II	3
ART 13C	Acrylic Painting - Advanced I	3
ART 13D	Acrylic Painting - Advanced II	3
ART 16A	Introduction to Ceramics I	3
ART 16B	Introduction to Ceramics II	3
ART 16C	Introduction to Ceramics III	3
ART 16D	Ceramics - Intermediate	3
ART 17A	Beginning Sculpture 1	3
ART 17B	Beginning Sculpture 2	3
ART 18A	Wood and Stone Sculpture I	3
ART 20	All Media Sculpture	3
ART 22	Metal Sculpture - Lost Wax Bronze Casting	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ART 25	Color Theory	3
ARTH 1	Introduction to Art	3
ARTH 3	Film History and Appreciation	3
ARTH 4	Art History-Ancient to Gothic	3
ARTH 5	Art History - Renaissance to Modern-Day	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
ARTH 7	Multicultural History of American Art	3
ARTH 8	Non-Western Art	3
ARTH 20	History of Photography	3
DIGM 1	Introduction to Digital Art	3
DIGM 2	Introduction to Graphic Design	3
DIGM 6A	Photo Compositing	3
DIGM 10A	Introduction to Animation	3
ENGL 11A	Introduction to Creative Writing	3
ENGL 11B	Intermediate Creative Writing	3
ENGL 12A	Beginning Fiction Writing	3
ENGL 12B	Intermediate Fiction Writing	3
ENGL 13A	Beginning Craft of Writing - Poetry	3
ENGL 13B	Intermediate Craft of Writing - Poetry	3
ENGL 20	Studies in Shakespeare	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 32	U.S. Women's Literature	3
ENGL 35	Modern and Contemporary U.S. Literature	3
ENGL 41	World Literature (17th Century to the Present)	3
ENGL 45	Studies in Fiction	3
ENGL 48	The Literature of the Holocaust	3
FILM 14	Introduction to Cinematic Arts	3
FILM 15	Introduction to Digital Filmmaking	3
FILM 16	Documentary Filmmaking	3
HIS 1	History of Western Civilization to 1600	3
HIS 2	History of Western Civilization Since 1600	3
HIS 3	World History: Beginnings to 1500	3
HIS 4	World History: 1500 to the Present	3
HUMN 50	The Artful Life	3
HUMN 60	Creativity and the Community	3
HUMN 65	The American Style	3
HUMN 68	World Mythology	3
MUSA 11	JAZZ IMPROVISATION	1
MUSA 20A	Guitar I	1
MUSA 20B	Guitar II	1
MUSA 21A	Piano I	1
MUSA 21B	Piano II	1
MUSA 22A	Jazz Piano and Musicianship I	1
MUSA 22B	Jazz Piano and Musicianship II	1
MUSA 23A	Voice I	1
MUSA 23B	Voice II	1
MUSA 40	Applied Lessons	1
MUSL 1	Introduction to Music	3
MUSL 2A	Harmony and Musicianship I	4
MUSL 2B	Harmony and Musicianship II	4
MUSL 2C	Harmony and Musicianship III	4
MUSL 2D	Harmony and Musicianship IV	4
MUSL 3	World Music	3
MUSL 4	Jazz Styles	3
MUSL 6	Basic Music Skills	3
MUSL 8	History of Rock and Roll and Popular Music	3
MUSP 10	Orchestra	1
MUSP 12	Wind Ensemble	1
MUSP 13	Wind Symphony	1
MUSP 14	Jazz Lab	1
MUSP 15	Jazz Ensemble	1
MUSP 16	Jazz Orchestra	1
MUSP 18	Percussion Ensemble	1
MUSP 41	Chamber Winds	1
MUSP 44	Concert Choir	1
MUSP 45	Chamber Choir	1
MUSP 47	College Productions-Music	1 - 5
PHIL 50	Introduction to Philosophy	3

PHIL 60	Introduction to Philosophy: Ethics	3
PHIL 65	Introduction to Philosophy: Theory of Knowledge	3
PHIL 70	Introduction to Political and Social Philosophy	3
PHOT 20	History of Photography	3
PHOT 50	Introduction to Photography	3
PHOT 60	Black and White Darkroom Photography	3
PHOT 61	Digital Color Materials and Processes	3
PHOT 64A	Artificial Light Photography	3
PHOT 65	Handcoloring, Toning and Beyond	3
PHOT 66	Photo Compositing	3
RELS 50	Religions of the World	3
RELS 64	The Nature of Islam	3
RELS 65	Religions of Asia	3
THTR 1	Introduction to Acting	3
THTR 2	Intermediate Acting	3
THTR 3	Improvisation for the Theater	3
THTR 4	Acting on Camera	3
THTR 5A	Introduction to Theater for Young Audiences	3
THTR 5B	Intermediate Theater for Young Audiences	3
THTR 6	Movement for the Actor	3
THTR 7	Voice for the Actor	3
THTR 8	Audition Technique	3
THTR 10	Introduction to Theater Arts	3
THTR 11	Stage to Film	3
THTR 12	Film as Art & Communication	4
THTR 14	American Cultures in Theater	3
THTR 15A	Introduction to Directing for Theater	3
THTR 16A	Introduction to Dramatic Writing	3
THTR 16B	Basics of Dramatic Writing	3
THTR 16C	Intermediate Dramatic Writing	3
THTR 16D	Advanced Dramatic Writing	3
THTR 21	Introduction to Design for the Theater	3
THTR 22	Introduction to Design for the Theater: Emphasis in Costume and Makeup	3
THTR 47A	Introduction to College Theater Acting	3
THTR 47B	College Theater Acting: The Basics	3
THTR 47C	College Theater Acting: Intermediate	3
THTR 47D	College Theater Acting: Advanced	3
THTR 48A	College Theater Technical: Introduction	3
THTR 48B	College Theater Technical: Beginning	1 - 6
THTR 48C	College Theater Technical: Intermediate	1 - 6
THTR 48D	College Theater Technical: Advanced	1 - 6
THTR 2A	Intermediate Acting	3
THTR 2B	Advanced Acting	3
THTR 4A	Introduction to Acting on Camera	3
THTR 4B	Advanced Acting on Camera	3
THTR 8A	Audition Technique and the Business of Acting	3
THTR 8B	Advanced Audition Technique and the Business of Acting	3
THTR 6A	Movement for the Actor	3
THTR 6B	Advanced Movement for the Actor	3
THTR 17	Script Analysis	3
THTR 23	Introduction to Lighting Design for Theater	3
THTR 46	Stagecraft	3

Option 2: Language and Communications

This option focuses on the content of communication as well as the form and should provide an understanding of the psychological basis and social significance of communication. Students will be able to assess communication as the process of human symbolic interaction. Students will also develop skills in the areas of reasoning and advocacy, organization, accuracy, reading and listening effectively. Students will be able to integrate important concepts of critical thinking as related to the development of analysis, critical evaluation, the ability to reason inductively and deductively that will enable them to make important decisions regarding their own lives and society at large.

Select at least 18 units from the courses listed below. Courses must be from at least two different disciplines.

BUS 14	Business Communications	3
BUS 15	Business English	3
CHIN 1A	Beginning Chinese	5
CHIN 1B	Elementary Chinese	5
CHIN 2A	Intermediate Chinese	4
CHIN 2B	Advanced Chinese	4
COMM 1	Fundamentals of Speech Communication	3
COMM 2	Oral Interpretation of Literature	3
COMM 3	Group Communication	3
COMM 6	Introduction to Performance Studies	3
COMM 10	Interpersonal Communication	3
COMM 11	Intercultural Communication	3
COMM 12	Gender, Sexual Identity, and Communication	3
COMM 20	Persuasion and Communication	3
COMM 46	Argumentation and Debate	3
COMM 50	Introduction to Communication Studies	3
ENGL 4A	Critical Thinking and Writing about Literature	4
ENGL 7A	Critical Thinking and Writing across Disciplines	4
ENGL 11A	Introduction to Creative Writing	3
ENGL 11B	Intermediate Creative Writing	3
ENGL 12A	Beginning Fiction Writing	3
ENGL 12B	Intermediate Fiction Writing	3
ENGL 13A	Beginning Craft of Writing - Poetry	3
ENGL 13B	Intermediate Craft of Writing - Poetry	3
ENGL 70	Report Writing	3
FRNC 1A	Beginning French	5
FRNC 1A1	Beginning French 1	3
FRNC 1A2	Beginning French 2	3
FRNC 1B	Elementary French	5
FRNC 1B1	Elementary French 1	3
FRNC 1B2	Elementary French 2	3
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4
HIS 5	Critical Thinking in History	3
JAPN 1A	Beginning Japanese	5
JAPN 1B	Elementary Japanese	5
JAPN 2A	Intermediate Japanese	4
JAPN 2B	Advanced Japanese	4
MCOM 20	Journalism: Newswriting and Information Gathering	3
MCOM 42	Writing for Broadcasting	3

MCOM 21	Newspaper Production I	3
PHIL 55	Symbolic Logic	3
PSCN 4	Multiethnic/Cultural Communication	3
SL 64	Beginning Sign Language	3
SL 65	Intermediate Sign Language	3
SL 66	Advanced Sign Language	3
SL 67	Advanced II American Sign Language	3
SPA 1A	Beginning Spanish	5
SPA 1B	Elementary Spanish 1	5
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4
SPA 1A1	Beginning Spanish 1	3
SPA 1A2	Beginning Spanish 2	3
SPA 1B1	Elementary Spanish 1	3
SPA 1B2	Elementary Spanish 2	3

Option 3: Social and Behavioral Sciences

This option emphasizes the perspective, concepts, theories and methodologies of the disciplines typically found in the vast variety of disciplines that comprise study in the Social and Behavioral Sciences. Students will study about themselves and others as members of a larger society. Topics and discussion to stimulate critical thinking about ways people have acted in response to their societies will allow students to evaluate how societies and social subgroups operate.

Select at least 18 units from the courses listed below. Courses must be from at least two different disciplines.

ADMJ 45	Law and Democracy	3
ADMJ 50	Introduction to the Administration of Justice	3
ADMJ 60	Criminal Law	3
ADMJ 70	Community Relations	3
ANTH 1	Biological/Physical Anthropology	3
ANTH 2	Introduction to Archaeology	3
ANTH 3	Social and Cultural Anthropology	3
ANTH 4	Language and Culture	3
ANTH 5	Cultures of the U.S. in Global Perspective	3
ANTH 7	Introduction to Global Studies	3
ANTH 8	Native American Cultures	3
ANTH 12	Magic, Religion, Witchcraft and Healing	3
BIOL 80	Introduction to Public Health	3
BUS 10	Business Law	4
BUS 12	Introduction to Business	3
BUS 20	Law and Society	3
BUS 36	Introduction to Marketing	3
COMM 11	Intercultural Communication	3
COMM 12	Gender, Sexual Identity, and Communication	3
COMM 50	Introduction to Communication Studies	3
ECD 52	Childhood and Adolescence	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 67	Infant and Toddler Development and Caregiving	3
ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
ECN 10	General Economics	3
ENST 1	Introduction to Environmental Studies	3
ENTR 5	The Entrepreneurial Mindset	3
ES 1	Introduction to Ethnic Studies	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 4	Intro to Latinx Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 6	Intro to Pacific Islands and Oceania Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
ES 10	Introduction to Asian American Studies	3
ES 25	American Indian History and Culture	3
ES 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
GEO 2	Cultural Geography	3
GEO 3	Economic Geography	3
GEO 5	World Regional Geography	3
GEO 10	Global Environmental Problems	3
GEO 12	Geography of California	3
GEO 20	Introduction to Geographic Information Systems	3
GLST 1	Introduction to Global Studies	3
GLST 2	Issues in Global Studies	3
HLTH 8	Human Sexuality	3
HLTH 80	Introduction to Public Health	3
HIS 1	History of Western Civilization to 1600	3
HIS 2	History of Western Civilization Since 1600	3
HIS 3	World History: Beginnings to 1500	3
HIS 4	World History: 1500 to the Present	3
HIS 7	U.S. History Through Reconstruction	3
HIS 8	U.S. History Since Reconstruction	3
HIS 12	History of California	3
HIS 22	Mexican American History and Culture	3
HIS 25	American Indian History and Culture	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3
HIS 42	Asian American History: 18th Century to 1945	3
HIS 43	Asian American History: Early 20th Century - 21st Century	3
HIS 48	U. S. Women's History Through Reconstruction	3
HIS 49	U.S. Women's History Post-Reconstruction	3
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
HIS 53	Mexican American History from The Mexican Revolution to the Present	3
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
HIS 63	The African American Experience in U.S. History From Reconstruction	3
KINE 8	Introduction to Sport in Contemporary Society	3
KINE 70	History and Philosophy of Sport and Physical Activity	3

MCOM 40	Introduction to Broadcasting	3
MCOM 41	Introduction to Mass Communications	3
POSC 1	Introduction to American Government	3
POSC 10	Seminar in Comparative Politics	3
POSC 11	Introduction to Global Studies	3
POSC 12	Introduction to California State and Local Government	3
POSC 20	Comparative Politics	3
POSC 22	Issues in Global Studies	3
POSC 25	Introduction to Political Theory	3
POSC 30	International Relations	3
POSC 35	Politics of Race and Gender: History, Governance, and Public Policy	3
POSC 45	Law and Democracy	3
PSY 1	General Psychology	3
PSY 2	Introduction to Psychological Methodology	3
PSY 3	Social Psychology	3
PSY 4	Brain, Mind and Behavior	3
PSY 6	Abnormal Psychology	3
PSY 7	Introduction to Counseling Theory and Skills	3
PSY 8	Human Sexuality	3
PSY 12	Lifespan Psychology	3
PSY 33	Personal and Social Adjustment	3
PSY 25	Happiness, Health, and Wellness Psychology	3
PSY 45	Psychology of Creativity and Innovation	3
PSCN 1	Introduction to Psychology-Counseling in a Multicultural Environment	3
PSCN 3	Drugs, Recovery and Prevention in Modern Society	3
PSCN 4	Multiethnic/Cultural Communication	3
PSCN 5	Introduction to Social Work and Human Services	3
PSCN 13	Multicultural Issues in Contemporary America	3
SOCI 1	Principles of Sociology	3
SOCI 2	Social Problems	3
SOCI 3	Introduction to Race and Ethnic Relations	3
SOCI 4	Marriage and Family Relations	3
SOCI 5	Introduction to Social Research Methods	3
SOCI 6	Introduction to Gender	3
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
SOCI 8	Human Sexuality	3
SOCI 10	Introduction to Asian American Studies	3

Select at least 18 units from the courses listed below. Courses must be from at least two different disciplines.

ANAT 1	General Human Anatomy	5
ANTH 1	Biological/Physical Anthropology	3
ANTH 1L	Biological/Physical Anthropology Laboratory	1
ANTH 13	Forensic Anthropology	3
ASTR 10	Introduction to Astronomy: The Solar System	3
ASTR 20	Introduction to Astronomy: Stars and the Universe	3
ASTR 30	Introduction to Astonomy Lab	1
ASTR 45	Descriptive Astronomy	3
BIOL 2	Principles of Cell/Molecular Biology and Genetics	5
BIOL 4	Principles of Animal Biology and Evolution	4
BIOL 6	Principles of Plant Biology and Ecology	4
BIOL 10	Introduction to the Science of Biology	4
BIOL 25	Human Heredity and Evolution	3
BIOL 31	Introduction to College Biology	4
BIOL 50	Anatomy and Physiology	4
BIOT 20	Chemistry for Biotechnology	4
BIOT 30	Basic Biotechnology: Introduction to Cell and Molecular Biology	4
BUS 19	Business Statistics	4
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
CHEM 10	Introduction to Chemistry	4
CHEM 12A	Organic Chemistry I	5
CHEM 12B	Organic Chemistry II	5
CHEM 30A	Introductory and Applied Chemistry I	4
CHEM 30B	Introductory and Applied Chemistry II	4
CHEM 31	Introduction to College Chemistry	4
CSCI 28	Discrete Mathematics	3
ENSC 10	Humans and the Environment	3
ENSC 11	Humans and the Environment with Laboratory	4
ENSC 15	Agroecology	3
ENSC 15L	Agroecology Laboratory	1
GEO 1	Introduction to Physical Geography	3
GEO 1L	Introduction to Physical Geography Laboratory	1
GEO 8	Introduction to Weather and Climate	3
GEO 13	Climate Studies	3
GEOS 1	Physical Geology with Laboratory	4
MICR 1	Microbiology	5
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5
MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3
MTH 15	Applied Calculus I	3
MTH 16	Applied Calculus II	3
MTH 20	Pre-Calculus Mathematics	5
MTH 31	College Algebra	3
MTH 33	Finite Mathematics	4
MTH 36	Trigonometry	3
MTH 37	Trigonometry with an Emphasis on its Geometric Foundations	5
MTH 41	Number Systems	3
MTH 43	Introduction to Probability and Statistics	4
MTH 44	Mathematics for Democracy	3
MTH 47	Mathematics for Liberal Arts	3
PSCI 15	Descriptive Physical Science: Introduction to Principles of Physical Science	5
PHYS 3A	College Physics A	4
PHYS 3B	College Physics B	4
PHYS 4A	General Physics I	5
PHYS 4C	General Physics III	5
PHYS 4B	General Physics II	5
PHYS 5	Modern Physics	3
PHYS 11	Descriptive Physics	4
PHSI 1	Human Physiology	5
PSY 4	Brain, Mind and Behavior	3
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

Option 4: Kinesiology and Wellness

Select at least 18 units from the courses listed below, to include at least 15 units from Group 1; and at least 3 units from Group 2. Group 1 courses must include courses from at least two different disciplines. The Kinesiology and Wellness option combines exercise science fundamentals along with a signature experience in community based physical activity, fitness and wellness. This option may provide a foundation for careers in areas such as corporate fitness, cardiac rehabilitation, and strength and conditioning.

This option may also align with programs in exercise science/kinesiology, nursing, physical therapy, medicine and physician assistant programs, occupational therapy, public health, and a variety of other programs that train health professionals.

Group 1 (choose 15 units from a least two different subjects)

ANAT 1	General Human Anatomy	5
BIOL 10	Introduction to the Science of Biology	4
BIOL 31	Introduction to College Biology	4
BIOL 50	Anatomy and Physiology	4
CHEM 10	Introduction to Chemistry	4
CHEM 30A	Introductory and Applied Chemistry I	4
CHEM 30B	Introductory and Applied Chemistry II	4
CHEM 31	Introduction to College Chemistry	4
EMS 1	First Responder	2.5
HLTH 1	Introduction to Personal Health	3
HLTH 4	Women and Health	3
HLTH 8	Human Sexuality	3
HLTH 60	Responding to Emergencies	1
KINE 1	Introduction to Kinesiology & Physical Education	3
KINE 2	Introduction to Athletic Training	4
KINE 3	Introduction to Principles of Coaching Sports: Beyond the Basics	3
KINE 3BB	Introduction to the Principles of Coaching Baseball	2
KINE 3BK	Introduction to the Principles of Coaching Basketball	2
KINE 3FT	Introduction to Coaching Football	2
KINE 3SF	Introduction to Coaching Softball	2
KINE 3SO	Introduction to Coaching Soccer	2
KINE 3TK	Introduction to Coaching Track and Field	2
KINE 4	Introduction to Sports Management	3
KINE 5	Introduction to the Components of Physical Fitness - the Human Body	3
KINE 6	Performance Enhancement thru Mental Training	3
KINE 7	Introduction to Lifetime Fitness	3
KINE 8	Introduction to Sport in Contemporary Society	3
KINE 10	Nutrition for Fitness and Fat Loss	3
KINE 11	Nutrition For Sports And Human Performance	3
KINE 12BB	Introduction to Baseball Officiating	2
KINE 12BK	Introduction to Basketball Officiating	2
KINE 12FT	Introduction to Football Officiating	2
KINE 12TK	Introduction to Track & Field Officiating	2
KINE 14	Introduction to Health and Fitness For Your Disability	3
KINE 15	Introduction to Personal Fitness Training	3
KINE 16	Theory & Technique of Offensive Football	2
KINE 17	Theory & Technique of Defensive Football	2
KINE 23	Techniques of Strength Training Instruction	3
KINE 70	History and Philosophy of Sport and Physical Activity	3
KINE BBDT	Theory and Technique of Defensive Baseball	2
KINE BBOT	Theory and Technique of Offensive Baseball	2
KINE CSA	College Success for Athletes	1
KINE PDBB	Principles of Defensive Baseball	2
KINE POBB	Principles of Offensive Baseball	2
MICR 1	Microbiology	5
NUTR 1	Introduction to Nutrition Science	3
NUTR 4	Mother and Childhood Nutrition	3
NUTR 6	Nutrition for Healthy Living	3
NUTR 10	Weight Management for Healthy Aging	3
NUTR 11	Sports Nutrition	3
PHSI 1	Human Physiology	5
PHYS 11	Descriptive Physics	4
PSCN 10	Career and Educational Planning	2
PSCN 11	Interpersonal Relationships	2
PSCN 12	Self-Esteem For Success	2
PSCN 20	The College Experience	2
PSCN 30	Life Transitions	3
PSCN 21	Strategies for College Success	1
PSCN 22	College Success Series (0.5 - 1.5)	
PSCN 23	Creating Success in College and Life	3
PSY 1	General Psychology	3
PSY 8	Human Sexuality	3
PSY 12	Lifespan Psychology	3
PSY 25	Happiness, Health, and Wellness Psychology	3
SOCI 1	Principles of Sociology	3
SOCI 8	Human Sexuality	3

Group 2 (choose 3 units)

Strongly recommended: Students who are getting the AA degree with a concentration in Kinesiology and Wellness are encouraged to take a minimum of three activity courses in at least three different PEAC activity areas: Aquatics, Fitness, Individual Sports, Team Sports, and Dance.

PEAC AQDW	Aqua Aerobics - Deep Water 2	0.5 - 2
PEAC SMLP	Lap Swimming for Cardiovascular Conditioning	0.5 - 2
PEAC AQA1	Aqua Aerobics	0.5 - 2
PEAC BAB1	Bay Area Biking	0.5 - 2
PEAC BTC1	Beginning Boot Camp	0.5 - 2
PEAC CYC1	Introduction to Spin Cycling	0.5 - 2
PEAC DWA1	Aqua Aerobics - Deep Water 1	0.5 - 2
PEAC FUN1	Core Conditioning for Abs, Hips and Thighs	0.5 - 2
PEAC HM1	Training for Your First Half Marathon	0.5 - 2
PEAC HTA1	Guts and Butts Workout	0.5 - 2
PEAC LSF1	Introductory Lap Swimming for Cardiovascular Fitness	0.5 - 2
PEAC PIL1	Introduction to Pilates	0.5 - 2
PEAC STP1	Introduction to Cardio- Step	0.5 - 2
PEAC SWM1	Beginning Swimming	0.5 - 2
PEAC TRI1	Beginning Triathlon Training	0.5 - 2
PEAC WEI1	Introduction to Weight Training	0.5 - 2

PEAC WLK1	Walking for Fitness	0.5 - 2
PEAC WOW1	Women's Weight Training 1	0.5 - 2
PEAC YOG1	Introduction to Yoga	0.5 - 2
PEAC INSC	Indoor Soccer/Futsol	0.5 - 2
PEAC SSTK	Track and Field Skills	0.5 - 2
PEAC AKD1	AIKIDO 1	0.5 - 2
PEAC ARH1	Archery 1	0.5 - 2
PEAC BAD1	Introduction to Badminton	0.5 - 2
PEAC BSK1	Introduction to Basketball	0.5 - 2
PEAC DIS1	Introduction to Disc Sports	0.5 - 2
PEAC FTS1	Futsal	0.5 - 2
PEAC JUD1	Beginning Judo	0.5 - 2
PEAC SOC1	Introduction to Soccer	0.5 - 2
PEAC TEN1	Introduction to Tennis	0.5 - 2
PEAC TKD1	Tae-kwon-do	0.5 - 2
PEAC VOL1	Introduction to Volleyball	0.5 - 2
PEAC WAP1	Introduction to Water Polo	0.5 - 2
ATHL FT1	Intercollegiate Football	3
ATHL SW2	Intercollegiate Women's Soccer	3
ATHL SM3	Men's Intercollegiate Soccer	3
ATHL VB4	Women's Intercollegiate Volleyball	3
ATHL WR5	Intercollegiate Wrestling	3
ATHL WCC6	Women's Intercollegiate Cross Country	3
ATHL MCC7	Men's Intercollegiate Cross Country	3
ATHL WWP8	Intercollegiate Women's Water Polo	3
ATHL WB10	Intercollegiate Women's Basketball	1.5
ATHL MB11	Men's Intercollegiate Basketball	1.5
ATHL SB12	Women's Intercollegiate Softball	3
ATHL BB13	Men's Intercollegiate Baseball	3
ATHL WS14	Women?s Intercollegiate Swimming & Diving	3
ATHL MS15	Men?s Intercollegiate Swimming & Diving	3
ATHL TK16	Women's Intercollegiate Track & Field	3
ATHL TK17	Men's Intercollegiate Track & Field	3
ATHL WT18	Women's Intercollegiate Tennis	3
ATHL MT19	Men's Intercollegiate Tennis	3
ATHL MG21	Men's Intercollegiate Golf	3)

Major Requirements	18 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

LIBERAL ARTS AND SCIENCES: SCIENCE, MATH AND TECHNOLOGY

Associate in Science

The AS in Liberal Art and Sciences: Science, Math and Technology is a program for students seeking a broad-based degree that can serve as an educational foundation for a wide variety of careers and transfer majors in STEM fields. Students pursuing this degree may complete either the Chabot College Associate in Science General Education course requirements, the CSU General Education Breadth, or the Intersegmental General Education Transfer Curriculum (IGETC for CSU or UC) as well as 18 units of courses in the science and mathematics, for a total 60 degree-applicable units. With careful course planning, this degree offers students a foundation, as well as the flexibility, to align with many transfer pathways.

Career Opportunities

Entry-level positions in a wide variety of fields requiring skills such as: critical thinking, problem solving, communications, teamwork, creativity, and innovation.

Program Learning Outcomes

1. Develop effective writing and speaking skills;
2. Apply logic, reasoning, and problem solving;
3. Demonstrate creativity and innovation.

Required (choose 18 units)

Courses must be from at least two different academic disciplines. Major courses may also be applied toward general education requirements, where applicable.

ANTH 1	Biological/Physical Anthropology	3
ANTH 1L	Biological/Physical Anthropology Laboratory	1
ANTH 13	Forensic Anthropology	3
ANTH 13L	Forensic Anthropology Laboratory	1
ASTR 10	Introduction to Astronomy: The Solar System	3
ASTR 20	Introduction to Astronomy: Stars and the Universe	3
ASTR 30	Introduction to Astonomy Lab	1
ASTR 45	Descriptive Astronomy	3
BIOS 1	Introduction to the Science of Biology	4
	or	
BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 15	Anatomy and Physiology	4
BIOS 21A	Principles of Plant Biology and Ecology	4
BIOS 21B	Principles of Animal Biology and Evolution	4
BIOS 21C	Principles of Cell and Molecular Biology	5
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5

BUS 19	Business Statistics	4
	or	
MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
CHEM 12A	Organic Chemistry I	5
CHEM 12B	Organic Chemistry II	5
CHEM 30A	Introductory and Applied Chemistry I	4
CHEM 30B	Introductory and Applied Chemistry II	4
CHEM 10	Introduction to Chemistry	4
	or	
CHEM 31	Introduction to College Chemistry	4
CSCI 7	Introduction to Computer Programming Concepts	3
CSCI 14	Introduction to Structured Programming In C++	4
CSCI 15	Object-Oriented Programming Methods	4
CSCI 20	Introduction to Data Structures	4
CSCI 21	Computer Organization and Assembly Language Programming	4
CSCI 41	Introduction to UNIX	2
CSCI 42	UNIX Tools, Shell Programming and System Administration Concepts	2
ENGR 10	Introduction to Engineering	2
ENGR 11	Engineering Design and Analysis	2
ENGR 15	Engineered Systems and Sustainability	3
ENGR 16	Designing Information Devices and Systems I	4
ENGR 22	Engineering Design Graphics	3
ENGR 25	Computational Methods for Engineers and Scientists	3
ENGR 36	Engineering Mechanics -Statics	3
ENGR 40	Thermodynamics	3
ENGR 43	Electrical Circuits and Devices	4
ENGR 45	Materials of Engineering	4
ENGR 85	Introduction to Solid Mechanics	3
ENSC 10	Humans and the Environment	3
	or	
ENSC 11	Humans and the Environment with Laboratory	4
ENSC 15	Agroecology	3
ENSC 15L	Agroecology Laboratory	1
GEO 1	Introduction to Physical Geography	3
GEO 1L	Introduction to Physical Geography Laboratory	1
GEO 8	Introduction to Weather and Climate	3
GEO 13	Climate Studies	3
GEOS 1	Physical Geology with Laboratory	4
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5
MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3
	or	
CSCI 28	Discrete Mathematics	3
MTH 15	Applied Calculus I	3
MTH 16	Applied Calculus II	3
MTH 20	Pre-Calculus Mathematics	5
MTH 31	College Algebra	3
MTH 33	Finite Mathematics	4
MTH 36	Trigonometry	3
MTH 37	Trigonometry with an Emphasis on its Geometric Foundations	5
MTH 41	Number Systems	3
MTH 44	Mathematics for Democracy	3
MTH 47	Mathematics for Liberal Arts	3
PHYS 3A	College Physics A	4
PHYS 3B	College Physics B	4
PHYS 4A	General Physics I	5
PHYS 4B	General Physics II	5
PHYS 4C	General Physics III	5
PHYS 5	Modern Physics	3
PHYS 11	Descriptive Physics	4
PSY 4	Brain, Mind and Behavior	3

Required Major-Specific G.E. Requirement (choose 1 course)

ENGL 4A	Critical Thinking and Writing about Literature Or equivalent (eg. ENGL 4)	4
ENGL 7A	Critical Thinking and Writing across Disciplines Or equivalent (eg. ENGL 7)	4
COMM 1	Fundamentals of Speech Communication	3
COMM 20	Persuasion and Communication	3
COMM 46	Argumentation and Debate	3
PHIL 55	Symbolic Logic	3

Major Requirements	18 units
General education	CSU GE 37 units IGETC (CSU) 39 units
Electives	Degree-applicable units as needed
Total	60 minimum degree applicable units

BEHAVIORAL HEALTH

Certificate of Achievement

The Certificate of Achievement in Behavioral Health will prepare students for entry-level para-professional jobs in human services. The program will provide a historical context of the human services profession, and students will learn hard and soft skill sets to include: interpersonal relationships, cultural competency/humility, active listening, case management, group process, boundary setting, self care, empathy, compassion. Students in this program will also complete a human service fieldwork experience course.

Career Opportunities

This program is designed to provide entry-level skills to work in human service positions and/or provide an applied foundation for further education in a variety of industries, including (but not limited to) counseling, psychology, social work, social justice work, and health care. Some job titles for positions in the Social and Human Service Assistant job category include: advocate, outreach specialist, community coordinator, social services coordinator, case management assistant, human services assistant, resource coordinator, socials services assistant, independent living skills specialist, youth advocate, case worker, shelter advocate, community support specialist. Occupational demand in the East Bay for employees in this sector during 2018-23 is projected to grow 12%, with approximately 2,511 openings. The median hourly wage is 20. per hour.

Program Learning Outcomes

1. Demonstrate cultural awareness and sensitivity needed to respectfully serve the diverse service population;
2. Demonstrate the ability to assess the needs of clients and provide appropriate referrals for them;
3. Demonstrate an understanding and provide an overview of the field of human and social services in both the public and private sector;
4. Demonstrate appropriate boundaries and the ability to make ethical decisions;
5. Demonstrate the ability to use introspection to increase self-awareness.

Required Core		Units
PSCN 5	Introduction to Social Work and Human Services	3
PSCN 85	Fieldwork: Social Work and Human Services	3

List A (choose 1 course)

PSCN 11	Interpersonal Relationships	2
PSCN 12	Self-Esteem For Success	2
PSCN 30	Life Transitions	3

List B (choose 1 course)

PSCN 4	Multiethnic/Cultural Communication	3
PSCN 13	Multicultural Issues in Contemporary America	3

List C (choose 1 course)

PSCN 1	Introduction to Psychology-Counseling in a Multicultural Environment	3
PSCN 2	Introduction to Case Management for Human Services	3

List D (choose 2-3 units):

Any course not already used above or

PSCN 3	Drugs, Recovery and Prevention in Modern Society	3
PSCN 10	Career and Educational Planning	2
PSCN 15	College Study Skills	2
PSCN 18	University Transfer Planning	0.5 - 1
PSCN 20	The College Experience	2
PSCN 21	Strategies for College Success	1
PSCN 22	College Success Series (0.5 - 1.5)	
PSCN 24	Personal Growth	1
PSCN 23	Creating Success in College and Life	3
PSCN 26	College Success and the Chicano Experience	1
PSCN 28	Orientation for International Students	1
ES 1	Introduction to Ethnic Studies	3
PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3
Total		**16 - 18**

CSU GE BREADTH

Certificate of Achievement

This program provides one option for students to complete lower-division general education requirements for the California State University. The courses listed on this certificate of achievement are approved by California State University for the 2022-2023 academic year (Fall 2022, Spring 2023, and Summer 2023), and are subject to change each academic year. For the most up-to-date course information, consult the official articulation database for UC and CSU transfer articulation used for transfer admission decisions: ASSIST at **www.assist.org**. NOTE: Earning this certificate is different from CSU GE Breadth "certification," which is a student-initiated process with the community college office of admissions which is completed once a student has accepted an offer of admissions at a CSU campus. Counselors are able to assist in determining if the CSU GE Breadth is appropriate for your educational goals.

Program Learning Outcomes

1. Develop effective speaking and writing skills.
2. Apply logic, reasoning, and problem-solving.
3. Develop creative and innovative abilities.

Area A - English Language, Communication, and Critical Thinking

Complete one course from each group A1, A2, and A3 (minimum 9 units). Grades of "C-" or better are required in Area A.

A1 - Oral Communication

COMM 1	Fundamentals of Speech Communication	3
COMM 20	Persuasion and Communication	3
COMM 46	Argumentation and Debate	3

A2 - Written Communication

ENGL 1	Critical Reading and Composition	4

A3 - Critical Thinking

COMM 46	Argumentation and Debate	3
ENGL 4A	Critical Thinking and Writing about Literature	4
ENGL 7A	Critical Thinking and Writing across Disciplines	4
HIS 5	Critical Thinking in History	3
PHIL 55	Symbolic Logic	3

Area B - Scientific Inquiry and Quantitative Reasoning

Complete one course from each group B1, B2, B3, and B4 (minimum 9 units). One course from B1 or B2 may include a lab to satisfy B3.

B1 - Physical Sciences

ASTR 10	Introduction to Astronomy: The Solar System	3
ASTR 20	Introduction to Astronomy: Stars and the Universe	3
ASTR 45	Descriptive Astronomy	3
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
CHEM 10	Introduction to Chemistry	4
CHEM 12A	Organic Chemistry I	5
CHEM 12B	Organic Chemistry II	5
CHEM 30A	Introductory and Applied Chemistry I	4
CHEM 30B	Introductory and Applied Chemistry II	4
CHEM 31	Introduction to College Chemistry	4
GEO 1	Introduction to Physical Geography	3
GEO 8	Introduction to Weather and Climate	3
GEO 13	Climate Studies	3
GEOS 1	Physical Geology with Laboratory	4
GEOS 11	Physical Geology	3
PSCI 15	Descriptive Physical Science: Introduction to Principles of Physical Science	5
PHYS 3A	College Physics A	4
PHYS 3B	College Physics B	4
PHYS 4A	General Physics I	5
PHYS 4B	General Physics II	5
PHYS 5	Modern Physics	3
PHYS 11	Descriptive Physics	4

B2 - Life Sciences

ANTH 1	Biological/Physical Anthropology	3
ANTH 13	Forensic Anthropology	3
BIOS 1	Introduction to the Science of Biology	4
BIOS 5	Human Heredity and Evolution	3
BIOS 15	Anatomy and Physiology	4
BIOS 21A	Principles of Plant Biology and Ecology	4
BIOS 21B	Principles of Animal Biology and Evolution	4
BIOS 21C	Principles of Cell and Molecular Biology	5
BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5
ENSC 10	Humans and the Environment	3
ENSC 11	Humans and the Environment with Laboratory	4
ENSC 15	Agroecology	3
PSY 4	Brain, Mind and Behavior	3

B3 - Lab Science

ANTH 1L	Biological/Physical Anthropology Laboratory	1
ANTH 13L	Forensic Anthropology Laboratory	1
ASTR 30	Introduction to Astonomy Lab	1
BIOS 1	Introduction to the Science of Biology	4
BIOS 15	Anatomy and Physiology	4
BIOS 21A	Principles of Plant Biology and Ecology	4
BIOS 21B	Principles of Animal Biology and Evolution	4
BIOS 21C	Principles of Cell and Molecular Biology	5
BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
CHEM 10	Introduction to Chemistry	4
CHEM 12A	Organic Chemistry I	5
CHEM 12B	Organic Chemistry II	5
CHEM 30A	Introductory and Applied Chemistry I	4
CHEM 30B	Introductory and Applied Chemistry II	4
CHEM 31	Introduction to College Chemistry	4
ENSC 11	Humans and the Environment with Laboratory	4
ENSC 15L	Agroecology Laboratory	1
GEO 1L	Introduction to Physical Geography Laboratory	1
GEOS 1	Physical Geology with Laboratory	4
GEOS 11L	Physical Geology Lab	1
PHYS 3A	College Physics A	4
PHYS 3B	College Physics B	4
PHYS 4A	General Physics I	5
PHYS 4B	General Physics II	5
PHYS 4C	General Physics III	5
PHYS 11	Descriptive Physics	4
PSCI 15	Descriptive Physical Science: Introduction to Principles of Physical Science	5

B4 - Mathematics

A grade of ""C-"" or better is required in B4.

BUS 19	Business Statistics	4
CSCI 28	Discrete Mathematics	3
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5
MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3
MTH 15	Applied Calculus I	3
MTH 16	Applied Calculus II	3
MTH 20	Pre-Calculus Mathematics	5
MTH 21	College Algebra for BSTEM	5
MTH 22	Trigonometry with Analytic Geometry	5
MTH 31	College Algebra	3
MTH 31S	College Algebra with Support	4
MTH 33	Finite Mathematics	4

MTH 33S	Finite Mathematics with Support	4.5
MTH 36	Trigonometry	3
MTH 36S	Trigonometry with Support	4
MTH 37	Trigonometry with an Emphasis on its Geometric Foundations	5
MTH 37S	Trigonometry with an Emphasis on its Geometric Foundations with Support	5.5
MTH 41	Number Systems	3
MTH 41S	Number Systems with Support	3.5
MTH 43	Introduction to Probability and Statistics	4
MTH 43S	Introduction to Probability and Statistics with Support	5
MTH 44	Mathematics for Democracy	3
MTH 47	Mathematics for Liberal Arts	3
MTH 47S	Mathematics for Liberal Arts with Support	3.5
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

Area C - Arts and Humanities

Complete minimum 9 units, with at least one course from each group, C1 and C2.

