

# 2020-2022 Course Catalog



**CHABOT**  
COLLEGE



# CHABOT COLLEGE

## 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)





## 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 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).





**CHABOT**  
**LAS POSITAS**  
COMMUNITY  
COLLEGE  
DISTRICT

7600 Dublin Boulevard  
Dublin, California 94568

Phone: (925) 485-5208  
[www.clpccd.org](http://www.clpccd.org)



**CHABOT**  
COLLEGE

25555 Hesperian Boulevard  
Hayward, California 94545

Phone: (510) 723-6600  
[www.chabotcollege.edu](http://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](http://www.chabotcollege.edu)), supplementary information, or college staff for the most up-to-date information.

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

### PHOTOGRAPHY DISCLAIMER

Chabot and Las Positas Colleges, being non-profit California Community Colleges, reserve the right to use photography and video images of students and visitors, age 18 and older, taken on our property and at college-sponsored events for marketing and promotional purposes. Objection to the use of an individual's photograph may be made in writing to the District office of marketing and public relations, addressed to:

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**

As I write this message for our 2020-2022 Course Catalog, I am mindful that the world in which you are reading these words will be different from the world in which I write. The global pandemic has brought home the message of our profound interdependence across borders and cultures, and the urgent need for equity, social, and economic justice across our country. It has never been clearer that our collective future will be based on solving the problem of environmental sustainability and human rights, including access to universal health care, housing, a just return on labor, and Higher Education.

Through good times and hard times Chabot College has been the first step along the path to college learning and success for generations of seekers who now shape our region, state, and country. As an educator at Chabot for over thirty years, I am awed by the persistence, endurance, and achievements of Chabot graduates. Our College continues to create and to innovate in academics and student services that have become models across the region, State, and country, such as the Puente and Umoja Programs and many others. Our graduates earn respected degrees and technical credentials that deliver meaningful careers, and change the future of their communities, while many transfer to some of the country's best universities.

We are 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,

A handwritten signature in black ink that reads 'Susan Sperling'.

Susan Sperling, Ph.D.

May 5, 2020



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**

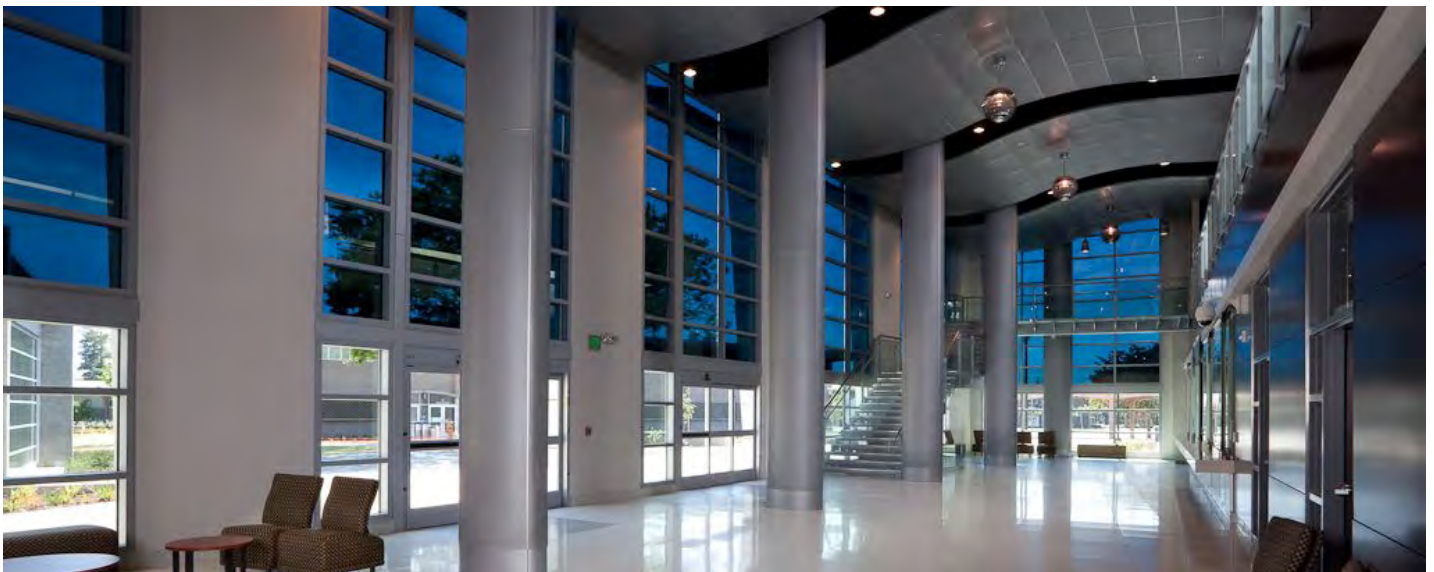
<b>Name/Position</b>	<b>Area Represented</b>	<b>Year First Elected</b>
<b>Edralin J. Maduli, President</b>	Area 7 – Livermore	2016
<b>Genevieve Randolph, Secretary</b>	Area 3 – Union City	2017
<b>Vacant</b>	Area 1 – Hayward	
<b>Linda Granger</b>	Area 2 – San Leandro	2018
<b>Maria L. Heredia</b>	Area 4 – Castro Valley	2019
<b>Tim Sbranti</b>	Area 5 – Pleasanton	2019
<b>Hal G. Gin, Ed.D.</b>	Area 6 – Hayward/San Leandro	2005
<b>Valeria Pena</b>	Student Trustee, Chabot College	
<b>Jakob Massie</b>	Student Trustee, Las Positas College	

**Trustees Emeriti**

E.J. "Jay" Chinn	1961–1985
Elva M. Cooper	1987–1996
Gary R. Craig	1985–2005
Fred M. Duman	1967–1991
Ann H. Duncan	1971–1984
Dorothy S. Hudgins	1967–1987
Lawrence R. Jarvis	1975–1987
Alison S. Lewis	1991–2008
James S. Martin	1969–1975
Edward E. Martins	1961–1967
Barry Schrader	1988–2000
Fredrick T. Sullivan	1961–1971
William A. Tenney	1961–1967
L. Arthur Van Etten	1961–1985
Margaret R. Wiedman	1977–1989
Barbara F. Mertes, Ph.D	2000–2014
Arnulfo Cedillo, Ed.D.	1985–2017
Carlo Vecchiarelli	2004-2019
Isobel F. Dvorsky	1985- 2018
Donald L. "Dobie" Gelles	1998-2019



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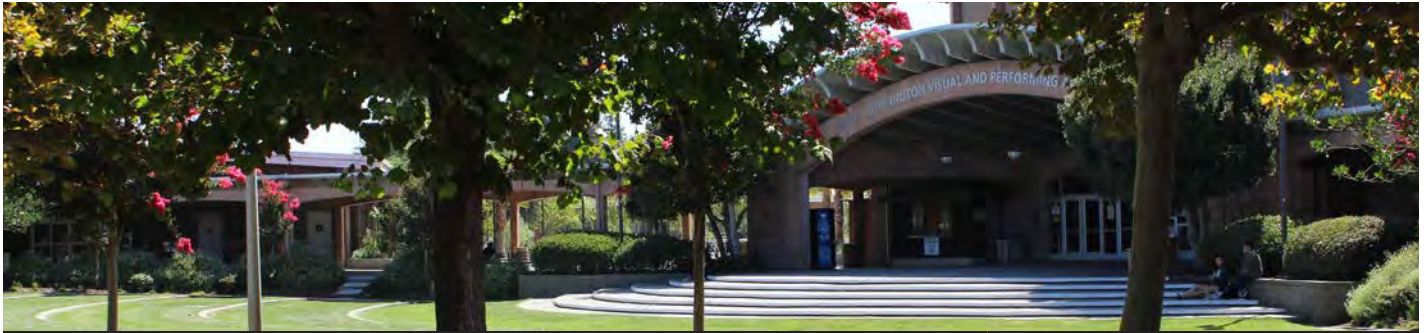


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**Fall 2021**

Monday	August 16	Convocation Day
Tuesday	August 17	College Division Day
Wednesday	August 18	Classes Start
Monday	September 6 <sup>1</sup>	Labor Day Holiday <sup>1</sup>
Friday	November 12	Veterans' Day Holiday (Observed)
Wednesday – Friday	November 24-26 <sup>1</sup>	Thanksgiving Holiday <sup>1</sup>
Tuesday	December 14	Last Day of Instruction
Wednesday	December 15	Finals
Thursday	December 16	Finals
Friday	December 17	Finals
Saturday	December 18	Saturday Finals
Monday	December 20	Finals
Tuesday	December 21	Finals
Monday	January 3, 2022 by 11 p.m. via Internet	Grades Due

**Spring 2022**

Monday	January 17	Martin Luther King Holiday
Tuesday	January 18	Classes Start
Friday – Monday	February 18 – 21 <sup>1</sup>	Presidents' Weekend Holiday <sup>1</sup>
Monday – Saturday	April 4 – April 9 <sup>1</sup>	Spring Break <sup>1</sup>
Friday	May 20	Last Day of Instruction
Saturday	May 21	Saturday Finals
Monday	May 23	Finals
Tuesday	May 24	Finals
Wednesday	May 25	Finals
Thursday	May 26	Finals
Friday	May 27	Finals
Friday and Saturday	May 27 and May 28*	Commencement Ceremony
Monday	May 30	Memorial Day Holiday
Thursday	June 3, 2022 by 11 p.m. via Internet	Grades Due

<sup>1</sup> No Saturday Classes.

\* Commencement is scheduled on the same weekday at a particular college two Academic Years in a row then switched to the other day for two Academic Years in a row. (Article 8C.3)

One Variable Flex Day for Faculty for the year

**Summer 2021 Window Period: Tuesday, May 31 to Thursday, August 5, 2021**  
**Monday, July 5, 2021 Independence Day Holiday**  
**Grades Due: Monday, August 9, 2021 by 11 p.m. via Internet**



**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, Recreation and Rehabilitation Therapies, 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, Global Studies, 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  
Library  
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, German, Italian, Japanese, Portuguese, Spanish)

**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 Lab School** (510) 723-7483

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 Equity/Student Success and Support Program  
 Student Services Program Review and Assessment  
 Photo I.D. Center

**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 Mentoring Program Personal Counseling  
 Program: Career Education and Pathways, Trade Adjustment Assistance, Community College to Career Training, Title IX  
 Psychology-Counseling (Instruction/Curriculum)  
 Student Follow-Up  
 Student Online Services Center (SOS)  
 Student Success Support and Services

**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  
 EOPS/CARE/CalWORKs (510) 723-6909  
 Umoja Program (510) 723-6747  
 Disabled Student Programs & Services (DSPS) (510) 723-6725  
 Foster Youth Success Program (510) 723-7682  
 Hayward Promise Neighborhood (510) 723-2979  
 PACE (510) 723-2626  
 Puente Program (510) 723-7120  
 Summer Youth Sports Program (SYSP) (510) 723-6917  
 TRIO/ASPIRE (510) 723-7547  
 TRIO/EXCEL (510) 723-7502  
 TRIO/Educational Talent Search (ETS) (510) 723-7570

**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



**CHANCELLOR**

Ronald P. Gerhard .....(925) 485-5206

(Board of Trustees, Operation of District)

**BUSINESS OFFICE/FISCAL SERVICES/PURCHASING**

Acting Vice Chancellor

Douglas Roberts .....(925) 485-5203

Director, Business Services

Barbara Yesnosky .....(925) 485-5231

Accounting Supervisor

Karen Esteller .....(925) 485-5224

Manager, Purchasing & Warehouse Services

Hester 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

David A. Betts .....(925) 485-5513

Payroll Manager

Kathleen Cramsey .....(925) 485-5228

**INFORMATION TECHNOLOGY SERVICES**

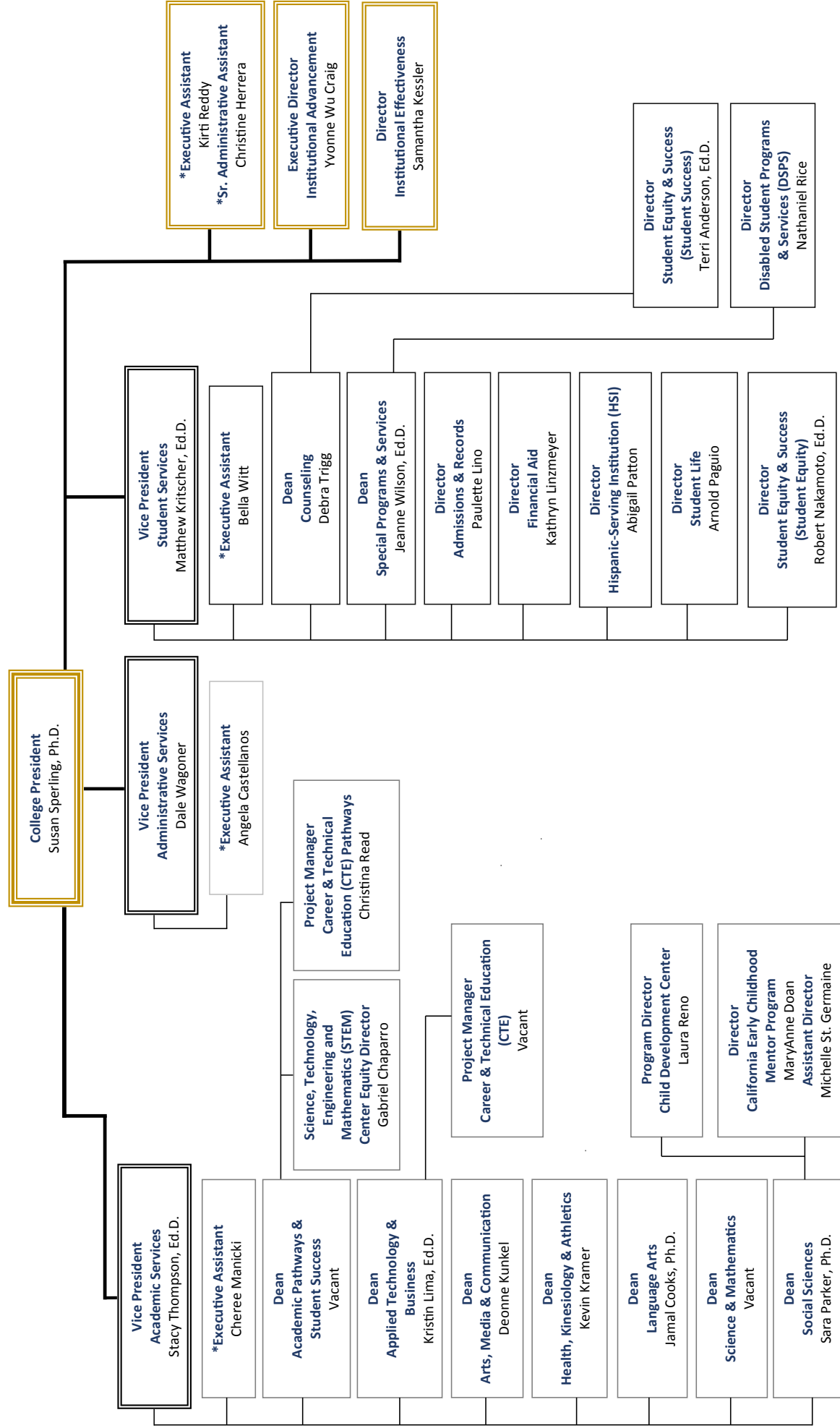
Chief Technology Officer

Bruce Griffin .....(925) 485-5213





# ADMINISTRATION ORGANIZATIONAL CHART





## CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

### 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 is a learning-centered institution with a culture of thoughtfulness and academic excellence, committed to creating a vibrant community of life-long learners.

### MISSION

Chabot College is a public comprehensive community college that prepares students to succeed in their education, progress in the workplace, and engage in the civic and cultural life of the community. Our students contribute to the intellectual, cultural, physical, and economic vitality of the region.

The college responds to the educational and workforce development needs of our regional population and economy. As a leader in higher education, we promote excellence and equity in our academic and student support services. We are dedicated to student learning inside and outside the classroom to support students' achievement of their educational goals.

### VALUES

The colleges' vision and mission are supported by the following collective values:

#### Learning and Teaching

- Supporting a variety of teaching philosophies and learning modalities
- Providing an environment conducive to intellectual curiosity and innovation
- Encouraging collaboration that fosters learning
- Engaging in ongoing reflection on learning, by students and by staff
- Cultivating critical thinking in various contexts
- Supporting the development of the whole person

#### Community and Diversity

- Building a safe and supportive campus community
- Treating one another with respect, dignity, and integrity
- Practicing our work in an ethical and reflective manner
- Honoring and respecting cultural diversity
- Encouraging diversity in our curriculum and community of learners

### Individual and Collective Responsibility

- Taking individual responsibility for our own learning
- Cultivating a sense of social and individual responsibility
- Developing reflective, responsible and compassionate citizens
- Playing a leadership role in the larger community
- Embracing thoughtful change and innovation

### 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](http://www.chabotcollege.edu), or by calling (510) 723-6640.

## INSTITUTIONAL LEARNING OUTCOMES

### Global and Cultural Involvement

- Awareness of how diverse ethnic and cultural backgrounds impact global, cultural and ethnic perspectives
- Understanding of diverse philosophies, cultures and ways of life
- Familiarity with multiple paradigms and methodologies

### Civic Responsibility

- Informed citizenship in a democracy (cultural, economic, historical and political)
- Awareness of environmental issues and issues specific to the local community
- Promoting the development of values, integrity, and ethical behavior

### Communication

- Using computers and other information technology effectively
- Reading effectively
- Respectful and ethical communication
- Speaking effectively
- Writing effectively

### Critical Thinking

- Analysis of multiple paradigms and methodologies
- Evaluating, analyzing, and questioning information from various sources for validity
- Applying logic and reasoning
- Problem solving
- Quantitative and qualitative reasoning

### Development of the Whole Person

- Developing creative and innovative abilities
- Integration of mind, body, and spirit for healthy quality of life
- Developing clear education and career goals
- Time management



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.

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, onsite 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](http://www.chabotcollege.edu/library). Contact the reference desk for details **(510) 723-6764**.

### **MEDIA SERVICES CENTER**

The center provides multimedia products and services designed to support and enhance faculty instruction, class projects, and campus events. Some of the services provided are graphic arts, desktop publishing, offset printing, digital reproduction, media installation and circulation, and audio-visual system maintenance.

### **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](http://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**

The plan allows students to concurrently enroll in college courses while working. The course descriptions are found on page 87.

Work Experience Education is a requirement for graduation in many of the occupational programs at the college. Students majoring in a program requiring Work Experience should enroll in that program's Work Experience course. All other students seeking elective or transferable credit may enroll in the Occupational Work Experience courses.

Regulations governing the operation of Work Experience Education programs require that students meet the following:

1. Pursue a planned program of Work Experience which includes new or expanded responsibilities or learning opportunities beyond those experienced during periods of previous employment.
2. Have paid or volunteer employment in a field directly related to the college major.
3. Have the approval of the instructor/coordinator.

Additionally, students must meet the following criteria:

1. Students must be enrolled in a minimum of 7 units including Work Experience.
2. Be currently enrolled in a course in their major or planned academic program which is related to the Work Experience.

Under the Program, one unit of credit is granted for 5 hours of work each week to a maximum of 3 units for 15 or more hours each week. Students must also attend a one-hour weekly seminar class. A cumulative total of 16 units may be earned (including the seminar units).

Additional information may be obtained from the Office of the Dean of Applied Technology and Business at **(510)723-6653**.



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 (SUBJECT TO CHANGE)

Enrollment Fee: \$46.00 per unit.

Nonresident Tuition: Out-of-state students are required to pay \$290 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 \$290 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 \$40.00 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

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 or 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 and 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.

**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) 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 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](http://www.assist.org).

An **Individual Occupational Major** may be developed with a counselor, for approval by the appropriate Division Dean and the Dean of Counseling. **Effective Fall 2021**, the Individual Occupational Major will be discontinued.

## El Centro

### Our Services

- *Dedicated bilingual assistance (English/Spanish)*
- *Academic Counseling*
- *Financial Aid Assistance*
- *Math Tutoring*
- *Learning friendly space*

Hours of Operation

Monday-Thursday: 9am-7pm

Friday: 9am-4pm

Visit us @ El Centro | 700 South

25555 Hesperian Blvd.

Hayward, CA 94545



## DEGREES AND CERTIFICATES

Program	Associate in Arts		Associate in Science		Certificate of Achievement	Certificate of Proficiency*	Certificate of Competency	Certificate of Completion*
	AA	AA-T	AS	AS-T				
ASE Test Preparation								X
ASE Under Car Test Preparation								X
Accounting			X					
Accounting Technician					X			
Administration of Justice				X				
Administrative Assistant					X			
Advanced Manufacturing Technology			X		X			
Anthropology	X	X						
Aquatics					X			
Architecture	X							
Architecture Technology					X			
Art History	X							
Asian American Studies					X			
Automotive Technology - Emphasis Maintenance			X					
Automotive Technology - Emphasis Chassis			X					
Automotive Technology - Emphasis Drivetrain			X					
Automotive Technology - Emphasis Engine Performance			X					
Automotive Maintenance Technology					X			
Automotive Chassis Technology					X			
Automotive Service Consulting					X			
Behavioral Science	X							
Biology	X			X				
Biology—Emphasis in Allied Health	X							
Bookkeeping					X			
Business—Emphasis, General Business			X					
Business—Emphasis, Management			X					
Business—Emphasis, Marketing			X					
Business Administration				X	X			
CPA Exam Preparation: Auditing and Attestation						X		
CPA Exam Preparation: Business Environment and Concepts						X		
CPA Exam Preparation: Financial Accounting and Reporting						X		
CPA Exam Preparation: Regulation						X		



Program	Associate in Arts		Associate in Science		Certificate of Achievement	Certificate of Proficiency*	Certificate of Competency	Certificate of Completion*
	AA	AA-T	AS	AS-T				
California State University (CSU) General Education (GE) Breadth					X			
Chemistry			X					
Chicanx and Latinx Studies					X			
Chinese					X			
Coaching					X			
Communication Studies		X						
Computer Science			X					
Creative Writing						X		
Dental Hygiene			X					
Dental Radiation Safety					X			
Digital Photography					X			
Early Childhood Administration					X			
Early Childhood Curriculum Specialist/ Transitional Kindergarten					X			
Early Childhood Development	X							
Early Childhood Development (Basic Teacher)					X			
Early Childhood Development (Associate Teacher)					X			
Early Childhood Education				X				
Early Childhood Intervention	X							
Early Childhood Intervention Assistant					X			
Economics		X						
Electronic Systems Technology			X					
ESYS: Consumer Technology					X			
ESYS: Industrial Electronic Technology					X			
Elementary Teacher Education		X						
Engineering			X					
English		X						
English—Emphasis in Literature	X							
Entrepreneurship			X			X		
Environmental Studies	X							
Environmental Science			X					
Ethnic Studies	X							
Family Child Care Entrepreneurship								



## DEGREES AND CERTIFICATES

Program	Associate in Arts		Associate in Science		Certificate of Achievement	Certificate of Proficiency*	Certificate of Competency	Certificate of Completion*
	AA	AA-T	AS	AS-T				
Film and Animation	X							
Filmmaking					X			
Fine Art Ceramics	X							
Fine Art Painting and Drawing	X							
Fine Art Photography	X							
Fine Art Sculpture	X							
Fine Art Studio Foundations	X							
Fire Technology			X		X			
Fire Prevention Inspector			X		X			
Fitness Instructor					X			
French	X				X			
Geographic Information Systems						X		
Geography	X	X						
Global Studies		X						
Graphic Design	X				X			
Harmony & Musicianship					X			
Health Care Administration					X			
History		X						
Human Resources Assistant					X			
Human Services			X					
Humanities	X							
Hybrid and Alternative Fuel Vehicles					X			
Industrial Technology			X					
Infant/Toddler Specialist					X			
Information Technology			X		X			
Inspection and Pipe Welding						X		
Interior Design			X		X			
International Entrepreneur - Chinese					X			
International Entrepreneur – French					X			
International Entrepreneur – Japanese					X			
International Entrepreneur – Spanish					X			
International Studies	X							
Interpersonal Communication					X			
Intersegmental General Education Transfer Curriculum (IGETC)					X			
Italian					X			



Program	Associate in Arts		Associate in Science		Certificate of Achievement	Certificate of Proficiency*	Certificate of Competency	Certificate of Completion*
	AA	AA-T	AS	AS-T				
Japanese					X			
Journalism	X	X						
Kinesiology		X						
Kitchen and Bath Design					X			
Liberal Arts - Option in Arts and Humanities	X							
Liberal Arts - Option in Communication in the English Language	X							
Liberal Arts - Option in Social and Behavioral Sciences	X							
Liberal Arts - Option in Kinesiology and Wellness	X							
Liberal Arts, Option in Kinesiology	X							
Machine Tool Technology			X					
Machinist					X			
Management					X			
Marketing					X			
Mass Communications	X							
Mathematics	X		X	X				
Medical Assisting	X				X			
Music		X						
Numerical Control			X					
Numerical Control Programmer (Machinist)					X			
Nursing	X							
Nutrition and Dietetics				X				
Nursing Program, LVN Pathway for Associate in Arts	X							
Paralegal Studies					X			
Pathway to Sports Injury Care					X			
Persuasive and Rhetorical Communication					X			
Photography						X		
Prealgebra							X	
Preparation for Academic ESL							X	
Preparation for BSTEM Math							X	
Preparation for Statistics and Liberal Arts Math							X	
Project Management						X		



## DEGREES AND CERTIFICATES

Program	Associate in Arts		Associate in Science		Certificate of Achievement	Certificate of Proficiency*	Certificate of Competency	Certificate of Completion*
	AA	AA-T	AS	AS-T				
Psychology		X						
Public Speaking and Forensics					X			
Public Health Science				X				
Radio and Television Broadcasting	X							
Real Estate	X							
Real Estate Agent						X		
Real Estate Broker					X			
Real Estate Entrepreneur						X		
Retail Management					X			
Retailing						X		
Small Business Management					X			
Social Justice: African American Studies		X						
Social Justice: Asian American Studies		X						
Social Justice: Chicano Studies		X						
Social Justice Studies: Ethnic Studies		X						
Social Science	X							
Social Work And Human Services		X						
Sociology		X						
Software Specialist			X					
Spanish	X	X			X			
Speech Communication	X							
Student Support Leadership (Emphasis in Tutoring)					X			
Studio Art		X						
Technical Design						X		
Theatre Arts	X	X						
Tool Maker					X			
Welding						X		
Welding Technology			X					
Women's Studies					X			



**AA**  
**2020-21**

# Graduation Requirements **ASSOCIATE IN ARTS**

*Graduation requirements and courses are effective during the following terms (and beyond with catalog rights+):  
Fall 2020, Spring 2021, Summer 2021*



## AA Degree Majors

Administration of Justice Anthropology Architecture Art History Behavioral Science Biology Biology-Emphasis in Allied Health Digital Media Arts	Early Childhood Development Early Childhood Intervention English-Emphasis in Literature Environmental Studies Ethnic Studies Fine Art Ceramics Fine Art Painting and Drawing Fine Art Photography	Fine Art Sculpture Fine Art Studio Foundations French Geography Graphic Design Humanities International Studies Journalism	Liberal Arts Mass Communications Mathematics Radio & TV Broadcasting Real Estate Social Science Spanish Speech Communication Theater Arts
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## AA FAQs

### I'm pursuing 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 transfer general education (GE) patterns:

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

### Where do I learn more about Associate Degrees for Transfer?

Visit the Chabot College [Transfer Center](#) for a list of degrees and more.

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

Contact the Admissions Office or Registrar at each college you have attended and request *official* transcripts to be sent to Chabot College [Admissions and Records](#). Once Chabot College receives all official transcripts, students who have declared a Chabot College major may complete an [Incoming Transcript Evaluation](#) form. Chabot College Counselors also do *unofficial* transcript evaluations by [appointment](#) for all educational goals and majors.

### How do I apply for graduation and/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.

## To earn an AA degree, complete all of the following graduation requirements:

1. **General Education Courses**
2. **Major Courses** > Located in the Chabot College [Catalog](#)
3. **Grade Requirements** >
  - a. The following courses require a minimum grade of "C": American Cultures, all courses required for the major
  - b. The following courses require a minimum grade of "C-": English Composition, Math Proficiency
4. **Units** > 60 semester degree-applicable units
  - a. **Units in Residence:** Minimum of 12 semester units completed at Chabot College
  - b. **Career Technical Education (CTE)** majors > Minimum 12 units at Chabot College in *major* courses
5. **Grade Point Average (GPA):** Minimum 2.0 cumulative GPA.

**+ Catalog Rights:** Students may follow those program requirements in place at the time of initial Chabot College entry if they enroll in at least one course per academic year.

AA

2020-21

## CHABOT COLLEGE Associate in Arts Degree GENERAL EDUCATION (GE)

*Courses listed below are effective during the following terms (or beyond with catalog rights):  
Fall 2020, Spring 2021, Summer 2021*

- Complete one course from each area below.
- Courses may only 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 course requirements may be used to satisfy both requirements. Units, however, are not doubled.

### A. LANGUAGE AND RATIONALITY

#### A1. English Composition (One course; 3 units) Minimum grade of "C-" required.

- English 1

#### A2. Writing and Critical Thinking (One course; 3 units)

- Business 10; Chinese 2A, 2B; English 4A, 7A; French 2A, 2B; Italian 2A, 2B; Japanese 2A, 2B; Philosophy 55; Spanish 2A, 2B; Philosophy 55

#### A3. Communication and Analytical Thinking (One course; 3 units)

- Architecture 68; Business 14, 16, 19; Chinese 1A, 1B; Communication Studies 1, 2, 10, 11, 20, 46; Computer Application Systems 50, 92A, 92B, 92C, 92D; Computer Science 8, 10, 14, 15, 19A; English 70; Entrepreneurship 30; French 1A,, 1A1, 1A2, 1B, 1B1, 1B2; Geography 20, 21, 22; History 5, 12; Industrial Technology 74; Interior Design 49; Italian 1A, 1B; Japanese 1A, 1B; Mass Communications 43, 44; Mathematics 1, 2, 15, 16, 20, 31, 31S, 33, 33S, 36, 36S, 37, 37S, 41, 41S, 43, 43S, 44, 47, 47S, 53, 53A, 53B, 55, 55A, 55B, 57, 65, 65B; Philosophy 55; Psychology 5; Spanish 1A, 1A1, 1A2, 1B, 1B1, 1B2; Theater 3, 7

### B. NATURAL SCIENCES (One course; 3 units) *A lab is not required, however, underlined courses indicate labs.*

- Anatomy 1; Anthropology 1, 1L, 13, 13L; Astronomy 10, 20, 30, 45; Biology 2, 4, 6, 10, 25, 31, 50; Biotechnology 20, 30, 40; Chemistry 1A, 10, 30A, 30B, 31; Environmental Science 10, 11, 12, 15, 15L; Geography 1, 1L, 8, 13, 20, 21, 22; Geological Sciences 1; Kinesiology 2; Microbiology 1; Physical Science 15; Physics 3A, 3B, 4A, 4B, 4C, 5, 11; Physiology 1; Psychology 4

### C. HUMANITIES (One course; 3 units)

- Architecture 2A, 2B, 4A, 4B, 8A, 8B, 12, 14, 16; Art 2A, 3A, 16A, 17A, 22, 23, 24, 54; Art History 1, 3, 4, 5, 6, 7, 8, 20; Chinese 1A, 1B, 2A, 2B; Communication Studies 2, 6; Digital Media Arts 1, 2; English 11A, 12A, 13A, 20, 21, 22, 25, 28, 31, 32, 35, 41, 45, 48; Film 14, 15, 16; French 1A, 1A1, 1A2, 1B, 1B1, 1B2, 2A, 2B; General Studies 31; History 1, 2, 3, 4; Humanities 50, 60, 65, 68; Interior Design 52; Italian 1A, 1B, 2A, 2B; Japanese 1A, 1B, 2A, 2B; Music (MUSA) 40; Music (MUSL) 1, 2A, 2B, 2C, 2D, 3, 4, 5, 8; Music (MUSP) 12, 14, 44, 45; Philosophy 50, 60, 65, 70; Photography 20, 50, 53A; Religious Studies 50, 64, 65, 70; Sign Language 64, 65, 66, 67; Spanish 1A, 1A1, 1A2, 1B, 1B1, 1B2, 2A, 2B; Theater Arts 1, 4, 7, 10, 11, 12, 14, 21, 22, 47A, 48A, 50A

### D. SOCIAL AND BEHAVIORAL SCIENCES (One course; 3 units)

- Administration of Justice 45, 50, 60, 70; Anthropology 1, 2, 3, 4, 5, 6, 7, 8, 12; Biology 80; Business 12, 20, 36, 40; Communication Studies 11, 12, 50; Early Childhood Development 52, 56, 62, 69, 79, 87; Economics 1, 2, 10; Entrepreneurship 1, 5; Environmental Studies 1; Ethnic Studies 1, 2, 3, 4, 5, 6, 7, 10, 25, 42, 43, 52, 53, 62, 63; Geography 1, 2, 3, 5, 10, 12, 21, 22; Global Studies 1, 2; Health 8; History 1, 2, 3, 4, 5, 7, 8, 12, 19, 22, 25, 32, 33, 42, 43, 48, 49, 52, 53, 62, 63; Mass Communications 40, 41; Political Science 1, 10, 11, 12, 15, 20, 22, 25, 30, 35, 45; Psychology 1, 2, 3, 4, 6, 7, 8, 12, 33, 45; Psychology-Counseling 1, 4, 5, 13; Sociology 1, 2, 3, 4, 5, 6, 7, 8, 10

### E. WELLNESS

#### E1. Areas of Health (One course; 3 units)

- Early Childhood Development 54; Fire Tech 7; Health 1, 4; Kinesiology 14, 19, 24; Nutrition 1, 4, 6; Psychology-Counseling 30  
**NOTE: Area E1 is not required for the Associates Degree in *Nursing*. The Associates Degree in *Dental Hygiene* requires Nutrition 1.**

#### E2. Physical Education Activity (1 unit)

- Any **activity** course with a prefix of: **ADPE, ATHL, DANC, PEAC or FT 88ABCD**  
**NOTE: Students with official transcripts on file indicating an AA/AS degree (or higher) are automatically exempt. For an exemption due to a verified illness/physical disability, complete a [Request for Waiver of a Program Requirement](#) from the Counseling Division**

### F. AMERICAN INSTITUTIONS (One course; 3 units) *Courses below will not "double count" in the Social and Behavioral Sciences area*

- Ethnic Studies/History 25, 42, 43, 52, 53, 62, 63; History 7, 8, 12, 22, 48, 49; Political Science 1, 12, 35

### AMERICAN CULTURES (One course; 3 units) Minimum grade of "C" required. *Courses below listed in other GE areas will satisfy both requirements.*

- Anthropology 5; Art History 7; Communication Studies 11; Early Childhood Development 79; English 32; Ethnic Studies 1, 4, 5, 6, 7; History 5, 7, 8, 12, 48, 49; Humanities 65; Music (MUSL) 8; Psychology-Counseling 1, 4, 13; Sociology 1, 3, 7; Theater Arts 14  
**NOTE: Courses taken at Las Positas College (or other colleges) with the same course name or number may not satisfy this requirement.**  
*See a counselor for assistance.*

### MATHEMATICS PROFICIENCY (One course or demonstrate proficiency) Minimum grade of "C-" required.

*Courses below listed in another GE area will satisfy both requirements.*

- Business 19; Mathematics 1, 2, 15, 16, 20, 31, 31S, 33, 33S, 36, 36S, 37, 37S, 41, 41S, 43, 43S, 44, 47, 47S, 53, 53B, 55, 55B, 57; Psychology 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 with a minimum grade of C-; Chabot College Accuplacer (no longer offered).  
**Official, sealed score reports or transcripts are required to verify courses and/or exam scores for degree requirements.**

**AS**  
**2020-21**

# Graduation Requirements **ASSOCIATE IN SCIENCE**

*Graduation requirements and courses are effective during the following terms (and beyond with catalog rights+):  
Fall 2020, Spring 2021, Summer 2021*



## AS Degree Majors

<p><b>Accounting</b> <b>Administrative Assistant</b> <b>Advanced Manufacturing Technology</b> <b>Automotive Technology</b> <b>Business – General</b> <b>Business -- Management</b> <b>Business – Marketing</b> <b>Chemistry</b> <b>Computer Science</b> <b>Dental Hygiene</b></p>	<p><b>Electronic Systems Technology</b> <b>Engineering</b> <b>Entrepreneurship</b> <b>Environmental Science</b> <b>Fire Prevention Inspector</b> <b>Fire Technology</b> <b>Human Services</b> <b>Industrial Technology</b> <b>Information Technology</b> <b>Interior Design</b></p>	<p><b>Machine Tool Technology</b> <b>Mathematics</b> <b>Medical Assisting</b> <b>Numerical Control</b> <b>Nursing</b> <b>Nursing (LVN to RN)</b> <b>Retail Management</b> <b>Software Specialist</b> <b>Welding Technology</b></p>
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## AS FAQs

### I'm pursuing 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 transfer general education (GE) patterns:

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

### Where do I learn more about Associate Degrees for Transfer?

Visit the Chabot College [Transfer Center](#) for a list of degrees and more.

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

Contact the Admissions Office or Registrar at each college you have attended and request *official* transcripts to be sent to Chabot College [Admissions and Records](#). Once Chabot College receives all official transcripts, students who have declared a Chabot College major may complete an [Incoming Transcript Evaluation](#) form. Chabot College Counselors also do *unofficial* transcript evaluations by [appointment](#) for all educational goals and majors.

### How do I apply for graduation and/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.

## To earn an AS degree, complete all of the following graduation requirements:

1. **General Education Courses**
2. **Major Courses** > Located in the Chabot College [Catalog](#)
3. **Grade Requirements** >
  - a. The following courses require a minimum grade of "C": American Cultures, all courses required for the major
  - b. The following courses require a minimum grade of "C-": English Composition, Math Proficiency
4. **Units** > 60 semester degree-applicable units
  - a. **Units in Residence:** Minimum of 12 semester units completed at Chabot College
  - b. **Career Technical Education (CTE)** majors > Minimum 12 units at Chabot College in *major* courses
5. **Grade Point Average (GPA):** Minimum 2.0 cumulative GPA.

+ **Catalog Rights:** Students may follow those program requirements in place at the time of initial Chabot College entry if they enroll in at least one course per academic year.

7.14.20 SS

AS

2020-21

## CHABOT COLLEGE Associate in Science Degree

**GENERAL EDUCATION (GE)**

*Courses listed below are effective during the following terms (or beyond with catalog rights):  
Fall 2020, Spring 2021, Summer 2021*

- Complete one course from each area below.
- Courses may only 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 course requirements may be used to satisfy both requirements. Units, however, are not doubled.

**A. LANGUAGE AND RATIONALITY****A1. English Composition** (One course; 3 units) Minimum grade of "C-" required.

- English 1

**A3. Communication and Analytical Thinking** (One course; 3 units)

- Architecture 68; Business 14, 16, 19; Chinese 1A, 1B; Communication Studies 1, 2, 10, 11, 20, 46; Computer Application Systems 50, 92A, 92B, 92C, 92D; Computer Science 8, 10, 14, 15, 19A; English 70; Entrepreneurship 30; French 1A,, 1A1, 1A2, 1B, 1B1, 1B2; Geography 20, 21, 22; History 5, 12; Industrial Technology 74; Interior Design 49; Italian 1A, 1B; Japanese 1A, 1B; Mass Communications 43, 44; Mathematics 1, 2, 15, 16, 20, 31, 31S, 33, 33S, 36, 36S, 37, 37S, 41, 41S, 43, 43S, 44, 47, 47S, 53, 53A, 53B, 55, 55A, 55B, 57, 65, 65B; Philosophy 55; Psychology 5; Spanish 1A, 1A1, 1A2, 1B, 1B1, 1B2; Theater 3, 7

**B. NATURAL SCIENCES** (One course; 3 units) *A lab is not required, however, underlined courses indicate labs.*

- Anatomy 1; Anthropology 1, 1L, 13, 13L; Astronomy 10, 20, 30, 45; Biology 2, 4, 6, 10, 25, 31, 50; Biotechnology 20, 30, 40; Chemistry 1A, 10, 30A, 30B, 31; Environmental Science 10, 11, 12, 15, 15L; Geography 1, 1L, 8, 13, 20, 21, 22; Geological Sciences 1; Kinesiology 2; Microbiology 1; Physical Science 15; Physics 3A, 3B, 4A, 4B, 4C, 5, 11; Physiology 1; Psychology 4

**C. HUMANITIES** (One course; 3 units)

- Architecture 2A, 2B, 4A, 4B, 8A, 8B, 12, 14, 16; Art 2A, 3A, 16A, 17A, 22, 23, 24, 54; Art History 1, 3, 4, 5, 6, 7, 8, 20; Chinese 1A, 1B, 2A, 2B; Communication Studies 2, 6; Digital Media Arts 1, 2; English 11A, 12A, 13A, 20, 21, 22, 25, 28, 31, 32, 35, 41, 45, 48; Film 14, 15, 16; French 1A, 1A1, 1A2, 1B, 1B1, 1B2, 2A, 2B; General Studies 31; History 1, 2, 3, 4; Humanities 50, 60, 65, 68; Interior Design 52; Italian 1A, 1B, 2A, 2B; Japanese 1A, 1B, 2A, 2B; Music (MUSA) 40; Music (MUSL) 1, 2A, 2B, 2C, 2D, 3, 4, 5, 8; Music (MUSP) 12, 14, 44, 45; Philosophy 50, 60, 65, 70; Photography 20, 50, 53A; Religious Studies 50, 64, 65, 70; Sign Language 64, 65, 66, 67; Spanish 1A, 1A1, 1A2, 1B, 1B1, 1B2, 2A, 2B; Theater Arts 1, 4, 7, 10, 11, 12, 14, 21, 22, 47A, 48A, 50A

**D. SOCIAL AND BEHAVIORAL SCIENCES** (One course; 3 units)

- Administration of Justice 45, 50, 60, 70; Anthropology 1, 2, 3, 4, 5, 6, 7, 8, 12; Biology 80; Business 12, 20, 36, 40; Communication Studies 11, 12, 50; Early Childhood Development 52, 56, 62, 69, 79, 87; Economics 1, 2, 10; Entrepreneurship 1, 5; Environmental Studies 1; Ethnic Studies 1, 2, 3, 4, 5, 6, 7, 10, 25, 42, 43, 52, 53, 62, 63; Geography 1, 2, 3, 5, 10, 12, 21, 22; Global Studies 1, 2; Health 8; History 1, 2, 3, 4, 5, 7, 8, 12, 19, 22, 25, 32, 33, 42, 43, 48, 49, 52, 53, 62, 63; Mass Communications 40, 41; Political Science 1, 10, 11, 12, 15, 20, 22, 25, 30, 35, 45; Psychology 1, 2, 3, 4, 6, 7, 8, 12, 33, 45; Psychology-Counseling 1, 4, 5, 13; Sociology 1, 2, 3, 4, 5, 6, 7, 8, 10

**E. WELLNESS:** (One course; 1 unit)

- Early Childhood Development 54; Fire Tech 7; Health 1, 4; Kinesiology 14, 19, 24; Nutrition 1, 4, 6; Psychology-Counseling 30; or any **activity** course with a prefix of: **ADPE, ATHL, DANC, PEAC or FT 88ABCD**  
**NOTES:** Area E is not required for the Associates Degree in **Nursing**. The Associates Degree in **Dental Hygiene** requires Nutrition 1.  
Students with official transcripts on file indicating an AA/AS degree (or higher) are automatically exempt. For an exemption due to a verified illness/physical disability, complete a [Request for Waiver of a Program Requirement](#) from the Counseling Division.

**F. PROGRAM -BASED GENERAL EDUCATION (GE) REQUIREMENT** (One course; 3 units)

*This requirement may not be "double counted" with any other GE area listed above.*

Program-based GE requirements are found in the AS major/program page in the Chabot College Catalog \_\_\_\_\_

**AMERICAN CULTURES** (One course; 3 units) Minimum grade of "C" required. *Courses below listed in other GE areas will satisfy both requirements.*

- Anthropology 5; Art History 7; Communication Studies 11; Early Childhood Development 79; English 32; Ethnic Studies 1, 4, 5, 6, 7; History 5, 7, 8, 12, 48, 49; Humanities 65; Music (MUSL) 8; Psychology-Counseling 1, 4, 13; Sociology 1, 3, 7; Theater Arts 14

**NOTE:** Courses taken at Las Positas College (or other colleges) **with the same course name or number may not satisfy this requirement.**

*See a counselor for assistance.*

**MATHEMATICS PROFICIENCY** (One course or demonstrate proficiency) Minimum grade of "C-" required.

*Courses below listed in another GE area will satisfy both requirements.*

- Business 19; Mathematics 1, 2, 15, 16, 20, 31, 31S, 33, 33S, 36, 36S, 37, 37S, 41, 41S, 43, 43S, 44, 47, 47S, 53, 53B, 55, 55B, 57; Psychology 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 with a minimum grade of C-; Chabot College Accuplacer (no longer offered).

**Official, sealed score reports or transcripts are required to verify courses and/or exam scores for degree requirements.**



## **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](http://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](http://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)

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

<https://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):

##### Lower-Division transfer applicants to the CSU:

- 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 lower-division 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 Breadth pattern. For CSU GE courses, go to [www.assist.org](http://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](http://www2.calstate.edu/apply/transfer/Pages/ccc-associate-degree-for-transfer.aspx)  
[www.sb1440.org](http://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 CSU-transferable 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-associate-degree-for-transfer.aspx](http://www2.calstate.edu/apply/transfer/Pages/ccc-associate-degree-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
- AS-T Biology
- AS-T Business Administration
- AA-T Communication Studies
- AS-T Early Childhood Education
- AA-T Economics
- AA-T Elementary Teacher Education
- AA-T English
- AA-T Geography
- AA-T Journalism
- AS-T Kinesiology
- AS-T Mathematics
- AA-T Music
- AA-T Political Science
- AA-T Psychology
- AA-T Sociology
- AA-T Spanish
- AA-T Studio Arts
- AA-T Theatre Arts







## UNIVERSITY OF CALIFORNIA (UC)

[www.universityofcalifornia.edu](http://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](http://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

The web site <https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-transfer> provides up-to-date UC transfer admissions and application information.

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

<https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/transfer-admission-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/transfer-requirements/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](https://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](https://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](http://www.californiacolleges.edu) or [www.aiccu.edu](http://www.aiccu.edu)**.

The Common Application (**[www.commonapp.org](http://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 & UNIVERSITIES (HBCU)**

Transfer Guarantee to Historically Black Colleges & 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 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](mailto: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](http://www.assist.org) (Official articulation web site for CSU and UC)
- [www.aiccu.edu](http://www.aiccu.edu) (Association of Independent California Colleges & Universities)
- [www.californiacolleges.edu](http://www.californiacolleges.edu) (Web location for California Private/Independent Colleges)
- [www.calstate.edu](http://www.calstate.edu) (Main web page for California State Universities)
- [www2.calstate.edu/apply](http://www2.calstate.edu/apply) (Admissions webpage for CSU applications)
- [www.cccco.edu](http://www.cccco.edu) (Main web site for the California Community Colleges)
- [www.universityofcalifornia.edu](http://www.universityofcalifornia.edu) (Main web site for information about the University of California, including admissions and TAG information)
- [www2.calstate.edu/apply/transfer/Pages/cc-associate-degree-for-transfer.aspx](http://www2.calstate.edu/apply/transfer/Pages/cc-associate-degree-for-transfer.aspx) (Main web information for CSU Transfer Degrees (AA-T/AS-T))
- [uctap.universityofcalifornia.edu](http://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](http://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.



### THE 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-examination-program.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. Students are strongly advised to consult with a Chabot College counselor regarding transfer credit for AP scores. Every effort was made 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	Area C 3 semester units	6 semester	Area C1 or C2 3 semester units	Area 3A or 3B 3 semester units	8 quarter/5.3 semester <b>UC-H</b>
Art (Studio) 2-D Design, 3-D Design, Drawing	N/A	Area C, portfolio review required 3 semester units	3 semester each	N/A	N/A	8 quarter/ 5.3 semester (8 units max for all 3 Studio Art exams)
Biology	Biology 31	Area B 4 semester units	6 semester	Area B2 and B3 4 semester units	Area 5B & 5C 4 semester units	8 quarter/5.3 semester <b>UC-S</b>
Calculus AB <b>OR</b> AB subscore	Math 1	AA Area A3; AS Area A2 & Math Proficiency 5 semester units	3 semester*	Area B4 3 semester units	Area 2A 3 semester units	4 quarter/2.6 semester max units for AB & AB subscore. <b>UC-M</b>
Calculus BC	Math 2	Area A3 on AA/A2 on AS & Math Proficiency 5 semester units	6 semester*	Area B4 3 semester units	Area 2A 3 semester units	8 quarter/5.3 semester ** <b>UC-M</b>
<b>AP CALCULUS EXAM LIMITATIONS:</b>						
				*Max credit: one exam		**Maximum credit 8 quarter/ 5.3 semester units for both
Chemistry	Chemistry 1A	Area B 5 semester units	6 semester	Areas B1 and B3 4 semester units	Area 5A & 5C 4 semester units	8 quarter/5.3 semester <b>UC-S</b>
Chinese Language & Culture	N/A	AA Area A3; AS Area A2 OR Area C 5 semester units	6 semester	Area C2 3 semester units	Area 3B and 6A 3 semester units	8 quarter/5.3 semester <b>UC-H</b>
Computer Science A	Computer Science 14	AA Area A3; AS Area A2 4 semester units	4 semester**	N/A	N/A	8 quarter/ 5.3 semester units***
Computer Science Principles	n/a	n/a	6 semester	Area B4 3 units	n/a	8 quarter/ 5.3 semester units
<b>AP Computer Science and Calculus Combined Limitations:</b>						
Economics- Macroeconomics	Economics 2	Area D 3 semester units	3 semester	Area D 3 semester units	Area 4 3 semester units	4 quarter/2.6 semester <b>UC-B</b>
Economics- Microeconomics	Economics 1	Area D 3 semester units	3 semester	Area D 3 semester units	Area 4 3 semester units	4 quarter/2.6 semester <b>UC-B</b>
English - Language & Composition	English 1	Area A1 3 semester units	6 semester	Area A2 3 semester units	Area 1A 3 semester units	8 quarter/5.3 semester* <b>UC-E</b>
English - Literature & Composition	English 1	Area A1 or C 3 semester units	6 semester	Area A2 and C2 6 semester units	Area 1A or 3B 3 semester units	8 quarter/5.3 semester* <b>UC-E/H</b>
<b>AP ENGLISH EXAM LIMITATIONS:</b>						
						*8 quarter/5.3 semester units maximum for both



# ADVANCED PLACEMENT PROGRAM

## 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. Students are strongly advised to consult with a Chabot College counselor regarding transfer credit for AP scores. Every effort was made to provide up-to-date information, however, the information below is subject to change.

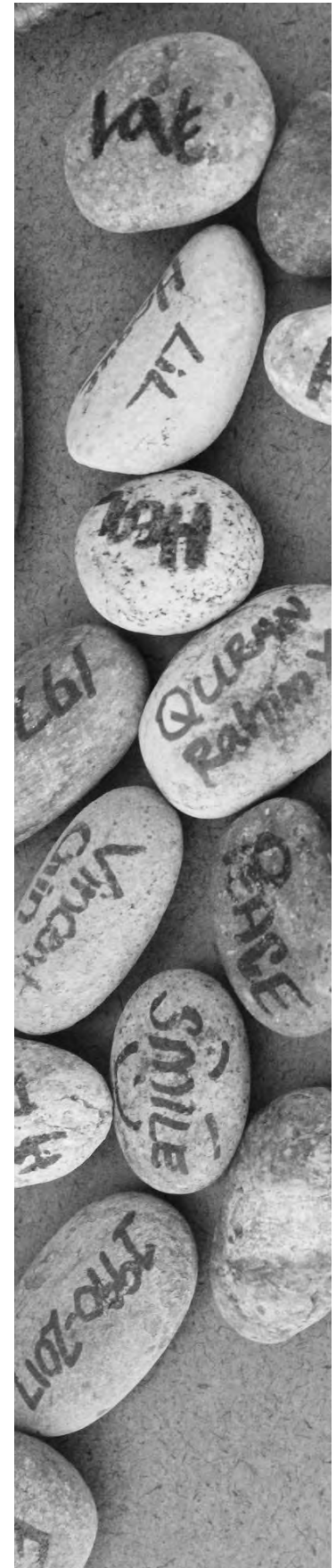
AP EXAM	Chabot College Degrees & Certificates	Chabot College AA/AS: GE Area & Units	CSU Transfer Units	CSU GE	IGETC	UC Max Units/ Subject Requirement Areas
<b>Environmental Science</b>		Area B 4 semester units	4 semester	Areas B1 + B3 4 semester units	Area 5A & 5C 3 semester units	4 quarter/ 2.6 semester units <b>UC-S</b>
<b>French Language and Culture</b>	French 1B	AA Area A3; AS Area A2 OR Area C - 5 semester units	6 semester	Area C2 3 semester units	Area 3B and 6A 3 semester units	8 quarter/ 5.3 semester units <b>UC-H</b>
<b>German Language &amp; Culture</b>		Area A3 on AA/A2 on AS or Area C - 5 semester units	6 semester	Area C2 3 semester units	Area 3B and 6A 3 semester units	8 quarter/ 5.3 semester units <b>UC-H</b>
<b>Government &amp; Politics-Comparative</b>	Political Science 20	Area D 3 semester units	3 semester	Area D 3 semester units	Area 4 3 semester units	4 quarter/2.6 semester <b>UC-B</b>
<b>Government and Politics-U.S.</b>	Political Science 1	Area D or American Institutions 3 semester units	3 semester	Area D + US-2 3 semester units	Area 4 and US 2 3 semester units	4 quarter/2.6 semester <b>UC-B</b>
<b>History-European</b>	History 1 or 2	Area C or D 3 semester units	6 semester	Area C2 or D 3 semester units	Area 3B or 4 3 semester units	8 quarter/5.3 semester <b>UC-B; UC-H</b>
<b>History-U.S.</b>	History 7 or 8	Area D or American Institutions 3 semester units	6 semester	Areas (C2 or D) + US-1 3 semester units	Areas 3B or 4 and US 1 3 semester units	8 quarter/5.3 semester <b>UC-B; UC-H</b>
<b>History-Modern World</b>		Area D 3 semester units	3 semester	Area C2 or D 3 semester units	Area 3B or 4 3 semester units	8 quarter/5.3 semester <b>UC-B; UC-H</b>
<b>Human Geography</b>		Area D 3 semester units	3 semester	Area D 3 semester units	Area 4 3 semester units	4 quarter/2.6 semester <b>UC-B</b>
<b>Italian Language &amp; Culture</b>		Area A3 on AA/A2 on AS or Area C 5 semester units	6 semester	Area C2 3 semester units	Area 3B and 6A 3 semester units	8 quarter/5.3 semester <b>UC-H</b>
<b>Japanese Language &amp; Culture</b>		Area A3 on AA/A2 on AS or Area C 5 semester units	6 semester	Area C2 3 semester units	Area 3B and 6A 3 semester units	8 quarter/5.3 semester <b>UC-H</b>
<b>Latin</b>		Area C 3 semester units	6 semester	Area C2 3 semester units	Area 3B and 6A 3 semester units	8 quarter/5.3 semester <b>UC-H</b>





COLLEGE CREDIT FOR ADVANCED PLACEMENT (AP) TESTS

AP Exam	Chabot College Degrees & Certificates	Chabot College AA/AS: GE Area & Units	CSU Transfer Units	CSU GE	IGETC	Maximum UC Transfer Units
Music Theory		Area C 3 semester units	n/a		N/A	8 quarter/5.3 semester (no credit for subscore) <b>UC-H</b>
Physics 1	n/a	Area B 4 semester units	4 semester*	Areas B1 and B3 4 semester units*	Areas 5A & 5C 4 semester units	8 quarter/5.3 semester** <b>UC-S</b>
Physics 2	n/a	Area B 4 semester units	4 semester*	Areas B1 and B3 4 semester units*	Areas 5A & 5C 4 semester units	8 quarter/5.3 semester** <b>UC-S</b>
Physics C -Mechanics	Physics 4A	Area B 5 semester units	4 semester*	Area B1 and B3 4 semester units*	Areas 5A & 5C 3 semester units	4 quarter/2.6 semester** <b>UC-S</b>
Physics C-Electricity/Magnetism	Physics 4B	Area B 5 semester units	4 semester*	Area B1 and B3 4 semester units*	Areas 5A & 5C 3 semester units	4 quarter/2.6 semester** <b>UC-S</b>
<b>AP PHYSICS EXAM LIMITATIONS:</b>						
Psychology	Psychology1	Area D 3 semester units	3 semester*	Area D 3 semester units	Area 4 3 semester units	**Maximum 8 quarter/ 5.3 semester units for all physics exams 4 quarter/2.6 semester** <b>UC-B</b>
Spanish Language & Culture		AA Area A3; AS Area A2 OR Area C 5 semester units	6 semester*	Area C2 3 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester <b>UC-H</b>
Spanish Literature & Culture		Area C 5 semester units	6 semester*	Area C2 3 semester units	Areas 3B and 6A 3 semester units	8 quarter/5.3 semester <b>UC-H</b>
Statistics	Math 43	AA Area A3; AS Area A2 & Math Proficiency 4 semester units	3 semester*	Area B4 3 semester units	Area 2A 3 semester units	4 quarter/2.6 semester <b>UC-M</b>





### 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





**STUDENT SERVICES**

Student Services provides a variety of programs and procedures 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 708, Building 700, at Chabot College and on the college website at [www.chabotcollege.edu](http://www.chabotcollege.edu).

**GENERAL INFORMATION**

**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, accident, and dental policies may be purchased through the office of the Associated Students, 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](http://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](http://www.chabotcollege.edu/admissions/forms).

### INTERNATIONAL STUDENT ADMISSION

Chabot College is authorized under Federal Law to enroll nonimmigrant 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](http://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](http://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

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](http://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](http://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](http://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](http://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 Center is located in Building 700, Room 761. Telephone number: (510) 723-6720 or visit [www.chabotcollege.edu/Counseling/tecs](http://www.chabotcollege.edu/Counseling/tecs).

### 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](http://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 & 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 Informed Course Selection and the Math Guided Self Placement 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](http://www.chabotcollege.edu/counseling/assessment) or by calling (510) 723-6722.

### STUDENT ORIENTATION AND REGISTRATION (SOAR)

The SOAR Program is designed for local 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](http://www.chabotcollege.edu/counseling/soar).

### STUDENT EDUCATION PLANNING

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, 2<sup>nd</sup> Floor. For more information, students may call **(510) 723-6720** or visit us online at [www.chabotcollege.edu/transfer](http://www.chabotcollege.edu/transfer).

## FINANCIAL AID

Financial aid is money provided by the Federal Government, the State of California, and 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 Direct Loans, Cal Grants, Bureau of Indian Affairs grants (BIA), and other external scholarships. The CA Promise Grant Fee Waiver program will waive the fees for eligible CA residents.

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 institution

policies, and additional Chabot forms for financial aid processes are available through the Financial Aid Office's web page at [www.chabotcollege.edu/FinAid](http://www.chabotcollege.edu/FinAid).

Students may begin applying for financial aid for the following academic year on October 1 with a priority deadline of March 2 each year if they wish to be considered for the Cal Grant Program, and for maximum types and amounts of all financial aid programs (including limited 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), 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 five eligibility criteria are met: minimum 2.00 semester and cumulative grade point average; minimum term and cumulative completion rate of 67% and maximum period of eligibility at 150% of program length in attempted units, or credit hours.

New students are required to provide academic transcripts from prior colleges and universities for review of academic progress by the Financial Aid Office, regardless of whether or not the transcripts are required for the Admissions process, and regardless of whether or not aid was applied for or received for the prior academic attempts.

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.**



## 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](http://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](http://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](http://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:

**SEP Abbreviated:** This plan maps 1 to 3 semesters of classes.

**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 timeframe.

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/index.php](http://www.chabotcollege.edu/academics/language-arts/english/course-selection/index.php)

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](http://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.

### **Mathematics Guided Self Placement**

To comply with AB 705, all students will have access to first-level transferable math courses after completing the Chabot Math Guided Self-Placement (GSP). The GSP makes a course recommendation to students based on multiple measures (such as education level, high school GPA, and high school coursework). Self-report of multiple measures information is accepted. Students may also advance in their math placement using the options below.

- Submitting standardized test results such as Advanced Placement Examinations.
- Seeing a counselor for a self-placement override after reviewing readiness questions and solutions thereof for a course whose prerequisite the student has completed previously in high school.

Students would find it helpful to learn about math course options before completing the GSP by using the following link: **[www.chabotcollege.edu/academics/science-math/mathematics/course-selection](http://www.chabotcollege.edu/academics/science-math/mathematics/course-selection)**.



### 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

### 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 101A
- 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 101A

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

English 101A is a **slower-paced college preparatory English class**, which includes in-class time to practice college-level reading and writing. Students who take 101A, may move into 102 the following semester, or jump ahead into English 1.

#### 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 101A:

- 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
- Prefer a course that builds English vocabulary and comprehension
- Want more time and support before taking college-level English 1 for a letter grade

#### NOTE FOR STUDENTS AND COUNSELORS:

English 101A 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.

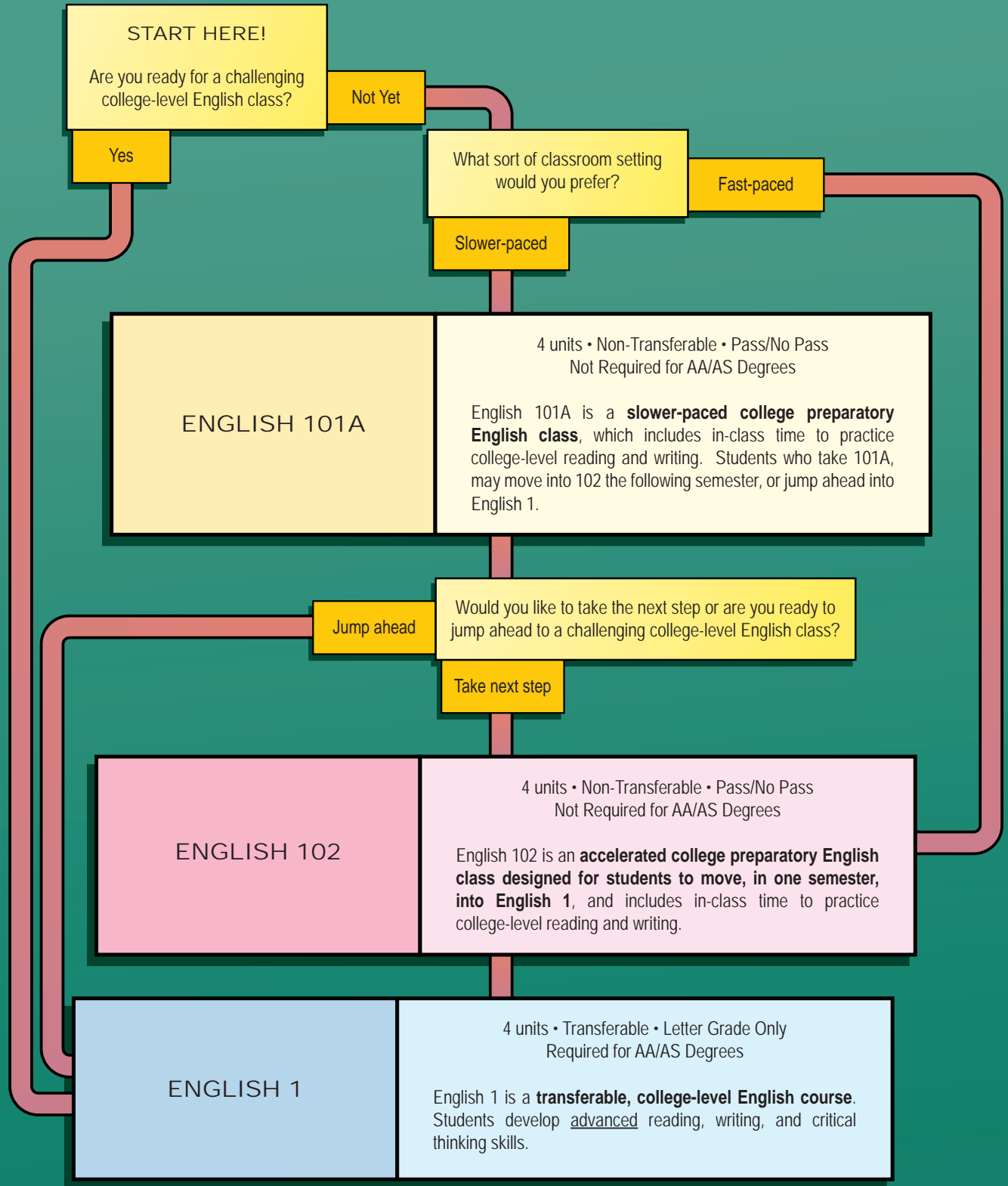
If a student does not pass English 101A or English 102, he or she may still move into English 1, but should discuss with his/her English instructor or counselor the most beneficial option. Re-taking a college-preparatory class may sometimes be more productive than jumping into a higher-level English class. However, some students may feel ready for English 1 after completing only 101A, or after taking, but not successfully passing 102.

For all English classes, for every hour in class, students should expect to spend at least 2-3 hours outside of class in preparation, depending on the material and individual student needs.



# ENGLISH INFORMED COURSE SELECTION

## First Semester English Courses at Chabot College



**START HERE!**  
Are you ready for a challenging college-level English class?

Not Yet

Yes

What sort of classroom setting would you prefer?

Fast-paced

Slower-paced

**ENGLISH 101A**

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

English 101A is a **slower-paced college preparatory English class**, which includes in-class time to practice college-level reading and writing. Students who take 101A, may move into 102 the following semester, or jump ahead into English 1.