C1 - Arts

ARCH 14	California Architecture and Urban Design	3
ARTH 1	Introduction to Art	3
ARTH 3	Film History and Appreciation	3
ARTH 4	Art History-Ancient to Gothic	3
ARTH 5	Art History - Renaissance to Modern-Day	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
ARTH 7	Multicultural History of American Art	3
ARTH 8	Non-Western Art	3
ARTH 20	History of Photography	3
FILM 14	Introduction to Cinematic Arts	3
MUSL 1	Introduction to Music	3
MUSL 2A	Harmony and Musicianship I	4
MUSL 3	World Music	3
MUSL 4	Jazz Styles	3
MUSL 8	History of Rock and Roll and Popular Music	3
PHOT 20	History of Photography	3
THTR 1	Introduction to Acting	3
THTR 7	Voice for the Actor	3
THTR 10	Introduction to Theater Arts	3
THTR 14	American Cultures in Theater	3

C2 - Humanities

ARTH 4	Art History-Ancient to Gothic	3
ARTH 20	History of Photography	3
CHIN 1A	Beginning Chinese	5
CHIN 1B	Elementary Chinese	5
CHIN 2B	Advanced Chinese	4
COMM 2	Oral Interpretation of Literature	3
COMM 6	Introduction to Performance Studies	3
ENGL 11A	Introduction to Creative Writing	3
ENGL 12A	Beginning Fiction Writing	3
ENGL 13A	Beginning Craft of Writing - Poetry	3
ENGL 20	Studies in Shakespeare	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3
ENGL 28	Classic and Contemporary Youth Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 32	U.S. Women's Literature	3
ENGL 35	Modern and Contemporary U.S. Literature	3
ENGL 41	World Literature (17th Century to the Present)	3
ENGL 45	Studies in Fiction	3
ENGL 48	The Literature of the Holocaust	3
ES 5	Critiquing Race and Gender in Popular Culture	3
FRNC 1A	Beginning French	5
FRNC 1A1	Beginning French 1	3
FRNC 1A2	Beginning French 2	3
FRNC 1B	Elementary French	5
FRNC 1B1	Elementary French 1	5
FRNC 1B2	Elementary French 2	3
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4
HIS 1	History of Western Civilization to 1600	3
HIS 2	History of Western Civilization Since 1600	3
HIS 3	World History: Beginnings to 1500	3
HIS 4	World History: 1500 to the Present	3
HIS 33	Modern Latin America	3
HUMN 50	The Artful Life	3
HUMN 60	Creativity and the Community	3
HUMN 65	The American Style	3
HUMN 68	World Mythology	3
JAPN 1A	Beginning Japanese	5
JAPN 1B	Elementary Japanese	5
JAPN 2A	Intermediate Japanese	4
JAPN 2B	Advanced Japanese	4
PHIL 50	Introduction to Philosophy	3
PHIL 60	Introduction to Philosophy: Ethics	3
PHIL 65	Introduction to Philosophy: Theory of Knowledge	3
PHIL 70	Introduction to Political and Social Philosophy	3
PHOT 20	History of Photography	3
RELS 50	Religions of the World	3
RELS 64	The Nature of Islam	3
RELS 65	Religions of Asia	3
RELS 70	Spiritual Traditions and Contemporary Voices	3
SL 64	Beginning Sign Language	3
SL 65	Intermediate Sign Language	3
SPA 1A	Beginning Spanish	5
SPA 1A1	Beginning Spanish 1	3
SPA 1A2	Beginning Spanish 2	3
SPA 1B	Elementary Spanish 1	5
SPA 1B1	Elementary Spanish 1	3
SPA 1B2	Elementary Spanish 2	3
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4

Area D - Social Sciences

Complete 6 units

ADMJ 45	Law and Democracy	3
ADMJ 50	Introduction to the Administration of Justice	3
ADMJ 60	Criminal Law	3
ANTH 1	Biological/Physical Anthropology	3
ANTH 2	Introduction to Archaeology	3
ANTH 3	Social and Cultural Anthropology	3
ANTH 4	Language and Culture	3
ANTH 5	Cultures of the U.S. in Global Perspective	3
ANTH 6	Anthropology of Sex and Gender	3
ANTH 8	Native American Cultures	3
ANTH 12	Magic, Religion, Witchcraft and Healing	3
APHC 9702	Introduction to Public Health	3
APHC 9710	Introduction to Psychology-Counseling in a Multicultural Environment	3
BIOS 18	Introduction to Public Health	3
BUS 20	Law and Society	3
BUS 36	Introduction to Marketing	3
COMM 11	Intercultural Communication	3
COMM 12	Gender, Sexual Identity, and Communication	3
COMM 50	Introduction to Communication Studies	3
CAS 50	Introduction to Computer Application Systems	3
ECD 52	Childhood and Adolescence	3
ECD 56	Child Growth and Development	3
ECD 62	Child, Family and Community	3
ECD 67	Infant and Toddler Development and Caregiving	3
ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
ECN 10	General Economics	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENTR 5	The Entrepreneurial Mindset	3
ENST 1	Introduction to Environmental Studies	3
ES 1	Introduction to Ethnic Studies	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 4	Intro to Latinx Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 6	Intro to Pacific Islands and Oceania Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
ES 10	Introduction to Asian American Studies	3
ES 25	American Indian History and Culture	3
ES 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
GEO 2	Cultural Geography	3
GEO 3	Economic Geography	3
GEO 5	World Regional Geography	3
GEO 10	Global Environmental Problems	3
GEO 12	Geography of California	3
GEO 20	Introduction to Geographic Information Systems	3
HLTH 18	Introduction to Public Health	3
HIS 1	History of Western Civilization to 1600	3
HIS 2	History of Western Civilization Since 1600	3
HIS 3	World History: Beginnings to 1500	3
HIS 4	World History: 1500 to the Present	3
HIS 7	U.S. History Through Reconstruction	3
HIS 8	U.S. History Since Reconstruction	3
HIS 12	History of California	3
HIS 19	Hist Modern China and Japan	3
HIS 22	Mexican American History and Culture	3
HIS 25	American Indian History and Culture	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3
HIS 42	Asian American History: 18th Century to 1945	3
HIS 43	Asian American History: Early 20th Century - 21st Century	3
HIS 48	U. S. Women's History Through Reconstruction	3
HIS 49	U.S. Women's History Post-Reconstruction	3
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
HIS 53	Mexican American History from The Mexican Revolution to the Present	3
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
HIS 63	The African American Experience in U.S. History From Reconstruction	3
KINE 70	History and Philosophy of Sport and Physical Activity	3
MCOM 40	Introduction to Broadcasting	3
MCOM 41	Introduction to Mass Communications	3
POSC 1	Introduction to American Government	3
POSC 12	Introduction to California State and Local Government	3
POSC 15	Introduction to Public Policy	3
POSC 20	Comparative Politics	3
POSC 25	Introduction to Political Theory	3
POSC 30	International Relations	3
POSC 35	Politics of Race and Gender: History, Governance, and Public Policy	3
PSY 1	General Psychology	3
PSY 2	Introduction to Psychological Methodology	3
PSY 3	Social Psychology	3
PSY 4	Brain, Mind and Behavior	3
PSY 6	Abnormal Psychology	3
PSY 7	Introduction to Counseling Theory and Skills	3
PSY 12	Lifespan Psychology	3
PSY 25	Happiness, Health, and Wellness Psychology	3
PSY 33	Personal and Social Adjustment	3
PSCN 1	Introduction to Psychology-Counseling in a Multicultural Environment	3
PSCN 4	Multiethnic/Cultural Communication	3
PSCN 13	Multicultural Issues in Contemporary America	3

SOCI 1	Principles of Sociology	3
SOCI 2	Social Problems	3
SOCI 3	Introduction to Race and Ethnic Relations	3
SOCI 4	Marriage and Family Relations	3
SOCI 5	Introduction to Social Research Methods	3
SOCI 6	Introduction to Gender	3
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
SOCI 10	Introduction to Asian American Studies	3

Area E - Lifelong Learning and Self Development

Complete 3 units. Physical activity courses limited to 2 units.

COMM 10	Interpersonal Communication	3
ECD 54	Child Health, Safety and Nutrition	3
ECD 56	Child Growth and Development	3
ENSC 12	Current Issues in Environmental Science	3
FT 7	Health and Fitness for the Fire Service	3
HLTH 1	Introduction to Personal Health	3
HLTH 4	Women and Health	3
HLTH 8	Human Sexuality	3
HLTH 16	Healthy Weight Loss	3
KINE 6	Performance Enhancement thru Mental Training	3
KINE 10	Nutrition for Fitness and Fat Loss	3
KINE 11	Nutrition For Sports And Human Performance	3
KINE 14	Introduction to Health and Fitness For Your Disability	3
KINE 19	Fit for Duty: Health and Fitness for Law Enforcement	3
KINE 24	Health and Fitness for the Fire Service	3
KINE DMP	Prevention of Type II Diabetes Through Nutrition and Exercise	2
NUTR 1	Introduction to Nutrition Science	3
NUTR 6	Nutrition for Healthy Living	3
NUTR 11	Sports Nutrition	3
PSY 8	Human Sexuality	3
PSY 12	Lifespan Psychology	3
PSY 25	Happiness, Health, and Wellness Psychology	3
PSY 33	Psychology of Personal and Social Adjustment	3
PSCN 10	Career and Educational Planning	2
PSCN 11	Interpersonal Relationships	2
PSCN 20	The College Experience	2
PSCN 23	Creating Success in College and Life	3
PSCN 30	Life Transitions	3
SOCI 8	Human Sexuality	3

Any course with the prefix of: ADPE, ATHL, DANC, PEAC. Physical activity course credit for Area E is limited to 2 units.

ADMJ 9907	Physical Fitness for Law Enforcement	1
FT 88A	Introduction to Fire Fitness Training	1
FT 88B	Intermediate Fire Fitness Training	1
FT 88C	Advanced Fire Fitness Training	1
FT 88D	Tactical Fire Fitness Training	1

AREA F - Ethnic Studies

Complete 3 units.

ES 1	Introduction to Ethnic Studies	3
ES 4	Intro to Latinx Studies	3
ES 6	Intro to Pacific Islands and Oceania Studies	3
Total		**39**

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Certificate of Achievement

This program provides one option for students to complete lower-division general education requirements for University of California or the California State University. All courses must be completed with a grade of "C" or better. Completion of IGETC is typically not a requirement of, nor a guarantee of, transfer admissions. For some colleges and majors at UC, IGETC is not an appropriate general education pattern. Courses listed on this certificate of achievement are effective for the 2022-23 academic year (Fall 2022, Spring 2023, and Summer 2023), and are subject to change each academic year. For the most up-to-date course information, consult the official articulation database for UC and CSU transfer articulation used for transfer admission decisions:: ASSIST at **www.assist.org**. Counselors are able to assist in determining if IGETC for CSU or UC is appropriate for your transfer goals.

Program Learning Outcomes

1. Develop effective speaking and writing skills.
2. Apply logic, reasoning, and problem-solving.
3. Develop creative and innovative abilities.

Area 1 - English Communication

For CSU, AA-T & AS-T Degrees, 3 courses required, one each from group 1A, 1B, and 1C
For UC - 2 courses required, one each from group 1A and 1B

1A - English Composition

ENGL 1	Critical Reading and Composition	4

1B - Critical Thinking - English Composition

ENGL 4A	Critical Thinking and Writing about Literature	4
ENGL 7A	Critical Thinking and Writing across Disciplines	4

1C - Oral Communication

COMM 1	Fundamentals of Speech Communication	3
COMM 20	Persuasion and Communication	3
COMM 46	Argumentation and Debate	3

Area 2 - Mathematical Concepts and Quantitative Reasoning

Choose 1 course (minimum 3 units)

BUS 19	Business Statistics	4
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5
MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3
MTH 15	Applied Calculus I	3
MTH 16	Applied Calculus II	3
MTH 20	Pre-Calculus Mathematics	5
MTH 31	College Algebra	3
MTH 31S	College Algebra with Support	4
MTH 33	Finite Mathematics	4
MTH 33S	Finite Mathematics with Support	4.5
MTH 43	Introduction to Probability and Statistics	4
MTH 43S	Introduction to Probability and Statistics with Support	5
MTH 44	Mathematics for Democracy	3
MTH 47	Mathematics for Liberal Arts	3
MTH 47S	Mathematics for Liberal Arts with Support	3.5
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

Note: Math courses numbered "S" or those courses with similar course content may be subject to transfer unit limits at UC.

Area 3 - Arts and Humanities

Choose 3 courses, with at least one course from the Arts and one course from 3A and one course from 3B (minimum 9 units)

3A - Arts

ARTH 1	Introduction to Art	3
ARTH 3	Film History and Appreciation	3
ARTH 4	Art History-Ancient to Gothic	3
ARTH 5	Art History - Renaissance to Modern-Day	3
ARTH 6	Art History - Twentieth- and Twenty-First Century Art	3
ARTH 7	Multicultural History of American Art	3
ARTH 8	Non-Western Art	3
ARTH 20	History of Photography	3
ES 5	Critiquing Race and Gender in Popular Culture	3
MUSL 1	Introduction to Music	3
MUSL 3	World Music	3
MUSL 4	Jazz Styles	3
MUSL 8	History of Rock and Roll and Popular Music	3
PHOT 20	History of Photography	3
THTR 10	Introduction to Theater Arts	3
THTR 14	American Cultures in Theater	3

3B - Humanities

ARTH 4	Art History-Ancient to Gothic	3
ARTH 7	Multicultural History of American Art	3
ARTH 20	History of Photography	3
COMM 6	Introduction to Performance Studies	3
ENGL 20	Studies in Shakespeare	3
ENGL 21	The Evolution of the Black Writer	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3
ENGL 25	Asian-American Literature	3
ENGL 28	Classic and Contemporary Youth Literature	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 32	U.S. Women's Literature	3
ENGL 35	Modern and Contemporary U.S. Literature	3
ENGL 41	World Literature (17th Century to the Present)	3
ENGL 45	Studies in Fiction	3
ENGL 48	The Literature of the Holocaust	3
ES 5	Critiquing Race and Gender in Popular Culture	3
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4
HIS 1	History of Western Civilization to 1600	3
HIS 2	History of Western Civilization Since 1600	3
HIS 3	World History: Beginnings to 1500	3
HIS 4	World History: 1500 to the Present	3
HIS 33	Modern Latin America	3
HUMN 60	Creativity and the Community	3
HUMN 68	World Mythology	3
JAPN 2A	Intermediate Japanese	4
JAPN 2B	Advanced Japanese	4
PHIL 50	Introduction to Philosophy	3
PHIL 60	Introduction to Philosophy: Ethics	3
PHIL 65	Introduction to Philosophy: Theory of Knowledge	3
PHIL 70	Introduction to Political and Social Philosophy	3
PHOT 20	History of Photography	3
RELS 50	Religions of the World	3
RELS 64	The Nature of Islam	3
RELS 65	Religions of Asia	3
RELS 70	Spiritual Traditions and Contemporary Voices	3
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4

Area 4 - Social and Behavioral Sciences

Choose 3 courses, from at least two disciplines (minimum 9 units)

ADMJ 45	Law and Democracy	3
ADMJ 50	Introduction to the Administration of Justice	3
ADMJ 60	Criminal Law	3
ANTH 1	Biological/Physical Anthropology	3
ANTH 2	Introduction to Archaeology	3
ANTH 3	Social and Cultural Anthropology	3
ANTH 4	Language and Culture	3
ANTH 5	Cultures of the U.S. in Global Perspective	3
ANTH 6	Anthropology of Sex and Gender	3
ANTH 8	Native American Cultures	3
ANTH 12	Magic, Religion, Witchcraft and Healing	3
BIOS 18	Introduction to Public Health	3
BUS 20	Law and Society	3
COMM 11	Intercultural Communication	3

COMM 12	Gender, Sexual Identity, and Communication	3
COMM 50	Introduction to Communication Studies	3
ECD 52	Childhood and Adolescence	3
ECD 56	Child Growth and Development	3
ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
ECN 10	General Economics	3
ENST 1	Introduction to Environmental Studies	3
ES 1	Introduction to Ethnic Studies	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 4	Intro to Latinx Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3
ES 6	Intro to Pacific Islands and Oceania Studies	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
ES 10	Introduction to Asian American Studies	3
ES 25	American Indian History and Culture	3
ES 42	Asian American History: 18th Century to 1945	3
ES 43	Asian American History: Early 20th Century - 21st Century	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3
ES 63	The African American Experience in U.S. History From Reconstruction	3
GEO 2	Cultural Geography	3
GEO 3	Economic Geography	3
GEO 5	World Regional Geography	3
GEO 10	Global Environmental Problems	3
GEO 12	Geography of California	3
HLTH 18	Introduction to Public Health	3
HIS 1	History of Western Civilization to 1600	3
HIS 2	History of Western Civilization Since 1600	3
HIS 3	World History: Beginnings to 1500	3
HIS 4	World History: 1500 to the Present	3
HIS 7	U.S. History Through Reconstruction	3
HIS 8	U.S. History Since Reconstruction	3
HIS 12	History of California	3
HIS 19	Hist Modern China and Japan	3
HIS 22	Mexican American History and Culture	3
HIS 25	American Indian History and Culture	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3
HIS 42	Asian American History: 18th Century to 1945	3
HIS 43	Asian American History: Early 20th Century - 21st Century	3
HIS 48	U. S. Women's History Through Reconstruction	3
HIS 49	U.S. Women's History Post-Reconstruction	3
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
HIS 53	Mexican American History from The Mexican Revolution to the Present	3
HIS 62	The African-American Experience in U.S. History Through the Civil War	3
HIS 63	The African American Experience in U.S. History From Reconstruction	3
KINE 70	History and Philosophy of Sport and Physical Activity	3
MCOM 40	Introduction to Broadcasting	3
MCOM 41	Introduction to Mass Communications	3
POSC 1	Introduction to American Government	3
POSC 12	Introduction to California State and Local Government	3
POSC 15	Introduction to Public Policy	3
POSC 20	Comparative Politics	3
POSC 22	Issues in Global Studies	3
POSC 25	Introduction to Political Theory	3
POSC 30	International Relations	3
POSC 35	Politics of Race and Gender: History, Governance, and Public Policy	3
PSY 1	General Psychology	3
PSY 2	Introduction to Psychological Methodology	3
PSY 3	Social Psychology	3
PSY 4	Brain, Mind and Behavior	3
PSY 6	Abnormal Psychology	3
PSY 12	Lifespan Psychology	3
PSY 33	Personal and Social Adjustment	3
PSCN 4	Multiethnic/Cultural Communication	3
PSCN 13	Multicultural Issues in Contemporary America	3
SOCI 1	Principles of Sociology	3
SOCI 2	Social Problems	3
SOCI 3	Introduction to Race and Ethnic Relations	3
SOCI 4	Marriage and Family Relations	3
SOCI 5	Introduction to Social Research Methods	3
SOCI 6	Introduction to Gender	3
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
SOCI 10	Introduction to Asian American Studies	3

Area 5 - Physical and Biological Sciences

Choose 2 courses, 1 course from 5A and 1 course from 5B; at least 1 course must include a laboratory, 5C (minimum 7 units)

5A - Physical Science

ASTR 10	Introduction to Astronomy: The Solar System	3
ASTR 20	Introduction to Astronomy: Stars and the Universe	3
ASTR 45	Descriptive Astronomy	3
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
CHEM 10	Introduction to Chemistry	4
CHEM 12A	Organic Chemistry I	5
CHEM 12B	Organic Chemistry II	5
CHEM 30A	Introductory and Applied Chemistry I	4
CHEM 30B	Introductory and Applied Chemistry II	4
CHEM 31	Introduction to College Chemistry	4
GEO 1	Introduction to Physical Geography	3
GEO 8	Introduction to Weather and Climate	3
GEO 13	Climate Studies	3
GEOS 1	Physical Geology with Laboratory	4

PSCI 15	Descriptive Physical Science: Introduction to Principles of Physical Science	5
PHYS 3A	College Physics A	4
PHYS 3B	College Physics B	4
PHYS 4A	General Physics I	5
PHYS 4B	General Physics II	5
PHYS 4C	General Physics III	5
PHYS 5	Modern Physics	3
PHYS 11	Descriptive Physics	4

5B - Biological Sciences

ANTH 1	Biological/Physical Anthropology	3
ANTH 13	Forensic Anthropology	3
BIOS 1	Introduction to the Science of Biology	4
BIOS 5	Human Heredity and Evolution	3
BIOS 15	Anatomy and Physiology	4
BIOS 21A	Principles of Plant Biology and Ecology	4
BIOS 21B	Principles of Animal Biology and Evolution	4
BIOS 21C	Principles of Cell and Molecular Biology	5
BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5
ENSC 10	Humans and the Environment	3
ENSC 11	Humans and the Environment with Laboratory	4
ENSC 15	Agroecology	3
PSY 4	Brain, Mind and Behavior	3

5C - Lab Requirement

Courses listed in 5C that are also listed in 5A or 5B may be used to satisfy both areas.

ANTH 1L	Biological/Physical Anthropology Laboratory	1
ANTH 13L	Forensic Anthropology Laboratory	1
ASTR 30	Introduction to Astonomy Lab	1
BIOS 1	Introduction to the Science of Biology	4
BIOS 15	Anatomy and Physiology	4
BIOS 21A	Principles of Plant Biology and Ecology	4
BIOS 21B	Principles of Animal Biology and Evolution	4
BIOS 21C	Principles of Cell and Molecular Biology	5
BIOS 41	Fundamentals of Biology for Health Sciences	4
BIOS 42	General Human Anatomy	5
BIOS 43	Human Physiology	5
BIOS 44	Microbiology	5
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
CHEM 10	Introduction to Chemistry	4
CHEM 12A	Organic Chemistry I	5
CHEM 12B	Organic Chemistry II	5
CHEM 30A	Introductory and Applied Chemistry I	4
CHEM 30B	Introductory and Applied Chemistry II	4
CHEM 31	Introduction to College Chemistry	4
ENSC 11	Humans and the Environment with Laboratory	4
ENSC 15L	Agroecology Laboratory	1
GEO 1L	Introduction to Physical Geography Laboratory	1
GEOS 1	Physical Geology with Laboratory	4
PHYS 3A	College Physics A	4
PHYS 3B	College Physics B	4
PHYS 4A	General Physics I	5
PHYS 4B	General Physics II	5
PHYS 4C	General Physics III	5
PHYS 11	Descriptive Physics	4
PSCI 15	Descriptive Physical Science: Introduction to Principles of Physical Science	5

Area 6 - Language Other Than English (UC requirement only)

Complete one course below, or the equivalent or higher level language other than English course.

Language Other Than English proficiency is defined as two years of high school study in the same language, and may be satisfied with high school courses as well as additional options. See a counselor for more information.

CHIN 1B	Elementary Chinese	5
CHIN 2A	Intermediate Chinese	4
CHIN 2B	Advanced Chinese	4
FRNC 1B	Elementary French	5
FRNC 1B2	Elementary French 2	3
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4
JAPN 1B	Elementary Japanese	5
SL 65	Intermediate Sign Language	3
SPA 1B	Elementary Spanish 1	5
SPA 1B2	Elementary Spanish 2	3
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4
Total		**37**

PSYCHOLOGY - COUNSELING (PSCN) COURSES

1 Introduction to Psychology-Counseling in a Multicultural Environment 3 Units

See also APHC 9710

Introduction to psychology-counseling theory, skills, techniques, and processes in working with individuals and/or groups. Multiculturalism in American society. Emphasis placed on issues and processes of a minority-majority environment. Includes review of demographics, social services, community agencies, and intervention programs. Fundamental counseling techniques, counseling theory and socio-cultural issues related to working in the service provider role. May not receive credit if APHC 9710 has been completed successfully. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1Aand completion of PSCN 13.

2 Introduction to Case Management for Human Services 3 Units
See also APHC 9711

Introduction to case management theory, models and techniques. Multicultural issues affecting case management theory. Emphasis placed on case management philosophy, ethical issues, concepts and practices. Analysis of needs, documentation and confidentiality and individualized client plan development. Analysis of inter-agency collaboration. Includes issues of monitoring an ongoing case management plan and maintaining client commitment to plan success. Designed to provide students with knowledge in case management theory implementation for Human Service, Social Work and/or Mental Health. May not receive credit if APHC 9711 has been completed successfully. 54 hours lecture. **Prerequisite** PSCN 1 (with a grade of "C" or higher) or APHC 9710 (with a grade of "C" or higher).

3 Drugs, Recovery and Prevention in Modern Society 3 Units

Introductory course in the epidemiology and toxicology of substance abuse and addiction and their effects on individuals and society at large. Basic terminology used in alcohol, psychoactive drugs and other related addiction terms will be covered. Definitions and side effects of licit and illicit drugs, pharmacologic, neurologic and physiologic effects of addictive substances will be examined. Analyze theories of socioeconomic and political ramifications of the drug industry. Investigate current models of prevention, treatment planning, recovery, local resources and client monitoring. 54 hours lecture **Strongly Recommended** Eligibility for ENGL 1A.

4 Multiethnic/Cultural Communication 3 Units

Exploration of intercultural and interethnic communication behavior of individuals in relationships and/or groups, personal identity formation in the American context, historical development of culturally influenced communication styles, and evolution of new, American inter- and intra-group communication. Will examine social science research models, including single subject case study, in three (3) of the five (5) following groups: African-Americans, Asian-Americans, Native/Indigenous Americans, Pacific Islander-Americans, Hispanic-Americans. Students will attend Bay Area cultural events. 54 hours lecture

5 Introduction to Social Work and Human Services 3 Units
See also APHC 9712

Survey course introduces students to the human services field. Includes history, ethics, values, and principles of human and social services. Focus on modern practice, research techniques, and critical service provider skills. Students will explore community resources and human service roles and the development of a multicultural approach to working with diverse populations. May not receive credit if APHC 9712 has been completed successfully. 54 hours lecture **Strongly Recommended** ENGL 1 (with a grade of "C" or higher).

10 Career and Educational Planning 2 Units

Exploration of the concept of career, educational and life planning focusing on personal career development through self-assessment. Emphasis on clarification of individual interests, values, needs, abilities and decision making styles, investigation of occupational opportunities in the world of work, and introduction to job search strategies, resume writing and interview skills. Designed for those undecided or uncertain about their career and educational plans. 36 hours lecture.

11 Interpersonal Relationships 2 Units

Exploration of behavior in interactions with others. Improving interpersonal relationships to benefit academic, career, and personal development. 36 hours lecture.

12 Self-Esteem For Success 2 Units

Exploration of causes of low self-esteem, methods for building self-esteem and habits for success. Designed to improve self-esteem to ensure academic success. 36 hours lecture.

13 Multicultural Issues in Contemporary America 3 Units

Exploration of issues relating to the multicultural community in which we live today. Interpersonal relations and communication. Focus on improving the individual?s understanding of other cultures and how those cultures impact the American lifestyle. Includes exploration of myths and misunderstandings. Discussion of four specific cultures or sub-cultures from the following groups: 1) African-American, 2) Asian-American, 3) Hispanic-American, 4) Native-American, 5) Middle Eastern-American, 6) European-American, 7) Gay/Lesbian American, 8) Disabled American. 54 hours lecture

15 College Study Skills 2 Units

Review of study skill techniques for success in college. Emphasis on time management, personal learning style, active listening, note-taking and test-taking strategies. Includes modeling, practice and evaluation of study skill techniques. 36 hours lecture.

18 University Transfer Planning 0.50 - 1 Unit

Introduction to the resources and planning process needed to ease transition from community college to a four-year college or university. Development of a transfer action plan. Preparation for major and general education requirements. Application cycles and important deadlines. Recommended for those transferring to four-year colleges or universities. 9-18 hours lecture.

20 The College Experience 2 Units

Explores academic programs, college policies, student rights and responsibilities, graduation and transfer requirements, student services, campus resources and activities, and introduces the concept of educational planning through self-assessment. Emphasis is on self-assessment of individual interests, values, needs, and abilities. Designed for first time, returning and re-entry students to ease transition into college and maximize successful matriculation through college toward academic/vocational goals. (May not be taken for credit if General Studies 20 has been completed.) 36 hours lecture.

21 Strategies for College Success 1 Unit

Assessment of learning and college life. Introduction to practical strategies for success in college. Includes student academic programs, college policies, student rights and responsibilities, graduation and transfer requirements, and campus resources and activities. Designed for first-time, returning and re-entry students to ease transition into college and maximize success towards their academic goals. May not be taken for credit if Psychology Counseling 20 or General Studies 20 has been completed. 18 hours lecture.

22 College Success Series 0.50 - 1.50 Units

Workshop format focusing on practical strategies for success in college. Workshop topics may include personal, academic and/or career goal setting; transitioning and adapting to higher education; educational planning for graduation and/or transfer; support services and campus resources; majors and careers; plus other topics as student needs are identified. Designed for all students to maximize their potential with emphasis on enhancing the new student's transition into college. 9-27 hours lecture.

23 Creating Success in College and Life 3 Units

A course designed to equip students for lifelong learning and developing critical thinking that will facilitate their adjustment to the college environment and the successful pursuit of their educational and career goals. This course provides an introduction to academic skills and strategies, campus resources and activities, decision making and planning, college policies and procedures, interpersonal communication, stress management techniques, self-exploration and goal setting, and student rights and responsibilities. 54 hours lecture.

24 Personal Growth 1 Unit

The course is designed for students with disabilities to improve life management skills. Through this course, students explore behaviors by interacting with others and improving interpersonal skills to benefit academic, career, and personal development. 18 hours lecture.

26 College Success and the Chicano Experience 1 Unit

Investigation of the relationship between Chicano cultural experiences and college success. Emphasis on examination of how Chicano cultural experience can affect collegiate success. 18 hours lecture.

30 Life Transitions 3 Units

Enhance knowledge, skills and abilities to effectively navigate the transitions encountered throughout life, such as graduating from high school, entering the world of work, becoming a parent, changing careers, entering or loss of a relationship and other major life changes. Centers on personal health, family life, community life and career development. Provides the opportunity to develop a positive self-concept, independence and positive attitude while also practicing skills to grow with change and maintain a positive lifestyle. Promotes and supports developing holistic well-being in managing life as purposeful contributing members of society. 54 hours lecture

85 Fieldwork: Social Work and Human Services 3 Units

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. A weekly class meeting provides the academic element to this experiential course offering and reinforces the application of concepts gained in the prerequisite courses. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the human services field. Students will be required to participate in a minimum of 90 hours of fieldwork per term. 1.50 Units Lecture 1.50 Units Work Experience (One unit of credit is earned for each 75 hours of paid work or 60 hours of volunteer work per semester.) 27 hours lecture, 90 hours nonpaid work, 112.5 hours paid work experience. **Prerequisite** PSCN 5 (with a grade of "C" or higher) **Strongly Recommended** ENGL 1 (with a grade of "C" or higher) PSCN 13 (with a grade of "C" or higher).

95 Social Work and Human Services Fieldwork 1 - 4 Units

This work-based learning course offers students a supervised field experience in a community organization, agency, or institution within human services/social work. Students will reinforce and apply knowledge gained in the prerequisite coursework while learning new skills outside of the classroom environment. In addition to engaging in fieldwork, student will attend a weekly class meeting that will complement their fieldwork experience. Students pursuing an AA-T in Social Work and Human Services need to complete a total of 2 units. Course study under this section may be repeated for a maximum of 16 units for occupational or a combination of general and occupational work experience education. One unit of credit is earned for each 75 hours of paid work or 60 hours of volunteer work per semester. 60-240 hours nonpaid work experience or 75-300 hours paid work experience. **Corequisite** PSCN 96 Prerequisite PSCN 5 (with a grade of "C" or higher) or PSY 1 (with a grade of "C" or higher) or SOCI 1 (with a grade of "C" or higher).

96 Social Work and Human Services Seminar 1 Unit

This course provides the student who is participating in a supervised field experience in a community organization, agency, or institution with a weekly class meeting that provides the academic element to the experiential course offering. In conjunction with the required corequisite work experience course, students will gain insight about their future role as a Human Services/Social Work practitioner through discussion, problem solving, reflection, and evaluation with self, instructor, supervisor, and peers. Ethical, legal, professional, and social justice issues in the field of Human Services/Social Work will be addressed. 18 hours lecture. **Prerequisite** PSCN 5 (with a grade of "C" or higher) or PSY 1 (with a grade of "C" or higher) or SOCI 1 (with a grade of "C" or higher) **Corequisite** PSCN 95.

REAL ESTATE (REST)

Degrees

AA Real Estate

Certificate of Achievement

Real Estate Broker

Certificate of Proficiency

Real Estate Agent

REAL ESTATE

Associate in Arts

The Associate of Arts Degree in Real Estate will provide students the required courses for the California Bureau of Real Estate (BRE) salesperson/agent and broker license along with providing education in appraisals, property management, finance and the legal environment pertaining to the real estate industry. Students will be prepared to work in multiple areas the real estate field including property management, finance, escrow, appraisal and sales.

Career Opportunities

Opportunities in the field include real estate salesperson/agent, real estate broker, real estate appraiser, real estate property manager.

Program Learning Outcomes

1. Understand the financial aspects in a real estate sales transaction including appraisals and financing.
2. Understand the legal and regulatory environment that oversees real estate transactions.
3. Understand the operational business procedures involved in operating overseeing real estate transactions and property management.
4. Obtain effective oral and written communication skills enabling the student to interact with diverse populations.

Required Core		Units
BUS 1A	Financial Accounting	4
	or	
BUS 7	Accounting for Small Business	3
BUS 10	Business Law	4
REST 80	Real Estate Principles	3
REST 81A	Legal Aspects of Real Estate	3
REST 82A	Real Estate Appraisal	3
REST 83	Real Estate Finance	3
REST 84	Real Estate Practice	3
REST 88	Real Estate Property Management	3

Major Requirements	25 - 26 units
General Education Requirements	25 units
Electives	Degree-applicable units as needed
Total	60 minimum degree applicable units

REAL ESTATE BROKER

Certificate of Achievement

The real estate certificate of proficiency prepares students by meeting all of the necessary educational requirements mandated by the state of California Bureau of Real Estate (BRE).

Career Opportunities

This certificate affords students an opportunity to sit for the State of California real estate broker licensing examination, allowing them to become a real estate broker.

Program Learning Outcomes

1. Understand the financial aspects in a real estate sales transaction including appraisals and financing.
2. Understand the legal and regulatory environment that oversees real estate transactions.
3. Understand the operational business procedures involved in operating overseeing real estate transactions and property management.

Required Core		Units
BUS 1A	Financial Accounting	4
	or	
BUS 7	Accounting for Small Business	3
BUS 10	Business Law	4
REST 80	Real Estate Principles	3
REST 81A	Legal Aspects of Real Estate	3
REST 82A	Real Estate Appraisal	3
REST 83	Real Estate Finance	3
REST 84	Real Estate Practice	3
REST 88	Real Estate Property Management	3
Total		**25 - 26**

REAL ESTATE AGENT

Certificate of Proficiency

This certificate program prepares students with the necessary required courses mandated by the California Bureau of Real Estate to sit for the California Real Estate Salesperson Licensing Examination.

Program Learning Outcomes

1. To attain a fundamental understanding of basic real estate principles.
2. To gain a basic understanding of the day to day operations in the real estate business.
3. To attain the knowledge required to pass the state mandated licensing exam.

Required Core		Units
REST 80	Real Estate Principles	3
REST 84	Real Estate Practice	3

Electives (choose 1 course)

REST 81A	Legal Aspects of Real Estate	3
REST 82A	Real Estate Appraisal	3
REST 83	Real Estate Finance	3
REST 88	Real Estate Property Management	3
Total		**9**

REAL ESTATE (REST) COURSES

80 Real Estate Principles 3 Units

Real and personal property acquisition, ownership, estates in real property, joint tenancies, partnerships, sales contracts, homesteads, deeds and taxes. Methods of financing, real estate practices, and regulation of the real estate business. 54 hours lecture.

83 Real Estate Finance 3 Units

Financing transactions in the real estate business and in lending institutions; analysis of money markets, interest rates and real estate financing. Financing procedures, residential and commercial financing. 54 hours lecture. **Strongly Recommended** REST 80 (with a grade of "C" or higher).

84 Real Estate Practice 3 Units

Principles and practical techniques of operating a real estate business. Emphasis on daily activities of brokers and salesperson; introduction to appraising, exchanges, listings, advertising, financing, and marketing. Exchanges, specialized brokerage, property management, professional and public relations. 54 hours lecture. **Strongly Recommended** REST 80.

88 Real Estate Property Management 3 Units

Problems encountered by owners and resident managers of residential and commercial income properties; application of sound business principles in the pursuit of operational effectiveness. 54 hours lecture. **Strongly Recommended** REST 80.

90 Exam Preparation: CA Licensing 2 Units

This course is designed to prepare the student for the State of California DRE licensing examination. In the course of that preparation many real estate topics are covered in examination format. The following will be covered: Real and personal property acquisition, ownership, estates in real property, joint tenancies, partnerships, sales contracts, homesteads, deeds and taxes. Methods of financing, real estate practices, and regulation of the real estate business. 36 hours lecture.

81A Legal Aspects of Real Estate 3 Units

California law as applied to real estate problems; origin and sources of California real estate law; contracts in general; real estate contracts; law of agency and regulation of agents; classification of property; easements; acquisition and transfer of interests of property; methods and incidents of ownership; land description; recordation. 54 hours lecture. **Strongly Recommended** REST 80.

82A Real Estate Appraisal 3 Units

Real Estate appraisals, the appraisal process, and approaches, methods, and techniques used to determine value of various types of property; current trends, neighborhood analysis, and preparing an appraisal report; emphasis on residential and single-unit property. 54 hours lecture. **Strongly Recommended** REST 80.

RELIGIOUS STUDIES (RELS)

RELIGIOUS STUDIES (RELS) COURSES

50 Religions of the World 3 Units

Introduction to the study of religion by (1) surveying the world religions, stating basic principles of each as shown by fundamental scriptures, practices and works of art, highlighting underlying patterns, OR (2) exploring themes and concepts, using the world religions as examples. Themes may include: grace, sin, enlightenment, suffering, salvation. 54 hours lecture.

64 The Nature of Islam 3 Units

Introduction to the nature of Islam as a religion or system for life, its culture and its impact on Muslim individuals and groups. Includes a brief history of Islam and Muslims in relation to the basic sources of Islam. 54 hours lecture.

65 Religions of Asia 3 Units

Religious traditions of Asia. Focus on a small subset of Asia?s great religions. Comparison/contrast of at least three dominant traditions? religious/philosophical thought and everyday practice. Basic theory in academic study of religion. 54 hours lecture.

70 Spiritual Traditions and Contemporary Voices 3 Units
Selected themes in spirituality. Contemporary and global spirituality will be read in view of how they expand on and/or reinterpret traditional themes. What does it mean to live a spiritual life in the 21st century? How would contemporary people and major issues of our day benefit from a spiritual approach? Themes and practice will be explored. 54 hours lecture.

SERVICE LEARNING (SERV)

SERVICE LEARNING (SERV) COURSES

5A Service Learning for World Languages: Beginning 2 Units
Practice of a World Language in a real setting that requires involvement with local community organizations and/or schools, approved by instructor. Introduction to practical skills and knowledge of cultural differences through volunteer field projects. Class will meet one hour per week on campus for reflection and discussion of community issues, and students will serve at least 3 hours per week in community agencies or schools. 18 hours lecture, 54 hours laboratory. **Prerequisite** SPA 1B (with a grade of "C" or higher) or SPA 1B2 (with a grade of "C" or higher) or CHIN 1B (with a grade of "C" or higher) or FRNC 1B (with a grade of "C" or higher) or FRNC 1B2 (with a grade of "C" or higher) or ITAL 1B (with a grade of "C" or higher) or JAPN 1B (with a grade of "C" or higher).

5B Service Learning for World Languages: Intermediate 2 Units
Further practice of a World Language in a real setting that requires involvement with local community organizations and/or schools, approved by instructor. Introduction to practical skills and knowledge of cultural differences through volunteer field projects. Class will meet one hour per week on campus for reflection and discussion of community issues, and students will serve at least 3 hours per week in community agencies or schools. 18 hours lecture, 54 hours laboratory. **Prerequisite** SERV 5A (with a grade of "P" or higher).

5C Service Learning for World Languages: Advanced Intermediate 2 Units
Placement in meaningful volunteer projects in community organizations or schools, where a World Language is spoken. Advanced intermediate skills and knowledge required to serve as effective volunteers or tutors. Discuss specific problems in the community and investigate and carry out service projects to address them. Meets one hour per week on campus for reflection and discussion, and students serve at least 3 hours per week in community agencies or schools. 18 hours lecture, 54 hours laboratory. **Prerequisite** SERV 5B (with a grade of "P" or higher).

5D Service Learning for World Languages: Advanced 2 Units
Placement in meaningful volunteer projects in community organizations or schools, where a World Language is spoken. Advanced skills and knowledge to serve as effective volunteers or tutors. Discuss specific problems in the community and investigate and carry out service projects to address them. Meets one hour per week on campus for reflection and discussion, and students serve at least 3 hours per week in community agencies or schools. 18 hours lecture, 54 hours laboratory. **Prerequisite** SERV 5C (with a grade of "P" or higher).

85A Learning in Action: Beginning 1 Unit
Placement in meaningful volunteer projects in community organizations or schools, approved by instructor and supervised by site supervisor. Introduction to practical skills and knowledge required to serve as effective volunteers or tutors. Discuss specific problems in the community and investigate and carry out service projects to address them. Class will meet one hour per week on campus for reflection and discussion of community issues, and students will serve at least 3 hours per week in community agencies or schools. 18 hours lecture.

85B Learning in Action: Intermediate 1 Unit
Placement in meaningful volunteer projects in community organizations or schools. Furthering of practical skills and knowledge required to serve as effective volunteers or tutors. Discuss specific problems in the community and investigate and carry out service projects to address them. Meets one hour per week on campus for reflection and discussion, and students serve at least 3 hours per week in community agencies or schools. 18 hours lecture. **Prerequisite** SERV 85A (with a grade of "P" or higher).

85C Learning in Action: Advanced Intermediate 1 Unit
Placement in meaningful volunteer projects in community organizations or schools. Advanced intermediate skills and knowledge required to serve as effective volunteers or tutors. Discuss specific problems in the community and investigate and carry out service projects to address them. Meets one hour per week on campus for reflection and discussion, and students serve at least 3 hours per week in community agencies or schools. 18 hours lecture. **Prerequisite** SERV 85B (with a grade of "P" or higher).

85D Learning in Action: Advanced 1 Unit
Placement in meaningful volunteer projects in community organizations or schools. Advanced skills and knowledge to serve as effective volunteers or tutors. Discuss specific problems in the community and investigate and carry out service projects to address them. Meets one hour per week on campus for reflection and discussion, and students serve at least 3 hours per week in community agencies or schools. 18 hours lecture. **Prerequisite** SERV 85C (with a grade of "P" or higher).

SIGN LANGUAGE (SL)

SIGN LANGUAGE (SL) COURSES

64 Beginning Sign Language 3 Units

Introduction to beginning communication skills through the language of sign, with emphasis on American Sign Language (ASL). Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. Introduction to an understanding of deafness and the deaf culture. Basic sign vocabulary, the manual alphabet, and a contrast with various other sign systems used throughout the United States. 54 hours lecture.

65 Intermediate Sign Language 3 Units

Further development of skills and knowledge learned in Beginning Sign Language 64, with emphasis on American Sign Language (ASL). Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. Communication of vocabulary building, with emphasis on applying ASL characteristics for communication in phrases and culturally specific language. 54 hours lecture. **Prerequisite** SL 64 (with a grade of "C" or higher).

66 Advanced Sign Language 3 Units

Further development of American Sign Language (ASL) receptive/expressive skills and knowledge learned in Sign Language 65. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. Emphasis on conversational skills in functional situations, continued vocabulary expansion and knowledge of Deaf culture and the Deaf community. 54 hours lecture. **Prerequisite** SL 65 (with a grade of "C" or higher).