Jump ahead

Would you like to take the next step or are you ready to jump ahead to a challenging college-level English class?

Take next step

**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.

**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.

**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](http://www.chabotcollege.edu)**
2. Access student Zonemail
3. Submit official transcripts
4. Complete online orientation by visiting: **[www.chabotcollege.edu/counseling/orientation.php](http://www.chabotcollege.edu/counseling/orientation.php)**
5. Complete the English Informed Course Selection and Math Guided Self-Placement questionnaires in CLASS-Web in order to determine your starting English and Math courses.
6. Complete First Semester Planning. Visit **[www.chabotcollege.edu/counseling/assessment/placement-incoming-freshmen.php](http://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](http://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. Log on to CLASS-Web to check priority registration status
6. Register for classes online by logging into CLASS-Web or The Zone
7. Pay fees online
8. Buy parking permit
9. 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](http://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.

**Chabot College Learning Connection**

The Learning Connection offers free tutoring and access to a wide variety of academic support resources to students enrolled at Chabot College.

- Individual and group tutoring by appointment
- Drop-in tutoring by subject
- Computer lab equipped with a GoPrint printer
- Small study rooms with whiteboards
- Open study areas with tables and chairs
- The WRAC Center – drop-in tutoring for writing and reading assignments in any subject
- The ESL Language Center
- The Communication Studies Lab (Room 803)
- The STEM Center (Room 3906) – academic support, resources, and drop-in tutoring for math & science courses

Building 100, Room 108 • (510) 723-6920  
**[learningconnection@chabotcollege.edu](mailto:learningconnection@chabotcollege.edu)**  
**[www.chabotcollege.edu/learningconnection](http://www.chabotcollege.edu/learningconnection)**  
**[www.facebook.com/ChabotCollegeLearningConnection](https://www.facebook.com/ChabotCollegeLearningConnection)**







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 now have enrollment priority over students who do not meet these criteria. Students will now 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](http://www.chabotcollege.edu).

### REGISTRATION METHOD

Students may register for classes by logging on to CLASS-Web or The Zone, accessible from [www.chabotcollege.edu](http://www.chabotcollege.edu). Special registration assistance is available to students with disabilities through the Disabled Student Resource Center.

**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 <https://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](http://www.chabotcollege.edu). Limited published copies are available at Online Services.

### 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. *Enrollment fees are subject to legislative changes throughout the year.*

### NONRESIDENT TUITION

Nonresidents of California are required to pay a tuition fee of \$290 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 \$290 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 5568130.5 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.



### EXCEPCIÓN 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")**

#### INFORMACIÓN 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:
  - 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.
  - 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 del comienzo del periodo académico.
  - 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 matrícula 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 documentos la posibilidad de conseguir becas gubernamentales. Estos estudiantes siguen ineligibles para estas becas, tanto al nivel nacional como al nivel estatal.

#### 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 are as follows:

- Students who are taking classes held only on Saturday or at an off-campus site, including approved apprenticeship programs; or
- Students who rely on prayer for healing in accordance with teachings of a bona fide religious sect, denomination, or organization. To apply for a waiver, students must provide a statement of such reliance from an official of the sect, denomination or organization to the Office of Student Life.

Please contact the Health Center for information about services and referrals. The Center is located in Room 204 in Building 200 or visit the website at [www.chabotcollege.edu/HealthCenter](http://www.chabotcollege.edu/HealthCenter).

#### STUDENT REPRESENTATION FEE

A Student Representation fee of \$2.00 will be assessed of all students each semester or session. This fee is used for any purpose related to representing the views of students with governmental bodies.

#### ASSOCIATED STUDENTS ACTIVITY FEE (OPTIONAL)

The Associated Students Activities Fee is an optional fee of \$10, charged per semester. Students paying this fee receive an activity sticker which intends to provide merchant discounts, discounts on student activities and sports. This fee helps finance student activities, Chabot College clubs, scholarships, and other student-related services.

#### 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](http://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 mailing, 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 6 to 8 weeks after the request is submitted.
- Non-resident and International tuition refunds will be given as follows:
  - » Prior to the first day of instruction = 90%
  - » During the first week of Instruction for a full-term class = 75%
  - » After the first week of Instruction for a full-term class = No Refund

For further information concerning tuition changes, go to [www.chabotcollege.edu](http://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](http://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.

1. 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/AS-Ts) 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 full-term 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](http://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 CLASS-Web ([www.chabotcollege.edu](http://www.chabotcollege.edu)).

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" – EXCUSED WITHDRAWAL

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 or her ability to complete a course(s). These events and may include an accident or illness, 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 the subject of an immigration action, or other circumstances making course completion impracticable. Upon consultation with the course faculty and verification of these conditions or reviewing documentation substantiating the condition, an excused withdrawal symbol may be assigned. The withdrawal symbol so assigned shall be an "EW."

## MILITARY WITHDRAWAL

If a student is called to active military duty any time during the term, he or she is entitled to military withdrawal (MW). Servicemen and women must provide copies of their military orders to the Director of Admissions and Records.

## 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](http://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:

- Intercollegiate Athletics (any course with an ATHL rubric)
- Intercollegiate competition type courses like Forensics in Communication Studies
- 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:

- A. 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].
- B. 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.

- C. 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.
- D. 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).
- E. 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.
- F. 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.
- H. 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 (<https://www.chabotcollege.edu/admissions/transcripts/index.php>).

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 CLASS-Web 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

For current locations and hours of service please visit us at [www.chabotcollege.edu/LearningConnection](http://www.chabotcollege.edu/LearningConnection). 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](http://www.chabotcollege.edu/LearningConnection), call (510) 723-6920 or e-mail [learningconnection@chabotcollege.edu](mailto:learningconnection@chabotcollege.edu).

## NONCREDIT INFORMATION

### 1. What is a noncredit class?

Noncredit courses are offered to students without the expense of enrollment fees and designed to help students reach personal, academic, and professional goals. Noncredit courses often serve as a point of entry for underserved students as well as a transition point to prepare students for credit instruction.

### 2. Why should I consider a noncredit class?

The focus of noncredit courses is on skill attainment for either College Preparation or Career Development, not grades or units. These courses are repeatable and not affected by the 30-unit basic skills limitation. Noncredit programs or 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 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?

Credit students earn Associate's Degrees and Certificates of Achievement, while noncredit students earn Certificates of Completion and Certificates of Competency. Noncredit courses bear no units and are repeatable, while most credit courses are not.

### 4. Do I get a grade for noncredit courses?"

Upon completion of a noncredit course a student may earn a Letter Grade, a Progress Indicator, or a Pass/No Pass grade. In all circumstances, grades earned for noncredit courses are not reflected in your GPA.



## 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](http://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](http://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. The Center is open five days a week with limited evening hours. Telephone **(510) 723-7625**.

### 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 Safety and Security, in partnership with the Hayward Police Department, 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.

### ABOUT THE DEPARTMENT OF CAMPUS SAFETY AND SECURITY

The Chabot College Department of Campus Safety and Security is comprised of a unique partnership between Chabot College and the Hayward Police Department. The director is a sworn Hayward police sergeant who is augmented by a staff consisting of classified campus safety officers, classified dispatchers, hourly campus safety officers, and hourly student cadets. This blend of police and civilian staff affords a greater range of services to our campus community. Officers are on duty at all times when classes are in session, and on weekends and holidays to patrol the campus. Officers enforce the laws of the State of California and regulations adopted by the Board of Trustees of the Chabot/Las Positas Community College District.

Chabot College is concerned about the safety and welfare of all members of the college community and is committed to providing a safe and secure environment. Although the college has been fortunate in not having experienced a significant number of criminal incidents, it would not be honest to assume such incidents could not take place. Therefore, we have developed policies and procedures designed to prevent or minimize the potential for criminal events before they take hold. Please take the time to read the section on crime prevention, safety programs, and crime statistics or contact the Department of Campus Safety and Security for more details.

### CONTACTING THE DEPARTMENT OF CAMPUS SAFETY AND SECURITY

Location: ..... Building 200, Room 203

Office Hours: ..... 6 am to 10 pm, Monday to Friday;  
8 am to 3 pm Saturday

#### On-Duty Officer Contact:

Office Phone: ..... (510) 723-6923

Duty Officer Phone: ..... (510) 377-0173

Urgent Response: ..... (510) 723-6666

Activate one of the 26 emergency call boxes.

For Emergencies: Dial 911

The Chabot College Safety and Security Department public office is located in Building 200, Room 203. When the office is closed, the on-duty security officer can be contacted by telephone in the following ways:

- From any off-campus telephone dial **(510) 723-6923 or 6923** from any college phone
- Activate any one of the **Red Emergency Talk A Phones** located throughout the campus
- **FOR EMERGENCIES DIAL 911 FROM ANY PHONE**

### SEE SOMETHING, SAY SOMETHING

The Campus Safety and Security Department has placed posters throughout the entire college campus to highlight the "See Something, Say Something" campaign to raise public awareness, and to emphasize the importance of reporting suspicious activity to the authorities. Bookmarks have also been made and Campus Safety Officers have handed them out to students and staff during routine patrols and Prevention Presentations. If you witness any suspicious behavior, we ask that you report it immediately to the Campus Safety Department 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, but are certainly not limited to:

- 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

### ZERO TOLERANCE

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 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. 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. The campus grounds and parking lots are lit at nightfall until 11:00 p.m. during normal days of operation. Emergency Talk A Phones and telephones are strategically located throughout the campus for your safety.

## 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 take advantage of 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, always 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.
- Report any suspicious activity to the Department of Campus Safety and Security.

## 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 includes 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).

## SAFETY PROGRAMS AND MEASURES

**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.

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*.

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. The campus grounds and parking lots are lit at nightfall until 11:00 p.m. during normal days of operation. Emergency Talk A Phones and telephones are strategically located throughout the campus for your safety.

Emergency Talk A Phones are outdoors in all the parking lots and adjacent to the athletic fields. 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. The location of our Red Emergency Talk A Phones can be found under the parking lots section of this publication.

Emergency Campus Telephones can be found in all of our elevators and buildings. The telephones are marked "Emergency Telephone" and are mounted to the wall. Simply open the box, 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.



**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.

**CHABOT COLLEGE CRIME STATISTICS**

	2014	2015	2016	2017	2018
<b>Murder/Non Negligent Manslaughter</b>	0	0	0	0	0
<b>Negligent Manslaughter</b>	0	0	0	0	0
<b>Sex Offenses-Forcible</b>	0	1	1	1	0
<b>Sex Offenses Non Forcible</b>	0	0	0	0	0
<b>Robbery</b>	0	0	0	0	1
<b>Aggravated Assault</b>	0	0	0	0	0
<b>Burglary</b>	0	1	1	0	1
<b>Motor Vehicle Theft</b>	2	5	12	1	5
<b>Arson</b>	0	0	0	0	0
<b>Illegal Weapons Possession</b>	0	2	0	0	1
<b>Drug Law Violations</b>	2	5	0	1	4
<b>Liquor Law Violations</b>	0	1	0	2	1
<b>Hate Crime</b>	0	0	0	0	0
<b>Domestic Violence</b>	1	0	1	1	0
<b>Dating Violence</b>	0	0	1	0	0
<b>Stalking</b>	0	0	0	0	0

**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.

**ON-LINE SERVICES/  
WELCOME CENTER**

The On-Line Services/Welcome Center, located in Building 700, Room 710, provides students online access to CLASS-Web 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.

**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 *only* available online through CLASS-Web or The Zone. Daily parking permits can be purchased for \$2 from dispensers located in all the parking lots. Permits shall be hung from the rearview mirror or displayed on the vehicle dashboard. 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. Lost or stolen parking permits must be replaced at the owner’s expense. 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.

There are several features we offer to promote safety in our parking lots. First, the parking lots are lit during darkness up until 11:00 p.m. during days of normal operation. In addition, 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 J
- Parking Lot B Section B1, B4, B6, B15
- Parking Lot A Section A2, A8 near Campus Drive
- Parking Lot D Near Building 3900
- Parking Lot E Near Building 3400  
behind Building 1400 (Automotive)  
behind Building 3500 (Children’s Ctr.)
- Parking Lot H
- Parking Lot G1, G2, G8 and G15
- Between Buildings 1400 and 1600
- Between Buildings 1800 and 2000
- Between Buildings 1900 and 2200
- Building 2300 walkway (by Building 100)
- Building 2100 walkway (facing Building 2400)
- Building 2500 walkway (next to Bookstore)
- Building 2700 (on the Swimming Pool upper deck)
- Softball Field Snack Bar Wall
- Soccer/Tennis Court Storage (on Athletic pathway)

**BICYCLES–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](http://www.511.org) or by dialing 511.

### DRIVING TO CAMPUS

If you choose to drive to campus, car pooling is encouraged. Information about a free carpool service is available online at [www.511.org](http://www.511.org). Calling 511 or visiting the [www.511.org](http://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 as follows:

- 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; for emergencies please call 911.**

### 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.**





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](http://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

ASPIRE PROGRAM

(TRIO STUDENT SUPPORT SERVICES)

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.



### 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 EOPS/CARE/CalWORKs reception desk, second floor kiosk, Building 700, or **call (510) 723-6909**.

### 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](http://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.

### UMOJA PROGRAM

#### (FORMERLY KNOWN AS THE DARAJA 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 Umoja Office **(510) 723-7011** or **(510) 723-6747**.

## EARLY CHILDHOOD LAB SCHOOL

**Our Mission:** The mission of the Chabot College Early Childhood Lab School 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:** The Chabot College Early Childhood Lab School provides training to students of Early Childhood Development and serves Southern Alameda County 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.**

## 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.





## EOPS/CARE

EOPS (Extended Opportunity Programs and Services) 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 45 degree applicable units or more than six consecutive semesters of college;
- Must be determined to be educationally disadvantaged.

CARE (Cooperative Agencies Resources for Education) 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:

- Must meet the eligibility criteria for EOPS sponsorship (listed above);
- Must be currently receiving Temporary Assistance for Needy Families (TANF);
- Must have one child under the age of 14.

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**.

## 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 foster care system with academic and supportive services they need to succeed at Chabot College. Contact Elsa Saenz at [esaenz@chabotcollege.edu](mailto: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 follow-up 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](http://www.chabotcollege.edu/international) or call 510-723-6715 for more information.

## 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®.

## LEARNING COMMUNITIES

### CIN (CHANGE IT NOW!)

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](http://www.chabotcollege.edu/CIN).

### 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](http://www.chabotcollege.edu/FYE) for more information and to apply.

### 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.

### 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.

### 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 criterias 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](mailto: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:  
[www.chabotcollege.edu/rise](http://www.chabotcollege.edu/rise) or 510-723-7678.



# FIRST YEAR EXPERIENCE PROGRAM

2020-2021 PATHWAY OPTIONS

The First Year Experience (FYE) Program focuses on student success through different "pathways" based upon your interests and academic goals. Students will join a community of like-minded peers to work towards their degree while exploring major and career options with knowledgeable professors and counselors.

1

Select a pathway based upon your academic and career interests. We provide a class schedule, typically with options for full-time and part-time students, for both Fall and Spring semester of your first year.

2

Reserved spaces 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.



## 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](http://www.chabotcollege.edu/FYE)



### SCIENCE and MATH

The Science and Math pathway is for students interested in Science, Technology, Pre-Med, Pre-Dentistry, Engineering, Mathematics, and other related majors.



### BUSINESS and the ECONOMY

The Business and the Economy 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 the high-demand core courses.



### ART and DESIGN

The Art and Design pathway is for students interested in Graphic Design, Digital Media, Photography, Painting, Drawing/Illustration, Ceramics, and Sculpture.



### SOCIETY, CULTURE, and IDEAS

The Society, Culture, and Ideas pathway prepares students to major in Anthropology, Economics, Ethnic Studies, Geography, History, Political Science, Psychology, or Sociology, and for future careers across many fields that rely on analytical, leadership, and interpersonal skills. Students interested in social justice or the CIN program should select this pathway.

Don't wait, space is limited!



## VETERANS EDUCATIONAL ASSISTANCE

The Veterans Services Office at Chabot College is designed to assist veterans and their dependents in reaching their educational goals. The Veterans Services Office is your liaison to the Department of Veterans Affairs to help you process the necessary educational benefits claims. Once a veteran or veteran's dependant receives their educational benefits at Chabot College, they are required to comply with all application regulations, policies and procedures at the College.

### ELIGIBILITY FOR VETERANS EDUCATIONAL BENEFITS

Chabot College is approved to offer instruction to service persons, reservists, and other eligible persons under Title 38, U.S. Code and Department of Veterans Affairs regulations. Educational benefits eligibility is determined by the appropriate federal or state agency, not by Chabot College. The basic categories of educational assistance programs are:

- The Montgomery G.I. Bill (Chapter 30)
- Vocational Rehabilitation Program (Chapter 31)
- Post 9/11 GI Bill (Chapter 33)
- Post 9/11 GI Bill Transfer of Entitlement (Chapter 33 TOE)
- Dependents' Educational Assistance (Chapter 35)
- Reservists Montgomery GI Bill (Chapter 1606)
- Reserve Educational Assistance Program (Chapter 1607)

### EDUCATIONAL BENEFITS APPLICATION PROCESS

The following procedures must be completed in a timely manner in order for the Veterans Services Office to properly process education benefits for submission to VA. Failure to submit the necessary documents may cause a delay in receiving education benefits.

1. Submit application for admission to Chabot College online via **[www.chabotcollege.edu](http://www.chabotcollege.edu)**.
2. Submit application for VA Educational benefits online via **[www.gibill.va.gov](http://www.gibill.va.gov)**.
3. Submit DD-214, Notice of Basic Eligibility (NOBE), or military orders to establish priority registration eligibility.
4. Submit all official transcripts from colleges/universities attended and military transcripts to the Office of Admissions and Records.
5. Take Math and English Assessment, if applicable.
6. Complete college orientation: **[www.chabotcollege.edu/counseling/orientation.php](http://www.chabotcollege.edu/counseling/orientation.php)**.
7. Choose a Major. Schedule an appointment with a counselor to complete a **Veterans Education Plan**.
8. Register for courses online through CLASS-Web.
9. Complete **Veteran's Enrollment Certification Request** form.

We encourage veterans and veteran dependents attending Chabot College to contact the Veterans Services Office in person, by phone, or by email with questions pertaining to education benefit assistance.

For more information, contact the Chabot College Veterans Services Office, (510) 723-7582 or email **[cc-veterans@chabotcollege.edu](mailto:cc-veterans@chabotcollege.edu)**, located Building 2300, 2nd Floor, room 2353.

### COURSE RESTRICTION FOR CERTIFICATION

According to VA regulations, only courses that satisfy requirements outlined by a veterans education plan can be certified and reported for VA purposes. Only courses that meet requirements (including prerequisites) for the major and degree objective as indicated on the veterans education plan will be certified for payment. Every student receiving veterans education benefits at Chabot College will be required to have a veterans education plan for current program of study.

### EDUCATION PLANNING

Since many universities and colleges do not accept credit that other schools have granted for military service, students who desire to transfer military credit should consult the policy of the university or college to which they intend to transfer.

### ENROLLMENT CERTIFICATION

It is the student's responsibility to request enrollment certification every term. Certification is not an automatic process. All enrollment changes such as Adds/Drops or Withdrawals, etc. must be reported to the Chabot Veterans Services Office immediately. The Chabot Veterans Office will review enrollment to ensure it meets the requirements set forth by the VA. However, it is the student's responsibility to report any changes in enrollment. All veterans and dependents are required to submit a Veteran Enrollment Certification Request form to the Chabot Veterans Services Office each term to receive VA education benefits.

### PRIORITY REGISTRATION

In order to be assigned priority registration, veterans, reservists, and active duty members must complete college orientation, Math/English assessment, student education plan, and provide a copy of their DD-214, NOBE or military orders to the Veterans Services.

### DD-214 CREDIT

Qualified veterans will receive 3 units of elective credit towards the Associate Degree. Contact the Counseling Division for more information.



### MILITARY WITHDRAWAL

If a student is called to active military duty at any time during the term, he or she is entitled to military withdrawal (MW). A student who must withdraw for military purposes shall be refunded 100% fees paid, regardless of the date of withdrawal. In this case, requests for refunds made after the end of the semester will be honored. Servicemen and women must provide copies of their military orders and a statement requesting military withdrawal to the Director of Admissions and Records for approval.

### MINIMUM GPA REQUIREMENTS

The Veterans Administration (VA) requires that students on educational benefits maintain satisfactory progress. If the student on VA benefits falls below 2.0 GPA over two semesters, this is reported to the VA as unsatisfactory progress and benefits are suspended. To reinstate your benefits, you must complete one semester with a 2.0 or higher GPA. Chabot College is required by law to have and to enforce standards of progress and conduct in order for their programs to be approved for VA benefits.





# PACE

Pathway for Working Adults



Designed for people who work 9am-5pm

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

Includes both evening and online classes and creates a learning community of adult learners

Can be modified for Business Majors and Early Childhood Development

Seamless transfer to CSU Easy Bay's PACE Program offers Bachelor's degrees in Human Development and Liberal Studies

Additional transfer options available, including St. Mary's College B.A. in "Leadership & Organizational Studies"

**For more information visit: [www.chabotcollege.edu/PACE](http://www.chabotcollege.edu/PACE)**



## 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.
- “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.
- “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”<sup>\*</sup> — 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.\*
- “SP” — Indicates satisfactory progress, but not completion of a noncredit course.

<sup>\*</sup>“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 courses (numbered 100–299) 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	4 grade points per unit
B	Above Average	3 grade points per unit
C	Average	2 grade points per unit
D	Barely Passing	1 grade point per unit
F	Failure	0 grade points—units attempted with no units earned. May negatively affect Progress.
P	Pass	0 grade points—units earned with no units attempted.
NP	No Pass	0 grade points—no units earned and no units attempted. May negatively affect Progress.
I	Incomplete	0 grade points—no units earned and no units attempted. May negatively affect Progress.

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

$$\text{GPA} = \frac{\text{Total Grade Points}}{\text{Total Units Attempted}}$$

#### 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: 8½ units  
21 Total Grade Points

$$\text{GPA} = \frac{21}{8.5} = 2.47 \text{ or } C$$

### 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, Chabot College.

### 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 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 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\*

### (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.

\*Formerly "Credit/No Credit"

### **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, in accordance with Title 5, §55046, is a process that permits the alleviation of substandard (D's, F's) academic coursework not reflective of the student's current scholastic ability. The grades alleviated by this process will be disregarded in the computation of the student's grade point average. Only courses taken at the Chabot-Las Positas Community College District will apply. Work completed at other institutions may be considered for graduation eligibility only.

For students to be eligible for academic renewal they must be currently enrolled at Chabot and/or Las Positas College, and a period of at least two (2) years must have elapsed since completion of the coursework to be disregarded. The student may petition the Director of Admissions and Records at Chabot College or the Dean of Enrollment Services at Las Positas College for academic renewal upon completion of the following:

Substandard work (grades of "D" or "F") may be removed under the following conditions:

The student has completed, since the work to be removed was completed:

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

Upon approval, the student's permanent record 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.

A maximum of 24 units of work may be renewed.

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 (1) to register for subsequent terms of instruction; (2) to receive transcripts of work completed; or (3) to 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.





### 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, Vice President of Student Services, in Building 700, Room 708.

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 posting.

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.

### 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 post- ing 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.

**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  
(925) 485-5235

**Student Discrimination Concerns:**  
Debbie Trigg, Dean of Counseling  
Building 700, Room 755  
(510) 723-6717

**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:

**Asuntos de Empleo:** Wyman Fong  
Vice Chancellor, Human Resources  
(925) 485-5235

**Asuntos de Estudiantes/Asuntos de Discriminación:**  
Debbie Trigg, Dean of Counseling  
Building 700, Room 755  
(510) 723-6717

**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.





## AP 3435 DISCRIMINATION AND HARASSMENT COMPLAINT PROCEDURES

### References:

Board Policies 3410 and 3430;  
 Education Code Sections 212.5, 44100, 66250 et seq., 66281.5; 72010 et seq., 76234, 87100 et seq., 87740;  
 Civil Code Section 47;  
 Government Code Sections 11135, 12926.1, 12940 et seq., 12950.1;  
 Title 5 of the California Code of Regulations, sections 53000 et seq., 59324, 59326, 59300 et seq.;

Title 2 Sections 11023 and 11024;  
 Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d), Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), the Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.), the Age Discrimination Act (42 U.S.C. § 6101 et seq.; 34 C.F.R. 110.1 et seq.), and the Age Discrimination in Employment Act (21 U.S.C. § 621 et seq.); 34 CFR sections 104, 104.4, 104.7, 106, 106.8, 110.25, 110.26; 28 CFR 35.107;  
 Accreditation Standard II.B.2.c.;

OCR Interim Guidance, September 2017, permitting use of mediation.

**NOTE:** This procedure is legally required.

### 1. Definitions

- a. Accused: The District, or any person identified in a Formal or Informal Complaint alleged to have engaged in Harassment, Discrimination, or Retaliation as defined in this procedure.
- b. Days: Calendar days.
- c. DFEH: The California Department of Fair Employment and Housing.
- d. Discrimination or Harassment: All references to alleged discrimination, harassment, or retaliation in this procedure refer to allegations relating to District employment, or participation in the District's education programs or activities, including academic, educational, extra-curricular, athletic, and other programs, whether they take place in the District's facilities, on a

District bus, at a class or training program sponsored by the District at another location, or elsewhere. Harassment or discrimination includes the following:

- i. the denial or limitation of full and equal access or equal treatment in relation to District employment, or participation in the District's education programs, activities, or services on the basis of having, or associating with someone who has, one or more of the following actual or perceived characteristics:
  - Age;
  - Ancestry;
  - Color;
  - Religious Creed (including religious dress and grooming practices);
  - Family and Medical Care Leave;
  - Disability (mental and physical) including HIV and AIDS;
  - Marital Status;
  - Medical Condition (including cancer and genetic characteristics);
  - Genetic Information
  - Military and Veteran Status;
  - National Origin (including language use restrictions);
  - Race;
  - Sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding);
  - Gender, Gender Identity, and Gender Expression;
  - Sexual Orientation; or
- ii. harassing conduct, including verbal, nonverbal, physical aggression, or intimidation, (such as name-calling, graphic or written statements, physical threats, or humiliating conduct), on the basis of the above-referenced actual or perceived characteristics. Harassment or Discrimination includes all of the foregoing in violation of any of the following:
  - (1) Board policies 3410 or 3430;
  - (2) Education Code sections 212.5, 44100, 66250 et seq., 66281.5, 72010 et seq., or 87100 et seq.;
  - (3) Regulations adopted by the Board of Governors of the California Community Colleges (Title 5, California Code of Regulations, sections 59300 et seq., or 53000 et seq.); or
  - (4) Federal law (Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act, or the Age Discrimination in Employment Act).
- e. Discrimination Not Involving Employment: Discrimination, Harassment, or Retaliation, as defined in this procedure, which is alleged to have occurred against a student or other non-employee in which the Accused party is: (1) the District; (2) a student or employee of the District; or (3) a third party.
- f. Discrimination Involving Employment: Discrimination, Harassment, or Retaliation, as defined in this procedure, which is alleged to have occurred against an employee.





- g. District: Chabot-Las Positas Community College District or any District program or activity that is funded directly by the state or receives financial assistance from the state. This includes any organization associated with the District or its college(s) that receives state funding or financial assistance from or through the District.
- h. EEOC: The U.S. Equal Employment Opportunity Commission.
- i. Formal Complaint: A written and signed statement filed with the District or the State Chancellor's office that alleges Harassment, Discrimination, or Retaliation in violation of the nondiscrimination regulations adopted by the Board of Governors of the California Community Colleges, as set forth at title 5, sections 59300 et seq.
- j. Informal Complaint: An informal complaint is any of the following: (1) An unwritten allegation of Harassment, Discrimination, or Retaliation; (2) a written allegation of Harassment, Discrimination, or Retaliation that falls outside the timelines for a Formal Complaint; or (3) a written complaint alleging Harassment, Discrimination, or Retaliation filed by an individual who expressly indicates that he or she does not want to file a Formal Complaint.
- k. Informal Resolution: An informal resolution is the end result of an Informal Complaint or a Formal Complaint following efforts undertaken by the RDO or designee to resolve the matter informally. It is a written document that memorializes a resolution between, and satisfactory to, the Victim and the Accused.
- l. OCR: The Office for Civil Rights of the U.S. Department of Education.
- m. Official Reporter: An individual who submits an Informal or Formal Complaint alleging that another or others, not himself or herself, has suffered Harassment, Discrimination, or Retaliation, and who learned of the alleged Discrimination, Harassment, and/or Retaliation in his or her official capacity as a District faculty member or administrator as described in title 5, section 59328. When an Official Reporter files a complaint on behalf of an individual victim, the District will require revocable written consent from the Victim for the Official Reporter to act on her or his behalf as a Victim Advocate, if the Victim chooses to have her or him to do so.
- n. Responsible District Officer ("RDO"): The person responsible for receiving Informal and Formal Complaints and implementing the procedures set forth in AP 3435. The District's RDO is the Vice Chancellor of Human Resources. The RDO may delegate the performance of duties required to implement these procedures; however, delegation of such duties does not relieve the RDO of his or her responsibility for implementing these procedures.
- o. Retaliation: Any adverse action taken in response to someone: (1) filing an Informal or Formal Complaint; (2) reporting alleged Discrimination or Harassment; (3) participating in an investigation of an Informal or Formal Complaint; or (4) representing or serving as an advocate for an alleged Discrimination or Harassment victim or alleged offender.
- p. Sex-Based Harassment: A particular form of Harassment that is either sexual in nature ("sexual harassment") or motivated by gender ("gender-based harassment"). Sexual harassment may include unwelcome sexual advances, requests for sexual favors, sexual favoritism, sexual violence, other verbal or physical conduct, or communications of a sexual nature. Gender-based harassment may include negative stereotyping, or other harassing conduct (such as name-calling, graphic or written statements, physical threats, or humiliating conduct) based on sex or gender/gender identity made by someone from or in the workplace or educational setting.
- q. Third-Party Reporter: An individual other than an Official Reporter who submits an Informal or Formal Complaint alleging that another or others, and not himself or herself, has suffered Harassment, Discrimination, or Retaliation. When a Third Party Reporter files a complaint on behalf of an individual victim, the District will require revocable written consent from the Victim for the Third Party Reporter to act on her or his behalf as a Victim Advocate.
- r. Victim: An individual who is alleged to have personally suffered Harassment, Discrimination, or Retaliation.
- s. Victim Advocate: An individual designated by the Victim, in a written document submitted to the RDO or designee, to whom the Victim grants revocable authorization to act on the Victim's behalf and receive information from the District.

## 2. Informing Students and Employees of Procedures for Filing Informal and Formal Complaints

The law prohibits coworkers, supervisors, managers, and third parties with whom an employee comes into contact from engaging in harassment, discrimination, or retaliation. The District encourages any individual who believes he or she has been the Victim of Harassment, Discrimination, or Retaliation, or who believes that another has been the Victim of Harassment, Discrimination, or Retaliation, to file an Informal or Formal Complaint. No employee may be retaliated against as a result of lodging a complaint or participating in any workplace investigation.

The timelines under which a Formal Complaint must be filed are set forth in section 6.2 of these procedures (employment matters within 180 days and non-employment matters within one year). To enable the District's prompt and effective action in addressing concerns, the District strongly encourages the filing of Informal and Formal Complaints within 30 days of the alleged incident or as soon as possible within the timelines under section 6.2. While all Informal and Formal Complaints are taken seriously and will be investigated promptly, delay in filing impedes the District's ability to investigate and take remedial action.

The procedures for filing Informal and Formal Complaints that are set forth in this Administrative Procedure shall be (1) widely published and publicized to students and employees; (2) posted on the District's website and each college's website; (3) provided to all students as part of any orientation program



conducted for new students at the beginning of each term; (4) provided to all employees at the time they are first employed and as part of any orientation program for new employees; (5) displayed in a prominent location in the main administrative building of each campus and the District office; and (6) published in each college course catalog. The Formal Complaint form prescribed by the State Chancellor shall be available at each college department of student services, the office of each college President, the District human resources department, and by a “link” published on the District’s and each college’s website.

(Education Code, §§ 66252, 66270, 66281.5, Government Code, § 11135, Title 5, § 59326.)

### 3. Interim Measures Upon Receipt of an Informal or Formal Complaint

Upon receipt of an Informal or Formal Complaint, the RDO shall immediately assess whether interim steps are warranted. Examples of interim measures may include steps to prevent contact between an alleged Victim and the Accused while the complaint is being investigated and/or resolved, counseling, academic support, health and mental services, and/or escort services. In making this assessment, the RDO will consider the seriousness of the allegations, whether they include allegations of physical or sexual violence, whether they include allegations of Retaliation, and the power differential between the parties. When preventing contact between the parties is found to be warranted, the RDO or designee may take a variety of steps as he or she deems appropriate such as: (1) placing the Accused on paid administrative leave or immediate, interim suspension; (2) changes in the academic schedule or work assignment of the Victim and/or Accused; or (3) prohibiting the Accused from having any contact with the alleged Victim pending the results of the investigation. When taking steps to separate the alleged Victim and the Accused, the District shall minimize the burden on the alleged Victim. When any such steps are taken, the RDO or designee will make clear to all parties that these are non-disciplinary, interim measures pending the completion of an investigation and that no findings of wrongdoing have been made.

### 4. Informal Complaints

Any person may submit an Informal Complaint to the RDO or any other District or college administrator. Administrators receiving an Informal Complaint shall immediately notify the RDO in writing of all pertinent information and facts alleged in the Informal Complaint. Upon receipt of an Informal Complaint, the RDO or designee will notify the person bringing the Informal Complaint of his or her right to file a Formal Complaint, if the incident falls within the timeline for a Formal Complaint, and explain the procedure for doing so. If the individual is within the timelines and chooses not to submit a Formal Complaint, the RDO or designee will present the individual with a written description of the Formal Complaint process and a summary of the allegations provided by the individual making the Informal Complaint. This

document will clearly indicate that the RDO or designee advised the individual of his or her option to file a Formal Complaint and that the individual chose not to do so. The RDO or designee will request the individual to sign and date the document. Signing the document does not preclude the individual from later deciding to file a Formal Complaint, if within the timelines to do so. If the individual chooses not to file a Formal Complaint, or if the alleged conduct falls outside the timeline to file a Formal Complaint, the RDO or designee shall consider the allegations contained in the Informal Complaint and determine the appropriate course of action. This may include efforts to informally resolve the matter, and/or a fact-finding- investigation. Investigation of an informal complaint will be appropriate if the RDO or designee determines that the allegation(s), if proven true, would constitute a violation of the District policy prohibiting Harassment, Discrimination, or Retaliation. The RDO or designee will explain to any individual bringing an Informal Complaint that the RDO or designee may decide to initiate an investigation, even if the individual does not wish the RDO or designee to do so. The RDO or designee shall not disregard any allegations of Harassment, Discrimination, or Retaliation on the basis that the alleged conduct falls outside the deadline to file a Formal Complaint.

(Title 5, §§ 59324, 59327; 59328, 34 CFR 106.8.)

### 5. Informal Resolution Process

Whenever any person brings allegations of Harassment, Discrimination, or Retaliation to the attention of the District, the RDO or designee shall undertake efforts to informally resolve the matter between the alleged Victim and the Accused party or parties as follows:

- a. The victim may participate in the informal resolution process described below through, or with the assistance of, a Victim Advocate, with the following limitations:
  - i. The Victim Advocate must sign a confidentiality agreement stating that he or she is precluded from disclosing information obtained through the resolution process, unless such disclosure is authorized by law, and is made on behalf of the Victim with his or her approval.
  - ii. If the Accused is a District employee, his or her consent is required for the participation of a Victim Advocate who is a non-management or subordinate District employee.
  - iii. No Informal Resolution of an individual complaint may be adopted without the approval of the Victim himself or herself.
- b. When Informal Resolution efforts occur in response to an Informal Complaint, the RDO or designee is not required to initiate an investigation or engage in the procedural steps that apply to a Formal Complaint. However, the RDO or designee shall advise the alleged Victim that he or she may file a Formal Complaint at any time during the informal resolution process if the incident falls within the permissible timeline for a Formal Complaint (see section 6.2 -- (employment matters within 180 days and non-employment matters within one year). The informal resolution process may continue after the filing



- of a Formal Complaint; however, all timelines and procedural requirements for Formal Complaints must be met. The informal resolution process does not extend the time limitations for filing a Formal Complaint;
- c. When the District is first made aware of allegations of Harassment, Discrimination, or Retaliation through the filing of a Formal Complaint, the RDO or designee will inform the alleged Victim that he or she may engage in an informal resolution process. However, if he or she opts for an informal resolution process, all timelines and procedural requirements for Formal Complaints (see section 6.2) must be met;
  - d. The RDO or designee shall advise the alleged Victim that the informal resolution process is optional;
  - e. The RDO or designee shall advise the alleged Victim that the informal resolution process does not require that he or she confront or work out problems directly with the Accused;
  - f. If the alleged Victim has filed a Formal Complaint, any efforts at informal resolution shall not exceed ninety (90) Days after the District's receipt of the Formal Complaint, in conformance with the timeline for an administrative determination as provided in section 6.8 of this procedure;
  - g. If the alleged Victim has filed an Informal Complaint, the RDO or designee should generally seek to conclude the informal resolution process as soon as possible but within 90 days after receipt of the Informal Complaint. If the RDO or designee determines that, due to extenuating circumstances, the informal resolution process should be extended beyond 90 days, the RDO or designee will provide written notice to the alleged Victim and the Accused advising them that the informal resolution process will be extended for a specified number of days, by the end of which the RDO or designee will conclude the informal resolution process. The time period for any such extension shall be reasonable under the circumstances and not due to lack of diligence by the District;
  - h. At all times, it remains within the sole discretion of the District to determine whether alleged Harassing, Discriminatory, or Retaliatory conduct warrants discipline. An alleged Victim and the Accused do not have the authority to include in an informal resolution the disposition of discipline. However, the District may take into consideration the results of an informal resolution in determining whether and what discipline is appropriate. Similarly, even if an alleged Victim withdraws his or her Informal or Formal Complaint as the result of a successful informal resolution, the RDO or designee may require the investigation to continue if he or she determines that the allegation(s), if proven to be true, would constitute a violation of District policies prohibiting Discrimination, Harassment, or Retaliation; the District will inform the Victim of this possibility before initiating informal resolution;
  - i. If the matter is resolved, the RDO or designee will put the resolution in writing and meet with the alleged Victim and the Accused, who will review and sign the document memorializing the resolution. The Victim shall be responsible for informing the RDO or designee if the Accused fails to comply with the terms of the informal resolution. Upon such

notice, the RDO or designee shall be responsible for enforcing the terms of the Informal Resolution agreement;

- j. If it becomes clear to the RDO or designee that an informal resolution cannot be reached, he or she will convey the determination to both parties. The RDO or designee will also inform the alleged Victim of his or her right to file a Formal Complaint if he or she has not already done so;
- k. If a Formal Complaint submitted by an Official Reporter is resolved through the informal resolution process, the RDO or designee will notify the Official Reporter that the alleged Victim and the Accused participated in the Informal Resolution process and successfully resolved the matter. The Official Reporter is not entitled to receive any other information about the resolution unless he or she would otherwise receive this information due to his or her supervisory role over the Accused, or due to her or his role as a Victim Advocate; and
- l. If a Third Party Reporter or Official Reporter files an Informal Complaint alleging that a class of Victims has suffered Discrimination, Harassment, or Retaliation, the Third Party Reporter or Official Reporter may participate in the Informal Resolution Process as set forth in this Section 5 as if standing in the shoes of the Victims. For example, a Third Party or Official Reporter may file a Complaint for an alleged failure to provide wheelchair accessible facilities. In such cases, the District may work directly and solely with the Third Party or Official Reporter to reach an informal resolution.

(Title 5, §§ 59324, 59327; 59328, 59334, 59336, and 59339; 34 CFR 106.8; 34 CFR 110.25; and 28 CFR 35.107.)

## 6. FORMAL COMPLAINTS

Anyone may file a Formal Complaint, including: (1) an alleged Victim; (2) a Third-Party Reporter, or (3) an Official Reporter. Formal Complaints must be submitted to the State Chancellor or the RDO unless the party submitting the Formal Complaint alleges Discrimination, Harassment, or Retaliation against the RDO, in which case it should be submitted directly to the District Chancellor or the State Chancellor.

(Title 5, §§ 59324, 59327; 34 CFR 106.8.)

### 6.1. USE OF THE PRESCRIBED FORMAL COMPLAINT FORM

Formal Complaints should be submitted on the form prescribed by the State Chancellor. A copy of the form will be available at each college department of student services, the office of each college President, the District human resources department, and on each college's and the District's web sites. A copy of the form may be downloaded at the following web pages:

<http://extranet.cccco.edu/Divisions/Legal/Discrimination.aspx#CmpltForm>

or

<http://www.clpccd.org/HR/HRGovForms.php> - **Unlawful Discrimination Complaint Form**



Any party may file the form with the RDO or mail it directly to the State Chancellor's Office of the California Community Colleges. The address for the State Chancellor's Office is provided on the form.

If any party submits a written allegation of Harassment, Discrimination, and/or Retaliation not on the form described above, the District will seek to have the individual complete and submit the form. However, if the individual chooses not to do so, the District will attach the written allegation(s) to the form and treat it as a Formal Complaint. In no instance will the District reject a written allegation of Harassment, Discrimination, or Retaliation on the basis that it was not submitted on the proper form.

(Title 5, §§ 59311, 59328.)

### 6.2. REQUIRED ELEMENTS OF A FORMAL COMPLAINT

A Formal Complaint must meet each of the following criteria:

- a. It must allege facts with sufficient specificity to show that the allegations, if true, would constitute a violation of District policies or procedures prohibiting Discrimination, Harassment, and/or Retaliation;
- b. The complainant must sign and date the Formal Complaint;
- c. The complainant must file any Formal 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, and/or Retaliation.
- d. The complainant must file any Formal Complaint alleging Discrimination, Harassment, and/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 Formal Complaint does not meet the requirements set forth above, the RDO or designee will promptly return it to the complainant with a written notice specifying the defect. If the Formal Complaint was filed by an alleged Victim or an Official Reporter, the RDO or designee will also send a copy of the notice of defect to the State Chancellor at the same time he or she sends it to the complainant. If the sole defect is that the Formal Complaint was filed outside the applicable proscribed timeline, the RDO or designee will handle the matter as an Informal Complaint.

Immediately upon receiving a Formal Complaint that: (1) meets the requirements stated above; and (2) was filed by an alleged Victim or an Official Reporter, the RDO or designee shall forward a copy of the Formal Complaint to the State Chancellor.

The RDO is not required to forward Formal Complaints filed by other Third Party Reporters to the State Chancellor.

(Title 5, §§ 59328, 59330, 59332.)

### 6.3. RIGHT TO FILE A COMPLAINT WITH THE OCR, THE DFEH, THE EEOC, OR LOCAL LAW ENFORCEMENT

- a. Upon receipt of an Employment-Based Formal Complaint, the RDO or designee shall (1) advise the complainant that he or she may file a complaint with the EEOC or DFEH; and (2) forward a copy of any filing by the individual with the DFEH or the EEOC to the State Chancellor's Office for a determination of whether the issues presented require an independent investigation of the matter.
- b. Upon receipt of a Non-Employment-Based Formal Complaint, the RDO or designee shall advise the complainant that he or she may file a complaint with the OCR.
- c. The RDO or designee shall advise any individual submitting a Formal Complaint that he or she has a right to file a complaint with local law enforcement. The District must investigate Formal Complaints even if the complainant also files a complaint with local law enforcement or OCR.

(Title IX – see OCR, Questions and Answers on Title IX and Sexual Violence, April 29, 2014, p. 13; Title 5, §§ 59327, 59328.)

### 6.4. INVESTIGATION

- a. Upon receiving a Formal Complaint that meets all of the applicable requirements set forth in section 6.2, the RDO or designee shall initiate a fact-finding investigation. No Formal Complaint of Harassment, Discrimination, or Retaliation shall remain unexamined.
- b. The RDO or designee shall notify the complainant that he or she has initiated an investigation.
- c. If a Formal Complaint was filed by an alleged Victim or by an Official Reporter, the RDO or designee shall notify the State Chancellor that he or she has initiated an investigation.
- d. The RDO or designee may conduct the investigation or assign it to other staff or outside persons or organizations under contract with the District. Other staff, not reporting to the RDO, or an outside person or organization, will perform the investigation whenever the RDO is named in the Formal Complaint or implicated by the allegations in the Formal Complaint.
- e. In all instances, the person conducting the investigation will have relevant investigative experience or training and knowledge of pertinent District policies and laws governing Harassment, Discrimination, and Retaliation.
- f. The District will fairly and objectively investigate all Formal Complaints. This shall include giving the Victim or other complainant and the Accused an equal opportunity to inform the investigator of evidence and witnesses that they believe to be relevant to assessing the allegations. The investigator has the ultimate authority to determine who it is necessary to interview and what documents to review in order to complete a thorough, fair, objective and timely



investigation. However, he or she will not unreasonably fail to consider evidence identified by the Victim, other complainant, or Accused. The investigator may not have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.

### 6.5. WRITTEN REPORT

The results of the investigation of a Formal Complaint shall be set forth in a written report that will include at least all of the following information:

- a. A description of the circumstances giving rise to the Formal Complaint;
- b. A summary of the testimony provided by each witness interviewed by the investigator;
- c. An analysis of relevant evidence collected during the course of the investigation;
- d. A specific finding as to whether there is probable cause to believe that Discrimination, Harassment, and/or Retaliation occurred with respect to each allegation in the Formal Complaint; and
- e. Any other information deemed appropriate by the District.

(Title 5, §§ 59320, 59324, 59334.)

### 6.6. CONFIDENTIALITY OF THE PROCESS

Investigative processes can best be conducted within a confidential climate. Therefore, the District does not reveal information about such matters 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 Accused students and employees during the investigation process and any ensuing discipline.

(Cal. Const. Art. I, § 1.)

### 6.7. ADMINISTRATIVE DETERMINATION IN CASES NOT INVOLVING EMPLOYMENT

The RDO or designee shall complete the investigation and provide a copy of the investigative report to the District Chancellor in sufficient time for the Chancellor or designee to issue an administrative decision within ninety (90) Days after receipt of a Formal Complaint. The District shall take the following actions within ninety (90) Days after receipt of a Formal Complaint:

- a. The RDO or designee shall forward to the alleged Victim and/or Victim Advocate and to the Accused:
  1. a copy or summary of the investigative report;
  2. the administrative determination of the District

Chancellor or his or her designee as to whether there is probable cause to believe Discrimination, Harassment, or Retaliation occurred with respect to each allegation in the Formal Complaint;

3. a description of actions taken, if any, to stop any Discrimination, Harassment, or Retaliation found, to prevent similar problems from occurring in the future, and to remedy the effects of Discrimination, Harassment, or Retaliation on the Victim and other individuals, as necessary, provided, however, that the Accused will not be notified of the individual remedies offered or provided to the Victim that do not relate directly to limitations or consequences imposed on the Accused;
  4. the proposed resolution of the Formal Complaint;
  5. and notice of the right of the alleged Victim to appeal the determination to the District governing board and to the State Chancellor.
- b. If a Third Party Reporter or Official Reporter files a Formal Complaint alleging Discrimination, Harassment, or Retaliation, against a class of Victims, (such as an allegation that facilities are not wheelchair accessible), the Third Party Reporter or Official Reporter shall stand in the shoes of the Victims for the purposes of Section 6.7, subdivision a.
  - c. If the Formal Complaint was filed by an alleged Victim or an Official Reporter, the RDO or designee shall forward to the State Chancellor:
    1. a copy of the investigative report;
    2. the administrative determination of the District Chancellor or his or her designee as to whether there is probable cause to believe Discrimination, Harassment, or Retaliation occurred with respect to each allegation in the Formal Complaint;
    3. a description of actions taken, if any, to stop any Discrimination, Harassment, or Retaliation found, to prevent similar problems from occurring in the future, and to remedy the effects of Discrimination, Harassment, or Retaliation on the Victim;
    4. the proposed resolution of the Formal Complaint;
    5. and a copy of the notice sent to the alleged Victim advising him or her of his or her right to appeal the determination to the District governing board and to the State Chancellor.
  - d. If the Formal Complaint was filed by an Official Reporter on behalf of an individual rather than a class of Victims, the District will advise the Official Reporter that the District completed the investigation and apprised the alleged Victim and the Accused of the District's findings.

(Title 5, §§ 59328, 59336, 59338, 59339.)



## **6.8 ADMINISTRATIVE DETERMINATION IN CASES INVOLVING EMPLOYMENT**

The District shall complete the investigation and take the following actions within ninety (90) Days after receipt of a Formal Complaint.

- a. The RDO or designee shall forward to the alleged Victim and/or Victim Advocate and to the Accused:
  1. A copy or a summary of the investigative report;
  2. The administrative determination of the District Chancellor or his or her designee as to whether there is probable cause to believe Discrimination, Harassment, or Retaliation occurred with respect to each allegation in the Formal Complaint;
  3. A description of actions taken, if any, to stop any Discrimination, Harassment, or Retaliation found, to prevent similar problems from occurring in the future, and to remedy the effects of Discrimination, Harassment, or Retaliation on the Victim and/or the broader student population;
  4. The proposed resolution of the Formal Complaint; and
  5. The alleged Victim's right to appeal the determination to the District governing board and/or to file a complaint with the DFEH.
- b. If the Formal Complaint was filed by an Official Reporter on behalf of an individual rather than a class of Victims, the District will advise him or her that the District completed the investigation and apprised the alleged Victim and the Accused of the findings.

(Title 5, §§ 59328, 59336, 59338, 59339.)

## **6.9 APPEALS**

An alleged Victim has the right to file an appeal if he or she is not satisfied with the results of the District's administrative determination. Victims may utilize the Appeals process with the assistance of a Victim Advocate. The following procedures apply to appeals:

- a. **First Level of Appeal:** An alleged Victim has the right to file a written appeal to the District's governing board within fifteen (15) Days from the date of notice of the administrative determination. The District's governing board will review the original Formal Complaint, the investigative report, the administrative determination, and the appeal.

The District's governing board will issue a final District decision in the matter within forty-five (45) Days after receiving the appeal. Alternatively, the District's governing board may elect to take no action within forty-five (45) Days, in which case the original decision in the administrative determination shall become the final District decision in the matter. The RDO or designee will provide a copy of the final decision to the alleged Victim and the Accused.

- b. **Second Level of Appeal**
  1. **Cases Not Involving Employment:** If the alleged Victim is not satisfied with the result of the First Level Appeal,

he or she has the right to file a written appeal with the State Chancellor's Office within thirty (30) Days of the District's final decision following an appeal to the District's governing board. The written appeal must be accompanied by (1) a copy of the decision of the governing board; or (2) evidence showing the date on which the party filed an appeal with the governing board, accompanied by a statement under penalty of perjury that the party did not receive a response from the governing board within forty-five (45) Days from that date.

2. **Cases Involving Employment:** The alleged Victim has the right to file a complaint with the DFEH or the EEOC, where the case is within the jurisdiction of that agency.
- c. **Complaints by Third Party Reporters or Official Reporters:** If a Third Party Reporter or Official Reporter files a Formal Complaint alleging Discrimination, Harassment, or Retaliation, against a class of Victims (such as an allegation that facilities are not wheelchair accessible), the Third Party Reporter or Official Reporter shall stand in the shoes of the Victims for the purposes of this Section.

(Title 5, §§ 59328, 59338, 59339; Title 2, § 10001.)

## **6.10 PROVISION OF INFORMATION ABOUT APPEALS TO STATE CHANCELLOR**

In any case involving alleged Discrimination, Harassment, or Retaliation, not involving employment, if the Formal Complaint was filed by an alleged Victim or an Official Reporter, the RDO or designee will, within 150 days of receiving a Formal Complaint, either:

- a. Notify the State Chancellor that the alleged Victim did not file an appeal with the District's governing board and that the District has closed its file; or
- b. Forward the following to the State Chancellor: (1) a copy of the notice of appeal rights the District sent to the alleged Victim; (2) a copy of the alleged Victim's appeal of the District's administrative determination; (3) a copy of the final District decision; and (4) any other information the State Chancellor may require.

The reporting obligations specified above do not apply to Formal Complaints submitted by other Third-Party Reporters.

## **6.11 EXTENSIONS**

If the District is unable to comply with the 90-Day or 150-Day deadlines (specified above in sections 6.7 and 6.10) for reasons beyond its control, the RDO or designee may file a written request with the State Chancellor requesting an extension of the deadline. The RDO or designee must submit the request no later than 10 Days prior to the expiration of the deadline. The request must set forth the reasons for the request and the date by which the District expects to be able to submit the required materials.



The RDO or designee shall send a copy of the request for an extension to the alleged Victim and provide him or her with notice that he or she may file written objections to the request for an extension with the State Chancellor within 5 Days of receipt. If the complaint was filed by a Third Party reporter on behalf of a class of individuals, the Third Party Reporter shall stand in the shoes of the alleged Victim for purposes of this Section. If the State Chancellor grants the request for an extension of the 90-day deadline, the 150-day deadline is automatically extended by an equal amount.

(Title 5, § 59342.)

### 6.12 FILE RETENTION

The District will retain on file for a period of at least three years after closing the case copies of (1) the original Formal Complaint; (2) the investigatory report; (3) the summary of the report if one is prepared; (4) the notice provided to alleged Victim, or Third Party Reporter of a class complaint, of the District's administrative determination and his or her right to appeal; (5) any appeal; and (6) the District's final decision. The District will make such documents available to the State Chancellor upon request.

(Title 5, §§ 59328, 59338 and 59340.)

## 7. DISCIPLINE AND CORRECTIVE ACTION

Upon investigation of any Informal or Formal Complaint, if the District determines that Harassment, Discrimination and/or Retaliation occurred, the District shall take remedial action. The action will be prompt, effective, and commensurate with the severity of the offense.

### 7.1 CORRECTIVE ACTIONS

Remedies for the Victim might include, but are not limited to:

- a. providing an escort to ensure that the Victim can move safely between classes and activities;
- b. ensuring that the Victim and perpetrator do not attend the same classes or work in the same work area;
- c. preventing offending third parties from entering campus;
- d. providing counseling services and/or a referral to counseling services;
- e. providing medical services and/or a referral to medical services;
- f. providing academic support services, such as tutoring;
- g. arranging for a student-Victim to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Victim's academic record; and
- h. reviewing any disciplinary actions taken against the Victim to see if there is a causal connection between the Harassment, Discrimination, and/or Retaliation and the misconduct that may have resulted in the Victim being disciplined.

Remedies for the broader student population, if appropriate, might include notifying students of the availability of campus and community counseling, health, mental health, and other student services; providing training to students and District employees; developing materials to distribute to students and post on campus; creating a committee of students and campus officials to identify strategies for ensuring that students know about the District's prohibition against discrimination, including harassment; conducting a "climate check" to assess the effectiveness of efforts to ensure the campus is free from discrimination and harassment and using the resulting information to inform future proactive steps.

### 7.2. DISCLOSURE OF DISCIPLINARY ACTION TAKEN

If discipline is imposed, the details of the discipline will not be communicated to the Victim or Victim Advocate, without the permission of the Accused, except as set forth in this section. The District may disclose to a Victim or Victim Advocate that discipline has been imposed or other corrective measures taken, except that such information will not be disclosed to a Victim Advocate where the matter involves employee discipline and the Victim Advocate is a non-managerial or subordinate employee to the Accused. The District may also disclose information to a Victim about the sanction imposed on an individual who was found to have engaged in Harassment when the sanction directly relates to the Victim; for example, the District may inform the Victim that the harasser must stay away from him or her.

### 7.3 ADHERENCE TO DISCIPLINE PROCEDURES

If the District determines that discipline should be imposed against a student or employee based on the findings in its investigation, the discipline process will comport with due process and related principles, and will conform to all applicable statutes, regulations, personnel policies and procedures, employment contracts, and collective bargaining agreements.

### 7.4 NOTICE TO VICTIM OF OUTCOME OF APPEAL

The RDO or designee shall provide written notice to the Victim promptly after any appeal is upheld or denied. If a successful appeal may impact the Victim, such as a return of the Accused individual to campus, the RDO or designee shall take steps as needed to remediate the environment for the alleged Victim.

The District shall also take reasonable steps (1) to protect the Victim from further Harassment and/or Discrimination; and (2) to protect the Victim, any Third-Party Reporter or Victim Advocate, and witnesses, from Retaliation. The District will ensure that Victims, Third-Party Reporters, and witnesses, know how to report any subsequent Harassment, Discrimination, and/or Retaliation.

(Ed. Code, § 76234)



### 8. EDUCATION AND TRAINING FOR STUDENTS AND EMPLOYEES

The RDO or designee shall provide or make arrangements to provide training and education to employees and students on the District's Harassment, Discrimination, and Retaliation policies and procedures and how to file an Informal or Formal Complaint.

- a. The District will provide all employees with a copy of the District's written policies and procedures on Harassment, Discrimination, and Retaliation upon hire and at the beginning of the first term of each college year.
- b. The District will provide training on the District's Harassment, Discrimination, and Retaliation policies and procedures for all employees during the first year of their employment.
- c. Because of their special responsibilities under the law, supervisors will undergo mandatory training within six months of assuming a supervisory position and thereafter once every two years. In years in which a substantive policy or procedural change has occurred, all District employees will attend a training update and/or receive a copy of the revised policies and procedures.
- d. In order to take proactive measures to prevent and address Discrimination and Harassment, including sexual harassment and sexual violence toward students, the District will provide preventive education programs and Victim resources and services. The District will educate students about such programs, resources, and services in orientation programs for new students, in training for student athletes and coaches, and in training provided to students who lead student organizations. These programs

will include discussion of what constitutes Discrimination and Harassment, including sexual harassment and sexual violence, the District's policies and disciplinary procedures, the consequences of violating these policies, and how to file an Informal or Formal Complaint. The District will make such educational programs and information available to all students at least once annually.

- e. Student education programs will also include information aimed at encouraging students to report incidents of sexual violence to the appropriate college, District, and law enforcement authorities. Since Victims or third parties may be deterred from reporting incidents if alcohol, drugs, or other violations of District or campus rules were involved, the District will inform students that the primary concern is for student safety, and that use of alcohol or drugs never makes the Victim at fault for sexual violence.
- f. If training is provided by webinar, the District will record and maintain a copy of the webinar, including all written materials used by the training and the questions and answers addressed during the webinar. The District will retain these records for at least two years.

(Ed. Code, § 66281.5; Gov. Code, § 12950.1; Title 5, §§ 59324, 59326, 59300 et seq.; 34 C.F.R. § 106.8(b); 28 CFR 35.107; 34 CFR 104.)

[See also BP and AP 3410 (Nondiscrimination) and BP and AP 3430 (Prohibition of Harassment).]

Date Approved: July 21, 2015; Edited November 20, 2017.







## DISTRICT ADMINISTRATIVE PROCEDURE AP 5500 STANDARDS OF STUDENT CONDUCT

### References:

Education Code Sections 66300 and 66301;  
Accreditation Standard II.A.7.b

**Definitions:** The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee and the campus safety administrator/supervisor.
- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to District property or to private property on campus.
- Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
- Committing sexual harassment as defined by law or by District policies and procedures.
- Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.
- Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.
- Willful misconduct that results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined by college faculty.
- Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
- Unauthorized entry upon or use of District facilities.
- Lewd, indecent or obscene conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.
- Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
- Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

Students who engage in any of the above are subject to the procedures outlined in AP 5520 titled 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, 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 Dean or the Vice President of Student Services determines the complaint to be capricious, the complaint may be dismissed.



The Vice President of Student Services or designee (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 of the following actions that will be taken in the case:

1. Place on record a verbal or written reprimand.
2. Place the student on probation, temporary exclusion or suspension.
3. Recommend expulsion to the District Board of Trustees via the President of the College and the District Chancellor.
4. 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 Vice President of Student Services or designee in writing within two (2) working days to initiate a formal hearing.

### Policy Definitions

The term (District) means Chabot-Las Positas Community College District.

1. The term (College) means Chabot College or Las Positas College.
2. The term "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".
3. The term "faculty member" means any persons hired by the (College/District) to conduct classroom activities.
4. The term "manager" includes any person employed by the (College/District) performing assigned administrative, professional, or staff responsibilities.

5. The term "agent of the college" includes any person who is a student, faculty member, (College/District) official or any other person employed by the (College).
6. The term "(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.
7. The term "college community" includes any person who is a student, faculty member, staff, (College/District) official or any other person employed by the (College).
8. The term "organization" means any number of persons who have complied with the formal requirements for (College) enrollment/registration.
9. The term "behavior" includes conduct and expression.
10. The term "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.
11. The term "deadly weapons" includes 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.
12. The term "shall" is used in the imperative sense.
13. The term "may" is used in the permissive sense.
14. The term "Policy" is defined as the written regulations of the (College/District) as found in, but not limited to, the Student Code, and College Catalog.
15. The term "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.



16. The term “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.
17. The term “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.
18. The term “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.

Date Approved: March 18, 2014; Revised August 2016.  
(This procedure replaces Administrative Rules and Procedures 5512)

## DISTRICT ADMINISTRATIVE PROCEDURE AP 5520 STUDENT DISCIPLINE PROCEDURES

### References:

Education Code Sections 66300, 72122, and 76030

The purpose of this procedure is to provide a prompt and equitable means to address violations of the Standards of Student Conduct. If the student wishes to proceed beyond the informal process described in AP 550, then the following procedure applies. This procedure 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.

### Definitions:

**District** – The Chabot-Las Positas Community College District.

**Student** – Any person currently enrolled as a student at any college or in any program offered by the District.

**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 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 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 for one or more terms.

**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 security administrator/supervisor or designee for any person to remain on campus in accordance with California Penal Code Section 626.4 where the campus security 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 attend to the issue. Notice of extension will be provided to the student.

**Short-term Suspensions, Long-term Suspensions, and Expulsions:** 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:
    - › the specific section of the Standards of Student Conduct that the student is accused of violating.
    - › a short statement of the facts supporting the accusation.
    - › the right of the student to meet with the VPSS/Designee to discuss the accusation, or to respond in writing.
    - › the nature of the discipline that is being considered.
  - **Time limits** – The notice must be provided to the student within 5 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 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 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) working days to initiate a formal hearing.
- **Short-term Suspension** – After the meeting described above, the VPSS/Designee may decide to impose a short-term suspension, to impose some lesser disciplinary action, or to end the matter. A short-term suspension will be for up to 10 days. Written notice of the VPSS/Designee decision shall be provided to the student within 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 VPSS/Designee decision on a short-term suspension or lesser disciplinary action shall be final.
  - **Long-term Suspension** – Within 15 days after the meeting described above, the Chancellor or designee, generally college President Chancellor/Designee) shall, pursuant to a recommendation from the VPSS/Designee, decide whether to impose a long-term suspension. Written notice of the Chancellor/Designee decision shall be provided to the student. If the Chancellor/Designee decision is to impose a long-term suspension, the notice will include the right of the student to request a formal hearing before the long-term suspension is imposed, and a copy of this policy describing the procedures for a hearing.
  - **Expulsion** – Within 15 days after the meeting described above, the Chancellor/Designee shall, pursuant to a recommendation from the VPSS/Designee, decide whether to recommend expulsion to the Board of Trustees. Written notice of the Chancellor/Designee's decision shall be provided to the student. If the Chancellor/Designee decision is to impose an expulsion, the notice will include the right of the student to request a formal hearing before expulsion is imposed, and a copy of this policy describing the procedures for a hearing.

**Hearing Procedures** – Request for Hearing.

Within 5 days after receipt of the VPSS/Designee 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/Designee 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.



The Chancellor/Designee, the president of the Academic Senate, and the Associate Students president shall each, at the beginning of the academic year, establish a list of at least five persons who will serve on student disciplinary hearing panels. The Chancellor/Designee shall appoint the hearing panel from the names on these lists. However, no administrator, faculty member or student who has any personal involvement in the matter to be decided, who is a necessary witness, or who could not otherwise act in a neutral manner shall serve on a hearing panel.

**Hearing Panel Chair** – The Chancellor/Designee 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 a college representative who shall be the VPSS/Designee.

The college representative and the student 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 hearing panel determines to proceed otherwise, the college representative and the student shall each be permitted to make an opening statement. Thereafter, the college representative shall make the first presentation, followed by the student. The college representative may present rebuttal evidence after the student completes his/her evidence. The burden shall be on the college representative to prove by substantial of evidence that the facts alleged are true.

The student may represent himself/herself, and may also have the right to be represented by a person of his/her choice.

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 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.

The hearing shall be recorded by the District 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 hearing panel 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. Tape recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. The student may request a copy of the tape recording.

All testimony shall be taken under oath; the oath shall be administered by the hearing panel 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 is not unavailable.

Within 10 days following the close of the hearing, the hearing panel shall prepare and send to the Chancellor/Designee a written decision. The decision shall include specific factual findings regarding the accusation, and shall include specific conclusions regarding whether any specific section of the Standards of Student Conduct were violated. The decision shall also include a specific recommendation regarding the disciplinary action to be imposed, 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 accusation, the written response, if any, of the student, and the oral and written evidence produced at the hearing.

**Chancellor/Designee Decision:**

**Long-term suspension** – Within 10 days following receipt of the hearing panel's recommended decision, the Chancellor/Designee shall render a final written decision. 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, 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 recommended decision, 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, he or she shall review the record of the hearing, and 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 or by personal service, at least three days prior to the meeting, of the date, time, and place of the Board's meeting.

The student may, within forty-eight 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 be in 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 and/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.

**Immediate Interim Suspension** (Education Code Section 66017): The Chancellor/Designee may order immediate suspension of a student where he/she concludes 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 ten days.

**Removal from Class** (Education Code Section 76032): Any instructor may order a student removed from his/her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the VPSS/Designee 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.

**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, he/she must promptly leave or be escorted off campus. If consent to remain on campus is withdrawn a written report must be promptly made to the Chancellor/Designee.

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 seven 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 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).