67 Advanced II American Sign Language 3 Units

Further development of American Sign Language (ASL) receptive/expressive skills and knowledge learned in Sign Language 66. Emphasis on conversational skills in functional situations, continued vocabulary expansion and knowledge of Deaf culture and the Deaf community. 54 hours lecture. **Prerequisite** SL 66 (with a grade of "C" or higher).

SOCIOLOGY (SOCI)

Degrees

AA-T	Sociology
AA	Social Science

SOCIOLOGY

Associate in Arts for Transfer

A major in Sociology offers students the opportunity to learn about human social interaction in groups as small as two or as large as a society. Sociologists study the properties of groups and their influence on human behavior. Sociology is a social science whose principles are based on theory and empirical research. As a large discipline with over 100 specializations, Sociology offers students the opportunity to study criminology, family studies, social problems, gerontology, social psychology, social justice, inequality, gender, race and ethnicity, and globalization. Majoring in Sociology at Chabot College provides one with the introductory knowledge and skills that are required for an upper division major in Sociology as well as a large number of related fields including Social Work, Human Development, Liberal Studies, and Ethnic Studies. Majors in Sociology are often found in a diversity of careers including urban planning, social work, law, consulting, evaluation research, international relations, college level teaching, government administration, industrial relations, counseling, demography, and journalism.

Program Learning Outcomes

1. Use culture as a social construct to explain social phenomena.
2. Compare and contrast social structures (such as families, race/ethnic groups, religions) using the sociological perspective.

Required Core		Units
SOCI 1	Principles of Sociology	3

List A (choose 2 courses)

SOCI 2	Social Problems	3
SOCI 5	Introduction to Social Research Methods	3
MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

List B (choose 2 courses)

Any List A course not used above

SOCI 3	Introduction to Race and Ethnic Relations	3
SOCI 4	Marriage and Family Relations	3
SOCI 6	Introduction to Gender	3

List C (choose 1 course)

Any List A or B course not used above

SOCI 8	Human Sexuality	3
	or	
PSY 8	Human Sexuality	3
	or	
HLTH 8	Human Sexuality	3
SOCI 10	Introduction to Asian American Studies	3
SOCI 30	Social Gerontology	3
PSY 1	General Psychology	3
ANTH 3	Social and Cultural Anthropology	3
GEO 2	Cultural Geography	3
ES 3	Introduction to Muslim-American Studies	3
HIS 63	The African American Experience in U.S. History From Reconstruction	3
HIS 22	Mexican American History and Culture	3
HIS 25	American Indian History and Culture	3

Major Requirements	18-20 units
General Education	CSU GE 39 units or IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

SOCIAL SCIENCE

Associate in Arts

An introduction to cultural analysis within and between cultural groups, both in the United States and throughout the world. Emphasis is on comparative theory and methodology. Recognizes the significance of globalization worldwide, its impact of cultures and treats culture as a dynamic entity. Prepares students for upper division majors in an array or subjects where cultural analysis is relevant including anthropology, geography, psychology, sociology, education, counseling, social welfare, global studies, peace studies, multicultural and gender studies.

Program Learning Outcomes

1. Students are expected to demonstrate critical understanding of the structure of, and connections between, cultural and social groups historically and in current conditions.
2. Students are expected to develop the ability to employ conceptual frameworks of analysis to understand and evaluate social, cultural, economic, and/or political systems in the United States and abroad.

Year One

ANTH 3	Social and Cultural Anthropology	3
	or	
GEO 2	Cultural Geography	3
ECN 1	Principles of Microeconomics	3
	or	
ECN 10	General Economics	3
PSY 1	General Psychology	3
	or	
SOCI 1	Principles of Sociology	3

Year Two

HIS 2	History of Western Civilization Since 1600	3
	or	
HIS 12	History of California	3
POSC 20	Comparative Politics	3
	or	
POSC 30	International Relations	3
SOCI 2	Social Problems	3
	or	
HIS 49	U.S. Women's History Post-Reconstruction	3

Major Requirements	18 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

SOCIOLOGY (SOCI) COURSES

1 Principles of Sociology 3 Units

Designed to illuminate the way students see their social world. Uses a sociological perspective: scientific study of human interaction and society, with emphasis on impact of groups on social behavior. Includes the systematic examination of culture, socialization, social organization, social class, race, gender, deviance, social change and empirical methodology. These content areas are woven throughout the fabric of the course, particularly as they affect the lives of at least three of the following groups: African Americans, Latinx Americans, Asian Americans and Pacific Islanders, Native Americans, Arab Americans and/or women. 54 hours lecture.

2 Social Problems 3 Units

This course is an introduction and analysis of contemporary social problems from a sociological perspective. Major social problems will be analyzed by recognizing the role of power and ideology in the definition of social problems, their causes and consequences, evaluations of proposed solutions, and methods of intervention. Focus on modern American society. 54 hours lecture. **Strongly Recommended** SOCI 1.

3 Introduction to Race and Ethnicity 3 Units

Analysis of racial and ethnic relations in the United States. Includes race, ethnicity, racism, prejudice, discrimination and stereotyping, as well as theories and patterns of intergroup relations. Focus on: African Americans, Chicanx/Latinx, Asian Americans, and Native Americans. 54 hours lecture. **Strongly Recommended** SOCI 1.

4 Marriage and Family Relations 3 Units

This course introduces students to the sociological analysis of family as an institution, including historical and recent changes, present nature(s), and the socio-cultural and economic forces shaping these changes. Areas of focus in this course include the sociological perspective of the family including mate selection, marital roles, marital adjustment, sexual adjustment, reproduction, child rearing, marital dissolution, and problems associated with the family in modern industrial society. 54 hours lecture. **Strongly Recommended** SOCI 1.

5 Introduction to Social Research Methods 3 Units

This course introduces students to the fundamental elements of empirical research and the ways in which sociologists gather, evaluate, and critique social data. This course employs an integrative approach which includes an understanding of theory, sociological paradigms and scientific logic as these apply to the methodologies used in conducting empirical research. Focus will be on how social research is designed, conducted and analyzed both qualitatively and quantitatively. Includes attention to the nature of theory, hypotheses, variables, and ethics of research. Students in this course will apply both qualitative and quantitative analytic tools including logic and research design, such as survey, observational, experimental, case study, and comparative historical research. 54 hours lecture. **Prerequisite** SOCI 1 (with a grade of "C" or higher).

6 Introduction to Gender 3 Units

This course offers students a sociological analysis of the social construction of masculinity and femininity through history and cultures. Examines the debates on sex and gender and questions conventional gender assumptions and expectations. Students will have an opportunity to analyze the impact of economic and political change on gender expectations and practices. In this course students will analyze how institutions shape, enforce, and produce difference and inequality based on gender and sexuality, and they will also focus on how individuals are socialized and how they ?do? and practice gender. In this course, students will also examine how the concept of gender changes as it intersects with race/ethnicity, class, and sexuality. Additionally, students are encouraged to incorporate their own sociocultural background and experiences to explain and analyze the influence of gender on their lives. 54 hours lecture.

7 Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies 3 Units

See also ES 7

Critical examination of the historical and socio-cultural experiences of African American, Latinx/a, Asian American, Native American, Arab American, and Pacific Islander women through a feminist perspective. The course will study gender and how it intersects with race, ethnicity, nationality, class, sexuality, religion, and other systems of difference and power. The course will consider various issues related to how racism, capitalism, patriarchy, war, sexual violence and other systems of power intersect to influence the lives of women of color in the United States, as they may relate to work, family, politics, identity, resistance, and artistic expression. Students will also be introduced to Women's Studies and the study of gender and sexuality (No credit if ES 7 has been completed). 54 hours lecture.

8 Human Sexuality 3 Units

See also HLTH 8 and PSY 8

This course is an introductory overview of the field of human sexuality. Human sexuality in our contemporary society will be studied from the psychological, biological, sociocultural, and historical perspectives. Emphasis on understanding the interrelationship of attitude and behavior as it relates to sexual well-being and sexual integrity. Students will be encouraged to examine their own attitudes, values, and behaviors in the context of their moral compass and their culture and societal values. Current sex norms and various aspects of interpersonal and individual sexual adjustment will be explored. May not receive credit if HLTH 8 or PSY 8 has been completed. 54 hours lecture.

10 Introduction to Asian American Studies 3 Units

See also ES 10

An examination of the experiences and perspectives of Asian Americans from mid-1800's to the present. Major topics will include immigration, law, citizenship, racialization, colonialism, imperialism, war, family, political involvement, social movements, education, and employment. Provides a comparative context for understanding the panethnic movement. May not receive credit if ES 10 has been completed. 54 hours lecture.

SPANISH (SPA)

Degrees

AA-T Spanish
AA Spanish

Certificate of Achievement

International Entrepreneur - Spanish
Spanish

SPANISH

Associate in Arts for Transfer

This program includes four semesters of thorough linguistic and cultural training in Spanish, along with courses that shed light on Mexico's and the Spanish-speaking world's role in history, art, the humanities, and our own contemporary society. Spanish is one of the world's most influential languages and there are opportunities for working in many industries where knowledge of Spanish is considered valuable. Many majors at four-year universities have foreign language requirements that would be satisfied with the language courses in this degree program. Courses offered in this program meet general education and transfer requirements. Successful completion of the transfer degree in Spanish guarantees the student acceptance to a local California State University to pursue a baccalaureate degree with Junior status.

Program Learning Outcomes

1. Demonstrate proficiency in understanding and using, orally, the grammatical structures presented and vocabulary assigned
2. Demonstrate proficiency in understanding and using, in writing, the grammatical structures presented and vocabulary assigned

Required Core		Units
SPA 1A	Beginning Spanish	5
	or	
SPA 1A1	Beginning Spanish 1	3
	and	
SPA 1A2	Beginning Spanish 2	3
SPA 1B	Elementary Spanish 1	5
	or	
SPA 1B1	Elementary Spanish 1	3
	and	
SPA 1B2	Elementary Spanish 2	3
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4

Additional Required Course

ENGL 4	Critical Thinking and Writing about Literature	3
	or	
ENGL 7	Critical Thinking and Writing Across Disciplines	3

All courses in the major area of emphasis are required to have a grade of ""C"" or higher, and a cumulative GPA of 2.0 must be achieved.

Major Requirements	21 units
General education	CSU GE 37 units IGETC (CSU) 39 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

SPANISH

Associate in Arts

This program includes four semesters of thorough linguistic and cultural training in Spanish, along with courses that shed light on Mexico's and the Spanish-speaking world's role in history, art, the humanities, and our own contemporary society. Spanish is one of the world's most influential languages and there are opportunities for working in many industries where knowledge of Spanish is considered valuable. Many majors at four-year universities have foreign language requirements that would be satisfied with the language courses in this degree program. Courses offered in this program may also meet some general education and/or transfer requirements.

Program Learning Outcomes

1. Demonstrate proficiency in understanding and using, orally, the grammatical structures presented and vocabulary assigned
2. Demonstrate proficiency in understanding and using, in writing, the grammatical structures presented and vocabulary assigned

Required Core		Units
SPA 1A	Beginning Spanish	5
	or	
SPA 1A1	Beginning Spanish 1	3
	and	
SPA 1A2	Beginning Spanish 2	3
SPA 1B	Elementary Spanish 1	5
	or	
SPA 1B1	Elementary Spanish 1	3
	and	
SPA 1B2	Elementary Spanish 2	3
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4
SERV 5A	Service Learning for World Languages: Beginning	2

Electives (choose 18 units minimum)

Allowable course substitutions in place of lower level language courses are below.

ENGL 22	Mexican American/Latino Literature of the U.S.	3
SOCI 3	Introduction to Race and Ethnic Relations	3
PSCN 13	Multicultural Issues in Contemporary America	3
ES 1	Introduction to Ethnic Studies	3
ES 4	Intro to Latinx Studies	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
	or	
HIS 22	Mexican American History and Culture	3
	or	
HIS 53	Mexican American History from The Mexican Revolution to the Present	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3
SERV 5B	Service Learning for World Languages: Intermediate	2
SERV 5C	Service Learning for World Languages: Advanced Intermediate	2
SERV 5D	Service Learning for World Languages: Advanced	2

Major Requirements	18 - 22 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

INTERNATIONAL ENTREPRENEUR - SPANISH

Certificate of Achievement

This certificate combines Spanish language proficiency, business culture, and entrepreneurship to prepare students to seize opportunities in the global market. Students complete at least 3 semesters of Spanish and continue with Business / Entrepreneurship courses.

Career Opportunities

Employment Outlook for Global Trade & Logistics and International Business and Trade Occupations: Entrepreneur, global trade and logistic worker, business consultant, business operations specialist, supply chain specialist, logistics analyst, human resource specialist, cargo and freight agent, shipping, receiving, purchasing, and traffic clerk, sales clerk.

Program Learning Outcomes

1. Identify and evaluate new business opportunities while demonstrating proficiency in understanding and using Spanish.
2. Prepare marketing and business plans for a new venture in Spanish speaking countries.
3. Effectively pitch their new business idea to potential investors and partners, both orally and in writing in Spanish.

Required Core		Units
SPA 1A	Beginning Spanish	5
SPA 1B	Elementary Spanish 1	5
SPA 2A	Intermediate Spanish	4
BUS 40	International Business	3
ENTR 1	Introduction to Entrepreneurship	3

Substitutions for advanced language students that pass the prerequisite challenge/override must complete a minimum of 20 units to earn the certificate. Advanced students may use courses from the list below to meet the total units required.

SPA 2B	Advanced Spanish	4
ENTR 20	Marketing for Entrepreneurs	3
BUS 12	Introduction to Business	3
Total		**20**

SPANISH

Certificate of Achievement

The Certificate of Achievement in Spanish provides students, prospective employers and others with documented evidence of knowledge, skills, and academic accomplishment in the language. Each course must be completed with a final grade of C or higher or Pass.

Career Opportunities

US Census indicates that as of 2017 the Hispanic population of the United States is 58.9 million making people of Hispanic origin the nation's largest ethnic or racial minority. Hispanics constituted 18.1 percent of the nation's total population. By learning Spanish, the student will be better able to communicate with Spanish speakers in the United States or abroad. In addition, Latin American countries are our most important trading partners. Being able to speak Spanish greatly enhances a resume and as bilingual the student could be more competitive in the workplace. The ability to understand Spanish will enable the student to gain important insights which monolinguals cannot. This certificate is developed to prepare students for this growing need in the job market and to provide the Spanish language and cultural competency needed for career opportunities in the fields of education, health care, social work, law enforcement, government, interpretation/translation, tourism, banking and finance, sales, customer service, management, human resources, transportation, library services, and other relevant fields. Furthermore, students seeking foreign language proficiency for admissions to programs such as nursing and dental could also benefit from this certificate as it certifies the accomplishment and knowledge of the language.

Program Learning Outcomes

1. Demonstrate proficiency in understanding and using, orally, the grammatical structures presented and vocabulary assigned
2. Demonstrate proficiency in understanding and using, in writing, the grammatical structures presented and vocabulary assigned

Required Core		Units
SPA 1A	Beginning Spanish	5
	or	
SPA 1A1	Beginning Spanish 1	3
	and	
SPA 1A2	Beginning Spanish 2	3
SPA 1B	Elementary Spanish 1	5
	or	
SPA 1B1	Elementary Spanish 1	3
	and	
SPA 1B2	Elementary Spanish 2	3
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4

Advanced students starting Spanish language courses at the 1B or 2A level, must complete a minimum of 16 units to earn the certificate. Advanced students may use courses from the options list to meet the total units required.

A minimum of 16 units is required in major courses. Allowable course substitutions in place of lower level language courses are below

ENGL 22	Mexican American/Latino Literature of the U.S.	3
SOCI 3	Introduction to Race and Ethnic Relations	3
PSCN 13	Multicultural Issues in Contemporary America	3
HIS 22	Mexican American History and Culture	3
SERV 5A	Service Learning for World Languages: Beginning	2
SERV 5B	Service Learning for World Languages: Intermediate	2
SERV 5C	Service Learning for World Languages: Advanced Intermediate	2
SERV 5D	Service Learning for World Languages: Advanced	2
Total		**18 - 20**

SPANISH (SPA) COURSES

1A Beginning Spanish 5 Units

Introduction to the Spanish-speaking cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Spanish. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit credit if SPA 1A1 and/or 1A2 have been completed. 90 hours lecture, 18 hours laboratory. **Strongly Recommended** Eligibility for ENGL 1.

1A1 Beginning Spanish 1 3 Units

Introduction to the Spanish-speaking cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Spanish. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if SPA 1A has been completed. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** Eligibility for ENGL 1.

1A2 Beginning Spanish 2 3 Units

Further study of the Spanish-speaking cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Spanish. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if SPA 1A has been completed 54 hours lecture, 18 hours laboratory. **Prerequisite** SPA 1A1 (with a grade of "C" or higher).

1B Elementary Spanish 1 5 Units

Further study of Spanish-speaking cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Spanish begun in Spanish 1A. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if SPA 1B1 and/or 1B2 have been completed. 90 hours lecture, 18 hours laboratory. **Prerequisite** SPA 1A (with a grade of "C" or higher) or SPA 1A2 (with a grade of "C" or higher).

1B1 Elementary Spanish 1 3 Units

Further study of Spanish-speaking cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Spanish begun in Spanish 1A2. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if SPA 1B has been completed. 54 hours lecture, 18 hours laboratory. **Prerequisite** SPA 1A2 (with a grade of "C" or higher) or SPA 1A (with a grade of "C" or higher).

1B2 Elementary Spanish 2 3 Units

Continue study of Spanish-speaking cultures of the world featuring the acquisition of the four language skills (listening, speaking, reading, and writing) of Spanish begun in Spanish 1B1. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. May not receive credit if SPA 1B has been completed. 54 hours lecture, 18 hours laboratory. **Prerequisite** SPA 1B1 (with a grade of "C" or higher).

2A Intermediate Spanish 4 Units

Review of grammar; reading of works of modern authors; practice in conversation and composition. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 72 hours lecture, 18 hours laboratory. **Prerequisite** SPA 1B (with a grade of "C" or higher) or SPA 1B2 (with a grade of "C" or higher).

2B Advanced Spanish **4 Units**

Reading of Hispanic authors; advanced review of grammar; emphasis on speaking and composition. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 72 hours lecture, 18 hours laboratory. **Prerequisite** SPA 2A (with a grade of "C" or higher).

50A Spanish Conversation and Culture I **3 Units**

Development of a basic understanding of spoken Spanish through pronunciation, vocabulary, and applied grammar, and an introduction to the everyday culture of Spanish-speaking people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory.

50B Spanish Conversation and Culture II **3 Units**

Development of skills learned in Spanish 50A. Understanding of spoken Spanish through pronunciation, vocabulary, and applied grammar. Further study of the life and culture of the Spanish-speaking people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory. **Prerequisite** SPA 50A (with a grade of "C" or higher).

50C Spanish Conversation and Culture III **3 Units**

Development of skills learned in Spanish 50B. Understanding of spoken Spanish through pronunciation, vocabulary, and applied grammar. Further study of the culture and everyday life activities of Spanish-speaking people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory. **Prerequisite** SPA 50B (with a grade of "C" or higher).

50D Spanish Conversation and Culture IV **3 Units**

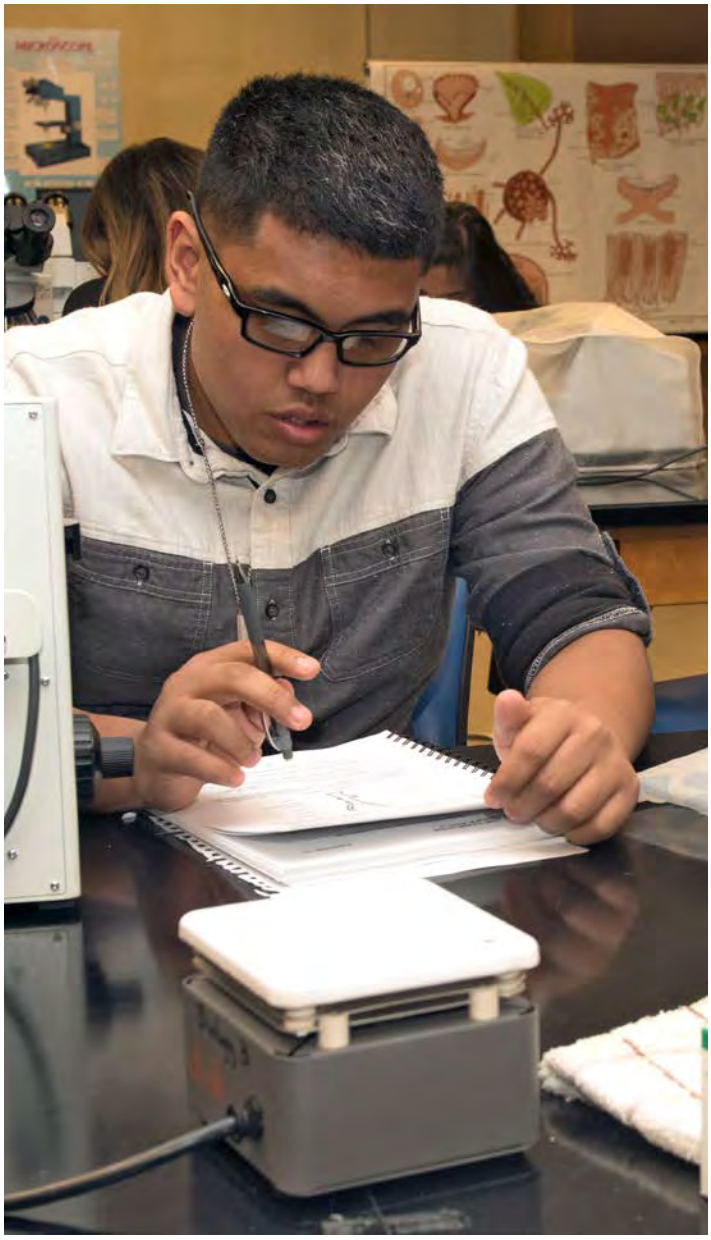
Development of skills learned in Spanish 50C. Understanding of spoken Spanish through pronunciation, vocabulary, and applied grammar. Further study of the culture and everyday life activities of Spanish-speaking people. Following an immersion instruction format, the class is entirely taught in the target world language of the selected course. 54 hours lecture, 18 hours laboratory. **Prerequisite** SPA 50C (with a grade of "C" or higher).

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) COURSES

1 Introduction to Science, Technology, Engineering, and Mathematics **2 Units**

This course explores the interdependence of scientific fields through project based activities, including an introduction to basic scientific concepts taken from biology, chemistry, computer science, engineering, mathematics, and physics. Emphasis on the role of science as a human endeavor and the power of scientific inquiry, as well as educational pathways and careers in STEM fields. 18 hours lecture, 54 hours laboratory. **Strongly Recommended** MTH 53.



THEATER ARTS (THTR)

Degrees

AA-T Theatre Arts
AA Theater Arts

Certificate of Achievement

Acting: Advanced
Acting: Fundamentals
Technical Theater

THEATRE ARTS

Associate in Arts for Transfer

The Associate in Arts in Theatre Arts for Transfer (AA-T) prepares students to move into a curriculum at a four-year institution leading to a baccalaureate degree in Theatre Arts, which can lead to careers in teaching, design, technical theater, theater management, professional performance, stage direction, stage management, etc. Completion of the AA-T degree also provides guaranteed admission with junior status to the CSU system. Upon completion of the AA-T in Theatre Arts, students will understand and be able to demonstrate the fundamental performance and technical production process for the theater arts, demonstrate knowledge of the historical and cultural dimensions of theater, and understand the interaction between script, actor, and audience in the areas of scenery, lighting, and costume. At some of the CSUs, other majors are linked with the AA-T in Theatre Arts. Some examples are: Theatre Arts (areas of emphasis include Stage Technology and Design, Acting/Performance, Dance Theater, Musical Theatre), Visual and Performing Arts, Creative Arts, Performing Arts. Students are required to complete 60 semester units that are eligible for transfer to a California State University, including either of the following: (1) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education ? Breadth Requirements, and (2) 18-19 semester units with a grade of C or P or better in the major and an overall minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework.

Program Learning Outcomes

1. Ability to collaborate on projects with other students;
2. Demonstrate knowledge of vocabulary of a theater space;
3. Understanding of a rehearsal process for play production.

Required Core (9 units) **Units**

Asterisk * denotes Rehearsal and Performance (3 units maximum) or Technical Theater Practicum (3 units maximum) if not used in required core.

THTR 1	Introduction to Acting	3
THTR 10	Introduction to Theater Arts	3
THTR 47A *	Introduction to College Theater Acting	3
	or	
THTR 48A *	College Theater Technical: Introduction	3

LIST A (choose any 9 units)

THTR 2A	Intermediate Acting	3
THTR 17	Script Analysis	3
THTR 21	Introduction to Design for the Theater	3
THTR 22	Introduction to Design for the Theater: Emphasis in Costume and Makeup	3
THTR 46	Stagecraft	3
THTR 23	Introduction to Lighting Design for Theater	3
THTR 47A *	Introduction to College Theater Acting	3
	or	
THTR 47B *	College Theater Acting: The Basics	3
	or	
THTR 48A *	College Theater Technical: Introduction	3
	or	
THTR 48B *	College Theater Technical: Beginning	3

All courses in the major area of emphasis are required to have a grade of "C" or higher, and a cumulative GPA of 2.0 must be achieved.

Major Requirements	18 units
General education	CSU GE 37 units IGETC (CSU) 39 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

THEATER ARTS

Associate in Arts

The AA in Theater Arts has two different concentrations, Acting and Technical Theater. The core required course will give all theater students a shared introduction into foundational knowledge of history, theory and practical approaches to theater, as well as exposure and connection to local Bay Area theater companies and artists. In each of the concentrations, students will gain deeper knowledge and skill in their respective areas; Acting students will develop their ability to interpret scripts, develop characters, audition, and effectively perform in live theater productions, as well as other performance formats such as voice over and on-camera acting; Tech students will gain skills in design, theory and construction through hands-on work, using state of the art equipment. The theater program mounts several productions each year, giving Acting and Tech students large projects in which to collaborate, practice and expand their skills. Productions include all genres and styles of theater, including Broadway style musicals, original student-written work, Shakespeare and theater for young audiences.

Career Opportunities

An AA in Theater Arts gives foundational knowledge and skills that can lead to a large array of careers and work opportunities in the entertainment field, including: Producer, Artistic Director, Stage Director, Film Director, Stage Actor, On Camera Actor, Voice Over Actor, Art Director, Set Design, Lighting Design, Costume Design, Sound Design, makeup Design, Casting Director, Talent Agent, Carpentry, Stage Management, Education, Technical Director, Rigging, Promotions, Fundraising.

Program Learning Outcomes

1. Collaborate effectively with large groups on the mounting of theater productions.
2. Understand the process of producing, rehearsing and presenting theater productions.
3. Interpret scripts for design needs and/or acting needs.

Required Core (9 units)		Units
THTR 1	Introduction to Acting	3
THTR 10	Introduction to Theater Arts	3
THTR 17	Script Analysis	3
THTR 18	Bay Area Theater	1
THTR 46	Stagecraft	3
THTR 48A	College Theater Technical: Introduction	3

Choose 1 Concentration - Technical Theater or Acting:

Technical Theater Concentration - Required Courses:

THTR 21	Introduction to Design for the Theater	3
THTR 22	Introduction to Design for the Theater: Emphasis in Costume and Makeup	3
THTR 23	Introduction to Lighting Design for Theater	3
THTR 41	Introduction to Stage Management	1
THTR 82	Introduction to Moving Lights	2
THTR 83	Stage Hand Basics	2
ART 2A	Introduction to Drawing	3
MURT 25	Live Concert Sound	1
WELD 63	Welding Layout & Fitting	2

Acting Concentration - Required Courses:

THTR 2A	Intermediate Acting	3
THTR 6A	Movement for the Actor	3
THTR 7	Voice for the Actor	3

Acting Concentration - List A (choose 3 Units):

THTR 2B	Advanced Acting	3
THTR 3	Improvisation for the Theater	3
THTR 4A	Introduction to Acting on Camera	3
THTR 6B	Advanced Movement for the Actor	3
THTR 8A	Audition Technique and the Business of Acting	3
THTR 14	American Cultures in Theater	3
THTR 15A	Introduction to Directing for Theater	3
THTR 16A	Introduction to Dramatic Writing	3
THTR 32A	Theater Workshop Writing and Directing: Introduction	1
THTR 32B	Theater Workshop Writing and Directing: Beginning	1
THTR 32C	Theater Workshop Writing and Directing: Intermediate	1
THTR 32D	Theater Workshop Writing and Directing: Advanced	1

Acting Concentration - List B (Choose 3 Units):

THTR 21	Introduction to Design for the Theater	3
THTR 22	Introduction to Design for the Theater: Emphasis in Costume and Makeup	3
THTR 23	Introduction to Lighting Design for Theater	3

Acting Concentration - List C (Choose 3 Units):

THTR 5A	Introduction to Theater for Young Audiences	3
THTR 30A	Introduction to Emerging Work	3
THTR 38A	Holiday Play	3
THTR 47A	Introduction to College Theater Acting	3
THTR 61A	Social Issues Theater	3

Strongly Recommended Course

Theater artists are typically independent contractors and will be helped by having an understanding of business and handling finances.

BUS 43	Personal Financial Planning	3

Major Requirements	34 - 36 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ACTING: ADVANCED

Certificate of Achievement

Completion of this certificate will give a student a very strong and broad understanding of the acting process, as well as prepare them for further study or participation in the professional world of performing arts. Students who complete the certificate will receive instruction in various acting techniques, script analysis, the use of body and voice as it applies to acting, as well as learn about the contemporary and historical contexts of theater and other story telling forms. By completing all the courses in this certificate students will also complete the Acting: Fundamentals. Some courses may also be used toward completion of the AA and/or AAT in Theater Arts.

Career Opportunities

There are opportunities for actors in theater, film, commercials, television and voice over. These opportunities exist in every large to medium urban market in the country. Skills also apply in many other fields such as teaching and all forms of public speaking.

Program Learning Outcomes

1. Analyze a play for style and historical context
2. Create a multi-dimensional character for performance in a play
3. Work collaboratively with a large group to tell a clear and dynamic story in the presence of an audience.

Required Core (22 units)		Units
THTR 1	Introduction to Acting	3
THTR 2A	Intermediate Acting	3
THTR 6A	Movement for the Actor	3
THTR 7	Voice for the Actor	3
THTR 8A	Audition Technique and the Business of Acting	3
THTR 10	Introduction to Theater Arts	3
THTR 17	Script Analysis	3
THTR 18	Bay Area Theater	1

List A (choose 3 units)

THTR 5A	Introduction to Theater for Young Audiences	3
THTR 30A	Introduction to Emerging Work	3
THTR 38A	Holiday Play	3
THTR 47A	Introduction to College Theater Acting	3
THTR 61A	Social Issues Theater	3

List B (choose 3 units)

THTR 2B	Advanced Acting	3
THTR 3	Improvisation for the Theater	3
THTR 4A	Introduction to Acting on Camera	3
THTR 6B	Advanced Movement for the Actor	3
THTR 8B	Advanced Audition Technique and the Business of Acting	3
THTR 32A	Theater Workshop Writing and Directing: Introduction	1
THTR 32B	Theater Workshop Writing and Directing: Beginning	1
THTR 32C	Theater Workshop Writing and Directing: Intermediate	1

Strongly Recommended Course

Theater artists are typically independent contractors and will be helped by having an understanding of business and handling finances.

BUS 43	Personal Financial Planning	3
Total		**28**

ACTING: FUNDAMENTALS

Certificate of Achievement

This certificate can be completed in one academic year and is designed to quickly give students foundational skills and knowledge in the art of acting. It can also be useful for more experienced actors looking to further develop their craft. The core required courses will give a strong understanding of how to approach any acting role, with an array of optional courses that will deepen the student?s understanding and abilities. The courses completed for this certificate may also be used towards the more comprehensive Acting: Advanced Certificate and some courses can be applied towards the AA and/or AAT in Theater Arts.

Career Opportunities

The Bay Area has a thriving scene for actors that includes opportunities in Theater, Independent film, commercials, Voice Over work. Skills learned and developed with this certificate will also give students the knowledge and confidence needed in order to enter larger markets in the acting field such as Los Angeles, Chicago and New York.

Program Learning Outcomes

1. Develop a role for performance in a play
2. Understand the communication between actor and director in the rehearsal process of a play or film

Required Core		Units
THTR 1	Introduction to Acting	3
THTR 2A	Intermediate Acting	3
THTR 17	Script Analysis	3
THTR 18	Bay Area Theater	1

List A (choose 1 course)

THTR 3	Improvisation for the Theater	3
THTR 4A	Introduction to Acting on Camera	3
THTR 6A	Movement for the Actor	3
THTR 7	Voice for the Actor	3
THTR 8A	Audition Technique and the Business of Acting	3
THTR 10	Introduction to Theater Arts	3

List B (choose 1 course)

THTR 5A	Introduction to Theater for Young Audiences	3
THTR 30A	Introduction to Emerging Work	3
THTR 38A	Holiday Play	3
THTR 47A	Introduction to College Theater Acting	3
THTR 61A	Social Issues Theater	3

Strongly Recommended Course

Theater artists are typically independent contractors and will be helped by having an understanding of business and handling finances.

BUS 43	Personal Financial Planning	3
Total		**16**

TECHNICAL THEATER

Certificate of Achievement

The Technical Theater program provides students a comprehensive foundation in the various areas of technical theater including; scenic construction; welding; sound, lighting and rigging set up; stage management; moving lights; set design and lighting design. The certificate includes the potential immediate opportunity for employment upon completion with The Performing Arts Center at Chabot College. Students completing the program will be well prepared for entry-level positions as well as transfer to higher level education in multiple Technical Theater disciplines.

Career Opportunities

According to LMI data from April 2019, there is an undersupply of Technical Theater workers in the Bay Area with projections of increased demand in the coming years. Industries hiring Technical Theater workers in the Bay Area include motion picture and video production, theater companies, television broadcasting and colleges and universities. Employment demand shows particular needs in the areas of audio/video equipment technicians, set and exhibit designers and technical directors. Average compensation in these positions, with data that reflects the Bay Region, is about $30/hr. According to LMI data from April 2019, there is an undersupply of Technical Theater workers in the Bay Area with projections of increased demand in the coming years. Industries hiring Technical Theater workers in the Bay Area include motion picture and video production, theater companies, television broadcasting and colleges and universities. Employment demand shows particular needs in the areas of audio/video equipment technicians, set and exhibit designers and technical directors. Average compensation in these positions, with data that reflects the Bay Region, is about $30/hr. Skills gained from completing the Technical Theater Certificate can lead to other work not reflected in LMI data. Builders in scene shops and exhibit/display companies, production assistants on film and television crews, stage managers for theater productions, riggers for concerts and other performance events, are all positions related to the skills learned.

Program Learning Outcomes

1. Apply for work on an entry level as a Stage Hand;
2. Work in collaboration with designers and builders in preparing a set for performance;
3. Execute the technical preparation of a theater for performance.

Required Core		Units
THTR 21	Introduction to Design for the Theater	3
THTR 23	Introduction to Lighting Design for Theater	3
THTR 41	Introduction to Stage Management	1
THTR 82	Introduction to Moving Lights	2
THTR 83	Stage Hand Basics	2
THTR 46	Stagecraft	3
THTR 48A	College Theater Technical: Introduction	3
ART 2A	Introduction to Drawing	3
MURT 25	Live Concert Sound	1
WELD 63	Welding Layout & Fitting	2

Strongly Recommended Course

Theater artists are typically independent contractors and will be helped by having an understanding of business and handling finances.

BUS 43	Personal Financial Planning	3
Total		**23**

THEATER ARTS (THTR) COURSES

1 Introduction to Acting 3 Units

Introduction to the techniques and theories of acting, explored through improvisation, exercises and scene study. Development of the physical and psychological resources for acting including relaxation, concentration, creativity, believability, and commitment. Development of critical thinking skills associated with viewing and analyzing performances of others. Lab hours are required for rehearsal of scenes and attendance of on campus theater productions. (Formerly THEA 1A). 54 hours lecture, 18 hours laboratory.

2A Intermediate Acting 3 Units

This course follows THTR 1 and continues the exploration of theories and techniques used in preparation for the interpretation of drama through acting. The emphasis will be placed on deepening the understanding of the acting process through character analysis, monologues, and scenes. The course will help students better prepare for participation in full scale theater productions as well as continue with other training and education options. 54 hours lecture, 18 hours laboratory. **Prerequisite** THTR 1 (with a grade of "C" or higher).

2B Advanced Acting 3 Units

This course builds upon skills developed through study in THTR 1 and THTR 2A. Strong emphasis will be put on developing specific three dimensional characters, strengthening acting choices and clear use of language through use of scene and monologue study and presentation. Students will work on greater emotional depth and authenticity. 54 hours lecture, 18 hours laboratory. **Prerequisite** THTR 2A (with a grade of "C" or higher).

3 Improvisation for the Theater 3 Units

Introduction to the techniques and theories of improvisation and its various uses in theater. Development of the ability to think quickly, develop characters, work in an ensemble and create spontaneously through various exercises. Recommended for non-theater as well as theater majors. 54 hours lecture, 18 hours laboratory.

4A Introduction to Acting on Camera 3 Units

Learn approaches for preparing, rehearsing and performing on camera that can be used for commercials, film and television work. Students will prepare and perform scenes and monologues that will be shot on camera in studio and on-location settings. May not receive credit if THTR 4 has been completed. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** THTR 1 (with a grade of "C" or higher) THTR 17 (with a grade of "C" or higher).

4B Advanced Acting on Camera 3 Units

This course builds on the skills developed in THTR 4A, deepening student's understanding of how to perform on camera with authenticity and believability. Scenes will be more complex and demanding than those at the previous level. Strong focus will be given to building an inner life that helps support the character being played and the story being told. 54 hours lecture, 18 hours laboratory. **Prerequisite** THTR 4A (with a grade of "C" or higher) or THTR 4 (with a grade of "C" or higher) **Strongly Recommended** THTR 1 (with a grade of "C" or higher) and THTR 2A (with a grade of "C" or higher) or THTR 2.

5A Introduction to Theater for Young Audiences 3 Units

Participate in a theater production to be performed for local K-12 students. Plays will be cast by audition, however, everyone who enrolls will be a part of the production. 54 hours lecture.

5B Intermediate Theater for Young Audiences 3 Units

Participate in a theater production to be performed for local K-12 students. Plays will be cast by audition, however, everyone who enrolls will be a part of the production. 54 hours lecture. **Prerequisite** THTR 5A (with a grade of "C" or higher).

6A Movement for the Actor 3 Units

Work with a variety of physical techniques to help with the development of character, improve stage presence, command focus, be in control of the story when on stage and be more specific in your work as an actor or improvisor. Techniques include use of mask, improvisation and stage combat. Students work together to create their own scenes and performance pieces based on the work in class. May not receive credit if THTR 6 has been completed. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** THTR 1 or THTR 3 or THTR 5A or THTR 30A or THTR 47A.

6B Advanced Movement for the Actor 3 Units

Students will build on skills developed in THTR 6A. Specific areas of development will include relaxation while on stage, physical and emotional connection to characters being played, use of psychological gestures, improvisation with masks, and stage combat techniques. 54 hours lecture, 18 hours laboratory. **Prerequisite** THTR 6A (with a grade of "C" or higher) or THTR 6 (with a grade of "C" or higher) **Strongly Recommended** THTR 1 or THTR 3.

7 Voice for the Actor 3 Units

Development of the awareness of and access to the natural voice for use in theatrical production, and in life. Increase emotional availability and ability to communicate text clearly through breath control and articulation. 54 hours lecture, 18 hours laboratory.

8A Audition Technique and the Business of Acting 3 Units

This course will give students an understanding of what is required in order to be a professional actor, as well as what it takes to pursue advanced acting degrees. The main focus will be on the audition process for theater, commercials and film. Students will receive coaching on contemporary and classical monologues, and learning techniques for cold-reads during a call-back. Other topics will include resumes, headshots and the basics of actor promotions. May not receive credit if THTR 8 has been completed. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** THTR 1.

8B Advanced Audition Technique and the Business of Acting 3 Units

This course builds on skills learned in THTR 8A. Emphasis will be put on the development of a full repertoire of monologues for a variety of audition situations. Students will finish the semester prepared to audition for professional acting work as well as actor training programs and 4 year schools. Other topics will include current trends in actor promotions, development of a professional resumes and how to prepare for professional head shots. 54 hours lecture, 18 hours laboratory. **Prerequisite** THTR 8A (with a grade of "C" or higher) or THTR 8 (with a grade of "C" or higher) **Strongly Recommended** THTR 1 (with a grade of "C" or higher).

10 Introduction to Theater Arts 3 Units

Focuses on the relationship of theater to various cultures throughout history, and on the contributions of significant individual artists. 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 at theater productions. 54 hours lecture.

14 American Cultures in Theater 3 Units

The history, representation and contributions of various ethnic groups in American theater and the study of theater as an instrument for expressing and understanding cultural identity. The focus will be on at least three of the following cultural groups: African Americans, Asian Americans, European Americans, Latin Americans and Native Americans. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A.

15A Introduction to Directing for Theater 3 Units

Learn the basics of directing actors working on dramatic writing for live performance. Focus will be given to blocking, text analysis, structuring rehearsal, leading a group in artistic collaboration. 54 hours lecture. **Prerequisite** THTR 1.

16A Introduction to Dramatic Writing 3 Units

Introduction to the basic concepts of dramatic writing, including playwriting, screenwriting, radio plays, and electronic media scripts. This course focus on character development, the qualities of believability and dialogue. 54 hours lecture. **Strongly Recommended** Eligibility for ENGL 1A.