**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

## 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.



## STUDENT RIGHTS AND RESPONSIBILITIES

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)



A large, dark grey granite monument with a white rectangular section on the right side. The monument is set outdoors with trees and a building in the background. The text 'CHABOT' is in a large, white, serif font, underlined, and 'COLLEGE' is in a smaller, white, sans-serif font below it. The text 'COURSES OF INSTRUCTION' is overlaid in white, bold, sans-serif font at the bottom of the monument.

**CHABOT**  
COLLEGE

**COURSES  
OF  
INSTRUCTION**



### ACADEMIC CREDIT, UNITS & COURSE NUMBERING

Courses at Chabot College are categorized in terms of credit-bearing, non-credit, and not-for-credit community service courses. Courses listed in this catalog are either credit-bearing or non-credit. Non-credit courses do not carry college credit, and many have no enrollment fee.

### Semester Units

All courses in this catalog are described in semester units. One unit is equivalent to three hours of recitation, study or laboratory work per week throughout a semester.

### Numbering System

- Courses numbered 1-99 are baccalaureate level, and the majority transfer to the California State University\*.
- Courses numbered 100-299 are not degree applicable and not transferable.
  - » 29 - Independent Study
  - » 100-149 - Basic Skills
  - » 200-299 - Noncredit

\* Please refer to [www.assist.org](http://www.assist.org) and/or <http://www.chabotcollege.edu/counseling/transfer/transfer-planning.php> for the most current information on CSU and UC transfer credit and/or consult a counselor.

Numbering for courses taught in the Health, Kinesiology and Athletics Division - A special number system was developed for certain activity, theory, and intercollegiate courses. The following course identifiers are used:

ADPE=	Adapted Physical Education (these courses are repeatable)
ATHL=	Intercollegiate Athletics (these courses may be repeatable)
DANC=	Dance
HEAG=	Healthy Aging Older Adults (these courses are not degree applicable)
KINE=	Kinesiology (theory courses)
PEAC=	Physical Education Activity

### 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.

### REGISTRATION

A student must be registered in a course within the officially designated time, to receive credit.





# ADMINISTRATION OF JUSTICE (ADMJ)

**DEGREE:**

AS-T—ADMINISTRATION OF JUSTICE

AA—ADMINISTRATION OF JUSTICE

## 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 a California State University offering a major in Administration of Justice/Criminal Justice. The two year program combines instruction in aspects of criminal justice system with law enforcement, criminal law, evidence, and criminal procedure, with general education courses required for graduation and transfer. The degree prepares students seeking to transfer to a CSU Administration of Justice program or for careers in law enforcement, probation and parole, corrections, security and related criminal justice and technical occupations.

**CAREER OPPORTUNITIES IN ADMINISTRATION OF JUSTICE**

Criminal Justice and related fields represent high growth employment opportunities. Some potential careers include Police Officer, County Sheriff, State Highway Patrol Officer, Correctional Officer, Probation and Parole Officers, Juvenile Counselor and Probation Officers.

**PROGRAM LEARNING OUTCOMES**

1. Evaluate and analyze criminal justice issues and topics using knowledge of criminal justice institutions, terminology, theory and ethical issues in crime and justice.
2. Understand the interdisciplinary nature of criminal justice and the varying perspectives of the liberal arts and sciences as related to law enforcement, courts, and corrections.

<b>REQUIRED COURSES (6 UNITS)</b>		<b>UNITS</b>
ADMJ 50	Introduction to the Administration of Justice	3
ADMJ 60	Criminal Law	3

**List A: Select two courses from the following (6 units) Units**

ADMJ 61	Evidence	3
ADMJ 63	Criminal Investigation	3
ADMJ 70	Community Relations	3
ADMJ 55	Introduction to Correctional Science	3
ADMJ 40	Juvenile Procedures	3
ADMJ 80	Criminal Court Process	3
ADMJ 85	Introduction to Forensics	3

**List B: Select two courses from the following (Minimum 6 units)**

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)	

Major requirements	18-19 units
General Education	CSU GE- 39 units IGETC (CSU)- 37 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 DEGREE

The Administration of Justice curriculum is designed to prepare students for careers in the fields of law enforcement, probation, parole, security, and related criminal justice fields along with related technical occupations. The two-year program combines instruction in corrections, law enforcement and security with general education courses required for graduation. Students can earn an Associate in Arts degree in Administration of Justice or Certificates of Completion in Correctional Science or Security. The program has been authorized by the Commission on Peace Officer Standards and Training and the Board of Corrections to offer certain technical and special courses.

**PROGRAM LEARNING OUTCOMES**

1. Understand the interdisciplinary nature of criminal justice and the varying perspectives of the liberal arts and sciences as related to law enforcement, courts, and corrections.
2. Evaluate and analyze criminal justice issues and topics using knowledge of criminal justice institutions, terminology, theory and ethical issues in crime and justice.

<b>YEAR ONE</b>		<b>UNITS</b>
ADMJ 50	Introduction to the Administration of Justice	3
ADMJ 54	Investigative Reporting	3
ADMJ 60	Criminal Law	3
ADMJ 61	Evidence	3

**YEAR TWO**

ADMJ 63	Criminal Investigation	3
ADMJ 70	Community Relations	3
	Administration of Justice options *	4 - 6
HLTH 60	Responding to Emergencies	1

Major Courses	23-25 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 units

\*Administration of Justice Options to be chosen from: ADMJ 55, 59, 69, 74, 79, and 89

**ADMINISTRATION OF JUSTICE (ADMJ)****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. 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 (completed 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:** POSC 1 or ADMJ 50 (completed with a grade of "C" or higher.) May not receive credit if POSC 45 has been completed.

**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 provides a critical analysis of punishment and the modern correctional process as utilized in the rehabilitation of adult and juvenile offenders. Exploration of the various types of punishment, alternatives to punishment, types of correctional institutions, and the impact of punishment on the criminal justice system. 54 hours lecture.

**59 CHILD ABUSE IN THE COMMUNITY 2 UNITS**

Dynamics of battered child syndrome. Focus on the abusive caretaker, patterns of abuse, and means necessary for effective intervention and treatment including effective legal and social action to control child abuse in the community. 36 hours lecture.

**60 CRIMINAL LAW 3 UNITS**

This course offers an analysis of the doctrine of criminal liability in the United States and the classification of crimes against persons, property, morals, and public welfare. Special emphasis is placed on the classification of crime, the general 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 and 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.

**69 SEX CRIME INVESTIGATION 3 UNITS**

Sexual assault investigations; human behavior in relation to sexual attitudes and behavior; sexual assault laws and investigations; interview and interrogation techniques: court preparation and trial phase; sex crime prevention. 54 hours lecture.

**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 covered may include crime prevention, restorative justice, conflict resolution, and ethics. 54 hours lecture. **Strongly Recommended:** ADMJ 50.

**74 GANGS AND DRUGS 2 UNITS**

Definition of a gang and gang activity. Historical and cultural aspects. Interrelationships 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 and 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.

**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 (completed 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 (completed with a grade of "P" or higher)

**9969 FIREARMS INSTRUCTOR 1 UNIT**

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. 54 hours laboratory. **Strongly Recommended:** ADMJ 50 (completed 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 (completed 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 (completed 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 (completed 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 (completed with a grade of "P" or higher)

**9995 FIREARMS/TACTICAL RIFLE FOR THE FIRST RESPONDER .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 (completed 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 (completed with a grade of "C" or higher) and, ADMJ 50 (completed with a grade of "C" or higher) and, ADMJ 60 (completed with a grade of "C" or higher) and, ADMJ 61 (completed with a grade of "C" or higher) and, ADMJ 70 (completed 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. Special approval required for enrollment. 81 hours lecture. **Strongly Recommended:** ADMJ 50 (completed with a grade of "P" or higher) **Prerequisite:** ADMJ 9997 (completed with a grade of "P" or higher) or possession of a Basic California POST Certificate.





## ADAPTED PHYSICAL EDUCATION (ADPE)

See Kinesiology Section  
"Adapted Physical Education (ADPE)" on page 257

## ANATOMY (ANAT)

### 1 GENERAL HUMAN ANATOMY 5 UNITS

Structure and function of the human body with emphasis on microscopic and gross anatomy. Microscopic examination of normal and pathological tissues, and dissection, supplemented by use of charts, models, and computer assisted instruction. 54 hours lecture, 108 hours laboratory. **Prerequisite:** BIOL 31 (completed with a grade of "C" or higher) or equivalent course. **Strongly Recommended:** ENGL 1A or ENGL 1 (completed with a grade of "C" or higher)

## ANTHROPOLOGY (ANTH)

**DEGREE:**  
AA-T—ANTHROPOLOGY  
AA—ANTHROPOLOGY

### ANTHROPOLOGY

ASSOCIATE IN ARTS FOR TRANSFER DEGREE

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 required 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.

### CAREER OPPORTUNITIES IN ANTHROPOLOGY

An Associate in Arts for Transfer Degree in Anthropology enables students to pursue graduate studies if they choose a teaching, research, or field career in Anthropology. It is also a good preparation for anyone who chooses a career that requires a cross-cultural perspective and sensitivity to other cultures (education, medical fields, business, law, law enforcement, administration, management, politics), a good understanding of humans' interaction with their physical and cultural environment (human ecology, environmental science), and/or a good understanding of evolutionary processes (medical and pharmaceutical research.)

### 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 COURSES: (10 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: Select one of the following courses.

		UNITS
ANTH 4	Language and Culture	3
ANTH 12	Magic, Religion, Witchcraft and Healing	3
BIOL 10	Introduction to the Science of Biology	4
	or	
BIOL 31	Introduction to College Biology (4)	
MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences (4)	

#### List B: Select one of the following courses or any course from List A not already used.

ANAT 1	General Human Anatomy	5
GEO 20	Introduction to Geographic Information Systems	3
SOCI 5	Introduction to Social Research Methods	3

**List C: 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 7	Introduction to Global Studies	3
	or	
GLST 1	Introduction to Global Studies	(3)
	or	
POSC 11	Introduction to Global Studies	(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 Ethnic Relations	3

Major Requirements	19-22 units
General Education	CSU GE- 39 units IGETC (CSU)- 37 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.

**ANTHROPOLOGY**

## ASSOCIATE IN ARTS

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.

**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.

YEAR ONE		UNITS
ANTH 3	Social and Cultural Anthropology	3
ANTH 1	Biological/Physical Anthropology	3
ANTH 1L	Biological/Physical Anthropology Laboratory	1

**YEAR TWO**

ANTH 2	Introduction to Archaeology	3
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**Choose 2 courses from the following list (6 units): UNITS**

ANTH 4	Language and Culture	3
ANTH 5	Cultures of the U.S. in Global Perspective	3
ANTH 7	Introduction to Global Studies	3
	or	
GLST 1	Introduction to Global Studies	(3)
	or	
POSC 11	Introduction to Global Studies	(3)
ANTH 8	Native American Cultures	3
ANTH 12	Magic, Religion, Witchcraft and Healing	3
ANTH 13	Forensic Anthropology	3

**Choose 2 courses from the following list (6-10 units): UNITS**

ANAT 1	General Human Anatomy	5
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
	or	
BIOL 31	Introduction to College Biology	(4)
BIOL 50	Anatomy and Physiology	4
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 3	Introduction to Muslim-American Studies	3
ES 4	Intro to Latinx 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 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
	or	
ES 21	The African American Experience in U.S. History From Reconstruction	(3)
HIS 22	Mexican American History and Culture	3
	or	
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	(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
PHIL 50	God, Nature, Human Nature	3
PHIL 60	Introduction to Philosophy: Ethics	3
POSC 1	Introduction to American Government	3
POSC 10	Seminar in Comparative Politics	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 2	Contemporary Ethnic Minority Families in the U.S.	(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	3
	or	
ES 7	Women of Color in the United States	(3)

Major Requirements:	22-26
General Education	25
Electives	Degree applicable units as needed
Total units	60 minimum degree applicable units

## ANTHROPOLOGY (ANTH)

### 1 BIOLOGICAL/PHYSICAL ANTHROPOLOGY 3 UNITS

Humans as a biological species through the examination of fossil evidence for human evolution, behavior of nonhuman primates, and human evolutionary biology and genetics. 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 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 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 or ENGL 1.

### 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 or ENGL 1.

#### 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:** Eligibility for ENGL 1 or ENGL 1A.

#### 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

#### 7 INTRODUCTION TO GLOBAL STUDIES 3 UNITS

(See also GLST 1 and POSC 11)

This course is an introduction to the interdisciplinary field of Global Studies. Explores the current processes of "globalization" in the world today and their impact on peoples and societies. Examines conflicts arising out of competition over resources, the impact of wars, economic and environmental disruption, and transnational migrations of people. Explores debates over globalization and the social movements that have arisen in response to the impact of globalization. May not receive credit if GLST 1 or POSC 11 has been completed successfully. 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 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 1 or ENGL 1A.

#### 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 1 or ENGL 1A.

#### 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. **Prerequisite:** ANTH 13 (completed with a grade of "C" or higher) (may be taken concurrently). **Strongly Recommended:** Eligibility for ENGL 1 or ENGL 1A.



## 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 seven apprenticeship programs, including:

- Automotive – Automotive Repair and Machinists Trades: [www.autoapprenticeship.com](http://www.autoapprenticeship.com)
- Construction Trades – Associated Builders and Contractors, San Diego: [www.abcsd.org](http://www.abcsd.org)
- Electrical – Alameda County Electrical JATC: [www.ibew595.org](http://www.ibew595.org) (search Apprenticeship)
- Fire/Life Safety – Western Burglar and Fire Alarm Association: [www.wbfaa.net](http://www.wbfaa.net)
- Roofing – Independent Roofing Contractors of California: [www.ircc.org](http://www.ircc.org)
- Sprinkler Fitters – Sprinkler Fitters U.A. Local 483: [www.sprinklerfitters483.org](http://www.sprinklerfitters483.org), Training tab
- Telecommunications – Communications Workers of America, CWA District 9: email [cwajatc@yahoo.com](mailto: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.

## ARCHITECTURE (ARCH)

**DEGREE:**

AA—ARCHITECTURE

**CERTIFICATE OF ACHIEVEMENT:**

ARCHITECTURE TECHNOLOGY

### ARCHITECTURE

ASSOCIATE IN ARTS DEGREE

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 IN ARCHITECTURE**

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**

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

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**TOTAL UNITS** **36**

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 IN ARCHITECTURE TECHNOLOGY**

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**

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**

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

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**TOTAL UNITS** **38**
**ARCHITECTURE (ARCH)****2A ARCHITECTURAL GRAPHICS IN DRAWINGS 3 UNITS AND SKETCHING**

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 3 UNITS RENDERING**

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 (completed with a grade of "C" or higher.)

**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 (completed with a grade of "C" or higher) or ID 49 (completed 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 (completed 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:** Architecture 2B (completed 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 determinates 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:** Architecture 8A (completed 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 of 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 COMMUNICATIONS 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 (completed with a grade of "C" or higher) or, ID 49 (completed with a grade of "C" or higher.)

#### **68 DIGITAL TOOLS FOR DESIGN AND VISUAL COMMUNICATION 4 UNITS**

(See also ID 68)

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 68 has been completed. 54 hours lecture, 54 hours laboratory.

#### **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. 18 hours lecture, 72 hours laboratory **Strongly Recommended:** ARCH 4A (completed with a grade of "C" or higher) and, ARCH 33 (completed with a grade of "C" or higher.)

## ART (ART)

### DEGREE:

AA-T-STUDIO ARTS  
 AA- FINE ART CERAMICS  
 AA- FINE ART PAINTING AND DRAWING  
 AA- FINE ART SCULPTURE  
 AA- FINE ART STUDIO FOUNDATIONS

### STUDIO ARTS

#### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate in Arts in Studio Art for Transfer degree is designed for the student artist interested in transferring to a four year Studio Art program within the CSU system. Courses are offered in painting, drawing, ceramics, sculpture, photography, art history and digital technology. The Associate in Arts in Studio Arts for Transfer degree provides students with an opportunity to develop the techniques, visual sensibility, and historical understanding necessary for working with various art media. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of "the making," are essential parts of the program. The Associate in Arts in Studio Art for Transfer 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 Art teaching.

### PROGRAM LEARNING OUTCOMES

1. Demonstrate an ability to work with media (drawing, painting, clay, etc.) of each discipline.
2. Demonstrate visual literacy and explain it in terms of the elements and principles of design.

### REQUIRED COURSES (15 UNITS)

	UNITS
ART 2A Introduction to Drawing	3
ART 23 2-D Foundations	3
ART 24 3-D Foundations	3
ARTH 4 Art History-Ancient to Gothic	3
ARTH 5 Art History - Renaissance to Modern	3

### List A: Studio Electives (9 units)

	Units
ART 3A Figure and Composition I or	3
ART 2B Drawing and Composition	(3)
ART 12A Beginning Oil Painting or	3
ART 13A Acrylic Painting - Beginning I	(3)
ART 16A Introduction to Ceramics I	3
ART 17A Beginning Sculpture 1	3
DIGM 6A Photo Compositing and	3
DIGM 4A Digital Illustration	3
PHOT 50 Introduction to Photography	3



Major Requirements	24 units
General Education	CSU GE- 39 units IGETC (CSU)- 37 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.

### FINE ART CERAMICS

#### ASSOCIATE IN ARTS

The Ceramics program 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 IN FINE ART CERAMICS

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: Ceramicist, 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 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.





<b>REQUIRED COURSES (31.5 UNITS)</b>		<b>UNITS</b>
ART 2A	Introduction to Drawing	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ARTH 4	Art History-Ancient to Gothic	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

<b>ART ELECTIVES (CHOOSE ANY 6 UNITS)</b>		<b>UNITS</b>
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	Photo Compositing	3
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
FILM 16	Digital Storytelling	3
PHOT 50	Introduction to Photography	3
PHOT 61	Color Photography & Theory	3
PHOT 64A	Artificial Light Photography	3
PHOT 66	Photo Compositing	3

Major Requirements:	37.5 units
General Education	25 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

## FINE ART PAINTING AND DRAWING

### ASSOCIATE IN ARTS

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 IN FINE ART PAINTING AND DRAWING

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 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.

<b>REQUIRED COURSES (31.5 UNITS)</b>		<b>UNITS</b>
ART 2A	Introduction to Drawing	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ARTH 4	Art History-Ancient to Gothic	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

**Art Electives (choose any 6 units)**

PHOT 50	Introduction to Photography	3
PHOT 66	Photo Compositing	3
DIGM 6A	Photo Compositing	3
DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 11	Video Editing	3
DIGM 10A	Introduction to Animation	3
PHOT 61	Color Photography & Theory	3
ART 16A	Introduction to Ceramics I	3
ART 17A	Beginning Sculpture 1	3
ART 18A	Wood and Stone Sculpture I	3
ART 61	Illustration	3
ART 12C	Advanced Oil Painting I	3
ART 13B	Acrylic Painting - Beginning II	3
ART 7C	Advanced Watercolor Painting I	3
ART 17B	Beginning Sculpture 2	3
ART 18B	Wood and Stone Sculpture II	3
ART 20	All Media Sculpture	3
FILM 16	Digital Storytelling	3
PHOT 64A	Artificial Light Photography	3
ART 2C	Individual Projects in Academic Realism Drawing	3

Major Requirements:	37.5 units
General Education	25 units
Electives	Degree applicable units as needed
Total units	60 minimum degree applicable units

**FINE ART SCULPTURE**

## ASSOCIATE IN ARTS

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. 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 of talented students toward successful entrance into the professional art field.

**CAREER OPPORTUNITIES IN FINE ART SCULPTURE**

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 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 COURSES (31.5 UNITS)****UNITS**

ART 2A	Introduction to Drawing	3
ART 23	2-D Foundations	3
ART 24	3-D Foundations	3
ARTH 4	Art History-Ancient to Gothic	3
ARTH 5	Art History - Renaissance to Modern-Day	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 16A	Introduction to Ceramics I	3
ART 45	Artist Portfolio and Self-Promotion	1.5

**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
PHOT 50	Introduction to Photography	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 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 6A	Photo Compositing	3
DIGM 10A	Introduction to Animation	3
DIGM 11	Video Editing	3
FILM 16	Digital Storytelling	3
PHOT 61	Color Photography & Theory	3
PHOT 64A	Artificial Light Photography	3
PHOT 66	Photo Compositing	3



Major Requirements:	37.5 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

## FINE ART STUDIO FOUNDATIONS

### ASSOCIATE IN ARTS

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 IN FINE ART STUDIO FOUNDATIONS

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

- 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.
- Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
- Become familiar with the historical achievements, current major issues, processes, and directions of their field(s).
- 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 (16.5 UNITS)	UNITS
ART 2A Introduction to Drawing	3
ART 23 2-D Foundations	3
ART 24 3-D Foundations	3
ARTH 4 Art History-Ancient to Gothic	3
ARTH 5 Art History - Renaissance to Modern-Day	3
ART 45 Artist Portfolio and Self-Promotion	1.5

### Art Studio Electives (choose any 18 units)

ART 2B	Drawing and Composition	3
ART 3A	Figure and Composition I	3
ART 12A	Beginning Oil Painting	3
	or	
ART 13A	Acrylic Painting - Beginning I	(3)
	or	
ART 7A	Introduction to Watercolor Painting	(3)
ART 16A	Introduction to Ceramics I	3
ART 17A	Beginning Sculpture 1	3
ART 25	Color Theory	3
PHOT 50	Introduction to Photography	3
DIGM 4A	Digital Illustration	3
FILM 15	Introduction to Digital Filmmaking	3

Major Requirements:	34.5 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

## ART (ART)

### 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 (completed with a grade of "C" or higher.)

### 2C INDIVIDUAL PROJECTS IN ACADEMIC REALISM DRAWING 3 UNITS

Individual project development for advanced drawers to create a related body of drawings in the style of academic realism. Concept definition and development to be determined by the student and approved by the instructor. 36 hours lecture, 72 hours laboratory. **Prerequisite:** ART 2B (completed with a grade of "C" or higher.)

**3A FIGURE AND COMPOSITION I 3 UNITS**

Fundamental skills, techniques and knowledge of art related to drawing of the human form using graphite, charcoal, ink, and conte crayon. Compare figurative compositions using the human form through design, master paintings, verbal and written descriptions, and critiques. Awareness of the creative process as it applies to anatomical analysis by class drawings, anatomy assignments, and figurative compositions which require the student to explore drawing techniques, compose, and evaluate drawings. Open to any student, no drawing experience required. 36 hours lecture, 72 hours laboratory.

**3B FIGURE AND COMPOSITION II 3 UNITS**

Continued development of knowledge and skills introduced in ART 3A. Emphasis on composition and color and different figurative design elements during the drawing of the human form. 36 hours lecture, 72 hours laboratory. **Strongly Recommended:** ART 3A (completed 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. **Strongly Recommended:** ART 3B (completed 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. **Strongly recommended:** ART 3C (completed 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 ART 7A. Emphasis on various intermediate watercolor techniques that produce different types of watercolor paintings that advance the student's skills. 36 hours lecture, 72 hours laboratory. **Strongly Recommended:** ART 7A.

**7C ADVANCED WATERCOLOR PAINTING I 3 UNITS**

Builds upon the skills and techniques introduced in ART 7B, 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 studio. **Strongly Recommended:** ART 7B.

**7D ADVANCED WATERCOLOR PAINTING II 3 UNITS**

Continued development of skills and techniques introduced in ART 7C 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. **Strongly Recommended:** ART 7C.

**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 (completed with a grade of "P" or higher.)

**12A BEGINNING OIL PAINTING 3 UNITS**

Projects in oil painting with and emphasis on fundamental painting techniques and approaches. 36 hours lecture, 72 hours laboratory.

**12B INTERMEDIATE OIL PAINTING 3 UNITS**

Advanced projects in oil painting with an emphasis on individual creative work and development of personal ideas and style. 36 hours lecture, 72 hours laboratory. **Prerequisite:** ART 12A.

**12C ADVANCED OIL PAINTING I 3 UNITS**

Continued development of 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. 36 hours lecture, 72 hours laboratory. **Prerequisite:** ART 12C.

**13A ACRYLIC PAINTING—BEGINNING I 3 UNITS**  
Projects in acrylic painting with an emphasis on fundamental painting techniques and approaches. 36 hours lecture, 72 hours laboratory. **Strongly Recommended:** ART 2A.

**13B ACRYLIC PAINTING—BEGINNING II 3 UNITS**  
Projects in acrylic painting with an emphasis on fundamental painting techniques and approaches. 36 hours lecture, 72 hours laboratory. **Prerequisite:** ART 13A (completed 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 (completed with a grade of "C" or higher.)

**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 (completed 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 general education students. 36 hours lecture, 18 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 general education students. 36 hours lecture, 72 hours laboratory. **Prerequisite:** ART 16A (completed 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. 36 hours lecture, 72 hours laboratory. **Prerequisite:** ART 16B (completed with a grade of "C" or higher.)

**16D CERAMICS—INTERMEDIATE 3 UNITS**  
Intermediate technical skills of wheel-thrown and hand-constructed clay forms. Glaze exploration and experimentation. Exploration in the history of contemporary ceramic art and masters. 36 hours lecture, 72 hours laboratory. **Prerequisite:** ART 16C (completed with a grade of "C" or higher.)

**17A BEGINNING SCULPTURE I 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. Designed for art majors as well as general education students. 36 hours lecture, 72 hours laboratory.

**17B BEGINNING SCULPTURE II 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 (completed 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. Includes an introduction to art history and 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. Designed for art majors as well as general education students. 36 hours lecture, 72 hours laboratory. **Prerequisite:** ART 18A (completed 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 particular sculptural medium for the purpose of creating individual expression. **Strongly Recommended:** ART 17A (completed with a grade of "C" or higher.) 36 hours lecture, 72 hours laboratory.

**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. **Strongly Recommended:** ART 17A (completed with a grade of "C" or higher.)

**22 METAL SCULPTURE—LOST WAX BRONZE 3 UNITS  
CASTING**

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 (completed with a grade of "C" or higher)

**23 2-D FOUNDATIONS 3 UNITS**

Introduction to the concepts, applications, and historical/multicultural references related to two-dimensional art and composition, including the study and analysis of the basic principles and elements of line, shape, texture, value, color and spatial illusion. Development of a visual vocabulary for creative expression through lecture presentations, studio projects, problem solving and written assignments. 36 hours lecture, 72 hours laboratory. May not receive credit if ART 10 has been completed.

**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 AND  
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.

**201 SCULPTURE AND CERAMIC ART FOR  
MATURE ADULTS NON-CREDIT**

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. 105 hours.

**202 PAINTING AND DRAWING FOR  
MATURE ADULTS NON-CREDIT**

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. 105 hours.

**ART HISTORY (ARTH)****DEGREE:**

AA-ART HISTORY

**ART HISTORY**

## ASSOCIATE IN ARTS

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 IN ART HISTORY

Art History, like History, is a long-recognized component of breadth education for its role in helping to ensure a well-educated citizenry and, by extension, a functional democracy. As such, preparation of students for particular positions in the job market is of secondary importance to the field. However, in our rapidly changing globalized society and economy, the skills associated with arts-based learning--of which Art History is the recognized core--are now seen by many employers as mandatory for market success, and the "decades-long erosion of the arts in our educational system" has been blamed for causing "a major threat to America's global competitiveness." (Lynch, R.L., 2008.)

### 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 COURSES (16.5 UNITS)

		UNITS
ARTH 4	Art History-Ancient to Gothic	3
ARTH 5	Art History - Renaissance to Modern	3
ARTH 6	Art History - Twentieth-Century Art	3
ARTH 1	Introduction to Art	3

### List A (choose one of the following) (3 units)

ART 2A	Introduction to Drawing	3
	or	
ART 17A	Beginning Sculpture 1	(3)
	or	
PHOT 50	Introduction to Photography	(3)

### List B (choose one of the following) (3 units)

ARTH 7	Multicultural History of American Art	3
	or	
ARTH 20	History of Photography	(3)
	or	
ARTH 8	Non-Western Art	(3)

### List C (choose one of the following) (3 units)

HUMN 50	The Artful Life	3
	or	
HUMN 60	Creativity and the Community	(3)
	or	
HIS 2	History of Western Civilization Since 1600	(3)
	or	
HIS 5	Critical Thinking in History	(3)
	or	
ANTH 3	Social and Cultural Anthropology	(3)
	or	
ANTH 5	Cultures of the U.S. in Global Perspective	(3)

Major Requirements:	21 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

## ART HISTORY (ARTH)

### 1 INTRODUCTION TO ART 3 UNITS

Drawing, painting, sculpture, photography, architecture and other artforms in relation to human inventiveness in providing for material and aesthetic needs; orientation to contemporary and historic art forms and principles. (Formerly ART 1.) May not receive credit if ART 1 has been completed. 54 hours lecture.

### 3 FILM HISTORY AND APPRECIATION 3 UNITS

An overview of cinema from invention to today, through screenings of narrative, documentary, and experimental films (and film excerpts) from many countries of origin. Provides the critical, technical and aesthetic vocabulary that serve as the basic tools for analyzing this art form. Emphasizes the ways in which historical, cultural, and aesthetic contexts influence film, and how content, form, and contexts work together to create meaning in film. Celebrates film as a form of participatory culture. 54 hours lecture.

### 4 ART HISTORY--ANCIENT TO GOTHIC 3 UNITS

History of Western art from prehistoric times through Egyptian, Mesopotamian, Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, Medieval, Romanesque, and Gothic civilizations. (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

History of Western art covering Early Renaissance, High Renaissance, Mannerism, Baroque, Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, Modernism and Contemporary developments. (Formerly ART 5.) May not receive credit if ART 5 has been completed. 54 hours lecture.

### 6 ART HISTORY - TWENTIETH- AND TWENTY-FIRST CENTURY ART 3 UNITS

History of significant Modern, Postmodern and Contemporary art movements. Lectures include discussions of works made in various media by well-known and lesser-known makers, including women artists, non-western artists, and artists of color. 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 NON-WESTERN ART 3 UNITS**

A broad survey of art offering a rich visual encounter with the cultural and historical heritage of Africa, Asia, Oceania, and the Americas. Introduces cultural perspectives developed outside the Western (European) tradition and provides students with a multicultural, global perspective of the visual arts. 54 hours lecture.

**20 HISTORY OF PHOTOGRAPHY 3 UNITS**

(See also Photography 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 PHOT 20, PHOT 67, or ART 67 has been completed. 54 hours lecture.

**ASTRONOMY (ASTR)****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. 54 hours laboratory. **Prerequisite:** ASTR 10 or, ASTR 20

**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.

**ATHLETICS (ATHL)**

See Kinesiology Section "Athletics (ATHL)" on page 257





# AUTOMOTIVE TECHNOLOGY (ATEC)

**DEGREE:**

AS—AUTOMOTIVE TECHNOLOGY

**CERTIFICATE OF ACHIEVEMENT:**

- AUTOMOTIVE CHASSIS TECHNOLOGY
- AUTOMOTIVE MAINTENANCE TECHNOLOGY
- AUTOMOTIVE SERVICE CONSULTING
- HYBRID AND ALTERNATIVE FUEL VEHICLES

**NON-CREDIT PROGRAM**

- ASE TEST PREPARATION
- ASE UNDER CAR TEST PREPARATION

## AUTOMOTIVE TECHNOLOGY

ASSOCIATE IN SCIENCE DEGREE

The Automotive Technology Degree involves completing the core Curriculum plus any one of the following Certificates: Automotive Engine Performance Technology, Automotive Drivetrain Technology, Automotive Chassis Technology, or Automotive Maintenance Technology and the General Education requirements. Only one A.S. Degree in Automotive Technology may be earned.

**PROGRAM LEARNING OUTCOMES**

1. 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.
2. Students completing the Chabot Automotive Technology AS Degree or Certificate Training will be prepared to obtain employment in the automotive industry.

**REQUIRED COURSES**

**UNITS**

ATEC 50	Introduction to Automotive Technology	3
ATEC 5 **	Automotive Braking Systems	3
ATEC 6A *	Automotive Electrical and Electronic Fundamentals	4
ATEC 4	Automotive Suspension and Steering	3
ATEC 6B *	Automotive Electrical and Electronic Systems	3
ATEC 1	Automotive Engines	4
ATEC 3	Automotive Manual Transmissions and Transaxles	3

Emphasis options 4-21  
 (Select from the emphasis option list above)

**REQUIRED MAJOR SPECIFIC G.E. REQUIREMENT.**

<b>Complete a minimum of 3 units from the following.</b>	<b>Units</b>
INDT 74 Measurements and Calculations	3

The courses marked below are recommended as preparation for the following California State and BAR tests for:\*

- \* Smog Check Technician License
- \*\* Brake Adjusters License
- \*\*\* Air Conditioning Refrigeration Recovery and Recycling Certification

**Emphasis 1 - Maintenance, add:** **Units**

ATEC 8 *	Automotive Air and Fuel Delivery Systems	4
ATEC 2	Automotive Automatic Transmissions and Transaxles	3
ATEC 7 ***	Automotive Heating and Air Conditioning Systems	2.5
ATEC 10 *	Automotive Advanced Engine Performance	3
ATEC 90	Hybrid Vehicle Operation and Servicing	2
ATEC 91	Hybrid Diagnosis and Alternate Fuels Technology	2

**Emphasis 2 - Chassis, add:** **Units**

ATEC 90	Hybrid Vehicle Operation and Servicing	2
ATEC 91	Hybrid Diagnosis and Alternate Fuels Technology	2

**Emphasis 3 - Drivetrain, add:** **Units**

ATEC 2	Automotive Automatic Transmissions and Transaxles	3
ATEC 7 ***	Automotive Heating and Air Conditioning Systems	2.5
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

**Emphasis 4 - Engine Performance, add:** **Units**

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 80 *	California Emissions Testing Technician Training Course	7.5
ATEC 90	Hybrid Vehicle Operation and Servicing	2
ATEC 91	Hybrid Diagnosis and Alternate Fuels Technology	2

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

Major Requirements:	27-44 units
General Education	19 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

**AUTOMOTIVE CHASSIS TECHNOLOGY**

## CERTIFICATE OF ACHIEVEMENT

**PROGRAM LEARNING OUTCOMES**

1. 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.
2. Students completing the Chabot Automotive Technology AS Degree or Certificate Training will be prepared to obtain employment in the automotive industry.