16B Basics of Dramatic Writing 3 Units

This is a continuation of THTR 16A, with further exploration of modern dramatic writing forms. The course will focus on the completion of longer projects, including the 10-minute play and short film. Emphasis will be on dramatic tension and story-telling. 54 hours lecture. **Prerequisite** THTR 16A **Strongly Recommended** ENGL 1A (with a grade of "C" or higher).

16C Intermediate Dramatic Writing 3 Units

This is a continuation of THTR 16B, designed for students who wish to further develop their existing skills in dramatic writing. The emphasis of this course will be on developing longer works, with special attention to rising action and alternatives to Realism. 54 hours lecture. **Strongly Recommended** ENGL 1A (with a grade of "C" or higher) Prerequisite THTR 16B (with a grade of "C" or higher).

16D Advanced Dramatic Writing 3 Units

This is a continuation of THTR 16C, designed for students who wish to further develop their existing skills in dramatic writing. The emphasis of this course will be on developing longer works, with special attention to rising action and alternatives to Realism. 54 hours lecture. **Strongly Recommended** ENGL 1A (with a grade of "C" or higher) Prerequisite THTR 16C (with a grade of "C" or higher).

17 Script Analysis 3 Units

This course provides techniques for reading a script in preparation for production. Focus is on principles of structural dynamics, how scripts reflect cultural and social norms and values and how to apply differing theories as actors, directors and designers for their respective contributions to projects. The first job of any theater artist is to understand the script they are working on. This course builds the ability to perceive the writer's intention in writing a script, giving students skills for bringing scripts to life in productions. 54 hours lecture.

18 Bay Area Theater 1 Unit

This course focuses on going to see live plays in the Bay Area. Through analysis of plays, discussions with theater artists and going to see productions, students will get a close up look at the thriving Bay Area theater scene as well as learn about current trends in theater nationally. Culturally enriching - great for the curious, for theater fans and for theater artists alike. There will be some cost for the purchase of theater tickets and transportation to attend performances, up to but no more than $100 for the semester. Part of the learning experience of the course will be identifying inexpensive opportunities for viewing live theater. Some costs may be supplemented by the Theater program. 18 hours lecture.

21 Introduction to Design for the Theater 3 Units

Students will be offered a survey of scenery, lighting, sound, costumes, makeup, properties, and special design needs, through demonstration, and laboratory experience. 54 hours lecture, 18 hours laboratory.

22 Introduction to Design for the Theater: Emphasis in Costume and Makeup 3 Units

Students will study costume history, design, and basic construction techniques as an introduction to basic theatrical costuming. There will also be attention paid to makeup for theatrical purposes. 54 hours lecture, 18 hours laboratory.

23 Introduction to Lighting Design for Theater 3 Units

This course involves the study and execution of stage lighting with emphasis on equipment, control, color and their relationship to design. 36 hours lecture, 54 hours laboratory.

30A Introduction to Emerging Work 3 Units

Development of new plays for staged readings and/or productions. This class will develop and perform plays for an audience, with an emphasis on the evolution of the dramatic texts. Special projects, such as specific textural challenges, may be included. 54 hours lecture.

30B Basics of Emerging Work 3 Units

This is a continuation of 30A, the development of new plays and/or other special projects for production and/or readings. This course emphasizes character study and scene breakdown. 54 hours lecture. **Prerequisite** THTR 30A (with a grade of "C" or higher).

30C Emerging Work: The Reading Workshop 3 Units

This is a continuation of Theater 30B, as students further their skills in the development of new dramatic material. This course emphasizes character development and story arc, culminating in the staged reading, the reading workshop. 54 hours lecture. **Prerequisite** THTR 30B (with a grade of "C" or higher).

30D Emerging Work: The Workshop Production 3 Units

This is the capstone course of the THTR 30 track, where students continue to hone their skills in the development of new work and/or other special projects for the stage. This course will emphasize an actual staged production near the end of the term, with instruction in student directing, stage management, elemental production values of lights, sound and costumes 54 hours lecture. **Prerequisite** THTR 30C (with a grade of "C" or higher).

32A Theater Workshop Writing and Directing: Introduction 1 Unit

This course supports students who are either writing or directing material that is in the process of being rehearsed and performed in other courses. Student writers will learn basics of story structure and dialogue. Student directors will learn basics of analyzing a text for production. This course will typically accompany THTR 30A and THTR 61A, or any other course where the focus is producing original student writing and directing. Students writing and directing in these other courses will be asked to enroll in THTR 32A as a way of giving more direct instruction and support to those students. This is an introductory course and does not require any pre-requisites of any kind. 54 hours laboratory.

32B Theater Workshop Writing and Directing: Beginning 1 Unit

This course supports students who are either writing or directing material that is in the process of being rehearsed and performed in other courses. The course builds on the skills developed in THTR 32A. Student writers will improve abilities with creating story structure and dialogue, as well as create multi-dimensional characters. Student directors will focus on how to prepare for and manage a rehearsal. This course will typically accompany THTR 30A and THTR 61A, or any other course where the focus is producing original student writing and directing. Students writing and directing in these other courses will be asked to enroll in THTR 32B as a way of giving more direct instruction and support to those students. 54 hours laboratory. **Prerequisite** THTR 32A.

32C Theater Workshop Writing and Directing: Intermediate 1 Unit

This course supports students who are either writing or directing material that is in the process of being rehearsed and performed in other courses. THTR 32 C builds on the skills developed in THTR 32 A and B. Student writers will focus on clear and effective communication with a director and working with notes given during a rehearsal process. Student directors will focus on how to communicate and problem solve with writers and actors taking into account the differences of each script and each person they are working with. This course will typically accompany THTR 30A and THTR 61A, or any other course where the focus is producing original student writing and directing. Students writing and directing in these other courses will be asked to enroll in THTR 32C as a way of giving more direct instruction and support to those students. 54 hours laboratory. **Prerequisite** THTR 32B (with a grade of "C" or higher).

32D Theater Workshop Writing and Directing: Advanced 1 Unit

This course supports students who are either writing or directing material that is in the process of being rehearsed and performed in other courses. Student writers will focus on using all skills developed in previous levels and applying them to re-writing material quickly and effectively during a rehearsal process. Student directors will focus on how to communicate with writers and designers to effectively bring to life a play with fully realized technical elements. This course will typically accompany THTR 30A and THTR 61A, or any other course where the focus is producing original student writing and directing. Students writing and directing in these other courses will be asked to enroll in THTR 32D as a way of giving more direct instruction and support to those students. 54 hours laboratory. **Prerequisite** THTR 32C (with a grade of "C" or higher).

38A Holiday Play 3 Units

This course gives students the opportunity to participate in a stage play or podcast of a play that focuses on themes appropriate to holiday festivities. Students of all levels of experience will be given the opportunity to participate. 54 hours lecture, 18 hours laboratory.

41 Introduction to Stage Management 1 Unit

This course introduces the responsibilities, techniques, and tools of a modern stage manager for live events. Areas covered will include creating schedules, prompt books, and other paperwork; organizing and managing crew; managing production meetings; managing the rehearsal process; running performances. 54 hours laboratory. **Strongly Recommended** THTR 46 (with a grade of "C" or higher) THTR 48A (with a grade of "C" or higher) THTR 30A.

46 Stagecraft 3 Units

An introduction to technical theater and the creation of scenic elements. Includes basic concepts of design, use of shop tools, painting techniques, set construction, set movement, prop construction, backstage organization, and career possibilities. May include stage management, lighting, and/or sound techniques. Lecture, reading, projects, and practical experience. 36 hours lecture, 54 hours laboratory.

47A Introduction to College Theater Acting 3 Units

This course provides instruction and supervised participation in theater rehearsal and performance in main season production or project. Enrollment is for duration of the production. Enrollment by audition only. 162 hours laboratory.

47B College Theater Acting: The Basics 3 Units

This is a continuation of THTR 47A, as students further their acting skills in a college production. This course emphasizes character development, along with objectives, actions and obstacles. 162 hours laboratory. **Prerequisite** THTR 47A (with a grade of "C" or higher).

47C College Theater Acting: Intermediate 9 Units

This is a continuation of THTR 47B. for furthering a student's skill as an actor in a college production. Emphasis in this course will be on effective rehearsal techniques, generous responses,and ensemble building. 162 hours laboratory. **Prerequisite** THTR 47B (with a grade of "C" or higher).

47D College Theater Acting: Advanced 9 Units

This is a continuation of THTR 47C, where students further develop their skills as actors in a college production. This course will emphasize the polish in performance, the evaluation of one's work and the development of a personal, creative process. 162 hours laboratory. **Prerequisite** THTR 47C (with a grade of "C" or higher).

48A College Theater Technical: Introduction 3 Units

Participation in scheduled productions as crew members and/or constructing its technical elements. Development of skills in the various technical areas involved in the presentation of a theatrical production. 162 hours laboratory.

48B College Theater Technical: Beginning 1 - 6 Units

Participation in scheduled productions as crew members and/or constructing its technical elements. Application of skills in the various technical areas involved in the presentation of a theatrical production learned in preceding course. 54-324 hours laboratory. **Prerequisite** THTR 48A.

48C College Theater Technical: Intermediate 1 - 6 Units

Participation in scheduled productions as crew members and/or constructing its technical elements. Application of skills in the various technical areas involved in the presentation of a theatrical production learned in preceding course. 54-324 hours laboratory. **Prerequisite** THTR 48B.

48D College Theater Technical: Advanced 1 - 6 Units

Participation in scheduled productions as crew members and/or constructing its technical elements. Application of leadership skills in the various technical areas involved in the presentation of a theatrical production. 54-324 hours laboratory. **Prerequisite** THTR 48C.

61A Social Issues Theater 3 Units

Students will create, develop, and perform an original theater piece based on social issues relevant to a local group or organization. The project will be based on community meetings and discussions to understand community issues of concern that will inform and drive the script and production. 54 hours lecture, 18 hours laboratory. **Strongly Recommended** THTR 1 (with a grade of "C" or higher).

61B Advanced Social Issues Theater 3 Units

Students will create, develop, and perform an original theater piece based on social issues relevant to a local group or organization. The project will be based on community meetings and discussions to understand community issues of concern that will inform and drive the script and production. Students will build on skills developed in THTR 61A, taking on more responsibilities and providing leadership. 54 hours lecture. **Prerequisite** THTR 61A (with a grade of "C" or higher).

82 Introduction to Moving Lights 2 Units

This course offers an introduction to the technology and applications of intelligent lighting systems for the entertainment industry. Students will learn the theory and vocabulary specific to moving light technology while developing skills through hands on use of industry standard equipment. 108 hours laboratory.

83 Stage Hand Basics 2 Units

Students will work on skills specific to jobs that require the position of a Stage Hand. Skills specific to rigging, audio set up and lighting set ups for events will be covered. Best practices will be taught through hands on work, including working live events. 108 hours laboratory. **Strongly Recommended** THTR 46 (with a grade of "C" or higher) and THTR 48A (with a grade of "C" or higher).

TUTORING (TUTR)

Certificate of Achievement

Student Support Leadership (Emphasis in Tutoring)

STUDENT SUPPORT LEADERSHIP (EMPHASIS IN TUTORING)

Certificate of Achievement

The Student Support Leadership Certificate (Emphasis in Tutoring) is designed to provide individuals with a background in tutoring theory, best practices, critical thinking and leadership skills. Certificate completion prepares individuals to provide quality tutoring services to peers and other individuals. Tutoring serves as a first step to a career in education as instructors, educational paraprofessionals, and/or administrators.

Career Opportunities

Students can use leadership, communication and critical thinking skills in virtually all careers. The emphasis in tutoring prepares students for future careers in education, including teaching, para-education and education administration.

Program Learning Outcomes

1. Demonstrate knowledge about a variety of instructional strategies, including auditory, kinesthetic, and visual.
2. Develop effective speaking and writing skills.
3. Demonstrate cultural awareness and sensitivity needed to respectfully serve the diverse service population

Required Core		Units
COMM 1	Fundamentals of Speech Communication	3
ENGL 1	Critical Reading and Composition	4
ES 1	Introduction to Ethnic Studies	3

List A (choose 1 course)

ANTH 3	Social and Cultural Anthropology	3
PSY 1	General Psychology	3
PSY 3	Social Psychology	3
SOCI 1	Principles of Sociology	3

List B (choose 1 course)

BUS 19	Business Statistics	4
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5
MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3
MTH 15	Applied Calculus I	3
MTH 16	Applied Calculus II	3
MTH 20	Pre-Calculus Mathematics	5
MTH 25	Computational Methods for Engineers and Scientists	3
MTH 31	College Algebra	3
MTH 33	Finite Mathematics	4
MTH 36	Trigonometry	3
MTH 37	Trigonometry with an Emphasis on its Geometric Foundations	5
MTH 41	Number Systems	3
MTH 43	Introduction to Probability and Statistics	4
MTH 47	Mathematics for Liberal Arts	3
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

Select One Emphasis

Emphasis in Communication Studies Tutoring

Complete all Courses in list.

COMM 70A	Introduction to Communication Tutor Training	2
COMM 70B	Experienced Communication Tutor Training	2 - 3

Emphasis in General Tutoring

Complete all Courses in list.

TUTR 1A	Beginning Tutoring Theory and Practice (0.5)
TUTR 2A	Beginning Content-Area Tutor Training (0.5)
TUTR 1B	Intermediate Tutoring Theory and Practice (0.5)
TUTR 2B	Intermediate Content-Area Tutor Training (0.5)

Total **18 - 23**

TUTORING (TUTR) COURSES

1A Beginning Tutoring Theory and Practice 0.5 Units

Training for college Tutors and Learning Assistants to acquire specific skills and techniques for tutoring in academic and vocational subject matter areas. Required course for Tutors, who provide learning support in campus tutorial centers, and Learning Assistants, who who serve as classroom-embedded tutors, participating in Chabot College Learning Connection tutoring programs. 9 hours lecture.

1B Intermediate Tutoring Theory and Practice 0.5 Units

Intermediate training for college tutors to acquire specific skills and techniques for tutoring and leading study groups in academic and vocational subject matter areas and basic skills. Required course for tutors participating in Chabot College Learning Connection tutoring programs. 9 hours lecture. **Prerequisite** TUTR 1A (with a grade of "P" or higher).

2A Beginning Content-Area Tutor Training 0.5 Units

Beginning training for college tutors to acquire skills and techniques for tutoring in specific content areas. Required course for tutors participating in Chabot College Learning Connection tutoring programs. 9 hours lecture.

2B Intermediate Content-Area Tutor Training 0.5 Units

Intermediate training for college tutors to acquire skills and techniques for tutoring in specific content areas. Required course for tutors participating in Chabot College Learning Connection tutoring programs. 9 hours lecture. **Prerequisite** TUTR 2A (with a grade of "P" or higher).

31A ChabotLink Beginning Peer Advisor Training 1 Unit

Beginning skills, techniques, leadership training, and information needed by peer advisors to help students gather information and explore practical strategies for academic success. College policies, campus resources, programs and services, student rights and responsibilities, general educational planning (including graduation and transfer requirements), major offerings, public speaking, listening strategies. Required for all peer advisors participating in the ChabotLink Program. 18 hours lecture.

31B ChabotLink Intermediate Peer Advisor Training 1 Unit

Intermediate skills, techniques, leadership training, and information needed by peer advisors to help students gather information and explore practical strategies for academic success. College policies, campus resources, programs and services, student rights and responsibilities, general educational planning (including graduation and transfer requirements), major offerings, public speaking, listening strategies. Required for all peer advisors participating in the ChabotLink Program. 18 hours lecture. **Prerequisite** TUTR 31A (with a grade of "P" or higher).

31C ChabotLink Intermediate Advanced Peer Advisor Training 1 Unit

Intermediate-advanced skills, techniques, leadership training, and information needed by peer advisors to help students gather information and explore practical strategies for academic success. College policies, campus resources, programs and services, student rights and responsibilities, general educational planning (including graduation and transfer requirements), major offerings, public speaking, listening strategies. Required for all peer advisors participating in the ChabotLink Program. 18 hours lecture. **Prerequisite** TUTR 31B (with a grade of "P" or higher).

31D ChabotLink Advanced Peer Advisor Training 1 Unit

Advanced skills, techniques, leadership training, and information needed by peer advisers to help students gather information and explore practical strategies for academic success. College policies, campus resources, programs and services, student rights and responsibilities, general educational planning (including graduation and transfer requirements), major offerings, public speaking, listening strategies. Required for all peer advisors participating in the ChabotLink Program. 18 hours lecture. **Prerequisite** TUTR 31C (with a grade of "P" or higher).

WELDING TECHNOLOGY (WELD)

Degrees

AS Welding Technology

Certificate of Proficiency

Inspection and Pipe Welding
Welding

WELDING TECHNOLOGY

Associate of Science

The program prepares students for employment in the welding trade and intensive preparation for welder certification. Student will be able to gas and arc weld in all positions as well as use gas and arc cutting equipment. Upon completion of the A.S. Degree in welding, the student will be employable in the trades or will be able to transfer to a state university for study in an industrial-related degree program.

Program Learning Outcomes

1. Students completing the Chabot Welding AS Degree Training will be able to pass the American Welding Society (A.W.S) tests in the appropriate areas of study.
2. Upon the completion of the Chabot Welding Technology AS Degree Training, students shall be able to demonstrate the proficiency needed to perform; manufacturing, fabrication, maintenance and construction tasks to be in compliance with the industrial norms, codes and standards. They should be able to apply their skills and knowledge in a professional manner under minimum to no supervision.

Freshman Year		Units
WELD 63	Welding Layout & Fitting	2
WELD 64A	Beginning Arc, Flux-Core Welding and Blueprint Reading	3
WELD 65A	Beginning TIG, MIG, and Blueprint Reading	3
WELD 64B	Advanced Arc, Flux-Core Welding and Blueprint Reading	3
WELD 65B	Advanced TIG, MIG, and Blueprint Reading	3
WELD 67A	Welding Skills Laboratory	2
WELD 67B	Advanced Welding Skills Laboratory	2

Sophomore Year		Units
WELD 69A	Fabrication and Installing Piping Systems	3
WELD 66	Welding Inspection and Testing	2
WELD 69B	Advanced Pipe Welding	3

Note: WELD 69A, 66, and 69B are offered alternating years.

Required Major-Specific G.E. Requirement

INDT 74	Measurements and Calculations	3

Major Requirements	26 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

INSPECTION AND PIPE WELDING

Certificate of Proficiency

The program prepares more advanced students for employment as highly skilled welders in the pipe trades, including intensive preparation for welder certification.

Program Learning Outcomes

1. Demonstrate higher-skilled welding tasks applicable to advanced manufacturing, fabrication, and machine maintenance.
2. Demonstrate a professional manner appropriate to a leadership position in manufacturing or construction.
3. Perform multi-step assigned projects with little to no supervision.

Required Core		Units
WELD 64B	Advanced Arc, Flux-Core Welding and Blueprint Reading	3
WELD 65B	Advanced TIG, MIG, and Blueprint Reading	3
WELD 66	Welding Inspection and Testing	2
WELD 69A	Fabrication and Installing Piping Systems	3
WELD 69B	Advanced Pipe Welding	3
Total		**14**

WELDING

Certificate of Proficiency

This program is recommended for students preparing for entry-level welding position.

Program Learning Outcomes

1. Students completing the Chabot Welding Technology Certificate of Proficiency will be able to pass the American Welding Society (A.W.S) tests in the appropriate areas of study.
2. Upon the completion of the Chabot Welding Technology Certificate of Proficiency training, students shall be able to demonstrate the qualifications needed to gain interim welding positions required by the; manufacturing, fabrication, maintenance and construction industrial activities. They should be able to apply their skills and knowledge in a professional manner under supervision.

Required Core		Units
INDT 74	Measurements and Calculations	3
WELD 63	Welding Layout & Fitting	2
WELD 64A	Beginning Arc, Flux-Core Welding and Blueprint Reading	3
WELD 65A	Beginning TIG, MIG, and Blueprint Reading	3
WELD 67A	Welding Skills Laboratory	2
WELD 70	Introduction to Welding	2
Total		**15**

WELDING TECHNOLOGY (WELD) COURSES

63 Welding Layout & Fitting 2 Units

Theoretical and practical applications of welding blueprints on welded assemblies and subassemblies. Welding power source identification and classification, welding processes identification and selection, assessment of welding joint discontinuities and defects identified by the AWS standards and codes, techniques of stress and distortion control such as proper use of jigs, fixtures and holding devices, the use of welding sequences techniques to control welding distortion and the implementation of the correct methods of straightening and dimension restoration of finished products. Laboratory includes the use of the following welding processes: SMAW, GMAW, GTAW, and FCAW and plasma and fuel cutting practice. 18 hours lecture, 54 hours laboratory. **Strongly Recommended** WELD 64A WELD 65A and INDT 74.

64A Beginning Arc, Flux-Core Welding, and Blueprint Reading 3 Units

See also APPM 9778

Theory and practical application of: Shielded Metal Arc Welding (SMAW) and Flux-Core Arc Welding (FCAW) in 1G, 2G, 1F, and 2F positions, plasma, carbon arc and flame cutting, American Welding Society (AWS) nomenclature and codes, welding metalurgical transformations, welding discontinuities and defects, welding electrodes and wire selection, OSHA hazardous materials regulation, general shop equipment usage and maintenance, shop safety, and blueprint reading (as applied in manufacturing industry). May not receive credit if APPM 9778 has been completed successfully. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** WELD 70 or APPM 9775.

64B Advanced Arc, Flux-Core Welding and Blueprint Reading 3 Units

Advanced theory and practical application of: Shielded Metal Arc Welding (SMAW) and Flux-Core Arc Welding (FCAW) in 3G, 4G, 3F, and 4F positions, plasma, carbon arc and flame cutting, American Welding Society (AWS) nomenclature and codes, welding metalurgical transformations, welding discontinuities and defects, welding electrodes and wire selection, hazardous materials regulation, general shop equipment usage, shop safety, and blueprint reading (as applied in manufacturing industry). 18 hours lecture, 108 hours laboratory. **Prerequisite** APPM 9778 or WELD 64A (with a grade of "C" or higher) or permission of instructor.

65A Beginning TIG, MIG, and Blueprint Reading 3 Units

See also APPM 9776

Theory and practical application of ferrous and non-ferrous metals and their alloys using GTAW (Gas Tungsten Arc Welding) and GMAW (Gas Metal Arc Welding) processes, correct identification of materials, AWS (American Welding Society) codes and standards, introduction to blueprint reading, and proper and safe use of welding equipment and hazardous material regulations. May not receive credit if APPM 9776 has been completed successfully. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** WELD 70 or APPM 9776.

65B Advanced TIG, MIG, and Blueprint Reading 7 Units

Advanced theory and skill development of GTAW and GMAW processes with applications including ferrous and non-ferrous metals and their alloys in the both vertical and overhead positions according to AWS codes and standards, advanced blueprint reading and fitting, oxyacetylene brazing, flame and plasma cutting, electrodes and wire selection, advanced blueprint reading and practical interpretation of welding symbols, proper and safe use of shop and welding equipment, hazardous material regulations. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** WELD 65A and WELD 70.

66 Welding Inspection and Testing 2 Units

See also APPM 9777

Theory and practical application of inspection testing using destructive and non-destructive methods (dye penetration method, magnetic particle, radiographic, ultrasonic, and metallographic inspection), AWS (American Welding Society) welding codes and specification, analysis of joint configuration, wire and electrodes selections, tensile strength, bend and hardness testing. May not receive credit if APPM 9777 has been completed successfully. 18 hours lecture, 54 hours laboratory. **Strongly Recommended** APPM 9775 or WELD 70 or APPM 9774 or INDT 74.

67A Welding Skills Laboratory 2 Units

Development and improvement of practical welding skills using SMAW, FCAW, MIG, GMAW, and GTAW processes. Preparation for welding solidification in 1G, 2G 1F and 2F positions. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** concurrent enrollment in WELD 64A, 65A, or 70.

67B Advanced Welding Skills Laboratory 2 Units

Advanced development and improvement of practical welding skills using Shielded Metal Arc Welding, Flux-Cored Arc Welding, Gas Metal Arc Welding and Gas Tungsten Arc Welding in the 1G, 2G, 3G, 4G, 1F, 2F, 3F and 4F positions. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** WELD 64B and WELD 65Bor equivalent.

68 Certification Preparation 0.50 - 2 Units

Welding process preparation for certification exams including the theory of American Welding Society D1.1, American Society of Mechanical Engineers Section IX, American Petroleum Institute 1104, includes laboratory practice in skills needed to take these exams. 27-108 hours laboratory.

69A Fabrication and Installing Piping Systems 3 Units

Theory and practical application of pipe joint preparation and design, API (American Petroleum Institute) and AWS (American Welding Society) welding codes specification for pipe and pipe fittings, analysis of joint configuration, plasma and flame cutting of pipes, wire and electrodes selections, pipe welding blue print and welding symbols, SMAW, GMAW, and GTAW of pipe joints, non-destructive and destructive test and qualitative concepts of evaluation. 18 hours lecture, 108 hours laboratory. **Prerequisite** WELD 64Bor equivalent.

69B Advanced Pipe Welding 3 Units

Advanced theory and practical applications of pipe joint preparation and design, API (American Petroleum Institute) and AWS (American Welding Society) welding codes specifications for pipe and pipe fittings, geometric curve design for branched joint of piping systems, wire and electrodes selections, advanced welding blue print and pipe welding symbols, SMAW, GMAW, and GTAW of pipe joints, metallurgical transformation of weld Heat Affected Area (HAA), welding discontinuities and defects, destructive and non-destructive testing, and methods of inspection and testing. 18 hours lecture, 108 hours laboratory. **Prerequisite** WELD 69Aor equivalent.

70 Introduction to Welding 2 Units

(See also APPM 9775)

Welding industry fundamentals including introduction to SMAW, GMAW, GTAW, FCAW processes, oxyacetylene and braze welding, plasma and fuel gas cutting, general shop equipment usage, welding electricity fundamentals, shop safety, identification of welding consumables, hazardous materials regulation, introduction to blueprint reading as applied in manufacturing industry. 18 hours lecture, 54 hours laboratory.

71 Welding for Artists 2 Units

Welding essentials and conventional shop instruction and skills that artistically disposed individuals need to attain in order to proficiently perform in the artistic creation process. Provides instruction on types of metals (aluminum, iron, steel, cast iron, bronze, stainless steel, etc.), mechanical fastenings, cutting and permanent joining together of metals and alloys through welding processes such as; SMAW, GMAW, GTAW, FCAW, oxyacetylene and braze welding, plasma and fuel gas cutting, general shop equipment usage, welding electricity fundamentals, shop safety, welding consumable identification, and hazardous materials regulation. 18 hours lecture, 54 hours laboratory.

WORK EXPERIENCE (WEXP)

WORK EXPERIENCE (WEXP) COURSES

95 Work Experience 1 - 3 Units

College supervised on-the-job training. Paid or volunteer work experience, including an internship, in an occupation related to student's major or classes at Chabot. Cooperative effort between student, supervisor, and instructor to accomplish new work objective and broaden experiences for each semester enrolled. **Corequisite** WEXP 96.

96 Work Experience Seminar 1 Unit

Provides the focal point for the coordination of the student's curriculum with college supervised employment/volunteering in the student's major field. Emphasis on building strong working relationships with supervisors, subordinates, co-workers. Issues pertaining to the modern workplace. 18 hours lecture. **Corequisite** WEXP 95.

WOMEN'S STUDIES (WMST)

Certificate of Achievement

Women's Studies

WOMEN'S STUDIES

Certificate of Achievement

The Women's Studies program offers students an understanding of gender, socialization and women's experiences across cultures; knowledge of women's literary, political, and historical achievements; strategies for improving communication; and promoting healthy behaviors in our personal, social, and work lives. The program includes experiential learning through a service-learning requirement.

Career Opportunities

Students who complete a cross-disciplinary course of study that focuses on women's experiences often pursue careers in the social justice field. Possible careers include education, law, non-profit organizations, public health, and social service agencies.

Program Learning Outcomes

1. Examine the process of gender socialization.
2. Analyze sexism in conjunction with other forms of oppression such as racism, homophobia/heterosexism, classism, ageism, transphobia.
3. Distinguish women's experiences across cultures.
4. Examine women's political, historical, and literary achievements
5. Demonstrate healthy behaviors in personal, social and work lives
6. Apply strategies for improving communication
7. Obtain work experience in programs that serve women and girls

Required Core		Units
SERV 85A	Learning in Action: Beginning	2 - 3

Electives (Choose 5 courses)

COMM 12	Gender, Sexual Identity, and Communication	3
ENGL 31	Introduction to Gay and Lesbian Literature	3
ENGL 32	U.S. Women's Literature	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
	or	
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
GNST 31	Women's Spirituality: An Examination of Ancient and Emerging Traditions	3
HLTH 4	Women and Health	3
HIS 48	U. S. Women's History Through Reconstruction	3
HIS 49	U.S. Women's History Post-Reconstruction	3
POSC 35	Politics of Race and Gender: History, Governance, and Public Policy	3
SOCI 6	Introduction to Gender	3
Total		**17 - 18**

NONCREDIT COURSES

Chabot College offers noncredit courses and certificate programs in a variety of disciplines. The following departments offer noncredit courses. Departments marked with an asterisk * offer noncredit certificate programs.

- Art (ART)
- Automotive Technology (ATEC) *
- Early Childhood Education (ECD) *
- English (ENGL) *
- English as a Second Language (ESL) *
- Electronic Systems Technology (ESYS) *
- Healthy Aging Older Adults (HEAG)
- Industrial Technology (INDT)
- Learning Skills (LNSK)
- Math (MTH) *
- Nutrition (NUTR)
- Tutoring (TUTR)

For more information about noncredit courses and certificates visit our noncredit website: **www.chabotcollege.edu/academics/noncredit**

MIRRORED COURSES

The following noncredit courses are equivalent to the credit course of the same title. The noncredit course mirrors the equivalent credit course, meaning that both courses are taught at the same time in the same room by the same instructor. The noncredit course and the equivalent credit course cover the same topics and have the same learning outcomes. The only difference is that the noncredit course bears no units so it is tuition-free, while the credit course carries units and charges tuition.

- ATEC 201, 202, 203, 204, 205, 206A, 206B, 207, 208, 210, 250, 290, 291, 292, 293
- ESL 240A, ESL 240B
- ESYS 250, 251, 254, 255, 257, 263, 269
- LNSK 217, 219
- MTH 204, 204A, 204B, 204C, 204D, 253, 255
- MUSP 231
- NUTR 204

Students interested in moving from a noncredit program to a credit program should meet with area faculty to discuss assessing equivalency and credit by exam.

ART (ART)

ART (ART) COURSES

201 Sculpture and Ceramic Art for Mature Adults 105 Hours
Construction methods in clay through design of three-dimensional and relief sculptures. Includes an introduction to ceramic art history and fundamentals of ceramic glaze and firing technology. Elements and principles of three-dimensional design are emphasized in oral and written critiques. This course is designed to improve artistic ability of mature adults 50 + years of age or older.

202 Painting and Drawing for Mature Adults 105 Hours
This noncredit course offers an individualized program of painting for the mature adult. Applications of basic principles of composition and color. Covers as well as techniques, materials and terminology of two-dimensional image making will be covered in a hands-on studio format. This is a non-credit course.

AUTOMOTIVE TECHNOLOGY (ATEC)

Certificate of Completion

ASE Test Preparation
ASE Under Car Test Preparation
Automotive Chassis Technology
Automotive Electrical and Body Electronics Technology
Automotive Engine Performance
Automotive Powertrain Technology
Automotive Technology
Hybrid and Alternative Fuel Vehicles
Technology-Based Automotive Systems

ASE TEST PREPARATION

Certificate of Completion

The ASE Certification Preparation Certificate of Completion series of courses will provide automotive students, existing industry technicians and service consultants with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses.

Career Opportunities

Automotive technicians and service consultants have a broad range of opportunities for high demand, high skill, and high wage careers in the automotive and related industries. Example career opportunities include: Technician, Shop Foreman, Service Consultant, and Service Manager.

Program Learning Outcomes

1. Students completing the Chabot ASE Preparation Certificate of Completion courses will be able to demonstrate the expertise needed to successfully pass Automotive Service Excellence (ASE) certification examinations in the applicable subject areas.

Required Core		Hours
ATEC 251	Engine Repair ASE Prep (A1)	18
ATEC 252	Automatic Transmissions and Transaxles ASE Prep (A2)	18
ATEC 253	Manual Transmissions and Transaxles ASE Prep (A3)	18
ATEC 254	Suspension and Steering ASE Prep (A4)	18
ATEC 255	Braking Systems ASE Prep (A5)	18
ATEC 256	Automotive Electrical ASE Prep (A6)	18
ATEC 257	Heating and Air Conditioning ASE Prep (A7)	18
ATEC 258	Air and Fuel Delivery Systems ASE Prep (A8)	18
ATEC 260	Advanced Engine Performance ASE Prep (L1)	18
ATEC 275	Service Consultant ASE Prep (C1)	18
Total Hours		**180**

ASE UNDER CAR TEST PREPARATION

Certificate of Completion

The ASE Under Car Test Preparation Certificate of Completion series of courses will provide automotive students, existing industry technicians and service consultants with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses.

Career Opportunities

Automotive technicians and service consultants have a broad range of opportunities for high demand, high skill, and high wage careers in the automotive and related industries. Example career opportunities include: Technician, Shop Foreman, Service Consultant, and Service Manager.

Program Learning Outcomes

1. Students completing the Chabot ASE Under Car Test Preparation Certificate of Completion courses will be able to demonstrate the expertise needed to successfully pass Automotive Service Excellence (ASE) certification examinations in the applicable subject areas.

Required Core		Hours
ATEC 251	Engine Repair ASE Prep (A1)	18
ATEC 252	Automatic Transmissions and Transaxles ASE Prep (A2)	18
ATEC 253	Manual Transmissions and Transaxles ASE Prep (A3)	18
ATEC 254	Suspension and Steering ASE Prep (A4)	18
ATEC 255	Braking Systems ASE Prep (A5)	18
Total Hours		**90**

AUTOMOTIVE CHASSIS TECHNOLOGY

Certificate of Completion

The Automotive Chassis Technology Certificate of Completion will provide learning opportunities related to vehicle systems such as: Steering, Suspension, Brakes, Electrical and Electronics and proper documentation practices.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry.
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Ddisplay the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Hours
ATEC 204	Automotive Suspension and Steering	117
ATEC 205	Automotive Braking Systems	117
ATEC 206A	Automotive Electrical and Electronic Fundamentals	144
ATEC 206B	Automotive Electrical and Electronic Systems	117
ATEC 250	Introduction to Automotive Technology	90
ATEC 270	Automotive Service Consultant	72
Total Hours		**657**

AUTOMOTIVE ELECTRICAL AND BODY ELECTRONICS TECHNOLOGY

Certificate of Completion

The Automotive Electrical and Body Electronics Technology Certificate of Completion will provide learning opportunities related to vehicle electrical systems such as: Starting, Charging, Batteries, Body Electronics, BUS systems and HVAC systems.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry.
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Hours
ATEC 206A	Automotive Electrical and Electronic Fundamentals	144
ATEC 206B	Automotive Electrical and Electronic Systems	117
ATEC 207	Automotive Heating and Air Conditioning Systems	99
ATEC 250	Introduction to Automotive Technology	90
Total Hours		**450**

AUTOMOTIVE ENGINE PERFORMANCE

Certificate of Completion

The Automotive Engine Performance Certificate of Completion will provide learning opportunities related to vehicle engine control systems such as: Ignition, Fuel Delivery, Engine Management, Emissions, Diagnosis, Service and Maintenance.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry.
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Hours
ATEC 201	Automotive Engines	144
ATEC 206A	Automotive Electrical and Electronic Fundamentals	144
ATEC 206B	Automotive Electrical and Electronic Systems	117
ATEC 208	Automotive Air and Fuel Delivery Systems	144
ATEC 210	Automotive Advanced Engine Performance	117
ATEC 250	Introduction to Automotive Technology	90
Total Hours		**756**

AUTOMOTIVE POWERTRAIN TECHNOLOGY

Certificate of Completion

The Automotive Powertrain Technology Certificate of Completion will provide learning opportunities related to vehicle Powertrain systems such as: Electrical, Internal Combustion Engines, Automatic and Manual Transmissions, Differentials, Drivelines, 4WD and AWD systems.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department **https://edd.ca.gov** search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry.
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Hours
ATEC 201	Automotive Engines	144
ATEC 202	Automotive Automatic Transmissions and Transaxles	117
ATEC 203	Automotive Manual Transmissions and Transaxles	117
ATEC 206A	Automotive Electrical and Electronic Fundamentals	144
ATEC 206B	Automotive Electrical and Electronic Systems	117
ATEC 250	Introduction to Automotive Technology	90
Total Hours		**729**

AUTOMOTIVE TECHNOLOGY

Certificate of Completion

The Automotive Technology Certificate of Completion will provide learning opportunities related to all vehicle systems such as: Engines, Transmissions, Electrical, HVAC, Engine Management, Hybrid / EV, and ADAS.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department **https://edd.ca.gov** search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry.
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Hours
ATEC 201	Automotive Engines	144
ATEC 202	Automotive Automatic Transmissions and Transaxles	117
ATEC 203	Automotive Manual Transmissions and Transaxles	117
ATEC 204	Automotive Suspension and Steering	117
ATEC 205	Automotive Braking Systems	117
ATEC 206A	Automotive Electrical and Electronic Fundamentals	144
ATEC 206B	Automotive Electrical and Electronic Systems	117
ATEC 207	Automotive Heating and Air Conditioning Systems	99
ATEC 208	Automotive Air and Fuel Delivery Systems	144
ATEC 210	Automotive Advanced Engine Performance	117
ATEC 250	Introduction to Automotive Technology	90
ATEC 270	Automotive Service Consultant	72
ATEC 290	Hybrid Vehicle Operation and Servicing	63
ATEC 291	Hybrid Diagnosis and Alternate Fuels Technology	63
ATEC 292	Advanced Drivers Assistance Systems	108
ATEC 293	New Vehicle Technologies	108
Total Hours		**1737**

HYBRID AND ALTERNATIVE FUEL VEHICLES

Certificate of Completion

The Automotive Hybrid and Alternative Fuel Vehicles Technology Certificate of Completion will provide learning opportunities related to hybrid and electric vehicle systems, servicing, diagnosis and repairs.

Career Opportunities

Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Prepared to obtain employment in the automotive industry.
2. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles.
3. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision.
4. Demonstrate an ethical code conforming to the highest standards of the automotive industry.

Required Core		Hours
ATEC 201	Automotive Engines	144
ATEC 206A	Automotive Electrical and Electronic Fundamentals	144
ATEC 206B	Automotive Electrical and Electronic Systems	117
ATEC 208	Automotive Air and Fuel Delivery Systems	144
ATEC 250	Introduction to Automotive Technology	90
ATEC 290	Hybrid Vehicle Operation and Servicing	63
ATEC 291	Hybrid Diagnosis and Alternate Fuels Technology	63
Total Hours		**765**

TECHNOLOGY-BASED AUTOMOTIVE SYSTEMS

Certificate of Completion

The Technology-Based Automotive Systems Certificate of Completion will provide learning opportunities on systems such as Advanced Drivers Assistance Systems (ADAS), Autonomous Vehicles, New Technologies, Computer Programming, Software Fundamentals, and Connected Vehicles.

Career Opportunities

In the past ten years, the automotive industry has experienced a rapid growth in technology. These systems include vehicle safety, drivers assistance, and enhanced vehicle communications. As these new technologies leave the new car dealer service network, technicians in all areas will need to acquire the applicable knowledge and skills to diagnose, service and repair these systems. Career opportunities in the automotive and related transportation industries worldwide include technician, system specialist and supervisor. For current wage and demand information, please visit the California Employment Development Department https://edd.ca.gov search for "Automotive Service Technicians and Mechanics."

Program Learning Outcomes

1. Demonstrate the expertise needed to perform technician functions as they relate to Advanced Drivers Assistance Systems (ADAS).
2. Demonstrate the expertise needed to perform technician functions as they relate to New Vehicle Technologies.
3. Prepared to obtain employment in the automotive industry.

Required Core		Hours
ATEC 206A	Automotive Electrical and Electronic Fundamentals	144
ATEC 206B	Automotive Electrical and Electronic Systems	117
ATEC 290	Hybrid Vehicle Operation and Servicing	63
ATEC 291	Hybrid Diagnosis and Alternate Fuels Technology	63
ATEC 292	Advanced Drivers Assistance Systems	108
ATEC 293	New Vehicle Technologies	108
Total Hours		**603**

AUTOMOTIVE TECHNOLOGY (ATEC) COURSES

201 Automotive Engines 144 Hours

Automotive engine fundamentals including; configurations and designs, operation, diagnostic tests; disassembly, inspection, thread repair, broken bolt removal, precision measurement, assembly, timing chains and belts, valve adjustments, cooling systems, introduction to engine machining, proper use of shop related tools and equipment, and safety practices. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 250 (with a grade of "P" or higher) or ATEC 50 (with a grade of "C" or higher) or equivalent (May be taken concurrently).