**REQUIRED COURSES****UNITS**

ATEC 50	Introduction to Automotive Technology	3
ATEC 5 **	Automotive Braking Systems	3
ATEC 6A *	Automotive Electrical and Electronic Fundamentals	4
ATEC 4	Automotive Suspension and Steering	3
ATEC 6B *	Automotive Electrical and Electronic Systems	3

These courses are recommended as preparation for the following California State and BAR tests for:

- \*\* Brake Adjusters License
- \* Smog Check Technician License

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

**TOTAL UNITS****16****REQUIRED COURSES****UNITS**

ATEC 50	Introduction to Automotive Technology	3
ATEC 5 **	Automotive Braking Systems	3
ATEC 6A *	Automotive Electrical and Electronic Fundamentals	4
ATEC 4	Automotive Suspension and Steering	3
ATEC 6B *	Automotive Electrical and Electronic Systems	3
ATEC 8 *	Automotive Air and Fuel Delivery Systems	4
ATEC 7 ***	Automotive Heating and Air Conditioning Systems	2.5
ATEC 10 *	Automotive Advanced Engine Performance	3

These courses are recommended as preparation for the following California State and BAR tests for:

- \* Smog Check Technician License
- \*\* Brake Adjusters License
- \*\*\* Air Conditioning Refrigeration Recovery and Recycling Certification

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

**TOTAL UNITS****25.5****AUTOMOTIVE SERVICE CONSULTING**

## CERTIFICATE OF ACHIEVEMENT

Focuses on Automotive Service Consultants and their relationship to the processing of work within the automotive service facility. The actions, procedures and interaction with all personnel and their value will be discussed in detail, in preparation for industry employment at an entry level. Potential career opportunities include: Service Consultant, Service Writer. Content is aligned with tasks identified by Automotive Service Excellence (ASE.)

**CAREER OPPORTUNITIES IN AUTOMOTIVE SERVICE CONSULTING**

The automotive industry includes a broad scope of career opportunities. The Automotive Service Consultant course of study provides fundamental knowledge and experience to obtain employment in new car, retail chain, independently owned automotive service facilities, and related industries. Automotive Service Consultant can be either an initial career path or a transitional path for existing technicians or industry employees. This position can also provide future opportunities in management.

**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 COURSES		UNITS
ATEC 50	Introduction to Automotive Technology	3
BUS 14	Business Communications	3
CAS 50	Introduction to Computer Application Systems	3
ATEC 75	Automotive Service Consultant	3
<b>TOTAL UNITS</b>		<b>12</b>

## HYBRID AND ALTERNATIVE FUEL VEHICLES

### CERTIFICATE OF ACHIEVEMENT

The automotive industry includes a broad scope of career opportunities. The Certificate of Achievement in Hybrid and Alternative Fuel Vehicles provides students with the necessary knowledge, skills, and experience to safely and properly diagnose, repair, service and maintain hybrid, electric, diesel, and alternative fuel vehicles.

### CAREER OPPORTUNITIES IN HYBRID AND ALTERNATIVE FUEL VEHICLES

Technician: Hybrid vehicles, Electric vehicles, Clean Diesel vehicles, Alternative fuel vehicles. Shop foreman, Manufacture, Business owner.

### PROGRAM LEARNING OUTCOMES

1. Demonstrate the expertise needed to perform vehicle maintenance, service, diagnosis, and repair of current vehicles;
2. Display the confidence to perform automotive operations in a timely and professional manner with limited supervision;
3. Demonstrate an ethical code conforming to the highest standards of the automotive industry;
4. Prepared to obtain employment in the automotive industry.

REQUIRED COURSES		UNITS
ATEC 50	Introduction to Automotive Technology	3
ATEC 1	Automotive Engines	4
ATEC 6A	Automotive Electrical and Electronic Fundamentals	4
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 UNITS** **19**

## ASE TEST PREPARATION

### NON-CREDIT PROGRAM

### CERTIFICATE OF COMPLETION

The ASE Certification Preparation Certificate of Completion series of courses will provide automotive students and 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 IN ASE TEST PREPARATION

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 COURSES		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

### NON-CREDIT PROGRAM

### CERTIFICATE OF COMPLETION

The ASE Under Car Test Preparation Certificate of Completion series of courses will provide automotive students and 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 IN ASE UNDER CAR TEST PREPARATION

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 COURSES	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
<b>TOTAL HOURS</b>	<b>90</b>

## AUTOMOTIVE TECHNOLOGY (ATEC)

### 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 (completed with grade of "C" or higher) or equivalent (May be taken concurrently.)

### 2 AUTOMOTIVE AUTOMATIC TRANSMISSIONS 3 UNITS AND TRANSAXLES

(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. 27 hours lecture, 90 hours laboratory. **Prerequisite:** ATEC 50 (completed with a grade of "C" or higher) or equivalent (may be taken concurrently.)

### 3 AUTOMOTIVE MANUAL TRANSMISSIONS 3 UNITS AND TRANSAXLES

(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 (completed 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 (completed 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 (completed with a grade of "C" or higher) or equivalent (may be taken concurrently.)

### 6A AUTOMOTIVE ELECTRICAL AND ELECTRONIC 4 UNITS FUNDAMENTALS

(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 (completed with a grade of "C" or higher) or equivalent (may be taken concurrently.)

### 6B AUTOMOTIVE ELECTRICAL AND ELECTRONIC 3 UNITS SYSTEMS

(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 (completed with a grade of "C" or higher) or equivalent.



## 7 AUTOMOTIVE 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 (completed 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 (completed with a grade of "C" or higher) 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 (completed 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 (completed with a grade of "C" 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, 81 hours laboratory.

**Prerequisite:** ATEC 6A (completed with a grade of "C" or higher) or equivalent ATEC 8 (completed with a grade of "C" or higher) or equivalent ATEC 1 (completed with a grade of "C" or higher) or equivalent ATEC 10 (completed with a grade of "C" or higher) or equivalent.

## 90 HYBRID VEHICLE OPERATION AND SERVICING 2 UNITS

Study of hybrid vehicle architecture, operation, and servicing. **Strongly Recommended:** ATEC 6A and, ATEC 8 and, ATEC 2 and, ATEC 5 and ATEC 10 or equivalent. 27 hours lecture, 36 hours laboratory. **Prerequisite:** ATEC 50 (completed with a grade of "C" or higher.)

## 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 (completed with a grade of "C" or higher.)

## 251 ENGINE REPAIR ASE PREP (A1) NON-CREDIT

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. 18 hours.

## 252 AUTOMATIC TRANSMISSIONS AND TRANSAXLES ASE PREP (A2) NON-CREDIT

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. 18 hours.

**253 MANUAL TRANSMISSIONS AND TRANSAXLES ASE PREP (A3) NON-CREDIT**

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. 18 hours.

**254 SUSPENSION AND STEERING ASE PREP (A4) NON-CREDIT**

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. 18 hours.

**255 BRAKING SYSTEMS ASE PREP (A5) NON-CREDIT**

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. 18 hours.

**256 AUTOMOTIVE ELECTRICAL ASE PREP (A6) NON-CREDIT**

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. 18 hours.

**257 HEATING AND AIR CONDITIONING ASE PREP (A7) NON-CREDIT**

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. 18 hours.

**258 AIR AND FUEL DELIVERY SYSTEMS ASE PREP (A8) NON-CREDIT**

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. 18 hours.

**260 ADVANCED ENGINE PERFORMANCE ASE PREP (L1) NON-CREDIT**

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. 18 hours.

**275 SERVICE CONSULTANT ASE PREP (C1) NON-CREDIT**

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. 18 hours.



## BIOLOGICAL SCIENCES (BIOL)

### DEGREE:

AS-T-BIOLOGY

AS-T-PUBLIC HEALTH SCIENCE

AA-BIOLOGY

AA-BIOLOGY (EMPHASIS IN ALLIED HEALTH)

Biologists study the origin, development, anatomy, physiology, ecology and other basic principles of plants and animals. 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.

In today's workplace, most allied health care professionals are expected to have a solid science foundation in basic chemistry, human structure and function and the microbial world. With a strong science background, students develop a basic understanding of the physical and physiological interrelationships which exist between organs, tissues and cells and how microorganisms can be beneficial and sometimes harmful to humans.

## BIOLOGY

### ASSOCIATE IN SCIENCE FOR TRANSFER (AS-T)

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 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 their local CSU campus to a program that is deemed similar to their community college major.

### CAREER OPPORTUNITIES IN BIOLOGY

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 COURSES (13 UNITS)

		UNITS
BIOL 6	Principles of Plant Biology and Ecology	4
BIOL 4	Principles of Animal Biology and Evolution	4
BIOL 2	Principles of Cell/Molecular Biology and Genetics	5

### List A (21-23 UNITS)

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)

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

### Additional Requirements:

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



## PUBLIC HEALTH SCIENCE

### ASSOCIATE IN SCIENCE FOR TRANSFER (AS-T)

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: • 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 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.
3. Demonstrate an understanding of health and wellness information using the scientific method, scientific research and established knowledge.

### REQUIRED COURSES

### UNITS

HLTH 1	Introduction to Personal Health	3
BIOL 80	Introduction to Public Health	3
BIOL 31	Introduction to College Biology	4
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
CHEM 30A	Introductory and Applied Chemistry I	4
ANAT 1	General Human Anatomy	5
PHSI 1	Human Physiology	5

### LIST A: (select one)

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)

MICR 1	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

Students must also complete one of the following GE course patterns: CSU General Education Breadth or IGETC.

Major Requirements	34-36 units
General Education	CSU GE- 39 units IGETC (CSU)- 37 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.

## BIOLOGY

### ASSOCIATE IN ARTS DEGREE

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.





YEAR ONE		UNITS
BIOL 6	Principles of Plant Biology and Ecology	4
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
BIOL 4	Principles of Animal Biology and Evolution	4

YEAR TWO		UNITS
BIOL 2	Principles of Cell/Molecular Biology and Genetics	5
PHYS 3A	College Physics A	4
PHYS 3B	College Physics B	4

Major Requirements:	31 units
General Education	25 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

## BIOLOGY (EMPHASIS IN ALLIED HEALTH)

### ASSOCIATE IN ARTS DEGREE

The Associate of Arts in Biology with an emphasis in Allied Health 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.

#### PROGRAM LEARNING OUTCOMES

1. Acquire, conduct, analyze, and interpret data using scientific terminology, measurements, and protocols.
2. Explain the interdependence of molecular through organismal structure and function in both health and disease.

YEAR ONE		UNITS
BIOL 31	Introduction to College Biology	4
CHEM 30A	Introductory and Applied Chemistry I	4
ANAT 1	General Human Anatomy	5

YEAR TWO		UNITS
MICR 1	Microbiology	5
PHSI 1	Human Physiology	5

LIST A (CHOOSE ONE OF THE FOLLOWING):		UNITS
CHEM 30B	Introductory and Applied Chemistry II	4
	or	
SOCI 1	Principles of Sociology	(3)
	or	
PSY 1	General Psychology	(3)
	or	
NUTR 1	The Science of Nutrition	(3)
	or	
HLTH 1	Introduction to Health	(3)
	or	
BIOL 80	Introduction to Public Health	(3)

Major Requirements:	26-27 units
General Education	25 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

## BIOLOGICAL SCIENCES (BIOL)

### 2 PRINCIPLES OF CELL/MOLECULAR BIOLOGY AND GENETICS 5 UNITS

Principles of the structure and function of biological molecules, viruses, prokaryotic, and eukaryotic cells with emphasis on homeostasis, cell reproduction and its controls, molecular and transmission genetics, control of gene expression and interactions, genetic control of pattern formation in development, and cell metabolism. Intended for biological sciences majors. 54 hours lecture, 108 hours laboratory. **Prerequisite:** BIOL 4 (completed with a grade of "C" or higher) or, BIOL 6 (completed with a grade of "C" or higher) and CHEM 1A (completed with a grade of "C" or higher) or equivalent and MTH 55 (completed with a grade of "C" or higher) or equivalent **Strongly Recommended:** eligibility for ENGL 1A or ENGL 1.

### 4 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. 54 hours lecture, 54 hours of laboratory. **Prerequisite:** MTH 55 (completed with a grade of "C" or higher) or equivalent and , BIOL 6 (completed with a grade of "C" or higher) or, CHEM 1A (completed with a grade of "C" or higher.) **Strongly Recommended:** Eligibility for ENGL 1A or ENGL 1.

**6 PRINCIPLES OF PLANT BIOLOGY AND ECOLOGY 4 UNITS**

Principles of the diversity, structure and function of plants, autotrophic protists, and bacteria with emphasis on cell reproduction, alternation of generations, plant morphology and anatomy, homeostasis, development, phylogeny, taxonomy, and systematics. Principles of ecology including conservation biology. Intended for biological sciences majors. 54 hours lecture, 54 hours laboratory. **Prerequisite:** MTH 55 (completed with a grade of "C" or higher) or equivalent. **Strongly Recommended:** eligibility for ENGL 1A or ENGL 1

**10 INTRODUCTION TO THE SCIENCE OF BIOLOGY 4 UNITS**

Basic principles of biology, cell biology, and genetics, with the nature of living things, and the nature of scientific investigation and its bioethical impact in our modern world. Designed for non-majors in biology or the biomedical sciences. 54 hours lecture, 54 hours laboratory.

**25 HUMAN HEREDITY AND EVOLUTION 3 UNITS**

Introduces fundamental concepts underlying heredity and evolution with a focus on the human species. Applications of these concepts to contemporary topics such as reproductive technologies, biotechnology, bioethics, forensics, human genetic diversity and ancestry, and the causes and treatments of genetic diseases will be explored. 54 hours lecture.

**31 INTRODUCTION TO COLLEGE BIOLOGY 4 UNITS**

Basic principles of biology. Cell structure and function, cell division, cell metabolism, reproduction, genetics, taxonomy, origin of life, and evolution. Laboratory emphasis on developing various laboratory skills, using the metric system, collecting data, graphing, interpreting data, and 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. Geared towards Allied Health students. 54 hours lecture, 54 hours laboratory. **Strongly Recommended:** Eligibility for ENGL 1A or ENGL 1, MTH 53.

**50 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. 54 hours lecture, 54 hours laboratory.

**80 INTRODUCTION TO PUBLIC HEALTH 3 UNITS**

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. 54 hours lecture.

**BIOTECHNOLOGY (BIOT)****20 CHEMISTRY FOR BIOTECHNOLOGY 4 UNITS**

Covers the basic concepts of inorganic and organic chemistry, and biochemistry as they apply to the human body. Included are concepts such as properties of aqueous systems, equilibrium, acid-base reactions, proteins, nucleic acids and catabolic processes. Emphasis on safety and proper technique. Satisfies the requirements of the biotechnology program. 54 hours lecture, 54 hours laboratory. **Strongly Recommended:** MTH 65 or, MTH 65B or, MTH 65L (completed with a grade of "C" or higher) and eligibility for ENGL 1A or ENGL 1.

**30 BASIC BIOTECHNOLOGY: INTRODUCTION TO CELL AND MOLECULAR BIOLOGY 4 UNITS**

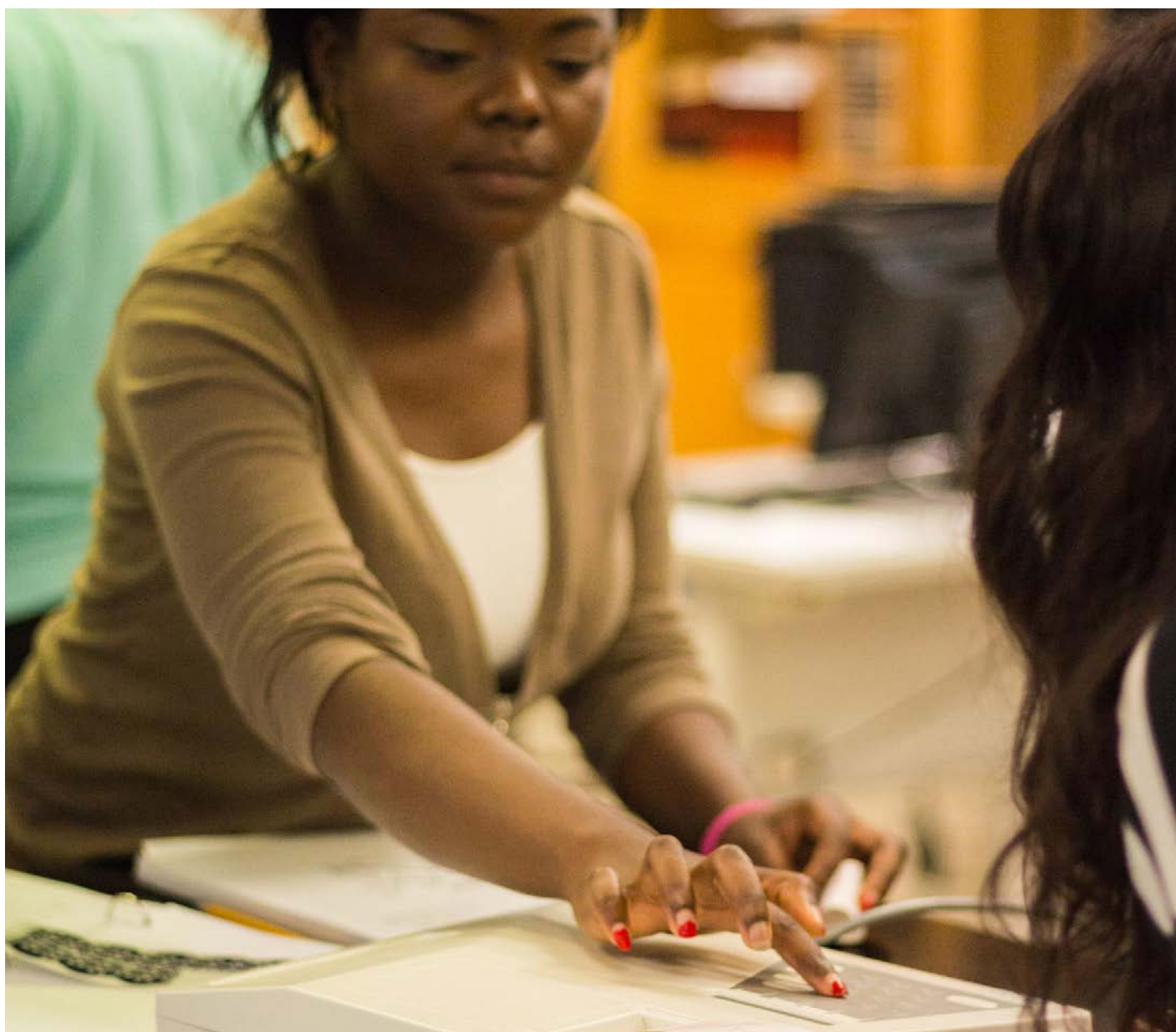
Basic biological concepts, for example, measuring volume and mass, preparing solutions, performing aseptic technique, using micropipettors, operating a spectrophotometer, microscope, pH meter, and electrophoresis apparatus. Also included are culture techniques and concepts of recombinant DNA. 54 hours lecture, 54 hours laboratory. **Strongly Recommended:** MTH 65 or, MTH 65B or, MTH 65L (completed with a grade of "C" or higher) or appropriate skill level as demonstrated by the mathematics placement test CSCI 8 or equivalent and eligibility for ENGL1A OR ENGL 1.

**40 BIOTECHNOLOGY LAB SKILLS I****4 UNITS**

Introduces students who are interested in biotechnology, biological sciences, and current industry workers to laboratory research methods and concepts in biotechnology. Laboratory skills include use of measuring equipment, volume and mass measurements, proper use of micropipettors, pH meters, spectrophotometers, and microscopes. Additional laboratory skills include sterile techniques, solution and media preparation, solution dilution, aseptic technique, culture of microbial colonies, agarose and polyacrylamide electrophoresis, chromatography, DNA extraction, DNA restriction digest, PCR, and bacterial transformation. 36 hours lecture, 90 hours laboratory. **Strongly Recommended:** MTH 54 (completed with a grade of "C" or higher) or appropriate skill level as demonstrated by the mathematics placement test and eligibility for ENGL1A OR ENGL 1.

**50 BIOTECHNOLOGY LABORATORY SKILLS II** 2 UNITS

Introduces students who are interested in biotechnology, biological sciences, and current industry workers to the advanced laboratory research methods and concepts in biotechnology. Laboratory skills include mastering the tools used in biotechnology such as isolation and quantification of DNA, amplifications with PCR, media preparation and dilution, aseptic technique, and cell culture. 18 hours lecture, 54 hours laboratory. **Prerequisite:** BIOT 40 (completed with a grade of "C" or higher). **Strongly Recommended:** MTH 54 (completed with a grade of "C" or higher) or appropriate skill level as demonstrated by the mathematics placement test and eligibility for ENGL1A OR ENGL 1.





## BUSINESS (BUS)

### DEGREE:

AS-T–BUSINESS ADMINISTRATION  
 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

### 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  
 PROJECT MANAGEMENT  
 RETAILING

## BUSINESS ADMINISTRATION

### ASSOCIATE IN SCIENCE FOR TRANSFER

This curriculum provides an opportunity to achieve an Associate in Science Degree in Business Administration for Transfer to the California State University System (CSU) while completing the first and second year requirements for transfer to a four-year institution. A baccalaureate degree is recommended preparation for those considering professional careers in business. 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 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. 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. In addition to transferring, this degree may enhance a student's earnings potential by improving their chances to get a job.

### CAREER OPPORTUNITIES IN BUSINESS ADMINISTRATION

In addition to transfer, this program prepares students for new employment and promotions in the fields of accounting, management, marketing, finance, or other areas of business administration.

### 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 COURSES (18 UNITS)

### UNITS

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

### List A (Choose one class)

MTH 1	Calculus I	5
	or	
MTH 15	Applied Calculus I	(3)
	or	
MTH 33	Finite Mathematics	(4)
	or	
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)

### List B (Choose two classes)

BUS 12	Introduction to Business	(3)
CAS 50	Introduction to Computer Application Systems	(3)
	or	
CSCI 8	Computer Literacy	(3)



Major Requirements	27-29 units
General Education	CSU GE- 39 units or IGETC (CSU)- 37 units
Electives	Degree applicable units as needed
Total	60

\* Business 7 (Accounting for Small Business) is strongly recommended before taking Business 1A.

**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.

## 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 IN ACCOUNTING

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 pursuing 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. 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 COURSES

	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
CAS 58 Microsoft Access	3

### List A: Select a minimum of 9 units

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. COURSE:

BUS 14 Business Communications	3
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Major Requirements	37-39 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

\*Business 7 (Accounting for Small Business) is strongly recommended before taking Business 1A.

**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 emphasis: General Business, Management, or Marketing. Only one Associate in Science Degree in Business may be earned.

**CAREER OPPORTUNITIES IN BUSINESS**

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.

**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 COURSES		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

**Concentrations** 9  
Select one area of concentration below for a total of 9 units. Only one A.S degree in Business may be earned.

**Concentration 1 - General Business****Select a minimum of 9 units from the following courses"**

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
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**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 3 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

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

**REQUIRED MAJOR SPECIFIC G.E. REQUIREMENT**

BUS 14	Business Communications	3
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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 IN ACCOUNTING TECHNICIAN**

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.
4. Apply critical thinking and analytical skills in decision making and problem solving.

**REQUIRED COURSES**

	<b>UNITS</b>
BUS 1A * Financial Accounting	4
BUS 3A Taxation of Individuals	3
BUS 8 Payroll Accounting	3
BUS 92 Excel Spreadsheets for Accounting	2
BUS 93 QuickBooks	2
BUS 1B Managerial Accounting	4
BUS 3B Taxation of Business Entities	3
BUS 14 Business Communications	3
CAS 58 Microsoft Access	3

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

<b>TOTAL UNITS</b>	<b>27</b>
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\*Business 7 (Accounting for Small Business) is strongly recommended before taking Business 1A.

**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 IN BOOKKEEPING**

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 COURSES****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

\*If Business 1A is completed before Business 7, the Business 7 requirement cannot be waived for this program.

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

**TOTAL UNITS****20****BUSINESS ADMINISTRATION****CERTIFICATE OF ACHIEVEMENT**

This certificate is developed to prepare students for further study of business. All courses within the certificate are required for the AS-T in Business Administration for Transfer Degree. Thus this curriculum also completes more than half of the undergraduate business major requirements for transfer should a student decide to transfer prior to completing all the requirements for the Chabot AS-T in Business Administration for Transfer Degree; or decide to complete lower division general education requirements and transfer to a four-year institution at a later time.

**CAREER OPPORTUNITIES IN BUSINESS ADMINISTRATION**

This certificate is developed to prepare students for further study of business. All courses within the certificate are part of the Associate in Science degree in Business Administration transfer (AS-T.) Thus, this curriculum completes more than a half of the undergraduate business major requirements for transfer to the CSU system.

**PROGRAM LEARNING OUTCOMES**

1. Understand and apply generally accepted accounting principles to prepare financial statements.
2. Create effective oral and written business communications using modern communication technologies.
3. Apply critical thinking and analytical skills in decision making and problem solving.
4. Develop understanding of the law and the legal environment as it relates to business operations, including ethical considerations.

**REQUIRED COURSES****UNITS**

BUS 1A *	Financial Accounting	4
BUS 12	Introduction to Business	3
BUS 1B	Managerial Accounting	4
BUS 10	Business Law	4

**Electives-Please choose one from the following list of courses:**

ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
CAS 50	Introduction to Computer Application Systems	3
CSCI 8	Computer Literacy	3

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

\*Business 7 (Accounting for Small Business) is strongly recommended before taking Business 1A.

**TOTAL UNITS****18****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 IN HEALTH CARE ADMINISTRATION**

Employment of healthcare occupations is projected to grow 18 percent from 2016 to 2026, much faster than 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 COURSES**

**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

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

\*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.

**TOTAL UNITS**

**18**

**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 IN HUMAN RESOURCES ASSISTANT**

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 COURSES**

**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

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

**TOTAL UNITS**

**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 IN MANAGEMENT**

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 COURSES****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)
	Option from below	6

**List A: Select any six units from the following options:**

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)

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

**TOTAL UNITS****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 IN MARKETING**

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. \* Consists of only 7 classes \* Flexible sequence \* Can be finished in 2-3 semesters attending college part-time \* Online, hybrid, and on campus classes available. The certificate can be earned fully online.



**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 COURSES**

**UNITS**

BUS 12	Introduction to Business		3
BUS 14	Business Communications		3
BUS 36	Introduction to Marketing		3
BUS 1A	Financial Accounting		4
	or		
BUS 7	Accounting for Small Business	(3)	
BUS 34	Introduction to Advertising		3
ENTR 20	Marketing for Entrepreneurs		3

**List A: Select a minimum of three units from the following**

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
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

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

**TOTAL UNITS**

**21 - 22**

**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 <http://retailmanagementcertificate.com>

**CAREER OPPORTUNITIES IN RETAIL MANAGEMENT**

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 COURSES**

**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

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

**TOTAL UNITS**

**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 IN SMALL BUSINESS MANAGEMENT

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 COURSES

	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

### Select a minimum of four units from the following options:

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)

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

### TOTAL UNITS

**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](http://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 IN CPA EXAM PREPARATION: AUDITING AND ATTESTATION

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 OUTCOME

- Students will be prepared in terms of the CPA exam's content.

### REQUIRED COURSES

BUS 2A *	Intermediate Accounting I	4
BUS 2B *	Intermediate Accounting II	4
BUS 5 *	Auditing	3
BUS 6 *	Accounting Ethics	3

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

\*A student must pass BUS-1A, Financial Accounting, with a C or higher prior to taking this class.

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**TOTAL UNITS** **14**

## 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](http://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 IN CPA EXAM PREPARATION: BUSINESS ENVIRONMENT AND CONCEPTS

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 OUTCOME

- Students will be prepared in terms of the CPA exam's content.

### REQUIRED COURSES

BUS 1B *	Managerial Accounting	4
BUS 4 **	Cost Accounting	3
ECN 2	Principles of Macroeconomics	3

\*A student must pass BUS-1A, Financial Accounting, with a C or higher prior to taking this class.

\*\*A student must pass BUS-1B, Managerial Accounting, with a C or higher prior to taking this class.

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**TOTAL UNITS** **10**

## 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](http://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 IN FINANCIAL ACCOUNTING AND REPORTING

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 OUTCOME:

- Students will be prepared in terms of the CPA exam's content.

REQUIRED COURSES		UNITS
BUS 2A *	Intermediate Accounting I	4
BUS 2B *	Intermediate Accounting II	4
BUS 11 **	Governmental and Nonprofit Accounting	3

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.



\*A student must pass BUS-1A, Financial Accounting, with a C or higher prior to taking this class.

\*\*A student must pass BUS-7, Accounting for Small Business, or BUS-1A Financial Accounting, with a C or higher prior to taking this class.

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**TOTAL UNITS** **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](http://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: Regulation. 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.

#### PROGRAM LEARNING OUTCOME:

- Students will be prepared in terms of the CPA exam's content.

#### CAREER OPPORTUNITIES IN CPA EXAM PREPARATION: REGULATION

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%.

REQUIRED COURSES	UNITS
BUS 3A Taxation of Individuals	3
BUS 3B * Taxation of Business Entities	3
BUS 6 ** Accounting Ethics	3
BUS 10 Business Law	4

\*A student must pass BUS-7, Accounting for Small Business, or BUS-1A Financial Accounting, with a C or higher prior to taking this class.

\*\*A student must pass BUS-1A, Financial Accounting, with a C or higher prior to taking this class.

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**TOTAL UNITS** **13**

## PROJECT MANAGEMENT

### CERTIFICATE OF PROFICIENCY

The Project Management program prepares students to find employment as program 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

#### STUDENT LEARNING OUTCOME

- Develop competency in Project Management and prepare for Certification by the Project Management Institute.

REQUIRED COURSES	UNITS
BUS 88 Introduction to Project Management	3
BUS 89 Project Planning, Scheduling and Control	3
BUS 87 Project Management Certification Exam Preparation	3
BUS 94 MS Project Fundamentals	1

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**TOTAL UNITS** **10**

## 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 IN RETAILING

Entry level positions in retail supervision and management.

#### PROGRAM LEARNING OUTCOMES

- Understand and apply practices used in the management of retail stores.
- Identify the basics of information technology and apply software applications to enhance efficiency of business functions.
- Create effective oral and written business communications using modern communication technologies.
- Apply critical thinking and analytical skills in decision making and problem solving.



REQUIRED COURSES	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

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

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<b>TOTAL UNITS</b>	<b>15</b>
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## BUSINESS (BUS)

### 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 hours laboratory. **Strongly Recommended:** BUS 7.

### 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 (completed 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 (completed 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 (completed 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 (completed with a grade of "C" or higher) or, BUS 1A (completed with a grade of "C" or higher)

### 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 (completed 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 (completed with a grade of "C" or higher.) **Strongly Recommended:** BUS 2A.

**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. **Prerequisite:** BUS 1A

**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. **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 or BUS 7 (completed with a "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 or ENGL 1.

**15 BUSINESS ENGLISH 3 UNITS**

Study of the English language from a business perspective, including grammar, punctuation, spelling, business vocabulary, and basic business document preparation. 54 hours lecture. **Strongly Recommended:** Eligibility for ENGL 1A or ENGL 1.

**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 (completed with a grade of "C" or higher) or, MTH 53B (completed with a grade of "C" or higher) or, MTH 54 (completed with a grade of "C" or higher) or, MTH 54L (completed with a grade of "C" or higher) or, MTH 55 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or, MTH 55L (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 or ENGL 1.

**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, criminal law system, civil dispute resolution, consumer rights, interpersonal and property rights, and the laws of the workplace. 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 compensation, 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 7.

## **28 HUMAN RELATIONS IN THE WORKPLACE 3 UNITS**

Business concepts of individual, group, and organization 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**

Focuses on the time value of money, budgeting, use of credit, investing, taxation of personal income and assets, types of insurance and risk management, health care planning, retirement planning, and estate 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, basic risk and return considerations and basic 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. Course topics include basic calculations of the present and future time value of money and basic financial ratios. 72 hours lecture. **Strongly Recommended:** eligibility for MTH 65. May not receive credit if BUS 81 has been completed.