202 Automotive Automatic Transmissions and Transaxles 117 Hours

Automotive Automatic Transmission fundamentals including: Diagnosis, inspection, repair, and adjustment of automatic transmission/transaxle assemblies, torque converters, friction materials, hydraulics, gear trains, manual and electronic controls. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 250 (with a grade of "P" or higher) or ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

203 Automotive Manual Transmissions and Transaxles 117 Hours

Automotive Manual Transmission fundamentals including: Theory, diagnosis, repair and adjustment of automotive manual transmissions/transaxles, driveshafts, half shafts, final drives, clutches, viscous couplings, and transfer cases. Two, four and all-wheel drive assemblies, theory, service and repair. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 250 (with a grade of "P" or higher) or ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

204 Automotive Suspension and Steering 117 Hours

Automotive Suspension and Steering fundamentals including: Diagnosis, inspection, repair, and adjustment of modern automotive steering, suspension, supplemental restraint, tire pressure monitoring, and alignment systems, theory of operation, common automotive steering and suspension systems, wheel alignment principles, methods of diagnosis, adjustment and repair, suspension service equipment. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 250 (with a grade of "P" or higher) or ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

205 Automotive Braking Systems 117 Hours

Automotive Braking Systems including: Diagnosis, inspection, repair, and adjustment of modern automotive brakes and anti-lock braking systems, traction control, and dynamic stability control systems, theory of operation, the study of basic laws of hydraulics, brake service equipment. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 250 (with a grade of "P" or higher) or ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

206A Automotive Electrical and Electronic Fundamentals 144 Hours

Automotive Electrical and Electronic Fundamentals including: Ohm's Law, basic electrical circuits, components, battery, starting, charging, and basic wiring systems, electrical components and the use of basic wiring diagrams for trouble shooting systems, repair of wiring circuits and correct use of diagnostic equipment. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 250 (with a grade of "P" or higher) or ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

206B Automotive Electrical and Electronic Systems 117 Hours

Automotive body electronics, vehicle lighting, instrumentation, OEM audio, navigation, and communication systems, supplemental restraint systems, starter interlock systems, computer controlled charging systems. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 206A (with a grade of "P" or higher) or ATEC 6A (with a grade of "C" or higher) or equivalent .

207 Automotive Heating and Air Conditioning Systems 99 Hours

Automotive Heating and Air Conditioning including: Diagnosis, testing, adjustment, and repair of air conditioning, cooling and heating systems, heat and energy, air flow, refrigerant recycling, equipment and controls. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 250 (with a grade of "P" or higher) or ATEC 50 (with a grade of "C" or higher).

208 Automotive Air and Fuel Delivery Systems 144 Hours

Automotive Air and Fuel Delivery including: Introduction to the principles of automotive fuel induction systems, including the inspection, diagnosis, and evaluation of fuel storage, fuel pumps, carburetion, intake and exhaust systems, engine operation principles, computerized engine controls, and fuel injection systems. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 206A (with a grade of "P" or higher) or ATEC 6A (with a grade of "C" or higher) or equivalent.

210 Automotive Advanced Engine Performance 117 Hours

Automotive Engine Management Systems including: Ignition systems, combustion process, emission control devices, diagnostic practices for drivability, emissions, on board diagnostic systems, vehicle systems integration, and new engine technology. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 208 (with a grade of "P" or higher) or ATEC 8 (with a grade of "C" or higher) or equivalent.

250 Introduction to Automotive Technology 90 Hours

Automotive industry fundamentals including careers, safety, fasteners, hand tool identification and usage, vehicle systems, electrical fundamentals, service information access and use, automotive chemical and fluid applications, hazardous waste handling, general shop equipment usage, and vehicle servicing. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog.

251 Engine Repair ASE Prep (A1) 18 Hours

The ASE Engine Repair Certification Prep course (A1) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

252 Automatic Transmissions and Transaxles ASE Prep (A2) 18 Hours

The ASE Automatic Transmissions and Transaxles Certification Prep course (A2) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

253 Manual Transmissions and Transaxles ASE Prep (A3) 18 Hours

The ASE Manual Transmissions and Transaxles Certification Prep course (A3) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

254 Suspension and Steering ASE Prep (A4) 18 Hours

The ASE Suspension and Steering Prep course (A4) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

255 Braking Systems ASE Prep (A5) 18 Hours

The ASE Braking Systems Certification Prep course (A5) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

256 Automotive Electrical ASE Prep (A6) 18 Hours

The ASE Automotive Electrical Certification Prep course (A6) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

257 Heating and Air Conditioning ASE Prep (A7) 18 Hours

The ASE Heating and Air Conditioning Certification Prep course (A7) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

258 Air and Fuel Delivery Systems ASE Prep (A8) 18 Hours

The ASE Air and Fuel Delivery Systems Certification Prep course (A8) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

260 Advanced Engine Performance ASE Prep (L1) 18 Hours

The ASE Advanced Engine Performance Certification Prep course (L1) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

270 Automotive Service Consultant 72 Hours

Automotive Service Consultant fundamentals including: Communications, customer service, legal documents, business interactions, billing, parts and labor guides, shop management applications, shop operations, sales, vehicle identification and systems operations. Course content is aligned with tasks identified by Automotive Service Excellence (ASE) certification. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 250 (with a grade of "P" or higher) or ATEC 50 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

275 Service Consultant ASE Prep (C1) 18 Hours

The ASE Service Consultant Certification Prep course (C1) will provide automotive students and existing industry technicians with an opportunity to prepare for industry standardized Automotive Service Excellence (ASE) certification in the most common automotive related subject areas. Automotive students are encouraged to enroll in the applicable ASE prep-course in conjunction with their current ATEC courses. This noncredit course is part of a noncredit certificate of completion in ASE Test Prep for Automotive. This course is free and students may repeat this course until mastery of the skills is met.

290 Hybrid Vehicle Operation and Servicing 63 Hours

Study of hybrid vehicle architecture, operation, and servicing. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 250 (with a grade of "P" or higher) or ATEC 50 (with a grade of "C" or higher) **Strongly Recommended** ATEC 206A or ATEC 6A ATEC 208 or ATEC 8 ATEC 202 or ATEC 2 ATEC 205 or ATEC 5 ATEC 210 or ATEC 10or equivalent.

291 Hybrid Diagnosis and Alternate Fuels Technology 63 Hours

Hybrid vehicle diagnosis and repair processes, and alternate fuels application and operation. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 290 (with a grade of "P" or higher) or ATEC 90 (with a grade of "C" or higher).

292 Advanced Drivers Assistance Systems 108 Hours

This course introduces students to the Advanced Drivers Assistance Systems (ADAS) utilized in vehicles. This technology is also the foundation for autonomous vehicles. This course will cover the various Advanced Drivers Assistance Systems (ADAS), exploring system operation, diagnosis, service, repairs, and calibration. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 204 (with a grade of "P" or higher) or ATEC 4 (with a grade of "C" or higher) or equivalent ATEC 206A (with a grade of "P" or higher) or ATEC 6A (with a grade of "C" or higher) or equivalent ATEC 206B (with a grade of "P" or higher) or ATEC 6B (with a grade of "C" or higher) or equivalent.

293 New Vehicle Technologies 108 Hours

This course will introduce students to new vehicle technologies; including enhanced vehicle connectivity, vehicle electronics, and programming. The course will cover the operation, application, and practical experiences with these systems, and vehicle diagnostics, including electrical and mechanical. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ATEC credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ATEC faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ATEC 292 (with a grade of "P" or higher) or ATEC 92 (with a grade of "C" or higher).

EARLY CHILDHOOD EDUCATION (ECD)

Certificate of Completion

Careers in Education
Introduction to Infant/Toddler Care

CAREERS IN EDUCATION

Certificate of Completion

The Careers in Education Certificate of Completion is intended for those who are interested in careers as teachers and want information about the different career pathways available, the academic preparation necessary, and an introduction to the skills and abilities of an effective teacher. This certificate also prepares students for entry into credit courses in child development at Chabot College or other community colleges. No prerequisites

Career Opportunities

California is facing a critical shortage of teachers in all sectors, from early childhood through K-12. This certificate can help students understand how to earn the credit units and degrees that can lead to a rewarding career in education, while preparing them for entry level jobs as teacher aides, paraprofessionals or in afterschool programs. This program prepares students for entry into credit courses in the Child Development Program at Chabot or other colleges. This certificate allows for non-credit students and individuals exploring careers with children to enroll in courses that teach important child development concepts and prepare them for the coursework necessary to continue on their academic pathway.

Program Learning Outcomes

1. Identify and describe the academic preparation, skills, dispositions and competencies required of teachers in various educational settings, including the communication, guidance and cultural competency strategies required.

Required Core		Hours
ECD 208	Introduction to Careers in Education	18
ECD 209	Introduction to Working with Children	18
Total Hours		**36**

INTRODUCTION TO INFANT/TODDLER CARE

Certificate of Completion

The non-credit Introduction to Infant/Toddler Care Certificate of Completion is intended for families and caregivers of children ages 0-3 who are seeking resources to further their knowledge of child development. This non-credit program prepares students for entry into credit courses in the Child Development Program at Chabot or other colleges. While working towards to this non-credit certificate, students will be getting foundational skills to be successful in the credit version of ECD courses. No prerequisites

Career Opportunities

There is a critical need for training for infant/toddler care workers in the East Bay and entry level jobs in childcare settings are widely available. However, there are few opportunities for people starting out in the field to learn about the important child development and child-rearing issues specific to the early childhood years, (0-3). This program prepares students for entry into credit courses in the Child Development Program at Chabot or other colleges. This non-credit certificate allows for students, parents and individuals exploring careers with children to enroll in courses that teach important child development and child-rearing issues specific to the early childhood years, (0-3).

Program Learning Outcomes

1. Identify and provide examples of the effective principles and practices of child development for infants/toddlers.

Required Core		Hours
ECD 210	Introduction to Infant/Toddler Care	18
ECD 211	Introduction to Infant/Toddler Curriculum	18
Total		**36**

EARLY CHILDHOOD EDUCATION (ECD) COURSES

208 Introduction to Careers in Education 18 Hours

This course will provide students with an introduction to teaching and education as a profession. It will provide an overview of teaching opportunities, requirements, educational pathways and certifications in California in a range of school settings including early childhood education, Transitional Kindergarten, K-12 (elementary, middle and high school), and community college. The course will address the qualities, skills and dispositions of an effective teacher, and critical issues in diverse contemporary classrooms. Career opportunities and labor market demand for teachers as well as other career pathways in education will be covered. ECD 208 is an introductory level (non-credit) course and is intended to provide students exposure to vocabulary and concepts in education and teacher preparation. Students can use the skills gained from this class to transition to credit level ECD courses. This course is free and students may repeat this course until mastery of the skills is met.

209 Introduction to Working with Children 18 Hours

This course is for those who are interested in working with children and want to gain a basic understanding of child development and how to effectively interact with and supervise children. It will include an introduction to the concepts of child development, major developmental milestones from 0-18, realistic behavior expectations, and a discussion of what is considered developmentally appropriate practice. Effective communication, positive behavior guidance, and social and cultural factors related to equity in educational settings will also be addressed. ECD 209 is an introductory level (non-credit) course and is intended to provide students exposure to vocabulary and concepts in child development and education. Students can use the skills gained from this class to transition to credit level ECD courses. This course is free and students may repeat this course until mastery of the skills is met.

210 Introduction to Infant/Toddler Care 18 Hours

Growth and development of infants/toddlers aged 0-36 months: Physical, cognitive, psycho-social, and creative development; influence of environment on development; feeding concerns; and the child's impact on the family. Course topics include an introduction of different temperament tendencies; stages of social-emotional development and socialization and guidance, and practices/program policies that best support the healthy social-emotional development. The course also looks into families and family culture. ECD 210 is an introductory level (non-credit) course and is intended to provide students exposure to vocabulary and concepts in infant/toddler care. Students can use the skills gained from this class to transition to credit level ECD courses. This course is free and students may repeat this course until mastery of the skills is met.

211 Introduction to Infant/Toddler Curriculum 18 Hours

The essential policies, principles, and effective practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months are examined. The course introduces principles of developmentally appropriate curriculum for infants/toddlers. Play, language and learning experiences including use of materials and equipment in infant/toddler settings will be introduced. ECD 211 is an introductory level (non-credit) course and is intended to provide students exposure to vocabulary and concepts in infant/toddler care and care setting. Students can use the skills gained from this class to transition to credit level ECD courses. This course is free and students may repeat this course until mastery of the skills is met.

ELECTRONIC SYSTEMS TECHNOLOGY (ESYS)

Certificate of Completion

Industrial Electronic Technology

INDUSTRIAL ELECTRONIC TECHNOLOGY

Certificate of Completion

Students develop the technical skills required for many entry-level Electronics Technicians employment opportunities including robotics, IoT, mechatronics, and process control systems in many segments of the electronics industry of the SF Bay Area. Successfully completing these required courses prepares our students for career opportunities in industrial electronics technology.

Career Opportunities

Completion of this certificate prepares students for an Electrical & Electronics Worker career with industrial electronic, communications equipment manufacturing, and industrial machinery manufacturing firms. According to Labor Market Information data, electrical and electronics worker positions are expected to grow from 2100 positions in 2016 to 2300 positions by 2026, an increase of 9.5%. Students will be applying electrical and electronics theory and related knowledge to install, adjust, or maintain electro-mechanical, mobile electronics communication equipment, including sound, sonar, security, navigation, and surveillance systems on trains, watercraft, or other electronic/mobile equipment.

Program Learning Outcomes

1. Apply knowledge of electronic principles to the areas of robotics, mechatronics, IoT and process control systems.
2. Demonstrate the proper use of electronic testing equipment along with appropriate interpretation of results in the Laboratory.
3. Troubleshooting faults in circuit or system operation by assessing quantitative calculations or measurements in the Laboratory.

Required Core		Hours
ESYS 250	Introduction to Electronic Systems Technology	108
ESYS 251	Fabrication Techniques for Electronic Systems Technology	72
ESYS 254	Analog Circuits and Semiconductor Devices	90
ESYS 255	IoT & Microcontroller Systems	90
ESYS 257	PLCs & Process Control Systems	90
ESYS 269	Robotics and Industrial Control Systems	90
Total		**540**

ELECTRONIC SYSTEMS TECHNOLOGY (ESYS) COURSES

201 Electronic Project Prototyping 54 Hours

Development and prototyping of student-selected electronic projects. Automated design tools, automated and hand fabrication and electronic assembly techniques, measurement and evaluation of prototypes.

202 Electronic Circuit Calculations and Analysis 36 Hours

Application of algebraic and trigonometric calculations and formulas applied to electronic circuit examples. Digital logic applied to combinational and sequential circuits.

203 Electronic Circuit Measurements and Analysis 54 Hours

Measurement and presentation of data in analog and digital circuits. Emphasis on comparison and correlation of measured data with calculated circuit analysis.

250 Introduction to Electronic Systems Technology 108 Hours

Introduction to electronic systems and circuits. Overview of career opportunities and job duties with electronic systems technology. Direct current and alternating current circuits including Ohm's law and Kirchhoff's laws. Measurement and characterization of electronic systems at the block diagram level. Laboratory practice includes the proper use of standard test instruments. This course is a noncredit course that is equivalent to the ESYS 50 credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ESYS faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion.

251 Fabrication Techniques for Electronic Systems Technology 72 Hours

Prototype development includes sheet metal, printed circuit board layout and fabrication, connection and soldering techniques, use of hand tools, and machines in electronic fabrication. Use of computer software tools as applied to electronic fabrication. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ESYS 51 credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ESYS faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Strongly Recommended** ESYS 250 (with a grade of "P" or higher) or ESYS 50 (with a grade of "C" or higher).

254 Analog Circuits and Semiconductor Devices 90 Hours

Introduction to more advanced electrical/electronics circuits. Students learn the use of BJTs (bipolar junction transistors), FETs (field effect transistors), Op-Amps (integrated circuit operational amplifiers) in building electronic circuits such as power supplies, amplifiers, oscillators, and filters. Topics include biasing of amplifiers to explain how transistors are turned on; configurations of amplifiers which explain how the amps differ with current and voltage gain and classes of amplifiers which explain efficiencies of the amplifiers. Voltage regulation, active filters, oscillators, timers and modulation are also part of course content. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ESYS 54 credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ESYS faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. **Strongly Recommended** ESYS 250 (with a grade of "P" or higher) or ESYS 50 (with a grade of "C" or higher).

255 IoT & Microcontroller Systems 90 Hours

As IoT connects the world, explore its benefits, applications and challenges. Architecture, programming, application and troubleshooting of single-chip microcontroller electronic systems as well as complex programmable logic device (CPLD) electronic systems. Includes programming in VHDL, digital building blocks, number systems, Boolean algebra, combinational and sequential logic, integrated logic families, digital circuit measurement techniques and instrumentation and troubleshooting techniques. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ESYS 55 credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ESYS faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Strongly Recommended** ESYS 250 (with a grade of "P" or higher) or ESYS 50 (with a grade of "C" or higher).

257 PLCs & Process Control Systems 90 Hours

Programmable logic control systems; function, interrelationship, and troubleshooting of systems components. PLC input/output systems and requirements. Ladder logic and SCADA programming using basic I/O instructions, logic instructions, timers, counters, and comparison functions. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ESYS 57 credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ESYS faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Strongly Recommended** ESYS 250 (with a grade of "P" or higher) or ESYS 50 (with a grade of "C" or higher).

263 IT Essentials: PC Hardware and Software 90 Hours

Cisco Networking Academy IT Essentials course. Students will learn the internal components of a computer, assemble a computer system, install an operating system, and troubleshoot using system tools and diagnostic software. Students will also connect to the Internet and share resources in a network environment. Additional topics covered include laptops and portable devices, wireless connectivity and basic implementation skills, Voice over Internet Protocol (VoIP), security, safety and environmental issues, applied network configuration and troubleshooting skills, and communication skills. May not receive credit if Computer Application Systems 83 has been completed. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ESYS 63 credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ESYS faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog.

269 Robotics and Industrial Control Systems 90 Hours

Robotics fundamentals include machine design, control systems, sensors, actuators and programming. Electrical motors and controls for commercial and industrial applications. DC, stepper, 1-phase and 3-phase AC motors, including variable-frequency drives. Includes motor theory and hands-on applications. This course is free and students may repeat this course until mastery of the skills is met. This course is a noncredit course that is equivalent to the ESYS 69 credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. If a student chooses to move from noncredit to credit courses, please meet with ESYS faculty to discuss assessing equivalency and credit by exam. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Strongly Recommended** ESYS 250 (with a grade of "P" or higher) or ESYS 50 (with a grade of "C" or higher).

ENGLISH (ENGL)

Certificate of Competency

Non-Credit Preparation for English Composition

NON-CREDIT PREPARATION FOR ENGLISH COMPOSITION

Certificate of Competency

Learn or review strategies for reading critically in an academic setting, managing the steps of the writing process, and learning to access and use sources. This program is designed for students who are looking to practice their reading and writing in a low stakes environment before taking transfer-level, for-credit English courses. English 1, Critical Reading and Composition is required for most Associate?s Degree and transfer programs. Students who earn the Non-Credit Preparation for English Composition Certificate will be prepared with strategies for the reading and writing required in English 1 as well.

Career Opportunities

Critical reading and composition skills provide a foundation for skills required in most degree-level or transfer-level quantitative courses. Critical reading and composition skills developed in this program are essential preparation for careers such as, office manager, executive assistant, HR assistant.

Program Learning Outcomes

1. Critically respond to the ideas and information in academic texts;
2. Independently read and understand complex academic texts;
3. Develop and apply a series of metacognitive strategies for reading comprehension and analytical writing, to establish a strong foundation for transfer-level English.

Required Core (choose 2 courses)		Hours
ENGL 201A	Non-Credit Preparation for Composition I	45
ENGL 201B	Non-Credit Preparation for English Composition II	45
ENGL 215	Support with Writing and Reading	18 - 54
Total Hours		**63 - 99**

ENGLISH (ENGL) COURSES

215 Support with Writing and Reading 18 - 54 Hours

This noncredit course provides whole group, small group, laboratory, and individualized support with writing and reading assignments. Students meet regularly with an English 215 instructor during one of three open hours, as well as with WRAC tutors and WRAC English/ESL instructors, on a customized learning plan. Students will improve their academic reading skills, and/or their composition or sentence-level writing skills. This course is free and students may repeat this course until mastery of the skills is met. This course is intended to assist and prepare students to be successful in college-level credit coursework.

201A Non-Credit Preparation for Composition I 45 Hours

Non-credit course in which students will practice academic reading, critical thinking, and writing expected in credit classes or degree-applicable classes. Students will practice metacognitive strategies that will prepare them for success in a transfer-level English course. This is the first 9-week course in a two-course sequence. Students completing both English 201A and 201B will earn a Certificate of Competency in Preparation for English Composition. The course is free to students and repeatable until mastery of the skills is met. Strongly Recommended: Informed Course Selection Tool (ICST). **Strongly Recommended** Informed Course Selection Tool.

201B Non-Credit Preparation for English Composition II 45 Hours

Non-credit course in which students will practice academic reading, critical thinking, and writing expected in credit classes or degree applicable classes. Students will build on the metacognitive skills from 201A and practice more advanced reading and writing strategies that will prepare them for success in a transfer-level English course. This is the second 9-week course in a two-course sequence but may also be taken as a stand alone course. Students completing both English 201A and 201B will earn a Certificate of Competency in Preparation for English Composition. The course is free to students and repeatable until mastery of the skills is met. Strongly Recommended: Informed Course Selection Tool (ICST) **Strongly Recommended** Eligibility for ENGL 201A (with a grade of "P" or higher) and/or Informed Course Selection Tool.

ENGLISH AS A SECOND LANGUAGE (ESL)

Certificate of Competency

Intermediate ESL
Intermediate ESL Oral Communication
Intermediate ESL Reading and Writing
Low-Intermediate ESL
Preparation for Academic ESL

INTERMEDIATE ESL

Certificate of Competency

Students who receive a Certificate of Competency in Intermediate ESL complete two ESL noncredit courses: Intermediate Reading, Writing, and Grammar (ESL 240B) and Intermediate Listening and Speaking (ESL 242B). Completion of these courses and earning a Certificate of Competency demonstrates a student's readiness for high-intermediate level ESL coursework as well as competency in the intermediate English reading, writing and communication skills required for the workplace.

Career Opportunities

Students who complete this certificate gain competency in intermediate workplace literacy skills like reading and writing lengthy instructions, emails, memos, reports and order forms. They will also demonstrate the intermediate oral communication skills to communicate with employers, co-workers and customers. This certificate can be shown to employers to demonstrate intermediate English language competency.

Program Learning Outcomes

1. Read in English at an intermediate level.
2. Write in English at the intermediate level.
3. Communicate orally in English at the intermediate level.

Required Core		Hours
ESL 240B	Intermediate Reading, Writing, and Grammar	108
ESL 242B	Intermediate Listening and Speaking	72
Total Hours		**180**

INTERMEDIATE ESL ORAL COMMUNICATION

Certificate of Competency

Students who receive a Certificate of Competency in Intermediate ESL Oral Communication complete two ESL noncredit courses: Low Intermediate Listening and Speaking (ESL 242A) and Intermediate Listening and Speaking (ESL 242B). Completion of these courses and earning a Certificate of Competency demonstrates a student's readiness for credit level ESL Listening and Speaking coursework as well as mastery of intermediate English communication skills required for the workplace.

Career Opportunities

Students who complete this certificate gain the intermediate workplace communication skills to speak with employers, co-workers and customers. This certificate can be shown to employers to demonstrate intermediate English communication mastery.

Program Learning Outcomes

1. Consistently comprehend oral English at the intermediate level.
2. Speak clear and comprehensible English at the intermediate level.

Required Core		Hours
ESL 242A	Low Intermediate Listening and Speaking	72
ESL 242B	Intermediate Listening and Speaking	72
Total Hours		**144**

INTERMEDIATE ESL READING AND WRITING

Certificate of Competency

Students who receive a Certificate of Competency in Intermediate ESL Reading and Writing complete two ESL noncredit courses: Low Intermediate Reading, Writing, and Grammar (ESL 240A) and Intermediate Reading, Writing, and Grammar (ESL 240B). Completion of these courses and earning a Certificate of Competency demonstrates a student's readiness for high-intermediate level ESL coursework as well as mastery in the intermediate English reading, writing and grammar skills required for the workplace.

Career Opportunities

Students who complete this certificate gain mastery in intermediate workplace literacy skills like reading and writing lengthy instructions, emails, memos, reports and order forms. This certificate can be shown to employers to demonstrate mastery in intermediate English reading, writing and grammar skills.

Program Learning Outcomes

1. Read critically in English at an intermediate level.
2. Write in English with clarity and accuracy at the intermediate level.

Required Core		Hours
ESL 240A	Low Intermediate Reading, Writing, and Grammar	108
ESL 240B	Intermediate Reading, Writing, and Grammar	108
Total Hours		**216**

LOW-INTERMEDIATE ESL

Certificate of Competency

Students who receive a Certificate of Competency in Low Intermediate ESL complete two ESL noncredit courses: Low Intermediate Reading, Writing, and Grammar (ESL 240A) and Low Intermediate Listening and Speaking (ESL 242A). Completion of these courses and earning a Certificate of Competency demonstrates a student's readiness for intermediate level ESL coursework as well as competency in the basic English reading, writing and communication skills required for the workplace.

Career Opportunities

Students who complete this certificate gain competency in basic workplace literacy skills like reading and writing short instructions, emails, memos, reports and order forms. They will also demonstrate the basic oral communication skills to communicate with employers, co-workers and customers. This certificate can be shown to employers to demonstrate low intermediate English language competency.

Program Learning Outcomes

1. Read in English at a low intermediate level.
2. Write in English at the low-intermediate level.
3. Communicate orally in English at the low-intermediate level.

Required Core		Hours
ESL 240A	Low Intermediate Reading, Writing, and Grammar	108
ESL 242A	Low Intermediate Listening and Speaking	72
Total Hours		**180**

PREPARATION FOR ACADEMIC ESL

Certificate of Competency

Students who receive a Certificate of Competency in Preparation for Academic ESL complete all three ESL noncredit courses: Preparation for Academic ESL Reading (ESL 210), Preparation for Academic ESL Writing (ESL 220), and Preparation for Academic ESL Listening/ Speaking (ESL 230). Completion of these courses and earning a Certificate of Competency demonstrates a student's readiness for academic level ESL coursework.

Career Opportunities

Students who complete this certificate gain competency in workplace skills like writing emails, using Google Docs and MS word, organizing materials, and time management. This certificate can be shown to employers to demonstrate basic English language competency for academic ESL programs.

Program Learning Outcomes

1. Read, write, and speak at a proficiency level appropriate for entrance in the ESL credit program.
2. Demonstrate the ability to navigate common campus resources, manage study time effectively, and show basic computer literacy necessary for entrance in the ESL credit program.

Required Core		Hours
ESL 210	Preparation for Academic ESL Reading	54
ESL 220	Preparation for Academic ESL Writing	54
ESL 230	Preparation for Academic ESL Listening and Speaking	54
Total Hours		**162**

ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

210 Preparation for Academic ESL Reading 54 Hours

This noncredit course in Academic ESL reading is part of a 3-course noncredit certificate of competency in Preparation for College ESL, which serves as preparation for ESL 110A, the first course in our credit sequence. Students who take this course may not have the necessary language proficiency in English or be ready for the academic rigor of our college credit ESL program. Students will gain reading, vocabulary, and study skills, computer literacy, and become familiar with U.S. college classroom culture. This course is free and may be repeated until mastery in the skill is met. Recommendation to take the course will be through ESL placement process. May be taken concurrently with ESL 220 and ESL 230.

220 Preparation for Academic ESL Writing 54 Hours

This noncredit course in Academic ESL writing is part of a 3-course noncredit Certificate of Competency in Preparation for College ESL, which serves as preparation for ESL 110A, the first course in our credit sequence. Students who take this course may not have the necessary language proficiency in English or be ready for the academic rigor of our college credit ESL program. Students will further proficiency in writing grammatically correct English sentences and short paragraphs, develop academic study skills and computer literacy, and become familiar with U.S. college classroom culture. This course is free and may be repeated until mastery in the skill is met. Recommendation to take the course will be through ESL placement process. May be taken concurrently with ESL 210 and ESL 230.

230 Preparation for Academic ESL Listening and Speaking 54 Hours

This noncredit course in Academic ESL Listening and Speaking is part of a 3-course noncredit Certificate of Competency in Preparation for College ESL, which serves as preparation for ESL 110A, the first course in our credit sequence. Students who take this course may not have the necessary language proficiency in English or be ready for the academic rigor of our college credit ESL program. Students will gain listening comprehension skills, oral fluency, study skills, computer literacy, and become familiar with U.S. college classroom culture. This course is free and may be repeated until mastery in the skill is met. Recommendation to take the course will be through ESL placement process. May be taken concurrently with ESL 210 and ESL 220.

240A Low Intermediate Reading, Writing, and Grammar 108 Hours

A comprehensive review of basic sentence types; short writing assignments; reading fiction and nonfiction; reinforces fluency in reading, writing, and grammar. This course is a noncredit course that is equivalent to the ESL credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. This course is free and students may repeat this course until mastery of the skills is met.

240B Intermediate Reading, Writing, and Grammar 108 Hours
Logical paragraph development; reading both fiction and nonfiction; emphasis on the development of vocabulary and grammatical structures of written English. This course is a noncredit course that is equivalent to the credit course of the same title. Both options cover the same content and students will be enrolled in the same class at the same time. This course is free and students may repeat this course until mastery of the skills is met. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ESL 240A (with a grade of "P" or higher) or ESL 110A (with a grade of "P" or higher) or Eligibility forESL 110B/240B demonstrated through the ESL Placement Process.

242A Low Intermediate Listening and Speaking 72 Hours
This is a noncredit course in ESL Listening and Speaking at the Low Intermediate Level. Students will gain listening comprehension skills, oral fluency, study skills, and be introduced to Chabot College services and activities. This course is free and may be repeated until mastery in the skill is met. Recommendation to take the course concurrently with ESL 110A. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Strongly Recommended** Eligibility for ESL 110A or ESL 240A.

242B Intermediate Listening and Speaking 72 Hours
This is a noncredit course in ESL Listening and Speaking at the Intermediate Level. Students will gain listening comprehension skills, oral fluency, study skills, and familiarity with Chabot College certificates, degrees and services. This course is free and may be repeated until mastery in the skill is met. Recommendation to take the course concurrently with ESL 110B. This course is part of a Certificate of Completion. Available Certificates can be found in the Chabot College Catalog. **Prerequisite** ESL 242A (with a grade of "P" or higher) Eligibility for ESL 110B or ESL 240B.

HEALTHY AGING OLDER ADULTS (HEAG)

HEALTHY AGING OLDER ADULTS (HEAG) COURSES

BY50 Balance & Yoga for the Mature Adult 36-54 Hours
Designed to teach the principles of yoga and how they apply to improve balance, strength and wellness for the mature adult. Breathing exercises, relaxation and meditation techniques to lower stress and hypertension will be practiced throughout the course.

FN50 Functional Movement and Balance for the Mature Adult 36-108 Hours
Develops balance and functional movement for the mature adult (50+years in age). Course will include nutritional information to prevent hypertension and diabetes. Course is moderate to hard in intensity. Prior to enrollment student should get physician's OK to exercise. **Strongly Recommended**Approval from physician to start an exercise program.

FW50 Fitness Walks for the Mature Adult 36-108 Hours
This course is designed to improve cardiovascular fitness and overall wellness in the mature adult. Students will actively walk and hike in the surrounding community to improve their overall health and well being.

SF50 Strength and Fitness for the Mature Adult 36-108 Hours
Designed to increase the stamina, strength, and metabolism in the mature adult. Course will focus on adult type II diabetes prevention. **Strongly Recommended**Prior to enrollment the student must get clearance from their physician to start an exercise program. This course is open to all but recommended for students 50 years and older.

SW50 Cardiovascular Swimming for the Mature Adult 36-54 Hours
Designed to improve cardiovascular fitness in the older adult. Emphasis on swimming with the aerobic target heart rate training zone. Instruction will also address personal nutrition, hypertension and the prevention of adult type II diabetes.

WA50 Introduction to Fitness Walking for the Older Adult 36-54 Hours
Intended for older students of all fitness levels who would like to improve their health and well being through walking. Walking routes begin on campus and explore a multitude of nearby parks and trails. Topics to be discussed include: fitness and health assessment, equipment and safety, walking techniques, motivation, nutrition basics, program design and evaluation, volkssporting and more.

WE50 Resistance Training for Bone Density for the Mature Adult 36-54 Hours
Designed to teach the basic elements of resistance training and wellness to older adult. Technique and nutritional information to improve bone density and metabolism will be emphasized.

INDUSTRIAL TECHNOLOGY (INDT)

INDUSTRIAL TECHNOLOGY (INDT) COURSES

201 Makerspace Project Prototyping **54 Hours**

Development and prototyping of student-selected projects. Automated design tools, automated and hand fabrication and assembly techniques, measurement and evaluation of prototype.

LEARNING SKILLS (LNSK)

LEARNING SKILLS (LNSK) COURSES

217 Reading **72 Hours**

Reading to develop decoding, vocabulary, and comprehension skills. Use of specialized developed with students with specific learning disabilities in mind. Includes reading comprehension strategies, and vocabulary development in preparation for college level English courses. **Strongly Recommended** LNSK 116 (with a grade of "P" or higher).

219 Mathematics **54 Hours**

Preparation for basic arithmetic and problem solving for success in college level math for students with learning disabilities. Emphasis on quantitative reasoning abilities needed to process and integrate word problems and related problem solving tasks. Designed for students with identified learning disabilities. **Strongly Recommended** LNSK 116 (with a grade of "P" or higher).

MATHEMATICS (MTH)

Certificate of Competency

Prealgebra
Preparation for BSTEM Math
Preparation for Statistics and Liberal Arts Math

PREALGEBRA

Certificate of Competency

Learn or review foundational arithmetic and quantitative skills in preparation for algebra. This certificate is free and students may repeat the courses until mastery of the skills is met. The program provides a great opportunity for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want some more mathematics preparation before transitioning to college-level math. Enroll for a single session or complete all four sessions to earn a certificate of competency. Session A covers computation and modeling with whole numbers, Session B covers computation and modeling with signed numbers, Session C covers computation and modeling with fractions and linear equations, while the capstone Session D applies these skills to problem solving, word problems and graphing in Cartesian coordinates.

Career Opportunities

Basic math skills are a foundation to the quantitative reasoning needed to complete the required degree-level or transfer-level quantitative courses.

Program Learning Outcomes

1. Analyze mathematical problems critically using logical methodology.
2. Communicate mathematical ideas, understand definitions, and interpret concepts.
3. Increase confidence in understanding mathematical concepts, communicating ideas and thinking analytically.

Required Core		Hours
MTH 204A	Prealgebra with Whole Numbers	18
MTH 204B	Prealgebra with Integers	18
MTH 204C	Prealgebra with Rational and Decimal Numbers	18
MTH 204D	Prealgebra Problem Solving	18
Total Hours		**72**

PREPARATION FOR BSTEM MATH

Certificate of Competency

Learn or review foundational algebraic and quantitative skills in preparation for college-level mathematics coursework. This certificate is free and students may repeat the courses until mastery of the skills is met. The program provides a great opportunity for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want more mathematics preparation before transitioning to college-level math. This Certificate of Competency recognizes a student's preparation for transfer-level Business and STEM Math courses.

Career Opportunities

Basic math skills are a foundation to the quantitative reasoning needed to complete required degree-level or transfer-level quantitative courses.

Program Learning Outcomes

1. Demonstrate increased confidence in mathematics by performing essential math skills for BSTEM Math courses.

Required Core		Hours
MTH 210	Math Jam for Business and STEM Mathematics Pathway	27
MTH 255	Noncredit Intermediate Algebra	90
	or	
MTH 231W	Noncredit College Algebra Workshop	36
	or	
MTH 243W	Noncredit Introduction To Probability and Statistics Workshop	36
Total Hours		**63 - 117**

PREPARATION FOR STATISTICS AND LIBERAL ARTS MATH

Certificate of Competency

Learn or review foundational algebraic and quantitative skills in preparation for college-level mathematics coursework. This certificate is free and students may repeat the courses until mastery of the skills is met. The program provides an opportunity for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want more mathematics preparation before transitioning to college-level math. This Certificate of Competency recognizes a student's preparation for transfer-level Statistics and Liberal Arts Math courses.

Career Opportunities

Basic math skills are a foundation to the quantitative reasoning needed to complete required degree-level or transfer-level quantitative courses.

Program Learning Outcomes

1. Demonstrate increased confidence in mathematics by performing essential math skills for Statistics and Liberal Arts Math courses.

Required Core		Hours
MTH 220	Math Jam for Statistics and Liberal Arts Mathematics Pathway	27
	or	
MTH 204	Prealgebra	90
MTH 253	Noncredit Applied Algebra and Data Analysis	108
	or	
MTH 247W	Noncredit Mathematics for Liberal Arts Workshop	36
	or	
MTH 243W	Noncredit Introduction To Probability and Statistics Workshop	36
Total Hours		**63 - 198**

MATHEMATICS (MTH) COURSES

204 Prealgebra **90 Hours**

This noncredit course is part of a noncredit certificate of competency in Preparation for Statistics and Liberal Arts Math. This course is free and students may repeat this course until mastery of the skills is met. This is a great class for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want some more mathematics preparation before transitioning to college-level math. This course covers the same content as MTH 204A, 204B, 204C, and 204D combined: Whole numbers, integers, rational and decimal numbers, percent, geometry, graphing, and problem solving.

210 Math Jam for Business and STEM Mathematics Pathway **27 Hours**

Review of algebra and study skills required for success in transfer-level mathematics. This course is intended to prepare students for coursework in the Business and STEM pathways.

220 Math Jam for Statistics and Liberal Arts Mathematics Pathway **27 Hours**

This noncredit course reviews algebra and study skills required for success in transfer-level mathematics. This course is intended to prepare students for coursework in the Statistics and Liberal Arts Mathematics pathway (non-STEM majors). If you need a refresher on algebra or you want to get a jump-start on your next math class, this course is for you.

253 Noncredit Applied Algebra and Data Analysis 108 Hours

This noncredit course is part of a noncredit certificate of competency in Preparation for College Mathematics for the Statistics and Liberal Arts pathway. This course is free and is intended to prepare students for the rigor of college-level mathematics coursework required in non-STEM fields. Students may repeat this course until mastery of the skills is met. This course covers the same content as MTH 53 Applied Algebra and Data Analysis. Students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while may prefer to take the noncredit MTH 253 instead of MTH 53 since it is free and may be repeated. This course covers equations and formulas; linear, exponential, logarithmic functions; measurement and conversion of units; exponents and scientific notation; introduction to descriptive statistics including graphical methods; introduction to probability. This course is intended for students who are following the Statistics and Liberal Arts Mathematics pathway.

255 Noncredit Intermediate Algebra 90 Hours

This noncredit course is part of a noncredit certificate of competency in Preparation for College Mathematics for the Business and STEM pathway. This course is free and is intended to prepare students for the rigor of college-level mathematics coursework required in STEM fields. Students may repeat this course until mastery of the skills is met. This course covers the same content as MTH 55 Intermediate Algebra. Students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while may prefer to take the noncredit MTH 255 instead of MTH 55 since it is free and may be repeated. This course covers topics of Intermediate Algebra, such as quadratic equations, parabolas and circles, functions and their graphs, systems of equations, radical equations, as well as exponential and logarithmic functions and equations. This is a great class for students interested in the Business or STEM fields who want some more preparation before transitioning to college-level math.

204A Prealgebra with Whole Numbers 18 Hours

This noncredit course is part of a noncredit certificate of competency in Prealgebra. This course is free and students may repeat this course until mastery of the skills is met. This is a great class for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want some more mathematics preparation before transitioning to college-level math. This course covers a review of arithmetic on whole numbers, place value, and rounding, as well as an introduction to algebraic concepts.

204B Prealgebra with Integers 18 Hours

This noncredit course is part of a noncredit certificate of competency in Prealgebra. This course is free and students may repeat this course until mastery of the skills is met. This is a great class for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want some more mathematics preparation before transitioning to college-level math. This course covers an introduction to algebraic concepts, including arithmetic on signed numbers, algebraic expressions, and linear equations.

204C Prealgebra with Rational and Decimal Numbers 18 Hours

This noncredit course is part of a noncredit certificate of competency in Prealgebra. This course is free and students may repeat this course until mastery of the skills is met. This is a great class for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want some more mathematics preparation before transitioning to college-level math. This course covers fractions, decimals, and percentages and extends algebraic concepts to include rational and decimal numbers.

204D Prealgebra Problem Solving 18 Hours

This noncredit course is part of a noncredit certificate of competency in Prealgebra. This course is free and students may repeat this course until mastery of the skills is met. This is a great class for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want some more mathematics preparation before transitioning to college-level math. This course extends prealgebra techniques to solve multi-step application problems. Emphasis is placed on applying problem solving techniques to solve geometric and financial problems. This course also introduces to the Cartesian plane, graphing, and linear functions.

231W Noncredit College Algebra Workshop 36 Hours

This noncredit course is part of a noncredit certificate of competency in preparation for Business and STEM Math. This course is free and students may repeat this course until mastery of the skills is met. This is a great class for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want some more mathematics preparation before transitioning to college-level math. This course includes laboratory, study group, collaborative workshop, or computer laboratory time for College Algebra. **Corequisite** MTH 31.

243W Noncredit Introduction to Probability and Statistics Workshop 36 Hours

This noncredit course is part of a noncredit certificate of competency in preparation for Statistics and Liberal Arts Math. This course is free and students may repeat this course until mastery of the skills are met. This is a great class for students who are transitioning to college-level math coursework, who are unsure of their abilities, or who have been out of school for while and want additional support while completing MTH 43. This course consists of laboratory, study group, collaborative workshop or computer laboratory time for Introduction To Probability and Statistics, including review of prerequisite skills. **Corequisite** MTH 43.