## **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 involve 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**

Principles and techniques of successful employment interviews: interview preparation, selling your qualifications, managing difficult qualifications, following up on the interview. 18 hours lecture.

## **50D RESUMES AND JOB APPLICATION LETTERS 1 UNIT**

Research and preparation of persuasive employment search documents, including company research, self-assessment, document composition and format. Includes resumes, job application letters, and follow up communications. 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**

Techniques for resolving and preventing interpersonal conflict in the workplace. 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 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.

**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 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. 18 hours lecture, 36 hours laboratory. **Prerequisite:** BUS 1A 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. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** BUS 1A, BUS 7 or equivalent.

**94 MS PROJECT FUNDAMENTALS 1 UNIT**

This hands-on course provides an overview of MS Project and its functionality. 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 develop a project schedule from scratch, get comfortable with entering information into MS Project, then use the base schedule to understand and manage resource allocations, task assignments, and the project labor budget. MS Project also offers a depth of reporting functionality, and students will learn how to create and modify reports for their project communication needs. 18 hours lecture. **Strongly Recommended:** BUS 88.

**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 or 60-180 unpaid work experience.

**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. ◊Refer to "work experience (wexp)" on page 362 for program requirements.

**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

**138 BUSINESS ENGLISH SKILLS****2 UNITS**

Study of the English language from a business perspective, including grammar, punctuation, spelling, and the basics of business writing. 36 hours lecture.



**CHEMISTRY (CHEM)****DEGREE:**

AS-CHEMISTRY

**CHEMISTRY**

## ASSOCIATE IN SCIENCE DEGREE

The two-year program in chemistry provides the student with a 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**

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.

**YEAR ONE**

	<b>UNITS</b>
CHEM 1A General College Chemistry I	5
MTH 1 Calculus I	5
CHEM 1B General College Chemistry II	5
MTH 2 Calculus II	5

**YEAR TWO**

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:**

	<b>Units</b>
MTH 3 Multivariable Calculus	5
or	
MTH 4 Elementary Differential Equations	(3)
or	
MTH 6 Elementary Linear Algebra	(3)

Major Requirements:	40
General Education	19
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

**CHEMISTRY (CHEM)****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 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher, CHEM 31 (completed 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 (completed 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 (completed 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 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 (completed 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 (completed with a grade of "C" or higher.) C-ID CHEM 101.

**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 (completed 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 (completed 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 IN CHINESE**

Chinese is 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 COURSES:**

CHIN 1A	Beginning Chinese	5
CHIN 1B	Elementary Chinese	5
CHIN 2A	Intermediate Chinese	4
CHIN 2B	Advanced Chinese	4

**TOTAL UNITS****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 IN INTERNATIONAL ENTREPRENEUR-CHINESE**

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 COURSES:****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 UNITS****20**



## CHINESE (CHIN)

### 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 (completed 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 (completed 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 (completed 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 (completed 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 (completed 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 (completed with a grade of "C" or higher)



## COMMUNICATION STUDIES (COMM)

### DEGREE:

AA-T-COMMUNICATION STUDIES

AA-SPEECH COMMUNICATION

### CERTIFICATE OF ACHIEVEMENT:

PUBLIC SPEAKING AND FORENSICS

PERSUASIVE AND RHETORICAL COMMUNICATION

INTERPERSONAL COMMUNICATION

## COMMUNICATION STUDIES

### ASSOCIATE IN ARTS FOR TRANSFER (AA-T)

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 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 COURSES (3 UNITS)

### UNITS

COMM 1	Fundamentals of Speech Communication	3
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### LIST A (CHOOSE TWO-6 UNITS)

### UNITS

COMM 3	Group Communication	3
COMM 10	Interpersonal Communication	3
COMM 46	Argumentation and Debate	3

### LIST B (CHOOSE ONE-6 UNITS)

### UNITS

Any List A course not used above	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 ONE-3 UNITS)

### UNITS

Any List A or B course not used above		
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
ENGL 4	Critical Thinking and Writing about Literature	3
ENGL 7	Critical Thinking and Writing Across Disciplines	3

Major Courses	18 units
General Education	CSU GE (39 units) IGETC for CSU (37 units)
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

**NOTE:** Grades of "C" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.





## SPEECH COMMUNICATION

ASSOCIATE IN ARTS DEGREE

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.

#### YEAR ONE

#### 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

#### YEAR TWO

#### Option-choose six units from the following:

#### 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
<b>Total</b>	<b>60 minimum degree applicable units</b>

## 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 IN PUBLIC SPEAKING AND FORENSICS

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 COURSES:

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

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**TOTAL UNITS** **16**

## 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 IN PERSUASIVE AND RHETORICAL COMMUNICATION

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 COURSES**

COMM 1	Fundamentals of Speech Communication	3
COMM 20	Persuasion and Communication	3
COMM 46	Argumentation & Debate	3
COMM 48	Activities in Forensics	1 - 4
COMM 50	Introduction to Communication Studies	3

**Elective Courses (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

<b>TOTAL UNITS</b>	<b>16-20</b>
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**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 IN INTERPERSONAL COMMUNICATION**

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 COURSES:**

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 one 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

<b>TOTAL UNITS</b>	<b>17-18</b>
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**COMMUNICATION STUDIES (COMM)****1 FUNDAMENTALS OF SPEECH COMMUNICATION 3 UNITS**

Fundamentals of speech communication; emphasis on developing, stating, organizing, and researching ideas, and presenting to an audience; includes developing the faculties of critical listening and problem-solving. 54 hours lecture. **Strongly Recommended:** Eligibility for NGL 1A or ENGL 1.

**2 ORAL INTERPRETATION OF LITERATURE 3 UNITS**

Development of skill in reading quality literature aloud; practice in writing scholarly criticism of the literature presented orally. 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**

Exploration, discussion, and evaluation of the components of verbal and non-verbal communication processes. 54 hours lecture. **Strongly Recommended:** ENGL 1A or 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 or ENGL 1.

**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:** NGL 1A or ENGL 1.

**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, 72-280 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 and pursuit of knowledge about human communication. This course explores basic history, assumptions, principles, processes, variables, methods, and specializations of human communication as an academic field of study. 54 hours lecture. **Strongly Recommended:** Eligibility for ENGL 1A or ENGL 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 (each completed 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 strategies, 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 (completed with a grade of "C" or higher.)

**4902 COMMUNICATION TUTOR TRAINING 2-3 UNITS**

Tutor training for the communication Laboratory. Through lecture and hands-on tutoring experience students will demonstrate lab procedure, tutor strategies, and knowledge of public speaking concepts. Required: Successful completion of COMM course and instructor recommendation. 18 hours lecture, 54-108 hours laboratory. **Prerequisite:** (completed with a grade of "C" or higher) completion of any COMM course Instructor recommendation



## COMPUTER APPLICATION SYSTEMS (CAS)

### DEGREE:

AS—INFORMATION TECHNOLOGY  
AS—SOFTWARE SPECIALIST

### CERTIFICATE OF ACHIEVEMENT:

ADMINISTRATIVE ASSISTANT  
INFORMATION TECHNOLOGY  
SOFTWARE SPECIALIST

The Computer Application Systems program includes microcomputer applications, programming languages and computer support of business organizations. The program offers state-of-the-art training in the use of business application software and hardware to prepare students for professional careers, transfer study, and/or personal use. Students receive individual hands-on training in laboratory facilities. Faculty work closely with business and industry to ensure relevant training.

## 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 IN INFORMATION TECHNOLOGY

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 COURSES

		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
	or	

#### 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
	or	

#### 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
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Major Requirements:	19 units
General Education	19 units
Electives	Degree applicable units as needed
Total units	60 minimum degree applicable units



## SOFTWARE SPECIALIST

### ASSOCIATE IN SCIENCE DEGREE

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 IN SOFTWARE SPECIALIST

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 COURSES

	UNITS
CAS 54 Microsoft Excel	3
CAS 58 Microsoft Access	3
CAS 88 Microsoft Word	3

#### ELECTIVES

Nine units may be selected from the following:

	UNITS
ARCH 68 CAD for Architecture and Interior Design	3
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

#### Program Based General Education Requirement: Units

CAS 50 Introduction to Computer Application Systems	3
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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 IN ADMINISTRATIVE ASSISTANT

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 COURSES

	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 58 Microsoft Access	3
CAS 71 Keyboarding & 10 Key	3
CAS 88 Microsoft Word	3

#### Choose one course from the following list (3 units):

BUS 12 Introduction to Business	3
BUS 22 Introduction to Management	3
BUS 28 Human Relations in the Workplace	3

<b>TOTAL UNITS</b>	<b>21</b>
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## 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 IN INFORMATION TECHNOLOGY

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 COURSES	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

### 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
or	

### 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 or	3

### Networking

CAS 92B Routing and Switching Essentials	3
CAS 92C Scaling Networks	3
CAS 92D Connecting Networks	3

### TOTAL UNITS

**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 IN SOFTWARE SPECIALIST

Computer Operator, Data Entry, Digital Specialist, Technical Analyst, Web Designer, Illustrator, Digital Editor.

### PROGRAM LEARNING OUTCOMES

1. Recognize and apply appropriate information and hardware 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 COURSES	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

Nine units may be selected from the following:	Units
ARCH 68 CAD for Architecture and Interior Design	3
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 UNITS** **21**

## COMPUTER APPLICATION SYSTEMS (CAS)

### 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 laboratory. **Strongly Recommended:** CAS 92A.

### 76 WIRESHARK, TCP/IP ANALYSIS AND NETWORK 3 UNITS

Course is geared to teach solid network management skills using the Wireshark™ 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 laboratory. **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 EMC E20-002 Cloud Infrastructure and Services certification exams. Topic 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.

**100 ADAPTED COMPUTER KEYBOARDING 3 UNITS**

Introduction to 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. 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. 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. 54 hours laboratory.

**103 ASSISTIVE TECHNOLOGY LABORATORY 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)

### DEGREE:

AS—COMPUTER SCIENCE (GENERAL)

### 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 also provided for majors in mathematics, business, biology, physics, engineering, computer science, geology and related disciplines.

### CAREER OPPORTUNITIES IN COMPUTER SCIENCE

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

		UNITS
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)

### REQUIRED MAJOR SPECIFIC G.E. COURSE:

Complete a minimum of 3 units from the following:

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

This program is designed to satisfy Computer Science requirements for many Computer Science transfer patterns. However, students should consult a counselor, the catalog of the intended transfer institution or assist.org for specific transfer requirements in the major. For example, some transfer institutions require Physics. General Education courses should be carefully selected to meet the requirements of the intended transfer institution. Some transfer institutions require more general education units than required by the A.S. degree.

### General Education Units for A.S. Degree

For specific A.S. General Education courses refer to catalog section on A.S. Graduation Requirements.

Major Requirements:	31 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

\*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.



## COMPUTER SCIENCE (CSCI)

### 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 (completed with a grade of "C" or higher) or, MTH 55A (completed with a grade of "C" or higher) or, MTH 53 (completed with a grade of "C" or higher) or, MTH 53A (completed 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:** CAS 8 or CSCI 8 or CSCI 7 or CSCI 8 (completed with a grade of "C" or higher.)

### 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 (completed with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process. **Strongly Recommended:** CSCI 7 (completed with a grade of "C" or higher) or ENGL 1A or ENGL 1.

### 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 for 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 (completed with a grade of "C" or higher.) **Strongly Recommended:** MTH 20 (completed 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 CSCI and related transfer majors. 54 hours lecture, 54 hours laboratory. **Strongly Recommended:** Computer Science 14 and MTH 20 (completed 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 (completed with a grade of "C" or higher.) **Strongly Recommended:** MTH 1 (completed 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 (completed 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 MTH 8 has been completed. 54 hours lecture, 18 hours laboratory. **Prerequisite:** MTH 1 (completed with a grade of "C" or higher.) **Strongly Recommended:** CSCI 14 (completed 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. Basic System administration. 27 hours lecture, 27 hours laboratory. **Prerequisite:** CSCI 41 (completed with a grade of "C" or higher.)

## DANCE (DANC)

See Kinesiology section "Dance (DANC)" on page 261

## DENTAL HYGIENE (DHYG)

### DEGREE:

AS- DENTAL HYGIENE

### CERTIFICATE OF ACHIEVEMENT

DENTAL RADIATION SAFETY

## DENTAL HYGIENE

ASSOCIATE IN SCIENCE

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 exams 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 <http://www.chabotcollege.edu/dhyg/> for details.

### CAREER OPPORTUNITIES IN DENTAL HYGIENE

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

	UNITS
DHYG 50A Dental Hygiene Orientation I	.5
DHYG 60 Dental Anatomy and Morphology	1.5
DHYG 60S Dental Anatomy and Morphology Independent Study	.5
DHYG 61 Head and Neck Anatomy	2
DHYG 61S Head and Neck Anatomy Independent Study	.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	.5
DHYG 72S Advanced Periodontal Procedure	.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	.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 Arts Degree (G.E.) requirements will be in excess of the minimum 60 units.



**Note:** To progress in the Dental Hygiene Program and to graduate from the program, students must earn a minimum grade of "C" in each course.

### MAJOR SPECIFIC G.E. REQUIREMENT

Complete a minimum of 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	19 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>76 minimum degree applicable units</b>

## 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 DENTAL RADIATION SAFETY

The X-Ray Certificate will allow students who successfully complete the first year of the Dental Hygiene Program Curriculum to be able to take x-rays and work as a Dental Assistant in a dental office. Students must be enrolled in the Dental Hygiene Program. "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 COURSES

DHYG 50A	Dental Hygiene Orientation I	.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	.5
DHYG 61	Head and Neck Anatomy	2
DHYG 61S	Head and Neck Anatomy Independent Study	.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

**TOTAL UNITS** **30.5**

\*A student who presents a current Responding to Emergencies Card may request a waiver of Health 60

## DENTAL HYGIENE (DHYG)

### 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 .5 UNIT

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 .5 UNIT

Orientation for second year dental hygiene students focusing on patient management and scheduling as well as policies and procedures for treating periodontally involved patients. 9 hours lecture. **Prerequisite:** DHYG 71B (completed with a grade of "C" or higher.)

**50C DENTAL HYGIENE ORIENTATION III .5 UNIT**

Orientation for second year dental students providing information regarding scheduling for complex cases, course requirements, program policies and procedures as well as patient/clinical competencies. 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 (completed with a grade of "C" or higher.)

**52B ADVANCED PERIODONTICS 1 UNIT**

Continuation of 52A. 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 (completed 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 (completed with a grade of "C" or higher.)

**56A COMMUNITY DENTAL HEALTH I 1 UNIT**

Study of individual and community oral health problems relative to personal, family, and public health needs. 18 hours lecture. **Strongly Recommended:** COMM 1 or, COMM 10 or, COMM 30. **Corequisite:** DHYG 80A (completed with a grade of "C" 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 (completed 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, eruption, and structures of the intraoral cavity and extraoral structures; structures of the teeth, tooth numbering systems, occlusion and anomalies. Identification of teeth and oral structures. 27 hours lecture. **Prerequisite:** Admission into the Dental Hygiene Program. **Corequisite:** DHYG 60S, DHYG 69A and, DHYG 71A.

**60S DENTAL ANATOMY AND MORPHOLOGY .5 UNIT INDEPENDENT STUDY**

Supplemental instruction on the development, eruption, and structures of the intraoral cavity and extraoral structures: structures of the teeth, tooth numbering systems, occlusion and anomalies. Identification of teeth and oral structures. 27 hours laboratory. **Corequisite:** DHYG 60.

**61 HEAD AND NECK ANATOMY 2 UNITS**

Anatomy of the head, neck and oral cavity; structure and function of the oral cavity and adjacent structures. Emphasis on clinical recognition of normal structures, , their vascular supply and the regional osteology. 36 hours lecture. **Corequisite:** DHYG 69A and, DHYG 71A.

**61S HEAD AND NECK ANATOMY .5 UNIT INDEPENDENT STUDY**

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 (completed with a grade of "C" or higher) and , DHYG 71A (completed 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 (completed 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 technique including the use of fulcrum options, modified pen grasp, direct and indirect vision. 54 hours laboratory. **Corequisite:** DHYG 71A.

### 72S ADVANCED PERIODONTAL PROCEDURE .5 UNIT

Lecture experiences in advanced instrumentation techniques; workshops on recognizing patients' medical needs and their relationship to dental treatment. 9 hours lecture. **Prerequisite:** DHYG 71B (completed with a grade of "C" or higher.)

### 73 EDUCATIONAL THEORIES IN DENTAL HYGIENE CARE 1.5 UNITS

Basics of research processes associated with clinical dental hygiene practice. Teaching, learning, and research processes. Application of principles for patient education. Identification of effective environments for teaching and learning. 27 hours lecture. **Prerequisite:** DHYG 69A and DHYG 71A. **Corequisite:** DHYG 69B and, DHYG 71B.

### 74A DENTAL RADIOGRAPHY I 3 UNITS

Introduction to 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 (completed 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. 18 hours lecture. **Corequisite:** DHYG 69B and , DHYG 71B.

### 80A PATIENT MANAGEMENT 1 UNIT

Dental Hygiene therapy with emphasis on the child patient and periodontal patients, education in prevention and control of dental disease, and case documentation. 18 hours lecture. **Prerequisite:** DHYG 71B. **Corequisite:** DHYG 56A and 81A.

### 80B ADVANCED CLINICAL TOPICS 1 UNIT

Development of skills and knowledge in dental hygiene therapy and disease control with emphasis on comprehensive patient care. 18 hours lecture. **Prerequisite:** DHYG 80A (completed with a grade of "C" or higher.) **Corequisite:** DHYG 81B, 82B and 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 (completed with a grade of "C" or higher) and, DHYG 71B (completed 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 (completed 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 (completed with a grade of "C" or higher.)

**Corequisite:** Dental Hygiene 80B and 81B.

**DIGITAL MEDIA ARTS (DIGM)****DEGREE:**

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 IN GRAPHIC DESIGN**

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 COURSES (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	Photo Compositing	3
DIGM 7	Design and Layout	3
	or	
DIGM 8A	Graphic Design Studio	(3)

**Electives (Choose 6 units from the following courses:**

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	Digital Storytelling	3
PHOT 50	Introduction to Photography	3

**TOTAL UNITS****60**

Major Requirements:	24 units
General Education	25 units
Electives	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 IN DIGITAL MEDIA ARTS

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 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 COURSES

	UNITS
DIGM 1 Introduction to Digital Art	3
DIGM 4A Digital Illustration	3
DIGM 6A Photo Compositing	3

#### Electives (Choose 9 units from the following courses):

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 50 Introduction to Photography	3

**TOTAL UNITS 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 IN GRAPHIC DESIGN

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 COURSES

DIGM 2 Introduction to Graphic Design	3
DIGM 4A Digital Illustration	3
DIGM 5 Typography	3
DIGM 7 Design and Layout	3
DIGM 6A Photo Compositing	3
DIGM 8A Graphic Design Studio	3

#### Graphic Design Electives (Choose 3 units from the following courses):

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 UNITS 21**



## DIGITAL MEDIA ARTS (DIGM)

### 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 (completed 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 or DIGM 41 (completed with a grade of "C" or higher) .

### 6A PHOTO COMPOSITING 3 UNITS

Introduction to the use of industry standard software 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 these individual image into an artistically balanced and well rendered composition. 36 hours lecture, 72 hours laboratory. **Strongly Recommended:** PHOT 50 (completed 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 (completed 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 (completed 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 (completed with a grade of "C" or higher.)

### 10A INTRODUCTION TO ANIMATION 3 UNITS

Students explore animation principles using analog media, including, phono tropes, stop motion animation, claymation and flip books. Digital aspects of animation are also explored to create short mini animation sequences. The history and evolution of technical aspects of animation are examined. 36 hours lecture, 72 hours laboratory. **Prerequisite:** DIGM 4A (completed 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 (completed with a grade of "C" or higher) , DIGM 4A (completed 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 (completed with a grade of "C" or higher.)

## 16 HTML AND CSS FOR DESIGNERS

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 (completed with a grade of "C" or higher) **Strongly Recommended:** DIGM 6A (completed with a grade of "C" or higher), DIGM 4A (completed with a grade of "C" or higher) .

## 17 JAVASCRIPT FOR DESIGNERS

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. May not receive credit if DIGM 34 has been completed. 36 hours lecture, 72 hours laboratory. **Strongly Recommended:** DIGM 15 (completed 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 (completed with a grade of "C" or higher.)





## EARLY CHILDHOOD DEVELOPMENT (ECD)

### DEGREE:

AA-T—ELEMENTARY TEACHER EDUCATION  
AS-T—EARLY CHILDHOOD EDUCATION  
AA—EARLY CHILDHOOD DEVELOPMENT  
AA—EARLY CHILDHOOD INTERVENTION

### 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 ASSISTANT  
FAMILY CHILD CARE ENTREPRENEURSHIP  
INFANT/TODDLER SPECIALIST

## ELEMENTARY TEACHER EDUCATION

### ASSOCIATE IN SCIENCE FOR TRANSFER (AS-T)

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:

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 (Select one course) 3 units

ARTH 1	Introduction to Art	3
MUSL 1	Introduction to Music	3
THTR 10	Introduction to Theater Arts	3

### LIST B: (Select additional courses from the list below ) 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	God, Nature, Human Nature	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 Courses	56-60 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units



## EARLY CHILDHOOD EDUCATION

### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

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

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

\*These courses can be double counted for general education requirements and Early Childhood Development major.

Major Courses	26 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

## EARLY CHILDHOOD DEVELOPMENT

### ASSOCIATE IN ARTS DEGREE

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. 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 Permits 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.

#### YEAR ONE

		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

#### YEAR TWO

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



**Note:** Students should review with Early Childhood Development instructors or Early Childhood Career Navigators the requirements of the California Child Development Permit Matrix.

Major Requirements:	31 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

## EARLY CHILDHOOD INTERVENTION

### ASSOCIATE IN ARTS DEGREE

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 IN EARLY CHILDHOOD INTERVENTION

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

### UNITS

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
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

**Note:** Students should review with Early Childhood Development instructors or Early Childhood Career Navigator the requirements of the California Child Development Permit Matrix.

Major Requirements:	36 units
General Education	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 IN EARLY CHILDHOOD ADMINISTRATION**

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. Establish 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.

**CORE COURSES**

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 Education Childhood	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

**Option - Select one course from the following list:**

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

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**TOTAL UNITS** **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 IN EARLY CHILDHOOD CURRICULUM SPECIALIST/TRANSITIONAL KINDERGARTEN**

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 COURSES 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

**List A - Select 3 courses Units**

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

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**TOTAL UNITS** **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 IN EARLY CHILDHOOD DEVELOPMENT (ASSOCIATE TEACHER)**

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 COURSES** **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)

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**TOTAL UNITS** **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 IN EARLY CHILDHOOD**

##### **DEVELOPMENT (BASIC TEACHER)**

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		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
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
Option		3
<b>Option</b>		
<b>One course to be selected from the following:</b>		<b>Units</b>
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
<b>TOTAL UNITS</b>		<b>25</b>

### 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 IN EARLY CHILDHOOD INTERVENTION ASSISTANT

This is a growing field as more and more children are identified as having special needs and 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		UNITS
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
<b>TOTAL UNITS</b>		<b>29</b>

### 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 IN FAMILY CHILD CARE ENTREPRENEURSHIP

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 COURSES****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 UNITS****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 preschool and infant/toddler teachers 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. 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: 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. A minimum grade of "C" in each course is required to earn the certificate and/or qualify for the Child Development Permit.

**CAREER OPPORTUNITIES IN INFANT/TODDLER SPECIALIST**

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 COURSES****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

**Option - Select one of the following:**

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 UNITS****26****EARLY CHILDHOOD DEVELOPMENT (ECD)****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**

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development of all young children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity. 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 on the continuity, observation, scientific methods, and stages of development. 54 hours lecture.

**54 CHILD HEALTH, SAFETY AND NUTRITION 3 UNITS**

Aspects of nutrition, health and safety that promote and maintain the health and well-being of all children and adults who work with young children. Topics include health and nutritional guidelines, maintaining safe and healthy learning environments, state regulations, policies and procedures, common childhood illnesses, infectious diseases, school-family collaboration and emergency preparedness, first aid and injury prevention. 54 hours lecture.

**56 CHILD GROWTH AND DEVELOPMENT 3 UNITS**

Major physical, psychosocial, and cognitive/language developmental milestones for children both typical and atypical from conception through adolescence. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages. 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 (completed with a grade of "C" or higher.)

**62 CHILD, FAMILY, AND COMMUNITY 3 UNITS**

Patterns of family living in contemporary society, including the varying roles and interactions of family members; demographic, socio-cultural, racial, educational, economic, historical and developmental factors affecting children, families and relationship of the family to early care and education and to community resources. The processes of socialization and identity development will be highlighted. 54 hours lecture.

**63 EARLY CHILDHOOD CURRICULUM 4 UNITS**

Professional application of the principles of human growth and development in: the study of play based inclusive curriculum, the physical environment and learning experiences including program content, the use of materials, the facilitation and guidance of all children's experiences based on developmentally appropriate principles, the methods used to meet all children's physical, social, emotional, cognitive, and creative needs including infant and toddler within cultural context. 54 hours lecture, 54 hours laboratory. **Prerequisite:** ECD 50 and ECD 56 (both completed 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 and 63 (both completed 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 (completed 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 and 63 (both completed with a grade of "C" or higher.)

### **69 CHILD STUDY: OBSERVATION AND ASSESSMENT 3 UNITS**

Current approaches for observing and recording the behavior of infants and young children using various scientific techniques. 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 (completed with a grade of "C" or higher.)

### **79 TEACHING IN A DIVERSE SOCIETY 3 UNITS**

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. 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. Recognize and confront barriers that interfere with one's ability to work effectively with diverse populations of children and families. Enhance teacher's skills for educating children in a pluralistic society. 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 and 63 (both completed 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 working with young children under the supervision of an ECE/CD faculty. 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; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. 36 hours lecture, 108 hours laboratory. **Prerequisite:** ECD 63, ECD 62, ECD 50, and ECD 56 (all completed 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 and 90 (each completed with a grade of "C" or higher.)

### **92 CREATIVE ACTIVITIES AND MATERIALS FOR YOUNG CHILDREN 1 UNIT**

Specific topics covering a variety of curriculum activities and materials such as: art, literacy, music, movement, block play, dramatic play, outdoor environments, science and math which are current and relevant to early childhood professionals. Focus is on Developmentally Appropriate Practice (DAP) criteria for curriculum development which is culturally responsive in Early Childhood classrooms. (Specific topic to appear in schedule of classes.) 18 hours lecture.

**93 RELATIONSHIPS, INTERACTIONS AND GUIDANCE YOUNG CHILDREN 1 UNIT**

Specific topics which provide a study of current concepts and issues in the key role of relationships, constructive teacher-child interactions, and guidance strategies supporting the development of all children. (Specific topic to appear in schedule of classes.) 18 hours lecture.

**94 FOSTERING CHILDREN'S COGNITIVE DEVELOPMENT AND LANGUAGE 1 UNIT**

Specific topics which provide a study of current concepts and issues in the key role of fostering children's cognitive development and supporting the development of children's language. (Specific topic to appear in schedule of classes.) 18 hours lecture.

**95 WORK EXPERIENCE◊ 1-3 UNITS**

On-the-job work experience to build early childhood competencies. Cooperative effort between student, supervisor and instructor to accomplish professional work objectives and broaden experiences. 75-225 hours of paid work experience. **Corequisite:** ECD 96.

**96 WORK EXPERIENCE SEMINAR◊ 1 UNIT**

Discussion and analysis of typical problems encountered by employees at the workplace. Application of National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct to difficult situations that occur at the job site. Develop and complete measurable developmentally appropriate goals in early care and education settings. 18 hours lecture. **Corequisite:** ECD 95. ◊Refer to "work experience (wexp)" on page 362 for program requirements.

**98 QUALITY STANDARDS IN EARLY CHILDHOOD PROGRAMS 1 UNIT**

Assessing the early childhood program and learning environment helps early childhood professionals to improve the quality of their programs. A variety of assessment tools for programs as well as state standards and guidelines for early childhood programs will be studied. The emphasis will be on effective assessment strategies, methods, and tools in an early childhood setting and how they relate to children's learning outcomes. 18 hours lecture.

**ECONOMICS (ECN)**

AA-T—ECONOMICS

**AA-T 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 to 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 IN ECONOMICS**

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 micro-economic 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 re-frame the interaction that takes place among households and firms in a modern economic setting.
3. Demonstrate clearly the major differences between micro-economic and macroeconomics principles and how the solutions vary between these disparate courses.



<b>REQUIRED COURSES (13-15 UNITS):</b>		<b>UNITS</b>
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)

<b>LIST A (SELECT ONE COURSE (3-5UNITS):</b>		<b>UNITS</b>
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

<b>LIST B (3-5 UNITS):</b>		<b>UNITS</b>
Any course(s) not used in list A		
ECN 10	General Economics	3
MTH 3	Multivariable Calculus	5

**NOTES:**

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 Courses	19-25 units
General Education	CSU GE (39 units) IGETC (CSU) (37 units)
Electives	Degree applicable as needed
Total*	60 minimum degree applicable units

**ECONOMICS (ECN)****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 or ENGL 1. **Prerequisite:** MTH 53 (completed with a grade of "C" or higher), MTH 53B (completed with a grade of "C" or higher), MTH 65 (completed with a grade of "C" or higher), MTH 65B (completed 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 or ENGL 1. **Prerequisite:** MTH 53 or, MTH 53B or, MTH 65 or, MTH 65B (completed 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.



## EMERGENCY MEDICAL SERVICES (EMS)

### 1 FIRST RESPONDER

2.5 UNITS

This course is designed to provide students with the basic knowledge and skills to manage many medical and trauma-related emergencies; includes cardiopulmonary resuscitation 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 Certificate and an American Heart Association "Basic Life Support Healthcare Provider" Certificate. May not receive credit if HLTH 61 has been completed. 36 hours lecture, 36 hours laboratory.

### 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 HLTH 81 has been completed. 99 hours lecture, 81 hours clinical. **Corequisite:** EMS 2W. **Prerequisite:** EMS 1 (completed with a grade of "C" or higher)

### 2W PATIENT STABILIZATION, EXTRICATION & TRIAGE .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 HLTH 83 has been completed. Total weeks-2. 9 hours lecture, 9 hours laboratory. **Corequisite:** EMS 2

### 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.

## ENGINEERING (ENGR)

### DEGREE:

AS—ENGINEERING

### CERTIFICATE OF PROFICIENCY:

TECHNICAL DESIGN

## ENGINEERING

### ASSOCIATE IN SCIENCE DEGREE

The Associate in Science degree is designed to provide the foundation for subsequent transfer to a CSU or UC Engineering program. The required 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 webpage ([www.assist.org](http://www.assist.org)) for more information on engineering transfer-course agreements between Chabot College and the CSU/UC Colleges of Engineering.

### CAREER OPPORTUNITIES IN ENGINEERING

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 COURSES		UNITS
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5
MTH 4	Elementary Differential Equations	3
PHYS 4B	General Physics II	5
CHEM 1A	General College Chemistry I	5

**Options courses: select three courses the following list. Must complete at least one engineering course.**

ENGR 16	Designing Information Devices and Systems I	4
ENGR 36	Engineering Mechanics -Statics	3
ENGR 40	Thermodynamics	3
ENGR 43	Electrical Circuits and Devices	4
ENGR 45	Materials of Engineering	3
ENGR 85	Introduction to Solid Mechanics	3
PHYS 4C	General Physics III	5
CSCI 20	Introduction to Data Structures or	4
BIOL 2	Principles of Cell/Molecular Biology and Genetics	5

**REQUIRED FOR THE MAJOR SPECIFIC G.E. REQUIREMENT.**

**Complete a minimum of 3 units from:**

	Units
BUS 40 International Business	3
CSCI 14 Introduction to Structured Programming In C++	4
COMM 1 Fundamentals of Speech Communication	3
ECN 1 Principles of Microeconomics	3

NOTE: Transfer schools (UC and CSU) typically prefer students focus on major-specific courses and minimum transfer admission requirements, and often discourage focus on, or completion of, general education patterns (ie. IGETC.) Students are advised to select AS General Educational courses that will also satisfy transfer GE and/or major requirements, when applicable. The above listing is a suggested sequence only. Some courses have prerequisites.

Major Requirements:	37-42 units
General Education	19 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

## TECHNICAL DESIGN

### CERTIFICATE OF PROFICIENCY

Students develop the technical design skills required for many Design-Drafter professional positions. Completing the required courses prepares the students for a Design-Drafting career with Civil-Engineering, Building Design-Construction, and Electro-Mechanical Device firms.

### CAREER OPPORTUNITIES IN TECHNICAL DESIGN

As noted above students who complete these required courses will have career opportunities with firms that design or produce Civil Engineering structures, e.g., roads, water-systems, and other large objects that comprise the "built" environment; Buildings and or Houses; Mechanical or ElectroMechanical devices.

### PROGRAM LEARNING OUTCOMES

1. Demonstrate an ability to design a component to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, and manufacturability.
2. Demonstrate an ability to apply knowledge of mathematics, computer aided design, and manufacturing.