247W Noncredit Mathematics for Liberal Arts Workshop 36 Hours

This noncredit course is part of a noncredit certificate of competency in Statistics and Liberal Arts Math. This course is free and students may repeat this course until mastery of the skills is met. This is a great class for students who are transitioning to college, who are unsure of their abilities, or who have been out of school for while and want some more mathematics preparation before transitioning to college-level math. Laboratory, study group, collaborative workshop or computer laboratory time for Mathematics for Liberal Arts. **Corequisite** MTH 47.

MUSIC PERFORMANCE (MUSP)

MUSIC PERFORMANCE (MUSP) COURSES

213 Wind Band Performance for Mature Adults 72 Hours

Instrumental ensemble performance of new repertoire each semester designed for the mature adult (50 +) seeking study in the wind band setting. Enrollment subject to a standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course level. This course is designed to improve artistic ability of mature adults 50 + years of age or older. **Advisory** standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

NUTRITION (NUTR)

NUTRITION (NUTR) COURSES

204 Mother and Childhood Nutrition 54 Hours

Child nutrition issues, from newborn through toddlerhood, to teenager. Methods to encourage positive eating behaviors that promote short and long-term health and prevention of chronic diseases. Topics include basic nutrition principles, breastfeeding, child nutrition, planning healthy meals and snacks, food allergies, food safety, physical activity for children, childhood obesity, cardiovascular disease, diabetes, cancer and life expectancy. This is a free of charge, non-credit course with same course content as Nutrition 4, which is a 3-unit credit course. Non-credit courses can be repeated multiple times free of charge to help the student gain mastery of course content.

TUTORING (TUTR)

TUTORING (TUTR) COURSES

200 Supervised Tutoring 80 Hours

Provides individual learning opportunities for students with expressed needs. Includes study strategies, learning modes, and developmental materials. All learning experiences will be under instructional supervision. Course is repeatable and offered free of charge.

WHY TO CHOOSE AN APPRENTICESHIP

Apprenticeship programs offered in California provide women and men the opportunity to attend college credit courses while getting on-the-job training and earning a training wage in their chosen field. These courses are usually provided by the apprenticeship's program sponsor at an off-campus training facility. Courses are taught by journey-level tradespeople who are also qualified college-level instructors.

Chabot College is presently the local education agency (LEA) for ten apprenticeship programs, including:

- **Automotive:** Automotive Repair and Machinists Trades: www.autoapprenticeship.com
- **Construction Trades:** Associated Builders and Contractors, San Diego: www.abcsd.org
- **Dispensing Optician:** California State Society of Opticians: www.cssoo.co
- **Electrical:** Alameda County Electrical JATC: www.ibew595.org (search Apprenticeship)
- **Fire/Life Safety:** Western Burglar and Fire Alarm Association: www.wbfaa.net
- **Precision Manufacturing:** Lawrence Livermore National Laboratory: www.llnl.gov/about
- **Roofing:** Independent Roofing Contractors of California: www.ircc.org
- **Sprinkler Fitters:** Sprinkler Fitters U.A. Local 483: www.sprinklerfitters483.org and Sprinkler Fitters U.A. Local 709 (Whittier, CA): www.sprinklerfitters709.org
- **Telecommunications:** Communications Workers of America, CWA District 9: email cwajatc@yahoo.com

Registered apprentices take required classes covering a variety of occupation-related topics for the designated trade, and earn credit for classroom hours as well as on-the-job training hours. Apprenticeship programs vary in length from one year to six years.

APPRENTICESHIP: AUTOMOTIVE TECHNOLOGY (APAU)

AUTOMOTIVE TECHNOLOGY (APAU) COURSES

9723 Automotive Braking Systems **3 Units**

(See also ATEC 5)

Automotive Braking Systems including: Diagnosis, inspection, repair, and adjustment of modern automotive brakes and anti-lock braking systems, traction control, and dynamic stability control systems, theory of operation, the study of basic laws of hydraulics, brake service equipment. 27 hours lecture, 90 hours laboratory. **Prerequisite** APAU 9724 (with a grade of "C" or higher) or equivalent (may be taken concurrently) .

9724 Introduction to Automotive Technology **3 Units**

(See also ATEC 50)

Automotive industry fundamentals including careers; safety; fasteners, hand tool identification and usage; vehicle systems, electrical fundamentals; service information access and use; automotive chemical and fluid applications; hazardous waste handling; general shop equipment usage, and vehicle servicing. 45 hours lecture, 45 hours laboratory.

9725 Automotive Electrical and Electronic Fundamentals **4 Units**

(See also ATEC 6A)

Automotive Electrical and Electronic Fundamentals including: Ohm's Law, basic electrical circuits, components, battery, starting, charging, and basic wiring systems, electrical components and the use of basic wiring diagrams for trouble shooting systems, repair of wiring circuits and correct use of diagnostic equipment. 45 hours lecture, 99 hours laboratory. **Prerequisite** APAU 9724 (with a grade of "C" or higher) or equivalent (may be taken concurrently) .

9727 Automotive Air and Fuel Delivery Systems **4 Units**

(See also ATEC 8)

Automotive Air and Fuel Delivery including: Introduction to the principles of automotive fuel induction systems, including the inspection, diagnosis, and evaluation of fuel storage, fuel pumps, carburetion, intake and exhaust systems, engine operation principles, computerized engine controls, and fuel injection systems. 45 hours lecture, 81 hours laboratory. **Prerequisite** APAU 9725 (with a grade of "C" or higher) or equivalent .

9729 Automotive Heating and Air Conditioning Systems **2.5 Units**

(See also ATEC 7)

Automotive Heating and Air Conditioning including: Diagnosis, testing, adjustment, and repair of air conditioning, cooling and heating systems, heat and energy, air flow, refrigerant recycling, equipment and controls. 27 hours lecture, 72 hours laboratory. **Prerequisite** APAU 9724 (with a grade of "C" or higher)may be taken concurrently.

9732 Automotive Manual Transmissions and Transaxles 3 Units
(See also ATEC 3)
Automotive Manual Transmission fundamentals including: Theory, diagnosis, repair and adjustment of automotive manual transmissions/transaxles, driveshafts, half shafts, final drives, clutches, viscous couplings, and transfer cases. Two, four and all-wheel drive assemblies, theory, service and repair. 27 hours lecture, 90 hours laboratory. **Prerequisite** APAU 9724 (with a grade of "C" or higher) or equivalent (may be taken concurrently) .

9733 Automotive Automatic Transmissions and Transaxles 3 Units
(See also ATEC 2)
Automotive Automatic Transmission fundamentals including: Diagnosis, inspection, repair, and adjustment of automatic transmission/transaxle assemblies, torque converters, friction materials, hydraulics, gear trains, manual and electronic controls. 27 hours lecture, 90 hours laboratory. **Prerequisite** APAU 9724 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

9734 Automotive Suspension and Steering 6.5 Units
(See also ATEC 4)
Automotive Suspension and Steering fundamentals including: Diagnosis, inspection, repair, and adjustment of modern automotive steering, suspension, supplemental restraint, tire pressure monitoring, and alignment systems, theory of operation, common automotive steering and suspension systems, wheel alignment principles, methods of diagnosis, adjustment and repair, suspension service equipment. 27 hours lecture, 90 hours laboratory. **Prerequisite** APAU 9724 (with a grade of "C" or higher) or equivalent (may be taken concurrently).

9741 Automotive Advanced Engine Performance 3 Units
(See also ATEC 10)
Automotive Engine Management Systems including: Ignition systems, combustion process, emission control devices, diagnostic practices for drivability, emissions, on board diagnostic systems, vehicle systems integration, and new engine technology. 27 hours lecture, 90 hours laboratory. **Prerequisite** APAU 9727 (with a grade of "C" or higher) or equivalent .

9747 Automotive Engines 4 Units
(See also ATEC 1)
Automotive engine fundamentals including; configurations and designs, operation, diagnostic tests; disassembly, inspection, thread repair, broken bolt removal, precision measurement, assembly, timing chains and belts, valve adjustments, cooling systems, introduction to engine machining, proper use of shop related tools and equipment, and safety practices. 27 hours lecture, 99 hours laboratory. **Prerequisite** APAU 9724 (with a grade of "C" or higher) or equivalent (May be taken concurrently) .

9748 Automotive Electrical and Electronic Systems 3 Units
(See also ATEC 6B)
Automotive body electronics, vehicle lighting, instrumentation, OEM audio, navigation, and communication systems, supplemental restraint systems, starter interlock systems, computer controlled charging systems. 27 hours lecture, 90 hours laboratory. **Prerequisite** APAU 9725 (with a grade of "C" or higher) or equivalent .

9749 California Emissions Testing Technician Training Course 7.5 Units
(See also ATEC 80)
Motor vehicle emission inspection and maintenance: Includes the Bureau of Automotive Repair (BAR) requirements for: BAR Specified Diagnostic and Repair Training, Level 1, Level 2. Other requirements may be necessary, reference the California Bureau of Automotive Repair for full requirements. 108 hours lecture, 81 hours laboratory. **Prerequisite** APAU 9725 (with a grade of "C" or higher) or equivalent, APAU 9727 (with a grade of "C" or higher) or equivalent, APAU 9741 (with a grade of "C" or higher) or equivalent, APAU 9747 (with a grade of "C" or higher) or equivalent .

9750 Hybrid Vehicle Operation and Servicing 2 Units
(See also ATEC 90)
Study of hybrid vehicle architecture, operation, and servicing. 27 hours lecture, 36 hours laboratory. **Prerequisite** APAU 9724 (with a grade of "C" or higher) or equivalent **Strongly Recommended** APAU 9725 APAU 9741 APAU 9727 APAU 9733 APAU 9723or equivalent.

9751 Hybrid Diagnosis and Alternate Fuels Technology 2 Units
(See also ATEC 91)
Hybrid vehicle diagnosis and repair processes, and alternate fuels application and operation. 27 hours lecture, 36 hours laboratory. **Prerequisite** APAU 9750 (with a grade of "C" or higher).

9752 Automotive Service Consultant 3 Units
(See also ATEC 75)
Automotive Service Consultant fundamentals including: Communications, customer service, legal documents, business interactions, billing, parts and labor guides, shop management applications, shop operations, sales, vehicle identification and systems operations. Course content is aligned with tasks identified by Automotive Service Excellence (ASE) certification. 45 hours lecture, 27 hours laboratory. **Prerequisite** APAU 9724 (with a grade of "C" or higher) or equivalent (may be taken concurrently) .

APPRENTICESHIP: CONSTRUCTION SYSTEM ELECTRICAL LOW VOLTAGE (CEST)

CONSTRUCTION SYSTEM ELECTRICAL LOW VOLTAGE (CEST) COURSES

9701 Introduction to Construction Electronic Systems Technician I 3 Units

This course provides the Construction Electronic Systems Technician apprentice with instruction in general construction site safety, measurements and formulas, use of hand and power tools, interpretation of blueprints, basic rigging techniques and methods used to move equipment and materials. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9702 Introduction to Construction Electronic Systems Technician II 3 Units

This course provides the Construction Electronic Systems Technician apprentice with instruction in industry standards, and building codes, residential and commercial construction methods, basic electrical theory, electrical meters, OSHA safety standards, and ladders and rigging. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9703 Intermediate Construction Electronic Systems Technician I 3 Units

This course provides the Construction Electronic Systems Technician with instruction in mathematics related to the trade and electronic theory. Also includes electronic measurement tools and techniques, Alternating Current (AC) and Direct Current (DC) electrical systems and grounding, and blueprint reading related to the trade. 36 hours lecture, 54 hours laboratory. **Prerequisite** Limitation on Enrollment: Apprenticeship - Student must be a state registered apprentice in this trade.

9704 Intermediate Construction Electronic Systems Technician II 3 Units

This course provides the Construction Electronic Systems Technician with instruction in types of cabling, switches and relays, terminating conductors, low-voltage codes and standards, and computer cabling applications. 36 hours lecture, 54 hours laboratory. **Prerequisite** Limitation on Enrollment: Apprenticeship - Student must be a state registered apprentice in this trade.

9705 Advanced Construction Electronic Systems Technician I 3 Units

This course provides the Construction Electronic Systems Technician with instruction in wire and cable selection, advanced buses and networks, fiber optic installation, cable and satellite television systems, and wireless communications. 36 hours lecture, 54 hours laboratory. **Prerequisite** Limitation on Enrollment: Apprenticeship - Student must be a state registered apprentice in this trade.

9706 Advanced Construction Electronic Systems Technician II 3 Units

This course provides the Construction Electronic Systems Technician with instruction in site survey, job planning and documentation, maintenance and repair, supervision, and fire and security alarm systems. 36 hours lecture, 54 hours laboratory. **Prerequisite** Limitation on Enrollment: Apprenticeship - Student must be a state registered apprentice in this trade.

APPRENTICESHIP: ELECTRICAL (APEL)

Degrees

AS Electrician, Inside Wireman Technology

Certificate of Achievement

Electrician, Inside Wireman Technology

ELECTRICIAN, INSIDE WIREMAN TECHNOLOGY

Associate in Science

The apprentice works directly under the supervision of a qualified Journeyman Electrician in installing or maintaining a variety of approved wiring methods for distribution of electrical light, heat, power, radio and signaling utilization systems. The work is performed in existing or new residential, commercial and industrial buildings and includes street and highway lighting, traffic signal and other outdoor above and below grade installations. The trade requires considerable physical effort on the part of the apprentice to do lifting, climbing, crouching and working in cramped areas. Requires acceptance into the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. For more information on the Apprenticeship Program, visit **www.apprenticeship4you.com/our-programs**.

Career Opportunities

All Apprentices start off with an hourly wage and fringe benefit package and the wages increase based on advancement within the program. Upon completion of the apprenticeship program and passing the CA state licensing exam, the graduate may be employed at the journey level by contractors, or may pursue an entrepreneurial path. Upon completion of the program, the median hourly rate is $48.31/hour (2021 rate). LMI projections for East Bay sub-region project 1065 openings per year for the electrician category.

Program Learning Outcomes

1. Describe, identify, and demonstrate policies, procedures, and mitigations to ensure a safe work environment
2. Describe and Identify standard materials, facilitiy layouts, and system configurations
3. Read, draw, interpret, and apply documents (e.g. blueprints, codes, procedures) to installation and maintenance activities
4. Describe and analyze electrical circuits using established electrical theory
5. Demonstrate use of tools, test instruments, and troubleshooting techniques on electrical circuits and systems

Required Core		Units
APEL 9701	Electrician Apprenticeship I	4
APEL 9702	Electrician Apprenticeship II	4
APEL 9703	Electrician Apprenticeship III	4
APEL 9704	Electrician Apprenticeship IV	4
APEL 9705	Electrician Apprenticeship V	4
APEL 9706	Electrician Apprenticeship VI	4
APEL 9707	Electrician Apprenticeship VII	4
APEL 9708	Electrician Apprenticeship VIII	4
APEL 9709	Electrician Apprenticeship IX	4
APEL 9710	Electrician Apprenticeship X	4

Required Major-Specific G.E. Requirement (choose 1 course)

BUS 14	Business Communications	3
ENTR 1	Introduction to Entrepreneurship	3

Major Requirements	40 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

ELECTRICIAN, INSIDE WIREMAN TECHNOLOGY

Certificate of Achievement

The apprentice works directly under the supervision of a qualified Journeyman Electrician in installing or maintaining a variety of approved wiring methods for distribution of electrical light, heat, power, radio and signaling utilization systems. The work is performed in existing or new residential, commercial and industrial buildings and includes street and highway lighting, traffic signal and other outdoor above and below grade installations. The trade requires considerable physical effort on the part of the apprentice to do lifting, climbing, crouching and working in cramped areas. Requires acceptance into the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards For more information on the Apprenticeship Program, visit **www.apprenticeship4you.com/our-programs**.

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Program Learning Outcomes

1. Describe, identify, and demonstrate policies, procedures, and mitigations to ensure a safe work environment
2. Describe and Identify standard materials, facilitiy layouts, and system configurations
3. Read, draw, interpret, and apply documents, e.g. blueprints, codes, procedures, to installation and maintenance activities
4. Describe and analyze electrical circuits using established electrical theory
5. Demonstrate use of tools, test instruments, and troubleshooting techniques on electrical circuits and systems

Required Core		Units
APEL 9701	Electrician Apprenticeship I	4
APEL 9702	Electrician Apprenticeship II	4
APEL 9703	Electrician Apprenticeship III	4
APEL 9704	Electrician Apprenticeship IV	4
APEL 9705	Electrician Apprenticeship V	4
APEL 9706	Electrician Apprenticeship VI	4
APEL 9707	Electrician Apprenticeship VII	4
APEL 9708	Electrician Apprenticeship VIII	4
APEL 9709	Electrician Apprenticeship IX	4
APEL 9710	Electrician Apprenticeship X	4
Total		**40**

ELECTRICAL (APEL) COURSES

9701 Electrician Apprenticeship I **4 Units**

Introduction to the fundamentals of wiring, applied mathematics, conduit bending, methods and means of installation, wiring diagrams, basic blueprint reading, proper tool and material identification and usage; NEC, OSHA Safety, first aid, NJATC apprentice standards and procedures. Requires probationary status in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

9702 Electrician Apprenticeship II **4 Units**

Expansion of the fundamentals of wiring, applied mathematics, conduit bending, methods and means of installation, wiring diagrams, commercial blueprint reading, DC Theory, the NEC, OTJ Safety, First Aid, NJATC apprentice standards and procedures. Requires probationary status in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

9703 Electrician Apprenticeship III **4 Units**

Fundamentals of AC theory, inductive reactance, capacitive reactance, impedance, frequency generation, beginning transformer theory, NFPA70E electrical safe work practices, and continuing study of the NEC. Requires indenture in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

9704 Electrician Apprenticeship IV **4 Units**

This course will expand on the fundamentals of A/C theory. Along with fundamentals, size, install, troubleshoot, and maintain different types of transformers, and how to utilize the NEC in a wide range of working conditions. In addition, the student will learn how to size, install, troubleshoot, and maintain different types of photovoltaic systems. Requires indenture in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

9705 Electrician Apprenticeship V **4 Units**

Advanced A/C theory beginning with learning about semi-conductors, and instrumentation. The student will learn fire alarm systems and how to engineer, install, test, monitor, and maintain these systems. The student will use updated hands-on labs to demonstrate their knowledge and skills. In addition, the student will continue to apply 2017 NEC articles, specific to Fire Alarm Systems. Requires indenture in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

9706 Electrician Apprenticeship VI **4 Units**

Course expands knowledge of the National Electrical Code (NEC) emphasizing Article 250, Grounding/ Bonding. This in-depth class explores all aspects of grounding and bonding in our electrical industry, from grounding electrodes to grounding for separately derived systems. In addition, this class continues using the NEC tables to calculate loads, overcurrent protection, wire size, and conduit fill. Requires indenture in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

9707 Electrician Apprenticeship VII **4 Units**

Course covers general principles of motor operation and motor control including design, installation and wiring of 3-phase and single-phase AC motors, manual starters, overload relays, timing relays, limit switches, jogging, plugging, automatic controls, industrial control development and design, along with blueprints. Moreover, this course includes hands-on wiring skills to show knowledge and proficiency of all the topics introduced. Requires indenture in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

9708 Electrician Apprenticeship VIII **4 Units**

This course will teach the student about power quality issues, how to recognize and mitigate everything from sags to swells, to harmonics. It will also introduce the student to Variable Frequency Drives (VFDs) and Programmable Logic Controllers (PLCs), their uses, installation, programing, and troubleshooting. In addition, the student will learn how to install the VFDs as per Article 430 in the NEC. Requires indenture in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

9709 Electrician Apprenticeship IX **4 Units**

Course covers building automation and the different components that make up a BAS within most projects. The student will learn these components and learn how to install, program, and integrate them into the Building Management System. In addition, the students will gain knowledge in traffic signals, torque procedures, and rigging and lifting principles. Requires indenture in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

9710 Electrician Apprenticeship X **4 Units**

Course covers California lighting controls (CALCTP), Automated Demand Response (ADR), labor studies, and foremanship training. It certifies each passing student in the latest lighting technology required by California to comply with Title 24 regulations. In addition, this course teaches the student how to successfully run a job, a crew, and how to detail a set of prints to convey what is needed to expedite the job. Requires indenture in the Alameda County JATC Electrician Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 54 hours laboratory.

APPRENTICESHIP: ELECTRICAL CONSTRUCTION (ELEC)

ELECTRICAL CONSTRUCTION (ELEC) COURSES

9701 Introduction to Electrical Construction I **3 Units**

This course provides the electrical worker with instruction in general construction site safety, measurements and formulas, use of hand and power tools, interpretation of blueprints, basic rigging techniques and methods used to move equipment and materials. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9702 Introduction to Electrical Construction II **3 Units**

This course provides the electrical student with instruction in basic principles of electrical safety and hazard procedures, including working with toxics and vapors. Students are also provided with instruction in techniques used to hand bend conduits and install anchors and supports. Additional instruction included an introduction to basic electrical theory and test equipment, the use of National Electric Code (NEC) boxes, fittings and conductors, and the interpretation of related electrical blueprints and commercial/industrial/residential symbols, diagrams and schematics used for wiring. 36 hours lecture, 54 hours laboratory. **Prerequisite** ELEC 9701 (with a grade of "C" or higher) or ELEC 9709 (with a grade of "C" or higher)Student is a registered State indentured apprentice.

9703 Intermediate Electrical Construction I **3 Units**

This course is an intermediate study of electrical techniques. Topics include the principles of alternating currents, the characteristics of circuits, transformers, motor theory applications, grounding purposes and methods, National Electrical Code (NEC) requirements for conduit bending, types of bends, specifications for boxes and fittings, and location considerations. 36 hours lecture, 54 hours laboratory. **Prerequisite** ELEC 9702 (with a grade of "C" or higher) or ELEC 9710 (with a grade of "C" or higher)Student is a registered State indentured apprentice.

9704 Intermediate Electrical Construction II **3 Units**

This course covers the installation of connections for conductor termination and splices; use of cable pulling instruments and National Electrical Manufacturers Association (NEMA) and National Electrical Code (NEC) standards for cable tray; installation of electrical service and related components and equipment; use of material take-off methods and troubleshooting techniques; identification of ratings for current breakers and fuses and regulations for sizing use, and installation of relay switches, conductors and overrides; electrical lighting principles, types and applications. 36 hours lecture, 54 hours laboratory. **Prerequisite** ELEC 9703 (with a grade of "C" or higher) or ELEC 9711 (with a grade of "C" or higher)Student is a registered State indentured apprentice.

9705 Advanced Electrical Construction I **3 Units**

This course is an advanced study of electrical techniques. Topics include branch load calculations for circuits and varied electrical appliances, electrical conductors, devices used for overprotection of loads, currents, circuits and fuses, fill requirements for boxes/raceways, principles of wiring devices, switches and receptacles, requirements for distribution equipment, settings for voltage, switch gear, circuits and components, distribution system transformers, National Electrical Code (NEC) requirements, and troubleshooting. This course is designed for students in the Electrical program. 36 hours lecture, 54 hours laboratory. **Prerequisite** ELEC 9704 (with a grade of "C" or higher) or ELEC 9712 (with a grade of "C" or higher) Student is a registered State indentured apprentice.

9706 Advanced Electrical Construction II **3 Units**

This course provides the electrical worker with instruction in basic lighting and National Electrical Code (NEC) requirements for indoor and outdoor lighting. Topics include introductory motor basics, including calculations, transformers, instruments for testing, wiring, protection, maintenance, and troubleshooting for various types of motors and motor controls. This course also covers an introduction to heating, ventilation, and air conditioning (HVAC) systems and refrigeration theory, including compressors, operating systems and system maintenance equipment, and safety requirements. The principles of combustion, hazardous materials, their reactions in varied locations, and the use of safety equipment is also included in this course. 36 hours lecture, 54 hours laboratory. **Prerequisite** ELEC 9705 (with a grade of "C" or higher) or ELEC 9713 (with a grade of "C" or higher)Student is a registered State indentured apprentice.

9707 Electrical Construction Specialties I **3 Units**

This course provides the electrical worker with instruction in calculations for wiring commercial and residential dwellings and National Electrical Code (NEC) requirements for lighting and specialty fixtures. Topics include the standby emergency electrical systems and system applications, disconnect switches, feeder and branch circuits for direct current (DC) systems, theory and operating principles for solid-state devices, operational amplifier circuits, transformers and components of fire alarm and security systems, and installation methods for smoke and heat detectors. 36 hours lecture, 54 hours laboratory. **Prerequisite** ELEC 9706 (with a grade of "C" or higher) or ELEC 9714 (with a grade of "C" or higher)Student is a registered State indentured apprentice.

9708 Electrical Construction Specialties II **3 Units**

This course is designed to provide the electrical worker with advanced instruction in controls for motors, starters, relays, switches and transformers as well as in the installation and connection of gas burner controls and commercial and industrial Heating Ventilation and Air Conditioning (HVAC) control systems. Topics also include National Electrical Code (NEC) and Occupational Safety and Health Administration (OSHA) requirements for connecting and grounding varied welding machines, installation and protection of heat-tracing and freeze protection equipment, principles and maintenance of motors, and selection of materials and tools required for high voltage termination/splices according to manufacturer's specifications. 36 hours lecture, 54 hours laboratory. **Prerequisite** ELEC 9707 (with a grade of "C" or higher) or ELEC 9715 (with a grade of "C" or higher) Student is a registered State indentured apprentice.

APPRENTICESHIP: FIRE AND LIFE SAFETY (APFL)

FIRE AND LIFE SAFETY (APFL) COURSES

9701 Orientation Fire/Life Safety **5 Units**

Introduction to basic employability skills, construction math, and life safety systems. 90 hours lecture, 18 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9702 Elec/Matls/Blueprints/Cabling **5 Units**

The study of electrical materials, fittings and fasteners; blueprint reading, rigging, electrical safety and low voltage cabling systems. 90 hours lecture, 18 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9703 Elec Theory/Test Equip/Power **5 Units**

The study of electrical and electronic theory, Kirchoff's laws and Ohm's Law, circuit analysis, test equipment, power quality, and grounding. 90 hours lecture, 18 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9704 Systems/Devices/Low Voltage **5 Units**

The study of electrical blueprint reading, voice and data systems, switching devices and terminating conductors, low voltage code and computer applications. 90 hours lecture, 18 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9705 Networks, Fiber Optics, Video **5 Units**

The study of cable applications, principles of networks, fiber optic theory and components, video systems, wireless communication networks, and security systems. 90 hours lecture, 18 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9706 Adv Systems Maint and Supv **5 Units**

Advanced security systems, fire alarm systems, system maintenance and repair, site planning and documentation and introduction to supervision. 90 hours lecture, 18 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

APPRENTICESHIP: PIPEFITTING (PLPF)

PIPEFITTING (PLPF) COURSES

9701 Introduction to Plumbing I **3 Units**

This course is designed to give the plumbing student introductory information regarding OSHA (Occupational Safety & Health Administration) standards of safety and precautions for working on the construction site; a review of math as it relates to plumbing, hand and power tool usage, basic plumbing blueprint reading, welding and basic rigging. This course is designed for students planning a career in the plumbing trade. May not receive credit if PLBG 9701 has been taken. 36 hours lecture, 72 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9702 Introduction to Plumbing II **3 Units**

This course is designed to give the plumbing student an introduction to reading and interpreting the International Association of Plumbing & Mechanical Officials (IAMPO) uniform plumbing codes and residential plumbing drawings, identifying various types of pipe and the procedures for working with the pipe. This course also includes identification of various plumbing lines and their components. This course is designed for students planning a career in the plumbing trade. May not receive credit if PLBG 9702 has been taken. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9701 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9703 Intermediate Plumbing I **3 Units**

This course is designed to provide the intermediate plumbing student the knowledge of introductory plumbing math, the identification of various commercial drawings, the installation of Drain, Waste & Vent (DWV) piping components and systems for commercial properties utilizing local and national plumbing codes. This course is designed for students planning a career in the plumbing trade. May not receive credit if PLBG 9703 has been taken. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9702 (with a grade of "C" or higher) Student is a registered State indentured apprentice.

9704 Intermediate Plumbing II **3 Units**

This course is designed to give the intermediate plumbing student the ability to perform testing of water supply piping and systems, installation of the components of a water supply system, and the ability to read and interpret commercial plumbing drawings for project requirements according to local and national codes. The application of advanced trade math concepts is further developed. This course is designed for students planning a career in the plumbing trade. May not receive credit if PLBG 9704 has been taken. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9703 (with a grade of "C" or higher)Student is a registered State indentured apprentice.

9725 Advanced Pipefitting I **3 Units**

This course is designed to give the Pipefitting student an introduction to blueprint drawings and detail sheets, piping systems, standards and specifications. The course content includes advanced blueprint reading and trade math as well as motorized equipment and above ground pipe installation 36 hours lecture, 72 hours laboratory.. **Prerequisite** PLBG 9704 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9730 Advanced Pipefitting II **3 Units**

This course is designed to give the Pipefitting student an introduction to above ground pipe installation, field routing and vessel trim. Topics include pipe hangers and supports, and piping system testing and related equipment. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLPF 9725 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9735 Pipefitting Construction Specialties I **3 Units**

This course is designed to give the Pipefitting student instruction in pipe hangers and supports, identifying and installing valves, field routing and vessel trim, spring can supports. Emphasis is placed planning work activities and performing non-destructive examination testing. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLPF 9730 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9740 Pipefitting Construction Specialties II **3 Units**

This course is designed to give the Pipefitting student instruction in advanced pipe fabrication, aligning pipe to rotating equipment, steam traps, in-line specialties, special piping, hot taps and maintaining valves. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLPF 9735 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9745 Pipefitting Construction Specialties III **3 Units**

This course is designed to give the Pipefitting student an introduction to advanced rigging practices, installation of couplings, mechanical seals, and conventional alignment and laser alignment. 36 hours lecture, 72 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice. PLPF 9740 (with a grade of "C" or higher).

9750 Pipefitting Construction Specialties IV **3 Units**

This course is designed to give the Pipefitting student an introduction to steam systems, high-pressure systems, heaters, furnaces, heat exchangers, cooling towers and fin fans. Hydrostatic and pneumatic testing, basic hydraulic systems, troubleshooting and repairing hydraulic systems. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLPF 9745 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

APPRENTICESHIP: PLUMBING (PLBG)

PLUMBING (PLBG) COURSES

9701 Introduction To Plumbing I **3 Units**

This course is designed to give the plumbing student introductory information regarding OSHA (Occupational Safety & Health Administration) standards of safety and precautions for working on the construction site; a review of math as it relates to plumbing, hand and power tool usage, basic plumbing blueprint reading, welding and basic rigging. This course is designed for students planning a career in the plumbing trade. 36 hours lecture, 72 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9702 Introduction To Plumbing II **3 Units**

This course is designed to give the plumbing student an introduction to reading and interpreting the International Association of Plumbing & Mechanical Officials (IAMPO) uniform plumbing codes and residential plumbing drawings, identifying various types of pipe and the procedures for working with the pipe. This course also includes identification of various plumbing lines and their components. This course is designed for students planning a career in the plumbing trade. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9701. Student is a registered State indentured apprentice.

9703 Intermediate Plumbing I **3 Units**

This course is designed to provide the intermediate plumbing student the knowledge of introductory plumbing math, the identification of various commercial drawings, the installation of Drain, Waste & Vent (DWV) piping components and systems for commercial properties utilizing local and national plumbing codes. This course is designed for students planning a career in the plumbing trade. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9702 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9704 Intermediate Plumbing II **3 Units**

This course is designed to give the intermediate plumbing student the ability to perform testing of water supply piping and systems, installation of the components of a water supply system, and the ability to read and interpret commercial plumbing drawings for project requirements according to local and national codes. The application of advanced trade math concepts is further developed. This course is designed for students planning a career in the plumbing trade. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9703 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9705 Advanced Plumbing I **3 Units**

This course is designed to provide the advanced plumbing student with the ability to perform applications of advanced math for plumbers and methods of handling waste. This course also provides information relating to water softening measures, methods of locating buried lines, the installation and maintenance of waste pressure booster systems, and the prevention of backflow. This course is designed for students planning a career in the plumbing trade. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9704 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9706 Advanced Plumbing II **3 Units**

This course is designed to provide the advanced plumbing student with the ability to organize job tasks, clean and disinfect potable water systems, thaw frozen pipes, and install main to meter water services and solar systems. This course also covers the ability to rough-in fixtures for residential, commercial and handicapped settings and install natural gas a course is designed for students planning a career in the plumbing trade. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9705 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9707 Plumbing Construction Specialties I **3 Units**

This course is designed to introduce the plumbing student to specialty topics such as swimming pool installation, medical gas systems, mobile home and mobile home park plumbing systems, and private water waste and treatment systems. This course is designed for students planning a career in the plumbing trade. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9706 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9708 Plumbing Construction Specialties II **3 Units**

This course is designed to prepare the advanced plumbing student to apply plumbing codes to correctly design and build plumbing systems. Primary topics include coverage of codes pertaining to plumbing fixtures and fittings, water heaters and fuel piping, drainage, waste and vent systems, sewage and reclaimed water systems, sizing and standards, shielded metal arc welding and alternate plumbing systems. This course is designed for students planning a career in the plumbing trade. 36 hours lecture, 72 hours laboratory. **Prerequisite** PLBG 9707 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

APPRENTICESHIP: PRECISION MANUFACTURING (APPM)

Degrees

AS Precision Manufacturing

Certificate of Achievement

Precision Manufacturing

PRECISION MANUFACTURING

Associate in Science

Graduates are trained in tool and die making, computerized numerical control (CNC) machining, computer-aided manufacturing, and are capable of learning new skills with minimum instruction. Students are expected to have an appreciation of precise work and a desire to observe the progression of complex parts. Students will focuses on jigs, fixtures, and punch and die work. These occupations can be either an initial career path or a transitional path for existing machinists or industry employees. Average annual salary for a machinist in the East Bay: $54,891. Machinist job market projected growth over the next 10 years: 7%. Registration in the courses that make up this program is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**.

Career Opportunities

The courses that define this certificate are recommended as preparation for the following careers: machinist, industrial repair, CNC operator, and CNC set-up. These occupations can be either an initial career path or a transitional path for existing machinists or industry employees. Average annual salary for a machinist in the East Bay: $54,891. Machinist job market projected growth over the next 10 years: 7%

Program Learning Outcomes

1. Demonstrate the ability to create basic CNC machine tool setups.
2. Demonstrate the expertise needed to fabricate machined parts in a timely and professional manner with minimal supervision.

Required Core		Units
APPM 9750	Blueprint Reading and Introduction to CAD	3
APPM 9760A	Machine Tool Technology I	4
APPM 9760B	Machine Tool Technology II	4
APPM 9765	Basic Toolmaking	4
APPM 9766	Production Practices	4
APPM 9771A	Numerical Control Program I	4
APPM 9781C	Mastercam	3
APPM 9795	Occupational Work Experience	4
APPM 9775	Introduction to Welding	2
APPM 9776	Beginning TIG, MIG, and Blueprint Reading	3

This block contains all the courses that student needs to complete the program in a single block. The reason for this is the student apprentice will be working a reasonable amount during and may take them longer than the fours semesters time frame.

Required Major-Specific G.E. Requirement (choose 1 course)

APPM 9774	Measurements and Calculations	3
APPM 9771B	Numerical Control Program II	4

Major Requirements	35 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

PRECISION MANUFACTURING

Certificate of Achievement

Graduates are trained in tool and die making, computerized numerical control (CNC) machining, computer-aided manufacturing, and are capable of learning new skills with minimum instruction. Students are expected to have an appreciation of precise work and a desire to observe the progression of complex parts. Students will focus on jigs, fixtures, and punch and die work. Registration in the courses that make up this program is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**.

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Required Core		Units
APPM 9750	Blueprint Reading and Introduction to CAD	3
APPM 9760A	Machine Tool Technology I	4
APPM 9760B	Machine Tool Technology II	4
APPM 9765	Basic Toolmaking	4
APPM 9766	Production Practices	4
APPM 9771A	Numerical Control Program I	4
APPM 9775	Introduction to Welding	2
APPM 9776	Beginning TIG, MIG, and Blueprint Reading	3
APPM 9781C	Mastercam	3
APPM 9795	Occupational Work Experience	4
Total		**35**

PRECISION MANUFACTURING (APPM) COURSES

9750 Blueprint Reading and Introduction to CAD **3 Units**

(See also MTT 50)

The reading of engineering drawings/blueprints, interpreting of commonly used symbols, orthographic projection, geometric construction, dimensioning, and sectioning. Includes a general approach to Computer Aided Drafting (CAD). Focus on subject matter relevant to Machine Tool Technology and Industrial Technology applications and local industry requirements. Designed to provide a working knowledge of methods of graphical communication. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see www.apprenticeship4you.com/our-programs. May not receive credit if MTT 50 has been completed successfully. 36 hours lecture, 54 hours laboratory.

9755 Geometric Dimension and Tolerancing **2 Units**

(See also MTT 55)

Geometric dimensioning and tolerancing (GD&T) is the symbolic way of showing specific tolerances on engineering and manufacturing drawings. This course will teach the Interpretation of the technical standards governed by The American Society of Mechanical Engineers (ASME) Y14.5-2009. Explanation of the standards used in designing, machining and inspection operations by using multiple datums, symbols, feature control frames, and other GD&T specifications. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see www.apprenticeship4you.com/our-programs. May not receive credit if MTT 55 has been completed successfully. 36 hours lecture. **Prerequisite** APPM 9750 (with a grade of "C" or higher) or MTT 50 and APPM 9760A (with a grade of "C" or higher) or MTT 60A.

9760A Machine Tool Technology I **4 Units**

(See also MTT 60A)

Introduction to machine tool operations relating to precision measuring tools, layout methods, screw threads, benchwork, drill presses, bandsaws, optical and manual inspection techniques, basic lathe and vertical milling operations, and evaluation of manufacturing job opportunities. Emphasis on the safe and correct use of hand and machine tools. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see www.apprenticeship4you.com/our-programs. May not receive credit if MTT 60A has been completed successfully. 36 hours lecture, 108 hours laboratory.

9760B Machine Tool Technology II **4 Units**

(See also MTT 60B)

Continuation of APPM 97060A. Theory and laboratory practice relating to advanced lathe and milling machine operations, gear cutting, steel and heat treating, basic surface and cylindrical grinding, and introduction to metric measurement. Emphasis on correct machine tool setups and quality of project work are stressed. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see www.apprenticeship4you.com/our-programs. May not receive credit if MTT 60B has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** APPM 9760A (with a grade of "C" or higher) or MTT 60A (with a grade of "C" or higher) **Strongly Recommended** APPM 9774 or INDT 74.

9763A Individual Projects **2 Units**

(See also MTT 63A)

Design, development, and fabrication of selected projects for the machine tool technology major to develop special entry-level job skills. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see www.apprenticeship4you.com/our-programs May not receive credit if MTT 63A has been completed successfully. 108 hours laboratory. **Strongly Recommended** APPM 9760A (with a grade of "C" or higher) or MTT 60A.

9763B Advanced Individual Projects **2 Units**

(See also MTT 63B)

Continuation of APPM 9763A. Selected projects to provide certain specialized skills required for job updating, job advancement, or skill specialization. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs** May not receive credit if MTT 63B has been completed successfully. 108 hours laboratory. **Prerequisite** APPM 9760A (with a grade of "C" or higher) or MTT 60A.

9765 Basic Toolmaking **4 Units**

(See also MTT 65)

Introduction to design and fabrication of production-type tooling such as jigs, fixtures, and gauges as applied in industry. Emphasis on tool design practices, fabrication techniques, set-up procedures, and inspection of production parts. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs** May not receive credit if MTT 65 has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** APPM 9760B (with a grade of "C" or higher) or MTT 60B (with a grade of "C" or higher) **Strongly Recommended** APPM 9771A or MTT 71A APPM 9781A or MTT 81A APPM 9781C or MTT 81C.

9766 Production Practices **4 Units**

(See also MTT 66)

Toolroom grinding, precision measurement, precision boring, steels and heat treating, carbide cutting tools, job estimating, and basic jig, fixture, mold, and die-making theory. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if MTT 66 has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** APPM 9765 (with a grade of "C" or higher) or MTT 65 (with a grade of "C" or higher).

9771A Numerical Control Program I **4 Units**

(See also MTT 71A)

Introduction to programming and operating three axis computer numerical controlled drilling and milling machines. Instruction includes the standard X-Y-Z Cartesian coordinate system, manual and automatic milling machine operation, absolute and incremental positioning, tape coding and preparation, and fabrication of basic and intermediate three axis drill and mill parts. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if MTT 71A has been completed successfully. 36 hours lecture, 108 hours laboratory. **Strongly Recommended** INDT 74 (with a grade of "C" or higher) or APPM 9774 MTT 60A or APPM 9760A.

9771B Numerical Control Program II **4 Units**

(See also MTT 71B)

This course offers students advanced study in programming computer numerical control (CNC) mills. Students learn how to write programs that utilize 4th and 5th axis rotations in longhand format, utilize automated tool and fixture probing cycles, set up and operate parts using 4th and 5th axis CNC tooling, and how to use Mastercam computer aided manufacturing (CAM) software to safely and effectively program complex parts using high speed machining, surfacing, and 4th and 5th axis operations. This course prepares students to work confidently in the emerging technologies that are defining the new standards of modern machining. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if MTT 71B has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** APPM 9771A (with a grade of "C" or higher) or MTT 71A (with a grade of "C" or higher).

9771C Numerical Ctrl Programing III **4 Units**

(See also MTT 71C)

Basic programming and operating of two-axis and live tooling computer numerical controlled lathes. Instruction includes lathe programming using constant surface speeds, internal and external turning, live tool drilling, tapping, milling, sub spindle operation, and laboratory ?first article? inspection reports. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if MTT 71C has been completed successfully. 36 hours lecture, 108 hours laboratory. **Prerequisite** APPM 9771A (with a grade of "C" or higher) or MTT 71A (with a grade of "C" or higher) **Strongly Recommended** APPM 9774 or INDT 74.

9773A Computer Numerical Control Individual Projects 2 Units

(See also MTT 73A)

Student directed design, development, and fabrication of selected Numerical Control projects for the machine tool technology major to develop special entry-level job skills. Student will develop their own procedure plans, load their own tools, and program machines to create custom parts, fixtures and assemblies. This course connects software skills with machine operation and inspection to offer the student a total immersion into the contemporary practices of machining. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if MTT 73A has been completed successfully. 108 hours laboratory. **Prerequisite** APPM 9771A (with a grade of "C" or higher) or MTT 71A (with a grade of "C" or higher).

9773B Computer Numerical Control Individual Projects II 2 Units

(See also MTT 73B)

Advanced student directed Computer Numerical Control (CNC) programming and operation. Students are challenged to utilize high precision work holding and rapid machining to create parts that exceed industry standards of precision and speed. Creative problem solving and design skills are stressed as students navigate unique problems and materials. Projects will include high speed machining, 3D surfacing, and multiple machine set-ups. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs** May not receive credit if MTT 73B has been completed successfully. 108 hours laboratory. **Prerequisite** APPM 9773A (with a grade of "P" or higher) or MTT 73A (with a grade of "P" or higher).

9774 Measurements and Calculations 3 Units

(See also INDT 74)

Calculator techniques for whole number and decimal arithmetic problem solving, fraction-decimal conversion, percentages, ratio and proportion, algebra, geometry, areas and volumes. English metric conversion, and numerical trigonometry as applied in industry. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if INDT 74 has been completed successfully. 54 hours lecture.

9775 Introduction to Welding 2 Units

(See also WELD 70)

Welding industry fundamentals including introduction to SMAW, GMAW, GTAW, FCAW processes, oxyacetylene and braze welding, plasma and fuel gas cutting, general shop equipment usage, welding electricity fundamentals, shop safety, identification of welding consumables, hazardous materials regulation, introduction to blueprint reading as applied in manufacturing industry. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if WELD 70 has been completed successfully. 18 hours lecture, 54 hours laboratory.

9776 Beginning TIG, MIG, and Blueprint Reading 3 Units

(See also WELD 65A)

Theory and practical application of ferrous and non-ferrous metals and their alloys using GTAW (Gas Tungsten Arc Welding) and GMAW (Gas Metal Arc Welding) processes, oxyacetylene brazing, flame and plasma cutting skill development, AWS (American Welding Society) codes and standards, supplies selection, introduction to blueprint reading, proper and safe use of welding equipment and hazardous material regulations. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if WELD 65A has been completed successfully. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** APPM 9775 or WELD 70.

9777 Welding Inspection and Testing 2 Units

(See also WELD 66)

Theory and practical application of inspection testing using destructive and non-destructive methods (dye penetration method, magnetic particle, radiographic, ultrasonic, and metallographic inspection), AWS (American Welding Society) welding codes and specification, analysis of joint configuration, wire and electrodes selections, tensile strength, bend and hardness testing. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if WELD 66 has been completed successfully. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** APPM 9775 or WELD 70 or APPM 9774 or INDT 74.

9778 Beginning Arc, Flux-Core Welding, and Blueprint Reading **3 Units**

(See also WELD 64A)

Theory and practical application of: Shielded Metal Arc Welding (SMAW) and Flux-Core Arc Welding (FCAW) in 1G, 2G, 1F, and 2F positions, plasma, carbon arc and flame cutting, American Welding Society (AWS) nomenclature and codes, welding metalurgical transformations, welding discontinuities and defects, welding electrodes and wire selection, OSHA hazardous materials regulation, general shop equipment usage and maintenance, shop safety, and blueprint reading (as applied in manufacturing industry). Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if WELD 64A has been completed successfully. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** APPM 9775 or WELD 70.

9781A SolidWorks for Machine Shops **3 Units**

(See also MTT 81A)

This course will introduce you to the fundamentals of Solidworks design software as it pertains to machine shop use and requirements. Instruction includes: creation of basic solids models, assemblies, and drawings; managing Solidworks file types for export to 3D printers, laser cutters, or CAM software; part configurations; mold body creation; surfaces; jig and fixtures; and more. This course will also introduce students to the theory and operation of rapid prototyping tools such as 3D printers, laser cutters, and 3D scanners. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if MTT 81A has been completed successfully. 36 hours lecture, 54 hours laboratory.

9781C Mastercam X **3 Units**

(See also MTT 81C)

The fundamentals of the latest version of Mastercam X CAD/CAM manufacturing software as it pertains to machine shop use and requirements. Instruction includes theory and laboratory practice on the use of the Mastercam X software environment to create 2 1/2 and 3 axis, lathe, and wire edm tool paths. Instruction includes part drawing, dimensioning, importing electronic files (DXF, IGES, Sldprt, and Dwg), lathe and mill tool path construction, geometry and tool path transformations, tool path editing, and post processors. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. May not receive credit if MTT 81C has been completed successfully. 18 hours lecture, 108 hours laboratory. **Strongly Recommended** APPM 9771A or MTT 71A.

9795 Occupational Work Experience **1-6 Units**

Supervised employment of students extending classroom-based occupational learning at an on-the-job learning station relating to the students' occupational goals including paid or volunteer work experience or an internship. Cooperative effort between student, supervisor and instructor to accomplish professional work objectives, build competencies and broaden experiences. Course study under this section may be repeated for a maximum of 16 units for occupational or a combination of general and occupational work experience education. One unit of credit is earned for each 75 hours of paid work or 60 hours of volunteer work per semester. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. 75-450 hours paid work experience or 60-390 hours unpaid work experience.

APPRENTICESHIP: ROOFING (APRO)

ROOFING (APRO) COURSES

9701 Intro Roofing/Waterproof Indus **3 Units**

Introduction to the apprenticeship program for the roofing and waterproofing industry including safety, use of tools and equipment, types of roofs and structural design. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9702 Roof/Waterproof Material/Equip **3 Units**

Preparation and application of various roofing and waterproofing materials including bitumen and asphalt products, built-up roofing materials and adhesives, rigid roofing materials, elastomeric and plastic membranes, flashing materials, fasteners and operation and maintenance of small engines. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9703 Build-Up Roofing Assemblies **3 Units**

Preparation and application of built-up roofing assemblies and related components. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9704 Cold-Applied Roofing Systems **3 Units**

Preparation and application of cold-applied assemblies and related components. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9705 Roofing Shingles **3 Units**

Application and maintenance of various roofing shingle systems. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9706 Rigid Roofing **3 Units**

The preparation and application of rigid roof materials, including Mission tiles, Roman tiles, Concrete interlocking tiles, slate and rigid materials. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9707 Maintenance/Repair/Re-Roofing **3 Units**

The maintenance, repair and re-roofing, waterproofing and dampproofing of built-up, shingle, cold applied, single-ply and rigid roofs. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9708 Single-Ply Roof/Waterproof Sys **3 Units**

The application and maintenance of single-ply roofing and waterproofing systems. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9709 Plans and Specifications **3 Units**

The development and application of plans, specifications, regulations, cost estimating and mathematics for the roofing and waterproofing industry. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9710 Standard First Aid **3 Units**

Development and first aid knowledge and skills necessary to care for most personal injuries and to meet most personal injuries. Accident prevention. Successful completion of the knowledge and skills tests qualifies for an American Red Cross Adult CPR, AED and Standard First Aid Certification, valid for 2 years. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

APPRENTICESHIP: SPRINKLER FITTER (APSF)

Degrees

AS Sprinkler Fitter Technology

Certificate of Achievement

Sprinkler Fitter Technology

SPRINKLER FITTER TECHNOLOGY

Associate in Science

Students must first be accepted into the Sprinkler Fitters Apprenticeship Program before enrolling in APSF 9701 through 9710. The Apprenticeship program is a five (5) year earn-and-learn program. Apprentices must work a total of 8000 hours in five (5) years to reach journey level status. Apprentices are required to attend related instruction classes a minimum of 144 hours per year at the Joint Apprenticeship Committee (J.A.C.) Training. The responsibilities and work of the Sprinkler Fitter consists of the knowledge and ability to install all types of fire protection systems, including the layout and installation of underground fire mains. A Sprinkler Fitter is able to read blueprints and layout and install hangers and overhead piping in all types of buildings and all types of construction. Fire sprinklers are found in high-rises, warehouses, aircrafts, hangers, hotels, motels, and homes. For more information on the Apprenticeship Program, visit **www.apprenticeship4you.com/our-programs**.

Required Core		Units
APSF 9701	Sprinkler Fitter Apprenticeship I	3
APSF 9702	Sprinkler Fitter Apprenticeship II	3
APSF 9703	Sprinkler Fitter Apprenticeship III	3
APSF 9704	Sprinkler Fitter Apprenticeship IV	3
APSF 9705	Sprinkler Fitter Apprenticeship V	3
APSF 9706	Sprinkler Fitter Apprenticeship VI	3
APSF 9707	Sprinkler Fitter Apprenticeship VII	3
APSF 9708	Sprinkler Fitter Apprenticeship VIII	3
APSF 9709	Sprinkler Fitter Apprenticeship IX	3
APSF 9710	Sprinkler Fitter Apprenticeship X	3

Required Major-Specific G.E. Requirement (choose 1 course)

BUS 14	Business Communications	3
ENTR 1	Introduction to Entrepreneurship	3

Major Requirements	30 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

SPRINKLER FITTER TECHNOLOGY

Certificate of Achievement

Students must first be accepted into the Sprinkler Fitters Apprenticeship Program before enrolling in APSF 9701 through 9710. The Apprenticeship program is a five (5) year earn-and-learn program. Apprentices must work a total of 8000 hours in five (5) years to reach journey level status. Apprentices are required to attend related instruction classes a minimum of 144 hours per year at the Joint Apprenticeship Committee (J.A.C.) Training. The responsibilities and work of the Sprinkler Fitter consists of the knowledge and ability to install all types of fire protection systems, including the layout and installation of underground fire mains. A Sprinkler Fitter is able to read blueprints and layout and install hangers and overhead piping in all types of buildings and all types of construction. Fire sprinklers are found in high-rises, warehouses, aircrafts, hangers, hotels, motels, and homes. For more information on the Apprenticeship Program, visit **www.apprenticeship4you.com/our-programs**.

Career Opportunities

All Apprentices start off with an hourly wage and fringe benefit package and the wages increase based on advancement within the program. Upon completion of the apprenticeship program and passing the CA state licensing exam, the graduate may be employed at the journey level by contractors, or may pursue an entrepreneurial path. Upon completion of the program, the median hourly rate is $34.92 (2021 rate, East Bay). LMI projections for East Bay region project 751 openings per year for sprinkler fitter occupations.

Program Learning Outcomes

1. Support a safe and healthy work environment through analysis of the environment and application of safe policies and practices
2. Demonstrate the skills to follow plans and blueprints, perform relevant calculations, and effectively use the tools and techniques to install, test, and maintain fire safety systems in accordance with industry practice, workmanship standards, and regulations.
3. Describe the history, current state, and future of fire protection systems and the sprinkler fitting profession, including related economics and supervision.:

Required Core		Units
APSF 9701	Sprinkler Fitter Apprenticeship I	3
APSF 9702	Sprinkler Fitter Apprenticeship II	3
APSF 9703	Sprinkler Fitter Apprenticeship III	3
APSF 9704	Sprinkler Fitter Apprenticeship IV	3
APSF 9705	Sprinkler Fitter Apprenticeship V	3
APSF 9706	Sprinkler Fitter Apprenticeship VI	3
APSF 9707	Sprinkler Fitter Apprenticeship VII	3
APSF 9708	Sprinkler Fitter Apprenticeship VIII	3
APSF 9709	Sprinkler Fitter Apprenticeship IX	3
APSF 9710	Sprinkler Fitter Apprenticeship X	3
Total		**30**

SPRINKLER FITTER (APSF) COURSES

9701 Sprinkler Fitter Apprenticeship I **3 Units**

First half of year one of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview include related safety and health, OSHA 10, Rigid 300, hand tools, ladders, scissor lift certification, scaffolds; reading sprinkler drawings (part one); care and use of hand tools; operation of the sprinkler head; reading a ruler, performing calculations with whole numbers and fractions; using a MacBook for online instruction; communicating pipe dimensions. Registration in this course is limited to apprentices accepted into, and registered with, the state of California Department of Apprenticeship Standards. Each apprenticeship has different eligibility and admission requirements but includes being at least 18 years of age and having earned a high school diploma or GED. For information, see **www.apprenticeship4you.com/our-programs**. 54 hours lecture, 18 hours laboratory.

9702 Sprinkler Fitter Apprenticeship II **3 Units**

Second half of year one of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: related safety and health, industry gases, shoring and man lifts; reading sprinkler drawings (part two); types of pipe, fittings, valves, and hangers used in the piping industry; history, installation and hazard ratings of automatic sprinkler systems; Victualic, grooved and plain end piping method; certification in CPVC installation. Residential and multi-family homes. Requires indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 18 hours laboratory.

9703 Sprinkler Fitter Apprenticeship III 3 Units

First half of year two of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: basic mathematics; operation of the sprinkler head; knot tying and rigging; oxygen-acetylene safety (part one); heritage and future in the pipe trade. Requires indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 18 hours laboratory.

9704 Sprinkler Fitter Apprenticeship IV 3 Units

Second half of year two of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: review OSHA safety standards; copper pipe installation (soldering and brazing); installation of wet pipe system; using the NFPA 13 Standard; wet pipe alarm valves; maintenance and inspection of automatic fire protection systems. Requires indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 18 hours laboratory.

9705 Sprinkler Fitter Apprenticeship V 3 Units

First half of year three of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: related safety and health (underground construction); installation of underground piping (NFPA 24); oxygen-acetylene safety (part two); fundamentals of gas welding and flame cutting. Requires indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 18 hours laboratory.

9706 Sprinkler Fitter Apprenticeship VI 3 Units

Second half of year three of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: dry valves, accelerators and exhausters; hydraulics, the physical properties of fluids; isometric drawing; building plans, architectural, structural, mechanical and electrical drawing; forklift/gradall safety certification. Requires indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 18 hours laboratory.

9707 Sprinkler Fitter Apprenticeship VII 3 Units

First half of year four of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: NFPA 25/CA title 19 inspections; pumps; architectural drawings; isometric drawings; Viking rate of rise, pneumatic, hydraulic release deluge, pre-action non interlock, single interlock and double interlock systems; soldering larger diameter copper tube; techniques and topics for tailgate meetings. CPR recertification. Requires indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 18 hours laboratory.

9708 Sprinkler Fitter Apprenticeship VIII 3 Units

Second half of year four of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: use of the t-drill; automatic fire pumps installation, start up, certification and maintenance; pumps for fire protection system; installation of combined sprinkler-standpipe systems; technical reports; fire protection water supply. Requires indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 18 hours laboratory.

9709 Sprinkler Fitter Apprenticeship IX 3 Units

First half of year five of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: sprinkler alarms; Viking rate of rise; NFPA 13; fire detectors; OSHA 30; backflow protection. CPR recertification. Gradall recertification. Requires indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 18 hours laboratory.

9710 Sprinkler Fitter Apprenticeship X 3 Units

Second half of year five of a five-year Sprinkler Fitter Apprenticeship Program. Topics overview: NFPA 13 handbook; types of foaming agents; direct injection and proportion based foam system; bladder type foam tanks; review basic hydraulics; review fire pump basics; good foremanship; computer basics, state licensing exam preparation. Requires indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards. 54 hours lecture, 18 hours laboratory.

9711 Residential Sprinkler Fitter Apprenticeship I 3 Units

This course is the first half of Year One of a 2.5-year Sprinkler Fitter Apprenticeship Program. Topics include: related safety and health practices; Rigid 300 training; care and use of hand tools, ladders, and scaffolds; reading sprinkler drawings (part one); operation of the sprinkler heads; reading a ruler; calculating pipe dimensions. 54 hours lecture, 18 hours laboratory. **Prerequisite** Indenture in the Sprinkler Fitter Apprenticeship Program, approved by the California State Division of Apprenticeship Standards.

9712 Residential Sprinkler Fitter Apprenticeship II 3 Units

This course is the second half of Year One of a 2.5-year Sprinkler Fitter Apprenticeship Program. Topics include: related safety and health practices; industry gases; shoring and man lifts; reading sprinkler drawings (part two); types of pipes, fittings, valves, and hangers used in the piping industry; first aid/CPR certification; history, installation and hazard ratings of automatic sprinkler systems; victaulic, grooved and plain end piping method; certification of CPVC installation. 54 hours lecture, 18 hours laboratory. **Prerequisite** APSF 9711 (with a grade of "P" or higher).

APPRENTICESHIP: SHEETMETAL (SHEE)

SHEETMETAL (SHEE) COURSES

9701 Level I Sheet Metal/HVAC (A) 3 Units

This course is an introduction the Sheet Metal and Heating, Ventilation and Air Conditioning (HVAC) trades. Topics include the tools of the trade, safety practices, trade mathematics, blueprints and drawings, and basic rigging. This course is designed for students planning a career in the Sheet Metal and HVAC fields. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9702 Level I Sheet Metal/HVAC (B) 3 Units

This course is a continuation of Sheet Metal and Heating, Ventilation and Air Conditioning (HVAC) trades at the introductory level. Topics include intermediate math, duct and air distribution theory and installation, welding concepts, insulation, and electricity related to the HVAC trade. This course is designed for students planning a career in the Sheet Metal and HVAC fields. 36 hours lecture, 54 hours laboratory. **Prerequisite** SHEE 9701 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9703 Level II Sheet Metal/HVAC (A) 3 Units

This course is an intermediate level introduction to the concepts of cooling and sheet metal layout. Topics include layout and line development, mathematics and measurements used in the trade, bend allowances and triangulation. This course is designed for students planning a career in the Sheet Metal and Heating, Ventilation and Air Conditioning (HVAC) fields. 36 hours lecture, 54 hours laboratory. **Prerequisite** SHEE 9702 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9704 Level II Sheet Metal/HVAC (B) 3 Units

This course is an intermediate study of heating and metering for the Sheet Metal and Heating, Ventilation and Air Conditioning (HVAC) trades. Topics include basic electronics, metering devices, compressors, heat pumps, and leak detection, evacuation, recovery and charging. This course is designed for students planning a career in the Sheet Metal/HVAC fields. 36 hours lecture, 54 hours laboratory. **Prerequisite** SHEE 9703 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9705 Level III Sheet Metal/HVAC (A) 3 Units

This course is an intermediate level study of blueprints and specifications for Heating, Ventilation and Air Conditioning (HVAC) ductwork. Topics include Sheet Metal and Air Conditioning Contractors of North America (SMACNA) Manuals, duct and fabrication standards, gutters and downspouts, roof flashing, and principles of air flow. This course is designed for students majoring in the sheet metal and HVAC fields. 36 hours lecture, 54 hours laboratory. **Prerequisite** SHEE 9704 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9706 Level III Sheet Metal/HVAC (B) 3 Units

This course is an advanced study of blueprint reading and system design for the sheet metal and Heating, Ventilation and Air Conditioning (HVAC) trades. Topics include indoor air quality, types of duct systems, and field measuring and fitting. This course is designed for students majoring in the sheet metal and HVAC trades. 36 hours lecture, 54 hours laboratory. **Prerequisite** SHEE 9705 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9707 Level IV Sheet Metal/HVAC (A) 3 Units

This course covers advanced Heating, Ventilation and Air Conditioning (HVAC) and Sheet Metal applications. Topics include system start-up and shut-down, commercial and industrial refrigeration systems, hydronic heating and cooling systems, and how to design fume and exhaust systems per Occupational Safety and Health Administration (OSHA) and American Conference of Governmental Industrial Hygienists (ACGIH) standards. This course is designed for students planning a career in the Sheet Metal and HVAC fields. 36 hours lecture, 54 hours laboratory. **Prerequisite** SHEE 9706 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

9708 Level IV Sheet Metal/HVAC (B) 3 Units

This course covers advanced Heating, Ventilation and Air Conditioning (HVAC) troubleshooting and Sheet Metal roofing. Topics include troubleshooting and repair of gas and electric heating systems, cooling systems, heat pumps, and electronic controls, as well as system balancing. Sheet Metal topics include metal roof system applications and installation. This course is designed for students planning a career in the Sheet Metal and HVAC fields. 36 hours lecture, 54 hours laboratory. **Prerequisite** SHEE 9707 (with a grade of "C" or higher). Student is a registered State indentured apprentice.

APPRENTICESHIP: TELECOMMUNICATIONS (APTE)

TELECOMMUNICATIONS (APTE) COURSES

9702 Intro to Telecommunications 3 Units

Introductory course designed to familiarize students with the basic components and concepts of a communications system. Brief overview of the history of the telephone and telephone systems; focus on the development of the telecommunications industry; elements of a data communications system; contrast between voice and data communication; integration of voice, data and video communication; development and use of microwave communications; current/projected uses of telecommunications. 54 hours lecture. **Prerequisite** Student is a registered State indentured apprentice.

9705 Installation Skills-Level I **3 Units**

Introduction to the procedures and practices routinely used in the industry for installing telecommunication equipment. Overview and direct use of the appropriate tools, equipment and documentation required to install and maintain communication systems. Coverage of health and safety issues and procedures. Reading and interpreting layout and distribution frames and wiring. Procedures for Installing cable racks. Codes and Standards related to Telecommunications. 54 hours lecture. **Prerequisite** Student is a registered State indentured apprentice.

9707 Fiber Installation & Maint **3 Units**

Introduction to Fiber Optic Technology. Provides coverage of theory, installation procedures; testing procedures; proper maintenance and trouble analysis of Fiber Optics Systems. Introduction to multimode and single mode fiber. Coverage of how generic fiber optic systems operate. Procedures for interpreting the output of fiber optic monitor controls, optical time domain reflectometers and error rate test sets. 54 hours lecture. **Prerequisite** Student is a registered State indentured apprentice.

9714 Intro to Computer Networking **3 Units**

The Course provides a thorough overview of networking basics: MAC and IP addressing, hubs and switches, packets and ports, and OSI versus TCP/IP models, cabling, topologies and Ethernet basics, basics of TCP/IP and an overview of routing, major TCP/IP applications, http, https protocols, ports and network naming conventions. This course also discusses VLAN, VPNs, IPv6 and remote connectivity; Using wired (Ethernet) and wireless (Wi-Fi) methods to connect the computers and equipment in a network; sharing files between computers and explaining how to manage connections to those services with DHCP and DNS addressing; setting up an Internet connection and configuring security and local-storage options for the network. 54 hours lecture. **Prerequisite** Student is a registered State indentured apprentice.

9715 Computer Literacy **3 Units**

Introduction to computers including: What is a computer, what?s inside a computer, lap top and desktop computers, hardware, software, Microsoft Windows, Internet, World Wide Web, multimedia, browsers, Microsoft Word, Microsoft Excel, and an awareness of computer software in use including programming languages, electronic mail, storage devices, and printing. No prior computer experience necessary; course recommended for students of any major who want to learn about computers and how to use them. 54 hours lecture. **Prerequisite** Student is a registered State indentured apprentice.

9716 Installation Skills-Level 3 **3 Units**

Advanced level procedures and practices of installing and maintaining telecommunications and associated equipment. Hands on exercises in testing and fusion splicing with fiber optic cabling circuits. The course discusses principles of security, intrusion detection systems, exploring the basics of design, and provides examples of the application of various types of sensors used to provide intrusion detection, various types of access control systems, video surveillance fundamentals, notification display devices, special systems such as nurse call, codes, standards, regulations, and organizations. 36 hours lecture, 54 hours laboratory. **Prerequisite** Student is a registered State indentured apprentice.

9718 Installation Skills-Level 2 **3 Units**

Intermediate level procedures and practices of installing telecommunications equipment, including EIA/TIA standards and applicable NEC and IEEE codes and standards for the telecommunications industry. Demonstrative proficiency in termination and testing of copper in accordance to the EIA/TIA 568 and 569 standards. 54 hours lecture. **Prerequisite** Student is a registered State indentured apprentice.

9720 Health and Safety **3 Units**

Coverage of health and safety issues and procedures in the telecommunications industry. Included in the course will be an introduction to OSHA, managing safety and health, falls, electrocution, struck-by (e.g., falling objects, trucks, cranes), caught-in or between (e.g., trench hazards, equipment), personal protective and lifesaving equipment, health hazards in construction, stairways and ladders, confined space entry, lockout/tag out, CPR and first aid training. In addition, overall and direct use of appropriate tools and equipment required to install and maintain communications systems are covered. 54 hours lecture. **Prerequisite** Student is a registered State indentured apprentice.

ADMINISTRATION, FACULTY, AND CLASSIFIED PROFESSIONALS

DISTRICT ACADEMIC ADMINISTRATORS

Ronald Gerhard, Chancellor
B.A., University of Redlands
M.B.A., University of California, Riverside

Theresa Fleischer Rowland
Vice Chancellor, Educational Services & Student Success
B.S., University of Southern California; M.A., San Diego State University; Ed.D., University of Southern California

DISTRICT NON-ACADEMIC ADMINISTRATORS

Ballif, Daniela	Director, Business Services
Blevins, Walter	Director, Maintenance & Operations
Cramsey, Kathleen	Payroll Manager
Dozier, Julia	District Executive Director, Economic Development and Contract Education
Druley, Jennifer	Director of Human Resources
Elofson, Cari	Assistant Director, OSHA Training Center
Fong, Wyman	Vice Chancellor, Human Resources
Garr, Michael	Project Planner/Manager, Facilities/ Bond Program, Chabot College
Griffin, Bruce	Chief Technology Officer
Hampton, Hester	Manager Purchasing & Warehouse Services
Holtzclaw, Sarah	Director Apprenticeship Programs
Kroll, Ann	Project Planner/Manager, Facilities/ Bond Program, Las Positas College
Letcher, Owen	Vice Chancellor, Facilities/Bond Programs and Operations
Lindo, Alcian	Program Manager Tri-Valley Career Center
Nicholas, Jonah	Vice Chancellor, Business Services
Pinos, Wendy	Project Manager, ITS (Bond Technology & Infrastructure)
Ramos, Dionicia	Director, Public Relations, Marketing and Government Relations
Romero, Danita	Fiscal Agent & Economic Development Manager - Contract Education
Roque, Rosalie	District Budget Officer
Trammell, Melinda	Director, Employee & Labor Relations
Valencia, Gonzalo	Custodial Manager

CHABOT COLLEGE ACADEMIC ADMINISTRATORS

Susan Sperling, Ph.D., President
1987; A.A., Merritt College
B.A., Ph.D., University of California, Berkeley

Ashraf, Sadaf, Interim Dean, Counseling
2005, A.A., DeAnza College; B.A., University of California, Berkeley; M.A., Santa Clara University; LMFT/LPCC, California Board of Behavioral Sciences

Carlson, Don, Dean, Applied Technology & Business
2021, B.S., M.B.A., University of Nebraska at Omaha

Cooks, Jamal, Vice President, Academic Services
2018; B.A., University of California at Berkeley; Secondary Teaching Credential, California State University, East Bay; M.A., University of Michigan; Ph.D., University of Michigan

Forbes, Safiyyah, Dean, Science and Math
2020; B.S., Long Island University, New York; Ph.D., Kansas State University, Kansas

Kritscher, Matthew, Vice President, Student Services
2008; B.S., M.A., California Polytechnic State University; Ed.D., San Francisco State University

Kunkel Wu, Deonne, Dean, School of the Arts
2010; B.S., Brigham Young University; M.A., Mills College

Molina, Patricia, Dean, Special Programs and Services
2008; B.A., Indiana University; M.S., California State University, East Bay

Nakamoto, Robert, Dean, Social Sciences
2017; A.A., Chabot College; B.A. California State University, Hayward; M.A., California State University, Northridge; Ed. D., San Francisco State University

Patton, Abigail, Dean, Academic Pathways & Student Success
2018; B.A., University of California, Berkeley; M.A., Loyola Marymount University

Rice, Nathaniel, Director, Disabled Student Programs & Services
2012; B.A., Stanford University

Romagnoli, Roam, Interim Dean, Language Arts
2022; A.A., Riverside City College; B.A., California Baptist University; M.A., Cal State San Bernardino; M.A., University of Redlands; Ed.D., San Francisco State University

Wagoner, Dale, Vice President, Administrative Services
1989; A.A., Chabot College; B.S., California State University, Chico; M.A., University of California, Berkeley

Vacant, Dean, Health, Kinesiology, & Athletics

CHABOT COLLEGE NON-ACADEMIC ADMINISTRATORS

Adediji, Lael, Project Director, Foster Care and Kinship Education
2020; B.A., University of California, Davis; M.A., Humboldt State University; Ed.D., San Francisco State University

Anderson, Terri, Director, Student Equity & Success (SSSP Focus)
2018; A.A., Compton Community College; B.S., California State University, Fullerton; M.A., Ed.D., Argosy University

Bandelow, Neva, Mentor Program Director
2021; A.A., Las Positas College, B.A., M.A., Saint Mary's College of California

Chaparro, Gabriel, Director, STEM Center Equity
2017; B.S., California State University Hayward; M.A., University of the Pacific

Craig, Yvonne, Executive Director of Institutional Advancement
2006; B.A., M.A., University of California, Berkeley

Gentry, Eric, RISE Program Manager
2021; A.A., Solano Community College; B.A. California State University, East Bay

Giesen, Brooke, Mentor Program Assistant Director
2022; B.A., University of Santa Cruz

Goo, Brian, Director of Research, Planning, and Institutional Effectiveness
2022; B.S., University of California, Irvine; M.Ed., Loyola University Chicago

Lino, Paulette, Director, Admissions & Records
2010; B.S.N., San Jose State University

Medina, Kathryn, Director, Financial Aid
2002; M.A., St. Mary's College of California

Paguio, Arnold, Director, Student Life
2014; M.A., Stanford University

Read, Christina, Project Manager Career & Technical Education
2018; B.A., University of Northern Iowa; M.A., San Francisco State University

Wilson, Bradon, Interim Director, Safety & Security
2021; B.S., Cal State East Bay

Woods, Sara, Manager, College Technology Services
2001; B.S., Western Governors University

Vacant, Director, Hispanic-Serving Institution
Vacant, Director, Student Equity & Success (Equity Focus)
Vacant, Program Director, Early Childhood Development Laboratory School

FACULTY OFFICE HOURS

Chabot College is noted for the close relationship of the faculty with students. The educational benefits of the student being able to know and talk personally with his or her is recognized. Each member of the full-time faculty schedules office hours each week for this purpose. This schedule is posted outside the 's office. Students are encouraged to take advantage of this opportunity, the benefits of which include:

- Assistance in understanding and achieving specific course expectancies.
- The development of concepts and understandings beyond the course expectancies.
- Insights into career opportunities within the 's area of expertise.
- Encouragement, assistance, and direction in meeting both educational and personal needs.
- A continuing association with a member of the academic community.

CHABOT COLLEGE FACULTY

FACULTY SENATE PRESIDENT: Miguel Colon

Abdoun, Mona, Instructor, Sociology
2016, B.A., San Francisco State University; M.A., California State University, East Bay

Abramowitsch, Simon, Instructor, English
2017, B.A., Eugene Lang College; M.A., Howard University; Ph.D., University of California, Davis

Abrao, Najla, Instructor, Mathematics
2016, B.S., M.A., University of California, Davis

Alarcon, Larua, Counselor/Instructor EOPS
2010, B.A., University of California, Berkeley; M.S., San Francisco State University

Alexander, Nicolas, Instructor, Physical Science
1988, B.S., University of California, Berkeley; Ph.D., Stanford University

Ames, Jason, Instructor, Speech-Forensics
2005, B.A., San Francisco State University; M.A., California State University, Hayward

Anderson, Mark, Instructor, English
2016, B.A., Princeton University; Secondary Edcuation Credential, Chapman College; M.A., San Francisco State University

Arab, George, Instructor, Chemistry
2018, B.A., Connecticut College; M.S., Ph.D., University of Rochester

Augsburger, Brian, Counselor/Instructor EOPS
2016, B.S., Howard University; M.S.W., University of Maryland

Baiardi, Elaine, Instructor Nursing-Psychiatric Mental Health
2011, A.A., El Camino College; M.B.A., State University of New York, Stony Brook; B.S.N., State University of New York, Stony Brook; M.S., California Coast University, Santa Ana

Barboza, Benjamin, Counselor-Instructor
2016, B.A., University of California, Davis; M.S., San Francisco State University

Barnezet Parrish, Caren, Instructor, French
2008, B.A., M.A., University Stendhal, France; Ph.D., University of California, Davis

Bass-Werner, Erich, Instructor, Auto Technology
2018, B.S.C.E, Michigan Technological University, Houghton, MI; B.S.E.E, University of Central Florida, Orlando, FL

Batchelor, Egl, Instructor, Mathematics
1991, B.S., M.S., California State University, Hayward

Baum, James, Instructor, Auto Technology
2004,

Bauman, Lara, Instructor, Mathematics
2018, B.A., B.S., University of Wisconsin, Green Bay; M.S., Ph.D., Univerisity of California, Los Angeles

Bhangal, Jaswinder, Instructor, Business
2004, A.A., B.E.d, Bundelkhand University, M.A., University of Phoenix

Buchwald, Norman, Librarian
2000, B.A., California State University, Northridge; M.F.A., Colorado State University; M.L.I.S., University of California, Los Angeles

Buell, William, Instructor, Fire Technology
2006, A.A., Chabot College

Calcagno, Daniel, Instructor, Kinesiology/Assistant Football Coach
2003, A.A., Chabot College; B.A., California State University, Sonoma; M.A., St. Mary's College

Cambara, Dennis, Counselor/Instructor - DSPS
2018, A.A./A.S., Riverside Community College; B.A., La Sierra University; M.A., California State University, San Bernardino

Cattolica, Robert, Instructor, Biology
2015, B.A., University of California, Berkeley; M.S., Ph.D., University of California, Davis

Chan, Eugenia, Librarian
2021, B.A., San Francisco State University; M.L.I.S, San Jose State University

Chan, John, Librarian
2018, B.A., University of California, Berkeley; J.D., University of Iowa College of Law; M.L.I.S., University of Illinois at Urbana-Champaign

Cheung, Nancy, Instructor, Dental Hygiene
2010, B.S., University of California, San Francisco; M.P.A/H.S.A., University of San Francisco

Cirera-Perez, Begona, Instructor, Health
2007, A.A., Las Positas College; B.S., San Jose State University; M.S., San Jose State University

Clements, Heather, Instructor, Learning Skills
2015, B.A., Univeristy of California, Santa Cruz; M.A., Univerisity of San Francisco

Coan, Julie, Instructor, Dental Hygiene
2015, B.A., M.P.H., Loma Linda University

Colon, Miguel, Instructor, Business Entrepreneurship
2015, B.A., M.B.A., St. Mary's College of California

Coreno, Christine, Instructor, Mathematics
2014, B.A., California State University, Chico; M.S., California State University, East Bay

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2002, A.A., Chabot College; B.S., M.S., California State University, Hayward

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2018, B.A., M.S., Sonoma State University; Single Subject Teaching Credential, Dominican University

Dam, Tri, Instructor, Pediatric Nursing
2017, B.S.N., California State University, Bakersfield; M.S.N., Sonoma State, Rohnert Park; F.N.P.

Davis, Matthew, Instructor, Mathematics
1992, B.A., California State University, Sacramento; M.A., California State University, Sacramento

Deetz, Aaron, Instructor, Photography
2014, B.A., University of Oregon; M.F.A., Pratt Institute

deWit, Thomas, Instructor, English Composition
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Drouin, Jeffrey, Athletic Director/Kinesiology Instructor
2000, B.S., University of La Verne; M.A., University of San Francisco

Eisenberg-Todd, Stephanie, Instructor, Communication Studies/Forensics
2016, B.A., M.A., San Francisco State University

Enguancho, Philip-Izac, Instructor, Communication Studies
2022, B.A., M.A., San Francisco State University

Espinoza, Javier, Instructor, Anthropology
2016, B.A., University of California, Santa Cruz; M.A., California State University, Los Angeles

Estepa, Aldrian, Instructor, Psychology
2008, B.A., M.A., Humboldt State Univeristy

Fierro, Felicia, Counselor/Coordinator DSPS
2016, B.A., California State University, Northridge; M.A.Ed., San Jose State University

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2016, B.A., University of California, Berkeley; M.A., University of San Francisco; M.A. San Francisco State University

Fon, Frances, Counselor/Instructor Transfer Center
2014, B.A., University of California, Berkeley; M.A., San Jose State University

Foth, Homeira, Instructor, English Composition
2009, B.A., San Francisco State University; Secondary Education Credential, San Francsico State University; M.A., San Jose State University

Fouquet, David, Instructor, Mathematics
1992, B.A., University of California, Los Angeles; M.A., University of California, Santa Cruz

Friend, Steven, Instructor, Kinesiology
1993, B.S., San Jose State University; M.S., St. Mary's College of California

Gallucci, Jessica, Instructor, Political Science
2014, B.A., University of Pennsylvania; M.Phil; University of Cambridge; Ph.D., University of the Cumberlands

Genera, Sandra, Instructor/Counselor
2004, A.A., Ohlone College; B.A., University of California, Berkeley; M.A., California State University, Hayward

Gibson, Donna, Instructor, Chemistry
1993, B.S., Stockton State College; M.S., Cornell University

Glen, Chad, Instructor, Mass Communications
1993, B.A., San Francisco State University; M.A., San Francisco State University

Gonzalez, Antonio, Instructor, Mathematics
2015, B.S., University of California, Los Angeles; M.A., California State University, Fullerton

Gordon da Cruz, Cynthia, Coordinator, Institutional Research
2018, B.A., Connecticut College; M.A., The Ohio State University; M.A., Ed.D., Harvard Graduate School of Education

Greene, Dara, Counselor
2006, B.A., University of California, Santa Barbara; M.S., San Francisco State University

Grillo, Jeanine, Instructor, Nutrition/Health
2018, B.S., San Francisco State University; M.S., San Jose State University

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2018, A.A., Chabot College; B.A., UMSNH-Michoacán University of St. Nicholas of Hidalgo, Michoacán, México; M.A., Mills College, Oakland

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Hanhan, Doris, Instructor, Mathematics
2004, B.A., California State University, Hayward; M.A., University of California, Santa Cruz

Harris, Timothy, Instructor, Music
2005, B.A., California State University, Stanislaus; M.M., Unversity of North Texas

Hassan, Dov, Instructor, Drama
2006, B.A., University of California Los Angeles; M.F.A., Univerisity of Missouri Kansas City

Hathaway, Adam, Instructor, Machine Tool Technology
2018, M.F.A. (Sculpture), San Francisco Art Institute; B.F.A. (Sculpture), University of Montevallo

Hildreth, Scott, Instructor, Physcial Science
1991, B.S., University of California, Davis and University of Edinburg; M.A., University of California, Berkeley

Ho, Ming-Lun, Instructor, Mathematics
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2015, B.S., M.A., University of Hawaii at Manoa, Honolulu, HI

Ismail, Mumtaj, Instructor, Digital Media
2017, B.A., Rutgers University; M.A., The New School

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2016, B.A., M.S., California State University, Long Beach

Jason, Lashara, Instructor, Nursing - Medical Surgical/Obstetrical Nursing
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2018, B.A., University of California, Santa Cruz; California Teaching Credential, Biotechnology Certificate, M.S., California State University, East Bay

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2000, A.S., Des Moines Area Community College; B.S., Samara State Pedagogical Institute; M.B.A., Drake University; M.S., California State University, East Bay

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2010, B.S., M.B.A. California State University, Hayward

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2018, A.A.S., Heald College; B.A., Unversity of California, Berkeley; M.B.A., Trident University

Komanetsky, Marysusan, Instructor, Nursing (Skills Lab Coordinator)
2016, B.S.N., Unversity of San Fransico; M.S.N., University of Florida

Kubicki, Greg, Instructor, Kinesiology/Head Men's and Women's Swimming Coach
2004, B.S., California State Univeristy, Hayward; M.S., Saint Mary's College of California

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Land, Kristin, Instructor, English
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Langdon, Michael, Instructor, English
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Maher, Suzanne, Instructor, Geography
2016, B.A., M.A., San Francisco State University

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2014, B.A., University of California Davis; M.A., Holy Names University; M.S., University of La Verne; Ed.D., Abilene Christian University

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2010, B.S., M.A., California State University, Hayward

Morrison, Kim, Librarian
2004, B.A., Fairhaven College; M.A., University at Buffalo; Ph.D., Queensland University of Technology

Mumford, Jay, Instructor, Real Estate
2005, B.A., Western Michigan University; M.B.A, Western Governors University

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2019, B.S., M.A., University of California Davis

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2011, A.A.S., Sequioia Institute; B.S., Florida Metropolitan University

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2002, B.A., Michigan Technological University; M.A., Ph.D., Graduate Theological Union

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1993, B.A., San Francisco State University; M.A., University of San Francisco

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2016, B.A., University of California, Davis; M.S., California State University, Hayward

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2015, B.A., University of Akron; B.F.A., University of Akron; M.F.A., University of New Mexico

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2008, B.A., Metro State College of Denver; M.S., National University California

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2003, B.A., M.A., University of California, Berkeley

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2002, B.A., B.S., M.S., Stanford University

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2018, B.A., University of California, Berkeley; M.S., California State University, East Bay

Tsao, Jeffrey, Instructor, Biology
2016, B.S., University of California , Berkeley; M.S., Yale University

Ulibarri-Sponsel, Lisa, Instructor, English
2018, B.A., University of California, Berkeley; M.A., California State University, East Bay

Ventrano, David, Instructor, Welding Technology
2019, B.S., San Francisco State University; B.A., San Francisco State University; C.W.I., American Welding Society

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1995, A.A., Chabot College; B.A., California State University, Fresno; M.S., California State University, Hayward

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2013, B.S.N., California State University, East Bay; M.S.N, San Francisco State University

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2018, B.S., California Polytechnic State University, San Luis Obispo; M.S., University of California, Davis; Ph.D., Colorado School of Mines

Wells, Andrew, Instructor, Chemistry
2001, B.A., University of California, San Diego; Ph.D., Massachusetts Institute of Technology

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1990, A.A., Skyline College; B.A., University of California, Santa Barbara; M.S., California State University, Hayward

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1976, B.A., M.A., San Jose State University

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2015, A.A., Chabot College; B.A., Mills College; M.A., San Francisco State University

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2001, B.A., University of California, Berkeley; M.B.A., California State University, Hayward; D.B.A., Northwestern Polytechnic University

Wu, Patricia, Instructor, Biology
2006, B.A., University of California, Berkeley; M.S., Georgetown University

Yest, Robert, Instructor, Mathematics
2008, B.S., M.S., The University of Michigan; PhD., Arizona State University

Yungerman, Alisa, Instructor, English Composition
2007, B.A., University of California, Berkeley; M.F.A, New York University

Zermeno, Francisco, Instructor, Spanish
1978, B.A., M.A., University of California, Santa Barbara

Zuliani, Diane, Instructor, Art History
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Director of Counseling and Guidance 1965–75
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Kenneth L. Edwards, Instructor 1962–76
Flossie E. Sheehan, Instructor 1965–76
Arylyene F. Marsh, Instructor 1962–77
Emily G. Pletta, Instructor 1961–77
Janet M. Cotter, Instructor 1964–78
Fred Hirsch, Chairman-Instructor 1961–78
R. Glenn Leuning, Chairman-Instructor 1964–78
Marie G. Maierhoffer, Instructor 1962–78
Wallace B. Pefley, Instructor 1962–78
Nancyjean Weitzmann, Instructor 1962–78
C. Marie Busby, Instructor 1961–79
Chester A. Lavelle, Instructor 1967–79
Harold O. Palmer, Chairman-instructor 1961–79
Byford H. Scott, Instructor 1962–79
Donald J. Green, Instructor 1962–80
Robert Barthol, Instructor 1967–81
Reed L. Buffington, Superintendent/President 1961–81
Leendert Kamelgarn, Instructor 1965–81
Yvette K. Lehman, Instructor 1967–81
Wallace Look, Librarian 1969–81
John R. McKinley, Dean of Administrative Services 1962–81
Robert T. Whalen, Instructor 1961–81
Bert P. Jamison, Instructor 1961–82
Edwin F. Quinnell, Librarian 1969–82
Mischa Schwartzmann, Instructor 1963–82
Vivian Borkgren, Instructor 1972–83
Dolores E. Cysewski, Instructor 1965–83
Warren B. Hicks, Associate Dean of Instruction
Learning Resources 1963–83
David P. Hill, Instructor-Counselor 1965–83
Marguerite P. Hope, Instructor 1967–83
Arthur L. Larson, Dean of Student Personnel 1967–83
Bates L. Brian, Instructor 1968–84
R. Wayne Crews, Instructor 1965–84
Jack Criqui, Instructor 1963–84
Thomas H. Driscoll, Instructor 1965–84
Stuart J. Inglis, Instructor 1965–84
L. Jack Fishbaugh, Instructor 1961–85
Eugene F. Marker, Instructor 1964–85
David M. Minor, Instructor 1965–85
Georgia E. Owens, Instructor 1964–85
Marguerite Baray-Reyes, Instructor-Counselor 1973–85
William H. Hopper, Instructor 1964–86
Eleanor B. Meyer, Instructor-Counselor 1963–86
Lawrence D. Mosher, Instructor 1966–860
James T. Davis, Instructor 1962–87
Mark C. Jones, Instructor 1962–87
James F. Coovelis, Instructor 1963–87
Frederick B. Augustine, Instructor 1965–87
Beverly J. Levine, Instructor 1965–87
Betsy M. Mahle, Instructor 1966–87
Joy L. Sanderson, Instructor 1971–87
George A. Sage, Instructor 1961–88
Mary M. Boubel, Instructor-Librarian 1962–88
Paul E. Beckett, Instructor 1963–88
Robert E. Kelly, Instructor 1963–88

Kaye C. Kennett, Chair-Instructor 1964–88
Amy E. Awtrey, Instructor 1965–88
Elsie G. Kent, Instructor 1966–88
Barbara W. Garfinkle, Counselor 1967–88
Walden a. Leecing, Instructor 1967–88
Marvin D. Thompson, Instructor-Counselor 1968–88
Beverly R. Sklueff, Instructor 1977–88
Truman Fisher, Instructor 1961–89
Jackson Conley, Instructor 1966–89
Melvin Edwards, Instructor 1966–89
Robert J. Forester, Counselor 1968–89
Harold B. Fraser, Instructor 1969–89
Herbert B. Kennedy, Instructor 1969–89
Harrison J. Hannon, Instructor 1972–89
George Anna Tow, Counselor 1975–89
Phoebe E. Cortessis, Instructor 1976–89
Stephen I. Maltz, Instructor 1963–90
Mary Lou Fitzgerald, Instructor 1964–90
John C. Newell, Instructor 1964–90
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Glenys W. Wilson, Instructor 1965–90
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Will A. Dickhuth, Director of Counseling & Guidance 1968–90
Claire E. Chapin, Instructor 1971–90
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John D. Yarbrough, Instructor/Counselor 1962–91
John L. Maxwell, Instructor 1964–91
David S. Burton, Instructor 1965–91
James E. Wickens, Instructor 1966–91
Gerald D. Friedel, Instructor 1967–91
Irving Batz, Dean of Student Services 1968–91
Donald V. Nilson, Instructor 1974–91
Robert G. Brown, Instructor 1964–92
Joseph E. Graves, Instructor 1964–92
Doret R. Kollerer, Instructor 1965–92
John T. Healey, Instructor 1966–92
Gordon T. Randall, Instructor 1967–92
Marilyn M. Rhodes, Instructor 1971–92
Barbara L. Short, Instructor 1971–92
Stanely C. Lichtenstein, Instructor 1975–92
Kathleen R. Conneely, Instructor 1961–93
Vittorio Valenza, Instructor 1961–93
Johnn T. Miller, Instructor 1962–93
Ray Stanfanson, Instructor 1962–93
Neil R. Coley, Instructor 1963–93
Gordon R. Peak, Instructor 1965–93
Frank E. West, Instructor 1969–93
Diane M. Sivers, Instructor 1973–93
Margaret C. Emery, Instructor 1975–93
Peter G. Madsen, Instructor 1982–93
John L. Wagoner, Chair, Division of Physical Education 1962–94
Gene R. Wellman, Director of Athletics 1962–94
Don C. Eaton, Instructor 1963–94
Glenn A. Malcolm, Instructor 1963–94
Ezra A. Meyer, Instructor 1964–94
Greta V. Weaver, Instructor-Counselor 1964–94
Clyde T. Allen, Instructor 1965–94
David L. Garnhart, Instructor 1965–94
John E. Cleary, Instructor 1966–94
Lee Hinckley, Counselor 1967–94
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Robert L. Harris, Instructor 1968–94
Gordon W. Locklear, Instructor 1968–94
Nick L. Singares, Instructor 1969–94
Willie J. Jackson, Instructor 1970–94
Marion A. Sanchez, Instructor-Counselor 1970–94
George B. Immisch, Instructor 1975–94
Mason C. Layman, Instructor-Counselor 1975–94
Donald Christiansen, Instructor 1976–94
Mildred J. Collins, Instructor 1977–94
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Juanita R. Focha, Instructor 1967–95
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Constantine Mastroyannis, Instructor 1965–95
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Helen P. Bridge, Instructor 1975–97
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Kinmont T. Hoitsma, Instructor 1970–97
John Brunn, Instructor 1961–98
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Gilbert J. Ribera, Instructor 1964–98
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Larry A. Beal, Instructor 1975–05
Virginia Maruyama, Instructor 1975–05
Russell L. Breslauer, Instructor 1980–05
Richard E. Botelho, Instructor 1981–05
Francisco C. Sumares, Instructor 1982–05
Eugene F. Rockemann, Instructor 1983–05
Robert W. Collins, Instructor 1968–06
Diana Immisch, Instructor 1990–06
Helene J. Looze, Instructor 1975–06
Gaila A. Moore, Instructor 1977–06
Lois Machado, Instructor 1976–06
Charles R. Natson, Instructor 1990–06
Orlando S. Pascoa, Instructor 1989–06
Susan A. Cota, Chancellor 1991–07
Ross E. Shoemaker, Instructor 1968–07
Donald K. Skiles, Instructor 1988–07
David E. Arovola, Instructor 1970–08
Kenneth R. Everhard, Instructor 1969–08
Eugene P. Groppetti,
Dean of Arts & Humanities/Instructor 1975–08
Robert L. Hughes, Instructor 1995–08
Gail C. Johnson-Murphy, Counselor 1973–08
Theresa M. Lebeiko, Instructor 1988–08
Daniel J. Leonardi, Instructor 1974–08
William A. McDonald, Counselor/Instructor 1992–08
Carol W. Murray, Instructor 1988–08
Fe L. Baran, Instructor 1989–09
Linda J. Barde, Instructor 1995–09
Carol A. Baumann, Librarian 1990–09
Jane C. Berg, Instructor 1979–09
Ceinwen L. Carney, Instructor 1989–09
Dennis C. Chowenhill, Instructor 1977–09
Nancy L Cowan, Instructor 1975–09
Carol J. Golden, Instructor 1993–09
Frederick G. Hodgson, Instructor 1988–09
John L. Holloway, Instructor 1988–09
Gayle J. Hunt, Instructor 1990–09
William B. Johnson, Instructor 1973–09
Joseph Kuwabara, Jr., Instructor 1974–09
Rachel M. Maldonado-Aziminia, Instructor 1980–09
Christine L. McDaniel, Instructor 1985–09
Guadalupe S. Ortiz, Instructor 1985–09
Zack G. Papachristos, Instructor 1969–09
Jeanette G. Paz, Instructor 1989–09
Julee J. Richardson, Instructor 1985–09
Sally Stickney, Instructor 1994–09
Linda L. Swanson, Instructor 1987–09
Linda J. Zweifel, Instructor 1983–09
E. Desre Anderes Solomon, Instructor 1995-11
Joseph H. Berland, Instructor 1989-11
Steven L. Daprato, Instructor 2001-11
Melva Y. Garcia, Instructor 1992-11
Susan Gill, Instructor 1988-11
Cynthia G. Hicks, Instructor 1985-11
Patricia A. Keeling-Haines, Instructor 1978-11
Gloria M. Meads, Instructor 1991-11
Judithann O'Toole, Instructor 2001-11
Ramon C. Parada, Instructor 1986-11
Susan A. Tong, Instructor 1989-11
Christopher L. Waldo, Instructor 1992-11
Maurice Ngo, Instructor 1975-12
Katsushige Kajiwara, Instructor 1981–12
Peter K. Davis, Instructor 1976–13
Eugene J. Esquierdo, Instructor 1991–13
Larry A. Cain, Instructor 1982–14
Jane D. Church, Counselor/Articulation Officer 1992–14
Carey E. Harbin, Counselor 1986–14
Shari L. Jacobsen 1985–14
Marcia S. Kolb, Instructor 1982–14
Naoma L. Mize, Counselor 1989–14
Monica R. Munger, Instructor 1993–14
Julie A. Segedy, Instructor 1988–14
Ernesto Victoria, Counselor 2000–14
Burnierose L. Wilson, Counselor 1990–14
Thomas Clark, Dean of Applied Technology & Business 2005-14
Deborah A. Buti, Librarian 1994-14
Indrani D. Chaudhuri, Instructor 2000-14
Kathy G. Kelly, Instructor 1993-14
Irene L. Plunkett, Instructor 1984-14
Gerald Shimada,
Interim Vice President Student Services 1994-14
Jane Vallely, Instructor 1985-15
Jerry R. Egusa, Instructor 1977-15

Josephine A. Galliano, Instructor	1999-15
Kathleen R. Allen, Counselor/Coordinator	1997-16
Sherri A. Yeager, Instructor	1993-16
Connie J. Gerton, Instructor	1994-16
Zahra F. Mofidi, Instructor	1985-16
Linnea E. Wahamaki, Instructor	2000-16
Michael S. Absher, Instructor	2002-16
Mark A. Schaeffer, Instructor	2003-16
Donald L. Plondke, Instructor	2000-17
Cynthia S. Stubblebine, Instructor	1990-17
Bruce E. Mayer, Instructor	2003-17
Stephen V. Woodhams, Instructor	1989-17
Valla (Valjean) J. Dale, Dean of Counseling	1998-17
Vanessa Cormier, Manager, Children's Center	1998-17
Marcia L. Corcoran, Dean, Language Arts	2005-17
Adolph Oliver, Instructor	1976-17
Carolyn L. Arnold, Institutional Researcher	1993-18
Agnello F. Braganza, Instructor	1990-18
Debra I. Caldwell, Instructor	1991-18
Laurie J. Dockter, Instructor	1976-18
Christine A. Gillis, Instructor	1989-18
Charlotte E. Lofft, Instructor	1983-18
H. Ashley Long, Instructor	1984-18
James E. Matthews, Librarian	1988-18
Janice V. Novak, Instructor	2004-18
Barbara A. Ogman, Instructor	2001-18
Shirley A. Pejman, Counselor/Instructor	1994-18
Wayne A. Phillips, Instructor	2001-18
Dan Raveica, Instructor	2001-18
Michelle E. Sherry, Instructor	1997-18
Stephen A. Small, Instructor	2003-18
Anita J. Wah, Instructor	2000-18
Barbara J. Worthington, Instructor	2005-18
Rudolph C. Cockerham, Instructor	2002-19
Margaret A. Schumacher, Instructor	1999-19
Mireille R. Giovanola, Instructor	1999-19
Timothy A. Dave, Instructor	2000-20
Kent L. Uchiyama, Instructor	1991-20
Jose R. Alegre, Instructor	1990-20
Christine R. Santiago, Counselor	2001-20
Janice L. Golojuch, Instructor	1995-20
Hisako L. Hintz, Instructor	2009-20
Desmond K. Chun, Instructor	1990-20
Carlos E. Enriquez, Instructor	2006-21
Ann R. LePell, Instructor	1993-21
Stephanie A. Zappa, Instructor	1999-21
Rick G. Moniz, Instructor	1994-21
Rebecca A. Otto, Instructor	2004-22
Zarir G. Marawala, Instructor	1994-22
Connie L. Telles, Instructor	2000-22
Kenneth R. Williams, Instructor	1976-22

CLASSIFIED PROFESSIONALS

CLASSIFIED SENATE PRESIDENT: Heather Hernandez

Adams, Noell	Degree Audit/Student Education Planning Systems Coordinator
Adams Bailey, Tracey	Athletic Trainer
Agustin, Josie	Family Resource Coordinator
Albrecht, Nicole	Grant Developer/Writer
Aldana, Nanette	Receptionist
Ali, Wafa	Senior Administrative Assistant
Amons, Jonathan	Bookstore Cashier
Anderson, De Ana	Library Technician
Arriaga Delgado, Hilda	Security Officer
Avila, Trisha	Financial Aid Systems Coordinator
Bailey, Claire	Curriculum and Scheduling Specialist
Bailey, Melissa	Veterans Program Coordinator
Barboza, Arthur	Student Services Assistant
Baron, Cristina	Admissions & Records Assistant II
Belcher, Roland	Library Technician
Billy, Ronald	Security Supervisor
Blanco, Cesar	Computer Network Support Specialist I
Bondoc, Rozen	Student Records Evaluator
Bongard, Lora	Admissions & Records Assistant II
Bononcini, Kimberly	Senior Administrative Assistant
Buelna, Linda	Student Records Evaluator
Calvillo, Lannibeth	Curriculum & Student Learning Outcomes Specialist
Cao, Kim-Uyen	Senior Administrative Assistant
Carlsen, Lisa	Instructional Assistant
Castellanos, Angela	Executive Assistant to Vice President
Chan Barrios, Emily	Counselor Assistant II
Chavez, Raul	Financial Aid Advisor I
Clark, Alexander	Computer Network Support Specialist II
Corpus, Shelley	Campus Safety & Security Communications Dispatcher
Crawford, Shawna	Counselor Assistant II
Criswell, Virginia	Senior Administrative Assistant
Dalton, Sienna	Senior Administrative Assistant
Daniels, Sharron	Bookstore Textbook Buyer
Daniels, Zachary	Security Officer
David, Alan	Outreach Specialist
Davis, Christina	Instructional Technology Coordinator
Day, Sean	Program Coordinator - International Students
Decker, Ronald	Senior Laboratory Technician
Delos Santos, Ireneo	College Administrative Services Officer
Dennis, Talice	Security Officer
Dilks, Vanessa	Mentor Program Analyst
Dishman, Erika	Library Technician
Dominguez, Brenda	Counselor Assistant I
Doty, Karen	Early Childhood Specialist
Dowrie, Thomas	Alternative Media Technology Specialist
Duran, Rochelle	Security Officer
Ealy, Farin	Outreach Specialist
Eastwood, Maria	Administrative Assistant

ADMINISTRATION, FACULTY, AND CLASSIFIED PROFESSIONALS

El Hariri, Maya	Student Records Evaluator
Emanuele, Linda	Student Services Assistant
Fabian, Darryl	Instructional Systems Technician
Fanene, Eric	Physical Education/Athletics Assistant
Field, Katrin	Assessment Specialist
Fife, Bernadette	Theatre Manager
Fiscus, Susan	Financial Aid Advisor II
Flores, Sarah	Graphics Technician
Franco, Philomena	Fiscal Coordinator, Special Programs & Grants
Galas, Robin	Program Director, TRIO
Gomez, Marlene	Dental Hygiene Clinical Assistant
Guaio, Marie	Financial Aid Advisor II
Gutierrez Ventura, Maria	Dream Center Coordinator
Hale, Eugene	Stage Technician
Hernandez, Heather	Library Services Specialist
Herrera, Christine	Senior Administrative Assistant
Johnson, Cynthia	Counselor Assistant II
Kam, Wing	Webmaster
Knight, Kaela	Senior Administrative Assistant
Lee, Jean	Student Records Evaluator
Lee, Terra	Senior Instructional Assistant
Leung, Andrew	Instructional Assistant
Lewis, Blake	Library Technician
Liu, Na	Research Analyst
Lopez, Jose	Intercollegiate Athletics Technician
Love, Mary	Instructional Assistant
Manicki, Cheree	Executive Assistant to Vice President
Marquez, Diego	Senior Laboratory Technician
Martinez, Regina	Counselor Assistant II
McCoy, Meliny	Senior Laboratory Technician
McCue, Crystal	Early Childhood Specialist
McGregor, Michelle	Early Childhood Specialist
Mejia, Ricardo	Financial Aid Advisor II
Mendez, Roberto	Program Director, TRIO
Metcalf, Karen	Instructional Assistant
Millington, Chilopie	Counselor Assistant II
Montouth, Stefanie	Counselor Assistant I
Moore, Nathan	Security Officer
Moore, Stacey	Counselor Assistant II
Morales, Vanessa	Administrative Assistant
Morris, Blessing	Instructional Technology Specialist
Morrison-Pegg, Caroline	Audience Services Technician
Mwamba, Patrick	Instructional Assistant
Nadonza, Mary Ann	Student Records Evaluator
Nasrudinzada, Nadia Z.	Accounting Technician
Navarro, Anamarie	Instructional Assistant
Nelson, Ariel	Financial Aid Advisor II
Nelson, Jeffrey	Security Officer
Ngai, Amelia	Instructional Assistant
Nguyen, Dorothy	Financial Aid Outreach Specialist
Orochena, Kenya	Counselor Assistant II
Orozco, Mario	Admissions Specialist
Oteyza, Maria Elizabeth	Administrative Assistant
Owens, Arthur	Security Officer
Parker, Megan	Curriculum & Scheduling Specialist
Poling, Wendy	Instructional Technology Specialist
Ramento, Renato	Counselor Assistant II
Ramirez, Sylvia	Counselor Assistant II
Ramos, Remigio	Financial Aid Advisor II
Reddy, Kirti	Executive Assistant to College President
Reinsel, Cassondra	Curriculum & Scheduling Specialist
Reyes, Leticia	Counselor Assistant II
Riojas, Julian	Early Childhood Assistant
Rivas, Ulyssa	Senior Administrative Assistant
Rodriguez-Larrain, Maria del Carmen	Program Director, TRIO
Roldan Sun, Cresali	Senior Financial Aid Advisor
Roseby, Osibisa	Counselor Assistant II
Rosillo, Janet	Dental Hygiene Clinical Assistant
Sarkar, Sujoy	Media Production Specialist
Shepherd, Victoria Jean	Senior Laboratory Technician
Shira, Craig	Graphic Designer
Smith-Crawford, Tina	Bookstore Textbook Purchasing Assistant
Soto, Cynthia	Outreach Specialist
Sparrow, Bionca	Counselor Assistant II
Stanley, Kathleen	Senior Administrative Assistant
Stevenson, Vernon	Bookstore General Merchandise Buyer
Stewart, Lakesha	Counselor Assistant II
Taqi-Eddin, Muna	Outreach Specialist
Tashjian, Dylan	Administrative Assistant
Tashjlan, Setrag	Senior Laboratory Technician
Tibi, Silvino	Senior Financial Aid Advisor
Torres, Alex	Instructional Assistant
Tran, Lan	Accounting Technician
Tran, Sandy	Library Technician
Tupper-Eoff, Rachael	Senior Administrative Assistant
Van, Shelia	Bookstore Accounting Specialist
Vera, Ana Laura	Early Childhood Specialist
Vile, Jessica	Outreach Specialist
Vo, Mellissa	Early Childhood Specialist
Williams, Richard	Mobility Assistant / Driver
Witt, Bella	Executive Assistant to Vice President
Wolfe, John	Performing Arts Specialist
Wong, Sisley	Financial Aid Advisor III
Wong, Wayland	Counselor Assistant I
Wright, Judy	Admissions & Records Assistant III
Yasaki, John	Computer Network Support Specialist II

DISTRICT CLASSIFIED PROFESSIONALS ASSIGNED TO CHABOT COLLEGE

Barattino, Robert	Vehicle & Equipment Mechanic
Beard, Troy	Custodian
Bender, Charles	Maintenance Supervisor
Calderon, Josephine	Custodial Supervisor
Catap, Ryan	Cutodian
Catap, Terrence	Custodian
Cervantes, Martha	Custodian
Durbala, Thomas	Electrician
Erestain, Eric John	Custodian
Esparza, Matilde	Custodian
Estrada, Guadalupe	Custodian
Gonzalez, Miguel	Custodian
Hall, William	HVAC Maintenance Engineer
Hernandez, Christopher	Grounds Worker I
Hernandez, David	Lead Custodian
Johnson, Christopher	Grounds Worker I
Legaspi, Ellen Grace	Custodian
Mack Rambo, Demarrea	Custodian
Napagao, Rosario	Custodian I
Ochoa Vargas, Orlando	Grounds Worker I
Ozment, David	Grounds Supervisor
Pugh, Marvin	Custodian
Robideaux, Regina	Maintenance Worker
Robinson, James	Lead Custodian
Sahagun, Alberto	Vehicle & Equipment Mechanic
Sanchez, Gregory	Custodian
Santillan Avila, Erika	Custodian
Singh, Harmendar	Custodian
Smalley, Steven	Maintenance Technician
Smith, Kerrick	Maintenance Worker
Taylor, Patrick	Grounds Worker II
Tejidor, Johnson	Custodian
Tolention, Edward Henry	Custodian
Valencia, Ruffino	Custodial Supervisor
Vaneck, Gerald	Lead Grounds Worker
Williams, Elvis	Custodian

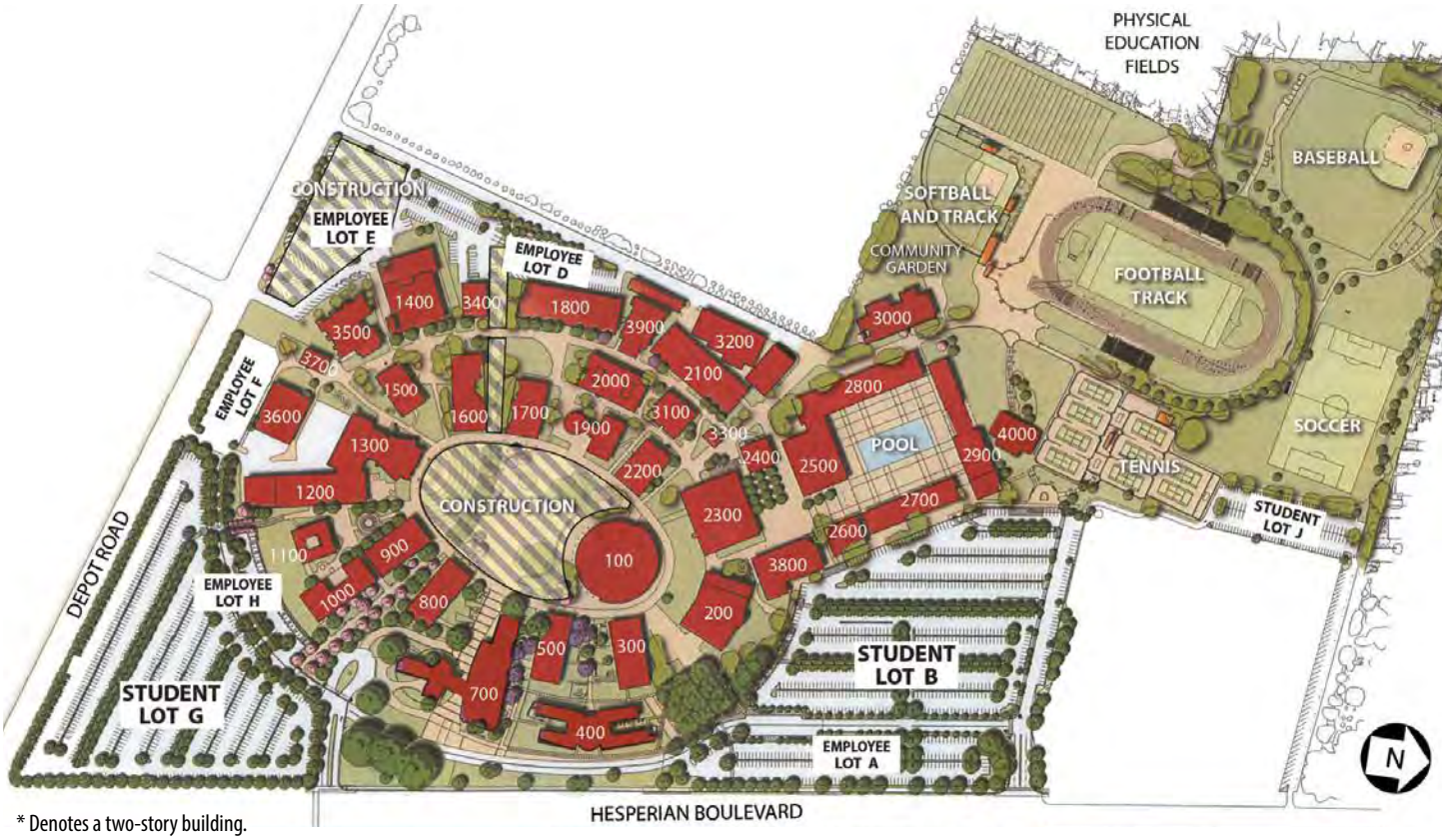
CLASSIFIED PROFESSIONALS EMERITI

Joseph H. Bunio	1968–1986	Groundsworker
Charles Dean, Jr.	1968–1986	Custodian I
Maxine Calleri	1973–1986	Personnel Technician II
Virginia MacCrossen	1973–1986	Admissions and Records Clerk II
Norma L. Kernes	1965–1987	Student Services Assistant
Charles E. Sherman	1965–1987	Maintenance Technician
Don Martinez, Jr.	1966–1987	Maintenance Worker
Dolores H. Camarena	1976–1987	Secretary I
Marion H. McSweeny	1962–1988	Learning Resources Technician III
Victor T. Cabral	1966–1988	Maintenance Worker
James J. Miller	1966–1988	Grounds Worker
Barry C. Abella	1974–1988	Admissions and Records Clerk I
Ellen E. Johnson	1975–1988	Admissions and Records Clerk I
Carl R. Johnson	1976–1988	Maintenance Technician
Segundo C. Raymundo	1976–1988	Custodian I
Susanne E. Crouse	1965–1989	Secretary II
Vincent F. Gallegos	1965–1989	Maintenance Mechanic
Betty W. Giblin	1965–1989	Registrar/Manager, Admissions and Records
Susumu Matsumoto	1965–1989	Gardener
Marjorie R. O'Leary	1971–1989	Executive Secretary
Rosemay Riddell	1979–1989	Secretary II
John Alexander	1973–1990	Grounds Worker
Louise G. Battle	1976–1990	Custodian I
Irene M. Jeuitt	1979–1990	Custodian I
Francisco T. Calbonero	1980–1990	Custodian I
Leslie (Bob) R. Ence	1966–1991	Manager Media Operations
Abel S. Marks	1971–1991	Grounds Worker I
Patricia A. Burnside	1974–1991	Admissions and Records Clerk I
Patricia A. Brock	1977–1991	Accounting Technician
Agnes L. Holbrook	1978–1991	Accounting Assistant
Faye L. Gleason	1980–1991	Secretary I
Dorothy C. Sullivan	1981–1991	Admissions and Records Clerk I
Daniel R. Bokuvka	1961–1992	Payroll/Risk Manager
Maureen M. Murray	1967–1992	Admissions and Records Clerk I
Louie C. Abaitua	1972–1992	Assistant Maintenance Supervisor
Iris E. Pullen	1974–1992	Printing Systems Operator I
Lucille M. Abraham	1977–1992	Media Services Specialist II
Dolores M. Tassinari	1981–1992	Learning Resources Technician
Betty D. Davis	1962–1993	Executive Assistant to the Chancellor
John R. Rodriguez	1965–1993	Grounds Technician
Joan M. Campanielle	1966–1993	Secretary to the President
Seth T. Bailey	1973–1993	Laboratory Technician II
Lawrence Sizar	1973–1993	Director, Personnel Services and Employee Relations
Elizabeth E. Inglis	1976–1993	Instructional Assistant II
Eleanor Jardine	1976–1993	Learning Resources Technician II
Barbara Anderson	1980–1993	Secretary I
Royal J. Johnson	1980–1993	Custodian I
Nathanael Clark	1981–1993	College Clerk III
Karen A. Cufflin	1978–1994	Manager, Bookstore
Theresa M. Rivera	1979–1994	Custodian I
William H. Cox	1984–1994	Lead Custodian
Gene W. Houck	1969–1995	Television Technician III
Raymond Marchan	1972–1995	Custodian I
JoAnne C. Neu	1979–1996	Executive Secretary

Mary L. Rivera	1971–1996	Mailroom Clerk
James M. Sheehan	1978–1996	Custodian
Everett D. Arruda	1986–1996	Maintenance Technician
Gay M. Connor	1965–1997	Staff Assistant
Margaret P. Roddan	1970–1997	Student Records Evaluator
Kay C. Nicholson	1978–1997	Admissions and Records Clerk I
Linda K. Pyzer	1982–1997	Computer Operator
Mary J. Twomey	1982–1997	Instructional Assistant II
Alberta M. Pitts	1969–1998	Locker Room Attendant
Ida M. Thompson	1977–1998	Admissions & Records Assistant II
Anne M. Warrin	1977–1998	Instructional Assistant II
Janet Covington	1961–1999	Reprographic Systems Technician II
Mary F. McClendon	1963–1999	Academic Services Specialist II
Madgie Faye Roberts	1976–1999	Learning Resources Technician I
Patricia L. Sira	1976–1999	Custodian I
Dianne J. Colon	1975–2000	Telephone Receptionist
Diana J. Bond	1981–2000	Secretary II
Sylvester Johnson	1972–2001	Locker Room Attendant
Vincent L. Triggs	1972–2001	Laboratory Technician II
Irene N. Garcia	1974–2001	Career Transfer Center Specialist
Peggy A. Wentz	1976–2001	Admissions & Records Assistant II
Peggy R. Pettis	1982–2001	Bookstore General Merchandise Buyer
Nancy E. Beers	1991–2001	Student Services Assistant
Stephne J. Macintosh	1977–2003	Library Technician III
Connie Leal	1986–2003	Custodian I
Rosalie J. Stempin	1987–2003	Administrative Assistant II
Ann M. Reymundo	1989–2003	Admissions and Records Assistant
Wiana L. Choy	1982–2004	Academic Services Specialist II
Gary R. Chamberland	1987–2004	Maintenance Supervisor
John F. Corrigan	1991–2004	HVAC Maintenance Engineer
Steven J. Silva	1976–2004	Custodial Manager
Heidi Spearer	1991–2004	Administrative Assistant
James W. Lyons	1989–2005	Lead Custodian
Jimmy A. Rumelhart	1988–2005	Laboratory Technician Electronics
Loisanne M. Sellars	1994–2005	Bookstore Textbook Purchasing Clerk
Sarilee Janger	1988–2006	Administrative Assistant II
Marilyn H. Mansouria	1979–2006	Executive Assistant to the Vice President
Hortencia Franco	1975–2007	Administrative Assistant II
Joan E. Franco	1991–2007	Instructional Computer Lab Specialist
Roberta F. Pratt	1988–2007	Security Communications Dispatcher
Thomas P. Fuller	1981–2007	Grounds Manager
Donald R. Benson	1991–2008	Lead Custodian
Jack W. Bishop	1982–2008	Security Officer
Mary L. Diaz	1995–2008	Custodian I
Karen K. Hashimoto	1984–2008	Administrative Assistant II
Nina J. Kiger	1991–2008	Student Life Operations Coordinator
Barbara L. Lawrence	1970–2008	Library Services Specialist
Nan V. McDonnell	1979–2008	Counselor Assistant II
Annie P. Ong	1996–2008	Staff Assistant - Children's Center
Arlene L. Adamson	1993–2009	Instructional Assistant II
Victoria A. Beltran	1994–2009	Administrative Assistant II
Sarah L. Black	1986–2009	Security Communications Dispatcher
Kevan A. Cabral	1975–2009	Lead Storekeeper
Adrienne Hodson	1996–2009	Children's Center Assistant Manager
Alice Hsu	1984–2009	College Business Office Supervisor
John L. McHugh	1987–2009	Network Services Specialist II
Roger C. Noyes	1977–2009	Theater Manager
Talahiva Pahulu	1974–2009	Academic Services Curriculum and Scheduling Specialist II
Colin H. Pejman	1990–2009	Graphic Arts Technician III
Juliet A. Polizzi	1987–2009	Administrative Assistant II
Isabel G. Polvorosa	1979–2009	Computer Operator
Madilyn Rice	1983-2009	Instructional Assistant II
Cynthia A. Silva	1975–2009	Administrative Assistant I
Svetlana Sultan	1993–2009	Laboratory Technician II
Linda K. Zuidema	1984–2009	Security Officer
Bharati K. Bhatt	1996-2010	Early Childhood Specialist
Marylou C. Cisneros	1970-2010	Veterans Benefits Specialist
Alice P. Lo	1985-2011	Administrative Assistant II
Arlene K. DeLeon	1972-2011	Instructional Computer Lab Specialist
Darrell L. Dolin	1999-2011	Security Officer
Miyo T. Harvey	2001-2011	Student Counseling Assistant
Ruben Hernandez	1974-2011	Student Services Assistant II
Harry H. Jennings	2000-2011	Grounds Mechanic
Kathleen P. Kaser	1994-2011	Manager, Bookstore
Mary M. Mino	1990-2011	Admissions and Records Assistant II
Wayne K. Nakano	1998-2011	Assistant Manager, Bookstore
Erna G. Wiemer	1975-2011	Admissions and Records Assistant III
Joseph M. Gentiluomo	1981-2013	Intercollegiate Athletics Technician
Lorenzo C. Iriarte	1999-2014	Reprographic Systems Technician II
Kaaren A. Krueg	1991-2015	Executive Assistant, Vice President of Academic Services
Rosemary L. Mogle	1998-2015	Executive Assistant, Vice President of Administrative Services
Debra A. Kuita	1993-2015	Bookstore Cashier
Phyllis R. Webb	1997-2015	Reprographics Assistant I
Hassina Ibrahimi	1997-2015	Early Childhood Specialist
Kari S. McAllister	2000-2016	Theatre Manager

Thomas A. Hugel	2004-2016	Library Technician II
Joann Cerefice	2003-2016	Senior Administrative Assistant
John H. Simms	1989-2016	Instructional Systems Technician
Cynthia M. Roberts	1993-2016	Admissions & Records Assistant II
Edna E. Danaher	1978-2016	Student Records Evaluator
Katherine A. Bolich	1996-2017	Early Childhood Specialist
Gina L. Owyoung	2000-2017	Instructional Assistant
Laureen M. Dutra	1981-2017	Financial Aid Advisor II
Judith A. Vetters	2004-2017	Administrative Assistant
Victor Mahabali	2006-2017	Grounds Worker
Steve Patchin	1995-2017	Lead Grounds Worker
Dolores B. Balangitao	1990-2018	Program Coordinator International Students
Michael D. Booker	1990-2018	Counselor Assistant II
Arthur Gallardo	2002-2018	Bookstore Shipping/ Receiving Specialist
Earnest C. Knox	1980-2018	Security Officer
Theresa M. Patchin	1997-2018	Senior Administrative Assistant
Catherine V. Powell	1989-2018	Senior Administrative Assistant
Barry B. Tarbet	2006-2018	Security Officer
Maguerite Thomas	1983-2018	Curriculum and Scheduling Specialist
Gordon J. Watt	2001-2018	Computer Network Support Specialist II
Epifanio Legaspi	2002-2018	Lead Custodian
Keith A. Perry	1982-2018	Custodial Supervisor
Royce A. Wood	1980-2018	Custodial Supervisor
Richard Blair-Keeney	1992-2018	Counselor Assistant II
Yvonne Vanni	2004-2020	Dental Hygiene Clinical Assistant
Catherine A. Gentiluomo	2007-2020	Senior Administrative Assistant
Debra K. Kling	1997-2020	Senior Administrative Assistant
Veronica De Enriquez	2010-2020	Senior Laboratory Technician
Donald A. Fuller	2003-2021	Instructional Systems Technician
Cheryl L. Sannebeck	2007-2021	Senior Administrative Assistant
Gregory L. Correa	1988-2021	Maintenance Technician
Charles S. Lowery	2011-2021	Security Officer
Nancy B. Winslow	1999-2021	Early Childhood Specialist
Karen A. Knowles	1987-2021	Bookstore Cashier
Christie A. Verarde	2008-2022	Mentor Program Analyst
Pamela P. Han	2010-2022	Accounting Technician
Isabel Yow	1988-2022	Admissions & Records Assistant II

CAMPUS MAP



* Denotes a two-story building.

Building #	Designation/Classroom/Department
100 *	Library, Learning, and Media Center
200	Academic and Administrative Services, Campus Safety
300 *	Classrooms, Learning Skills, Instructional Technology
400 *	Office of the President; Arts, Humanities & Social Sciences, Business & Applied Technology, Language Arts Divisions; Faculty Offices
500 *	Classrooms
700 *	Student Services Center, Admissions & Records, Assessment, Counseling, Financial Aid, Special Programs, International Students Office
700 South	El Centro, Community Events Center
800 *	Classrooms, Communication Studies Lab, Forensics
900	Art Studios and Labs
1000	Classrooms, Architecture and Arts Studios & Labs, Art Gallery
1100	Arts Faculty Offices
1200	Stage One, Recital Hall
1300 *	Performing Arts Complex
1400	Applied Technology Center
1500	Classrooms, Applied Technology Faculty Offices
1600 *	Classrooms, Machine Tech and Engineering Labs
1700 *	Classrooms
1800 *	Classrooms, Computer Science, Physics Labs
1900	Planetarium and Lecture Halls

Building #	Designation/Classroom/Department
2000	Science and Mathematics Offices
2100	Classrooms, Biological Science Labs
2200 *	Health Sciences Classrooms and Faculty Offices
2300 *	Student Center, Cafeteria, Veterans Resource Center, Student Life Office, Student Health Center
2400	Accessibility Center for Education
2500	Main Gymnasium
2600	Athletics, P.E. & Kinesiology Faculty Offices & Classrooms
2700	Women's Locker & Athletic Team Rooms
2800	Men's Locker and Athletic Team Rooms
2900	Physical Education Activity Classrooms; Athletic Training
3000	Maintenance & Operations (M&O) Building & Warehouse
3100	Nursing, Medical Assisting, and EMS Classrooms
3200	Classrooms Biology
3300	Fresh Food Pantry
3400	Automotive Technology
3500	Early Childhood Development Laboratory School
3700	Early Childhood Development Auxiliary
3800	Bookstore
3900 *	Classrooms, Chemistry Labs, STEM Center
4000 *	Strength Center/Fitness Center

- Identification and adherence to college policies and procedures required.
- Penalties for violation include punishment as prescribed in penal code 627.8.
- Not less than $20 or more than $500 for first offense. Repeated offenses may result in severe penalty as prescribed in penal code section 627.8

Photography Credit

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Chabot College is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of life-long learners.

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