REQUIRED COURSES		UNITS
ENGR 10	Introduction to Engineering	2
ENGR 11	Engineering Design and Analysis	2
ENGR 22	Engineering Design Graphics	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)
	or	
MTH 43	Introduction to Probability and Statistics	(4)
	or	
MTT 50	Blueprint Reading and Introduction to CAD	(3)

**TOTAL UNITS** **10 - 11**



## ENGINEERING (ENGR)

### 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. **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 (completed with a grade of "C" or higher) and , MTH 1 (completed 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 (completed with a grade of "C" or higher) and , CSCI 14 (completed with a grade of "C" or higher)

### 22 ENGINEERING DESIGN GRAPHICS 3 UNITS

Introduction to the engineering-design process, and to technical-graphic communication 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 AutoCAD Computer-Assisted Drawing software as a design tool. Basic CAD 3-dimensional solid-modeling. 36 hours lecture, 54 hours laboratory. **Strongly Recommended:** MTH 37 and , ENGL 1A or ENGL 1.

### 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 MTH 25 or PHYS 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:** PHYS 4A (completed with a grade of "C" or higher) and , ENGR 25 (completed with a grade of "C" or higher) **Strongly Recommended:** MTH 2 concurrent enrollment encouraged.

**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 (completed with a grade of "C" or higher) and , ENGR 25 (completed with a grade of "C" or higher) and PHYS 4C (completed 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. Thévenin/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:** PHYS 4A (completed with a grade of "C" or higher) and , ENGR 25 (completed with a grade of "C" or higher.) **Strongly Recommended:** PHYS 4B (concurrent enrollment encouraged.)

**45 MATERIALS OF ENGINEERING****3 UNITS**

Application of principles of chemistry and physics to the properties of engineering materials. The relation of microstructure 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. 36 hours lecture, 54 hours laboratory. **Prerequisite:** PHYS 4A (completed with a grade of "C" or higher) and , ENGR 25 (completed with a grade of "C" or higher) and , CHEM 1A (completed with a grade of "C" or higher.)

**85 INTRODUCTION TO SOLID MECHANICS****3 UNITS**

This course introduces 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:** MTH 3 (completed with a grade of "C" or higher) and, PHYS 4A (completed with a grade of "C" or higher) , MTH 4 (completed with a grade of "C" or higher) and MTH 6 (completed with a grade of "C" or higher) (MTH 4 & 6 may be taken concurrently) ENGR 36 (completed with a grade of "C" or higher) (ENGR 36 may be taken concurrently.)

**ENGLISH (ENGL)****DEGREE:**

AA-T—ENGLISH

AA—ENGLISH (EMPHASIS IN LITERATURE)

**CERTIFICATE OF PROFICIENCY:**

CREATIVE WRITING

**ENGLISH**

## ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate in Arts in English for Transfer (AA-T), like the Associate in Arts in English (AA), provides major preparation in English through an introduction to composition, critical thinking, literature, creative writing and related areas of study. Either degree is useful preparation for other liberal arts degrees, and will offer students an enriched background towards preparation in many diverse professional fields. However, 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. For more information on the AA-T degree, consult with a counselor.

**CAREER OPPORTUNITIES IN ENGLISH**

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 COURSES****UNITS**

ENGL 7	Critical Thinking and Writing across Disciplines	3
ENGL 4	Critical Thinking and Writing about Literature	3

**LIST A: Select two (6 units)**

ENGL 35	Modern and Contemporary U.S. Literature	3
ENGL 41	World Literature (17th Century to the Present)	3

**LIST B: Select One (3 units)**

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 32	U.S. Women's Literature	3
ENGL 45	Studies in Fiction	3
ENGL 11A	Introduction to Creative Writing	3

**LIST C: Select One (3 units)****Any course from List B not already used, or:****Units**

ENGL 12A	The Craft of Writing - Fiction	3
ENGL 13A	Craft of Writing - Poetry	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 48	The Literature of the Holocaust	3
COMM 2	Oral Interpretation of Literature	3
THTR 10	Introduction to Theater Arts	3
MCOM 20	Journalism: Newswriting and Information Gathering	3

Major Courses	18 units
General Education	CSU GE (39 units) IGETC (CSU) (37 units)
Electives	Degree applicable 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.

**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 IN ENGLISH (EMPHASIS IN LITERATURE)**

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 COURSES (4 UNITS)****UNITS**

ENGL 4A	Critical Thinking and Writing about Literature	4
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**List A: Select four courses (12 units)**

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: Select One (3-4 units)****Any additional course from the list above, or:**

ENGL 7A	Critical Thinking and Writing across Disciplines	4
ENGL 11A	Introduction to Creative Writing	3
ENGL 12A	The Craft of Writing - Fiction	3
ENGL 13A	Craft Of Writing - Poetry	3
SERV 85A*	Learning in Action: Beginning	2-3

\*This 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
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 IN CREATIVE WRITING

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. Demonstrate an ability to read and understand complex academic texts.
2. Demonstrate a critical response to the ideas and information in academic texts.

### REQUIRED COURSES

Select three courses from the following for a total of 9 units:

	Units
ENGL 11A Introduction to Creative Writing	3
ENGL 12A The Craft of Writing - Fiction	3
ENGL 13A Craft Of Writing - Poetry	3
ENGL 11B Intermediate Creative Writing	3
ENGL 12B Intermediate Craft of Writing - Fiction	3
ENGL 13B Intermediate Craft of Writing - Poetry	3

### ELECTIVE CLASSES:

Select two courses from the following for additional 6 units:

	Units
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 UNITS** **15**

## ENGLISH (ENGL)

### 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

### 1A CRITICAL READING AND COMPOSITION 3 UNITS

Integrated approach to reading, writing, and critical thinking intended to develop ability to read and write complex, college-level prose. Examination of ideas in relation to individuals' world view and contexts from which these ideas arise. Some research required. 54 hours lecture. **Prerequisite:** English 101B, 102, or appropriate skill level demonstrated through English assessment process.

### 4 CRITICAL THINKING AND WRITING ABOUT LITERATURE 3 UNITS

Develops critical thinking, reading, and writing skills as they apply to the analysis of fiction (short stories and novel), poetry and drama. 54 hours lecture. **Prerequisite:** ENGL 1A or ENGL 1 (completed with a grade of "C" or higher.)

### 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 (completed with a grade of "C" or higher) or, ENGL 1A (completed with a grade of "C" or higher)

**7 CRITICAL THINKING AND WRITING ACROSS DISCIPLINES 3 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. Theme based. Emphasis on the techniques and principles of effective written argument in research-based writing across disciplines. 54 hours lecture. **Prerequisite:** ENGL 1A (completed 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 (completed with a grade of "C" or higher) or, ENGL 1A (completed 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 (completed with a grade of "P" or higher) or eligibility for ENGL 1 as determined by multiple measures or other appropriate method. **Advisory:** ENGL 1 (completed with a grade of "C" or higher) or, ENGL 1A (completed 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 (completed 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. **Completion of:** ENGL 11B (completed 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 (completed with a grade of "P" or higher) or Eligibility for ENGL 1 as 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 cliché. 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 (completed with a grade of "C" or higher.)

**13A CRAFT OF WRITING—POETRY 3 UNITS**

Practice in writing poetry, using materials drawn from published poetry and individual's own work for analysis and criticism, with a focus on techniques of revision. 54 hours lecture. **Strongly Recommended:** ENGL 1A or ENGL 1.

**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 (completed with a grade of "C" or higher.)



### 19A LITERARY MAGAZINE WORKSHOP 1 UNIT

Practical workshop training in the managing, editing, and printing of a literary supplement and/or magazine. Workshop enrollment constitutes the staff of the magazine. 54 hours lecture. **Strongly Recommended:** Eligibility for ENGL 1A OR ENGL 1.

### 19B INTERMEDIATE LITERARY MAGAZINE WORKSHOP 1 UNIT

Intermediate level: continued collaborative evaluation and selection of manuscripts and art work for publication in annual student journal. Magazine design and production, both print and web based. Magazine management, planning, editing, design, promotion, printing, and distribution. 18 hours lecture. **Strongly Recommended:** Eligibility for ENGL 1A or ENGL 1. **Prerequisite:** ENGL 19A (completed 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 Age of Elizabeth. 54 hours lecture. **Strongly Recommended:** ENGL 1A or ENGL 1 (completed with a grade of "C" or higher.)

### 21 THE EVOLUTION OF THE BLACK WRITER 3 UNITS

Introduction to America black writers of fiction, poetry, drama and the essay, beginning with the African experience as it relates to storytelling, to the "Slave Narratives" and continuing to the present. Emphasis on the 20th and 21st century writers' growth and development in relation to their historical and cultural context. 54 hours lecture. **Strongly Recommended:** ENGL 1A or ENGL 1.

### 22 MEXICAN AMERICAN/LATINO LITERATURE OF THE U.S. 3 UNITS

Introduction to literary works in fiction, poetry, drama and the essay which are concerned with the Mexican American/Latino cultural experience. Analysis of literature in the context of the historical growth of Mexican American/Latino identity in the United States in the 19th, 20th and 21st centuries. 54 hours lecture. **Strongly Recommended:** ENGL 1A or ENGL 1.

### 25 ASIAN-AMERICAN LITERATURE 3 UNITS

Introduction to literary works of fiction, poetry, drama and the essay that reflect and explore the diversity of the Asian-American experience. Analysis of literature in the context of the historical growth of Asian-American identities with a focus on the 20th century. 54 hours lecture. **Strongly Recommended:** ENGL 1A OR ENGL 1.

### 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 GAY AND LESBIAN LITERATURE 3 UNITS

Introduction to novels, poems, plays, and essays by and about gay men, lesbians, and others in the GLBT community. Analysis of this literature in the context of the GLBT social and political movements of the 19th, 20th, and 21st centuries and evolving societal attitudes toward the GLBT community. 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 OR ENGL 1.

### 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 1 as determined by multiple measures or other appropriate method or, ENGL 102 (completed with a grade of "P" or higher) or, ENGL 101B (completed with a grade of "P" or higher). **Strongly Recommended:** ENGL 1 (completed with a grade of "C" or higher) or, ENGL 1A (completed 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:** ENGL 102 or ENGL 101B (completed with a grade of "P" or higher) or eligibility for ENGL 1A based on Accuplacer test score. **Strongly Recommended:** ENGL 1A OR ENGL 1.

**45 STUDIES IN FICTION 3 UNITS**

Form, development, and cultural insights of the novel and short story; exploration of particular themes or periods as reflected in works of fiction. 54 hours lecture. **Strongly Recommended:** ENGL 1A or ENGL 1 or 52A (both completed with a grade of "A" or higher.)

**48 THE LITERATURE OF THE HOLOCAUST 3 UNITS**

Explores the literatures of the Holocaust through readings in a variety of genres including the memoir, the diary, the essay, as well as fiction and poetry. 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. **Strongly Recommended:** ENGL 1A OR ENGL 1.

**70 REPORT WRITING 3 UNITS**

Preparation of reports in business, industrial and technical fields, including explanations, instructions, argumentation and other kinds of writings, based on the demands of the occupations. 54 hours lecture. **Strongly Recommended:** ENGL 1A OR ENGL 1.

**101A READING, REASONING AND WRITING I 4 UNITS**

Academic reading, critical thinking, and writing expected in transfer and associate-degree classes. First semester of a two-semester sequence. 54 hours lecture, 36 hours laboratory. **Strongly Recommended:** participation in the English placement process.

**101B READING, REASONING AND WRITING II 4 UNITS**

Second semester study of academic reading, reasoning, and writing skills. Preparation for academic reading, critical thinking, and writing expected in transfer and associate-degree classes. 54 hours lecture, 36 hours laboratory. **Prerequisite:** ENGL 101A.

**102 READING, REASONING, AND WRITING— ACCELERATED COURSE 4 UNITS**

Preparation for academic reading, critical thinking, and writing expected in transfer and associate-degree classes. 54 hours lecture, 36 hours laboratory. **Strongly Recommended:** participation in the English placement process

**115 FACULTY-STUDENT TUTORIAL: WRITING .5-3 UNITS AND READING ACROSS THE CURRICULUM**

(See also GNST 115)

Self-paced, individualized instruction in reading and writing effectiveness. Students may continue to take up to 3 units (maximum) of GNST 115 and/or ENGL 115 in subsequent terms. 36-108 hours laboratory.

**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 IN ENVIRONMENTAL SCIENCE

The Associate in Science degree in Environmental Science provides students with a foundation in ecological principles and preparation for a wide variety of careers in research, teaching, natural resource management, consulting and administration. Environmental Science is a multidisciplinary field with many sub disciplines including population ecology, community ecology, conservation and ecosystem management. According to the Bureau of Labor Statistics, employment for environmental scientists is expected to grow faster than other occupations during the next decade, due to increases in careers in environmental science protection and health, conservation management, agriculture, food, natural resources and forestry.

### 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

ENSC 11	Humans and the Environment with Laboratory or	4
ENSC 15	Agroecology and	(3)
ENSC 15L	Agroecology Laboratory	1
GEOS 1	Physical Geology with Laboratory	4
BIOL 6	Principles of Plant Biology and Ecology	4
MTH 15	Applied Calculus I or	3
MTH 1	Calculus I	(5)

#### YEAR TWO

PHYS 3A	College Physics A	4
BIOL 4	Principles of Animal Biology and Evolution	4
BIOL 2	Principles of Cell/Molecular Biology and Genetics	5
CHEM 1A	General College Chemistry I	5

#### REQUIRED MAJOR SPECIFIC G.E. REQUIREMENT.

CHEM 1B	General College Chemistry II or	5
PHYS 3B	College Physics B	(4)

Major Requirements:	37-40
General Education	19
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.

## ENVIRONMENTAL SCIENCE (ENSC)

### 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. 54 hours lecture. Environmental Science 10, 11, and 12 may be combined for a maximum of 4 units.

### 11 HUMANS AND THE ENVIRONMENT 4 UNITS WITH LABORATORY

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. (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 UNIT**

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 (completed 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 DEGREE

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 IN ENVIRONMENTAL STUDIES**

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 COURSES (15 UNITS)****All three courses are required: (9 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 BELOW (9-12 units)****Emphasis 1: The Social/Behavioral Environment (9 units)**

HIS 4 is required: (3 units)

HIS 4	World History: 1500 to the Present	3
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**Choose one class from the following: (3 units)**

PSY 1	General Psychology	3
ECD 62	Child, Family and Community	3
SOCI 2	Social Problems	3

**Choose one class from the following: (3 units)**

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)**

Choose one class from the following: (3 units)

PHIL 60	Introduction to Philosophy: Ethics	3
BUS 42	Green Business Practices	3

**Choose one class from the following (3 units)**

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

**Choose one class from the following (3 units)**

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)**

Two courses required: (7 units)

GEO 10	Global Environmental Problems 3	
	or	
GEO 13	Climate Studies	(3)
	and	
ENSC 11	Humans and the Environment with Laboratory	4

**Choose one class from the following: (2-3 units)**

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)**

One course required: (3 units)

GEO 10	Global Environmental Problems	3
	or	
GEO 13	Climate Studies	(3)

**Choose one course from the following: (4 units)**

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

**Choose one from the following: (4-5 units)**

CHEM 10	Introduction to Chemistry	4
CHEM 31	Introduction to College Chemistry	4
CHEM 1A	General College Chemistry I	5

Major Requirements:	24-27 units
General Education	25 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

**ENVIRONMENTAL STUDIES (ENST)**

**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 or ENGL 1.

**ENTREPRENEURSHIP (ENTR)**

**DEGREE:**

AS—ENTREPRENEURSHIP

**CERTIFICATE OF PROFICIENCY:**

REAL ESTATE ENTREPRENEUR

Other Entrepreneur-related programs appear under the headings :

**Chinese** (International Entrepreneur–Chinese on page 156), **French** (International Entrepreneur–French on page 229), **Japanese** (International Entrepreneur–Japanese on page 252), **Spanish** (International Entrepreneur–Spanish on page 350.)

**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.

**YEAR ONE**

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

**YEAR TWO**

BUS 10	Business Law	4
ENTR 30	The Business Plan	3
BUS 92	Excel Spreadsheets for Accounting	2
	or	
BUS 93	QuickBooks	(2)

**Options: Select nine units from the following options:**

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
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Major Requirements:	33 units
General Education	19 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

**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 COURSES**

ENTR 1	Introduction to Entrepreneurship	3
REST 80	Real Estate Principles	3
REST 84	Real Estate Practice	3
Elective		3 - 4
BUS 50F	Developing a Business Plan	1

**Elective****Choose any one of the following:**

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

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

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**TOTAL UNITS** **13 - 14**

**ENTREPRENEURSHIP (ENTR)****1 INTRODUCTION TO ENTREPRENEURSHIP 3 UNITS**

Introduction to the key concepts and skill requirements for new business creation. Evaluation of personal entrepreneurship skills. Emphasis on identifying business opportunities, and process of planning for new venture start-up. 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. 54 hours lecture.

**16 MAKING THE PITCH 1 UNIT**

An elevator pitch is a short summary used to quickly and simply define a person, profession, product, service, organization or event and its value proposition. This course will teach you how to identify the attributes of a value proposition; outline a presentation that articulates those values; orally present your value proposition in the form of a 2 minute elevator pitch. 18 hours lecture. **Prerequisite:** ENTR 1 (completed with a grade of "C" or higher) or, ENTR 15 (completed with a grade of "C" or higher)

**20 MARKETING FOR ENTREPRENEURS 3 UNITS**

Marketing strategy and techniques for start-up 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.

**40 BUSINESS INCUBATION AND LAUNCH 3 UNITS**

The transition from a business plan to successful business launch. Key emphasis areas are development of plans for legal structure, accounting, financing/funding and implementation, as well as contingency planning. 27 hours lecture, 36 hours laboratory. **Prerequisite:** ENTR 30



## ETHNIC STUDIES (ES)

### DEGREE:

AA-T—SOCIAL STUDIES: ASIAN AMERICAN STUDIES

AA-T—SOCIAL STUDIES: CHICANO STUDIES

AA-T—SOCIAL JUSTICE STUDIES: ETHNIC STUDIES

AA—ETHNIC STUDIES

### CERTIFICATE OF ACHIEVEMENT:

ASIAN AMERICAN STUDIES

CHICANX AND LATINX STUDIES

## SOCIAL JUSTICE STUDIES: ETHNIC STUDIES

### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate in Arts for Transfer in Social Justice Studies: Ethnic Studies for Transfer 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, Chicano/Chicana 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 and ethnicity. 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. Students wishing to pursue the Associate in Arts for Transfer in Social Justice Studies: 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 Studies: 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 IN SOCIAL JUSTICE STUDIES: ETHNIC STUDIES

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 COURSES	UNITS
SOCI 3 Introduction to Race and Ethnic Relations	3
SOCI 6 Introduction to Gender	3

### Major preparation required courses, choose one:

ES 1 Introduction to Ethnic Studies	3
ES 10 Introduction to Asian American Studies	3
or	
SOCI 10 Introduction to Asian American Studies	(3)
HIS 62 The African-American Experience in U.S. History Through the Civil War	3
ES 21 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)
HIS 22 Mexican American History and Culture	3
ES 25 American Indian History and Culture	3
or	
HIS 25 American Indian History and 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



**List A:** -Select 3 Courses from at least 2 areas for a minimum of 9 units. Courses used in one area cannot be used to fulfill a requirement for another area:

**Area 1: History or Government Units**

HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ES 21	The African American Experience in U.S. History From Reconstruction or	3
HIS 63	The African American Experience in U.S. History From Reconstruction	3
HIS 22	Mexican American History and Culture	3
ES 25	American Indian History and Culture or	3
HIS 25	American Indian History and Culture (3)	

**Area 2: Arts and Humanities**

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**

ES 2	Contemporary Ethnic Minority Families in the U.S.	3
ES 3	Introduction to Muslim-American Studies	3
ES 10	Introduction to Asian American Studies or	3
SOCI 10	Introduction to Asian American Studies (3)	
COMM 12	Gender, Sexual Identity, and Communication	3

Major Requirements:	18
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable 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.

## SOCIAL JUSTICE: AFRICAN AMERICAN STUDIES

### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate in Arts for Transfer in Social Justice: African American Studies for Transfer degree is designed to prepare students who wish to pursue a Bachelor's degree in the field of Africana and African American Studies at the CSUs. Some related majors include: Africana Studies, African American Studies, African and African-American Studies, and Ethnic Studies. 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. Students wishing to pursue the Associate in Arts for Transfer in Social Justice Studies: Africana and 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, 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 IN SOCIAL JUSTICE: AFRICAN AMERICAN STUDIES

A degree in Africana and African American Studies can support work in diasporic African 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, 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 CLASSES (9 UNITS)

### UNITS

ES 1	Introduction to Ethnic Studies	3
SOCI 6	Introduction to Gender	3
HIS 63	The African American Experience in U.S. History From Reconstruction or	3
ES 63	The African American Experience in U.S. History From Reconstruction	(3)



**Take 3 courses from at least 2 areas: History, Arts/Humanities, and Social Science:**

**Area 1: History**

HIS 62	The African-American Experience in U.S. History Through the Civil War or	3
ES 62	The African-American Experience in U.S. History Through the Civil War	(3)

**Area 2: Arts and Humanities**

ENGL 21	The Evolution of the Black Writer	3
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**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 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies or	3
SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	(3)
ES 10	Introduction to Asian American Studies or	3
SOCI 10	Introduction to Asian American Studies	(3)
ES 25	American Indian History and Culture or	3
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 or	3
HIS 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 or	3
HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	(3)
ES 53	Mexican American History from The Mexican Revolution to the Present or	3
HIS 53	Mexican American History from The Mexican Revolution to the Present	(3)

Major Requirements:	18 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable 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.

## SOCIAL JUSTICE: ASIAN AMERICAN STUDIES

### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The AA-T 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. Students wishing to pursue the Associate in Arts for Transfer in Social Justice Studies: 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, 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 IN SOCIAL JUSTICE: ASIAN AMERICAN STUDIES

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.

### 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.

**REQUIRED CORE COURSES****UNITS**

ES 1	Introduction to Ethnic Studies	3
SOCI 6	Introduction to Gender	3
ES 10	Introduction to Asian American Studies	3
	or	
SOCI 10	Introduction to Asian American Studies (3)	

**Take 3 courses from at least 2 areas: History, Arts/Humanities, and Social Science:****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

**Area 2: Arts and Humanities:**

ENGL 25	Asian-American Literature	3
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**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 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 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
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 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

**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 as needed
Total	60 minimum degree applicable units

**SOCIAL JUSTICE: CHICANO STUDIES****ASSOCIATE IN ARTS FOR TRANSFER (AA-T)**

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 Chicanx and Chicana/o 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 Studies: Chicanx and Chicana/o 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, 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 IN SOCIAL JUSTICE: CHICANO STUDIES**

A degree in Chicanx and Chicana/o Studies prepare students for the occupational climate of California resulting from the growth in racial diversity and unique needs related to these demographic shifts. A degree in this major can support work in Chicanx/Latinx 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 an understanding of the diversity within the Chicano 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 COURSES****UNITS**

ES 1	Introduction to Ethnic Studies	3
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/Humanities, and Social Science:**

**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
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**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 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
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
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable 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.

**ETHNIC STUDIES**

## ASSOCIATE IN ARTS DEGREE

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 and ethnicity. Courses provide a critical racial perspective with a focus on the history, literature, and cultures of African Americans, Arab Americans, Asian Americans, Chicano/Latinx, Native Americans, and Pacific Islander Americans.

**CAREER OPPORTUNITIES IN ETHNIC STUDIES**

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 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 COURSES****UNITS**

ES 1 Introduction to Ethnic Studies 3

**Ethnic/Racial Groups - Select 4 courses (12 units) from the following. At least three different racial or ethnic groups must be studied.**

**Group A: Latinx/Latin American****UNITS**

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 - Select 1 course (3 units)**

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 as needed
Total	60 minimum degree applicable units

**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 IN ASIAN AMERICAN STUDIES

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 COURSES

### UNITS

#### (Complete 6 units from following):

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 - Asian American Studies Electives (complete 3 units from the following):

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 - Elective courses (complete 9 units from following):

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 UNITS

18

## CHICANX AND LATINX STUDIES

### CERTIFICATE OF ACHIEVEMENT

The Certificate of Achievement in Chicana and Latina Studies is an interdisciplinary program of study, focusing on the intersectional analysis of the experiences and point of views of the diverse Chicana/ Latina communities inside and outside of the U.S. A Certificate of Achievement in Chicana and Latina studies provides students with the comprehension abilities and critical thinking skills related to the specific needs of Chicana and Latina 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 IN CHICANX AND LATINX STUDIES

A Certificate in Chicana and Latina 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 Chicana/ Latina 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 Chicana and Latina 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 COURSES (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)

**Electives - Take 4 courses (12 units):**

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 or	3
SOCI 7	Women of Color in the United States: (3) Introduction to Race, Gender, and Sexuality Studies	
HIS 12	History of California	3
HIS 32	Colonial Latin America	3
HIS 33	Modern Latin America	3

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**TOTAL UNITS** **18**
**ETHNIC STUDIES (ES)****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, Chicana/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, Latina, Asian American, Native American, Arab American, and Pacific Islander women in relation to race, ethnicity, nationality, gender, class, sexuality, work, family, politics, identity, resistance and artistic expression. Women of color feminist standpoint will be applied when examining how racism, capitalism, patriarchy, war, and sexual violence intersect to influence the lives of women of color in the United States (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 comparative analysis of issues and perspectives by first wave immigrants from China, Japan, Korea, India, the Philippines with emphasis on colonialism, imperialism, war, orientalism, discrimination, social inequity, immigration and settlement patterns, labor, community, and political resistance. This course will ask students to challenge the traditional "master" narrative of U.S. history and encourage them 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 HIS 42 has been completed successfully. 54 hours lecture.

### **43 ASIAN AMERICAN HISTORY: EARLY 20TH CENTURY - 21ST CENTURY 3 UNITS**

A historical survey of Asian Americans from early 20th century to the present. Major topics will include war, refugees, immigration and settlement patterns, laws, labor and socioeconomic class, social movements, education, discrimination, gender, sexuality, and social identity. 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. 54 hours lecture.

### **52 MEXICAN AMERICAN HISTORY FROM MESOAMERICA TO THE MEXICAN REVOLUTION 3 UNITS**

(See also HIS 52)

Students will survey the social, political, economic, and cultural history of the Mexican American experience within the context of U.S. history from the pre-Columbian era to The Mexican Revolution. Students will also critically analyze the struggles and contributions of Mexican Americans in the development of the United States with comparisons to other groups. Major topics include European colonization, Indigenous cultures and slavery, the U.S. War with Mexico, the Civil War, and the Mexican Revolution. This course includes analysis of the U.S. Constitution, Supreme Court Rulings, and California State and local government issues related to the rights of Mexicans and Mexican Americans. May not receive credit if HIS 52 has been completed successfully. 54 hours lecture.

### **53 MEXICAN AMERICAN HISTORY FROM THE MEXICAN REVOLUTION TO THE PRESENT 3 UNITS**

Students will survey the social, political, economic, and cultural history of the Mexican American experience within the context of U.S. history from The Mexican Revolution to the present. Students will also analyze the struggles and contributions of Mexican Americans in the development of the United States and California, and with comparisons to other groups. Major topics include The Mexican Revolution, The Great Depression, WWII, The War with Vietnam, and the Chicano/a 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 HIS 53 has been completed successfully. 54 hours lecture.

**62 THE AFRICAN-AMERICAN EXPERIENCE 3.00 UNITS  
IN U.S. HISTORY THROUGH THE CIVIL WAR**

(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. 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 62 has been completed successfully. 54 hours lecture.

**63 THE AFRICAN AMERICAN EXPERIENCE IN 3 UNITS  
U.S. HISTORY FROM RECONSTRUCTION**

(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, 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, HIS 21 or HIS 63 has been completed. 54 hours lecture.

**ENGLISH AS A SECOND LANGUAGE  
(ESL)****PREPARATION FOR ACADEMIC ESL**

NON CREDIT PROGRAM

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 IN PREPARATION FOR  
ACADEMIC ESL**

Students will 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 coursework.

**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.

<b>REQUIRED COURSES:</b>		<b>HOURS</b>
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

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<b>TOTAL HOURS</b>	<b>162</b>
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## ENGLISH AS A SECOND LANGUAGE (ESL)

### 15A ADVANCED ESL READING AND COMPOSITION I 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 (completed 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 (completed with a grade of "P" or higher)

### 16A ADVANCED GRAMMAR FOR THE ENGLISH LANGUAGE LEARNER 3 UNITS

Advanced English grammar instruction. Enables students to use complex grammar structures in academic writing and reading. Designed for students who are taking ESL 15A concurrently but open to all students who meet the prerequisite. Prerequisite: Successful completion of ESL 110C or eligibility for ESL 15A. 54 hours lecture. **Prerequisite:** ESL 110C (completed with a grade of "P" or higher) or eligibility for ESL 15A

### 16B ADVANCED GRAMMAR AND EDITING FOR THE ENGLISH LANGUAGE LEARNER 3 UNITS

This grammar course provides advanced ESL students with grammar instruction and editing practice. This is the second of two levels. It is designed to be taken with ESL 15B, but open to all students who meet the prerequisite. 54 hours lecture. **Prerequisite:** ESL 16A (completed 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, 18 hours laboratory.

### 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 (completed with a grade of "P" or higher) or Eligibility for ESL 110B 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 (completed with a grade of "P" or higher) or Eligibility for: ESL 110C demonstrated 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. 108 hours lecture. **Prerequisite:** ESL 110C (completed with a grade of "P" or higher) or eligibility for ESL 110D demonstrated through the ESL Placement Process.

### 111A PRONUNCIATION 2 UNITS

Oral English with emphasis on strategies for clear pronunciation. 18 hours lecture, 54 hours laboratory.

### 111B ACADEMIC LISTENING AND SPEAKING 2 UNITS

Group and individual practice producing and responding to oral English in the academic environment. 18 hours lecture, 54 hours laboratory.

### 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 (completed with a grade of "A" or higher)

**114 EDITING FOR THE ADVANCED ESL WRITER 2 UNITS**

Use of standard written English to develop personal strategies for self-editing. Designed to ease the transition between explicit ESL instruction and the fluency demands of mainstream English curriculum. 36 hours lecture. **Strongly Recommended:** ESL 110D (completed with a grade of "P" or higher) or Eligibility for ENGL 101A demonstrated through the English Placement Process

**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.

**116B REVIEW OF BASIC ENGLISH 3 UNITS**

A continuation of a comprehensive review of basic sentence types; short writing assignments; reading fiction and nonfiction; reinforces fluency in reading, writing, and grammar. 54 hours lecture. **Prerequisite:** ESL 116A (completed with a grade of "P" or higher)

**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 (completed 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 (completed with a grade of "P" or higher)

**120 WRITING WORKSHOP FOR NON-NATIVE SPEAKERS: EMPHASIS ON PRE-WRITING & PARAGRAPH ORGANIZATION .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 .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 .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.

**127 ESL PRONUNCIATION LAB .5 UNITS**

Individual practice producing and responding to oral English with emphasis on clear pronunciation. 27 hours laboratory.

**130 WRITING WORKSHOP FOR NON-NATIVE SPEAKERS: EMPHASIS ON USE AND CITATION OF SOURCE MATERIALS .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. 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.

**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, 18 hours laboratory.

**210 PREPARATION FOR ACADEMIC ESL READING NON-CREDIT**

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. 54 hours.





**220 PREPARATION FOR ACADEMIC ESL WRITING**

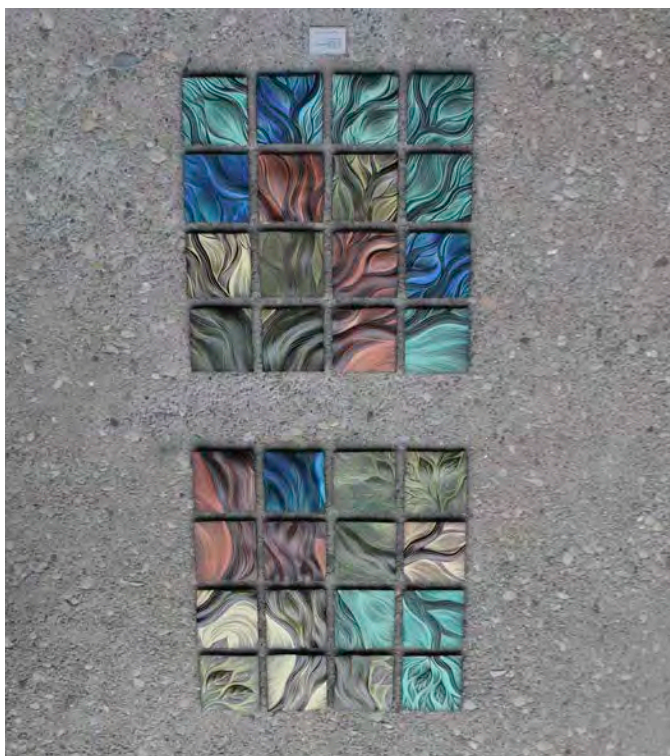
**NON-CREDIT**

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. 54 hours.

**230 PREPARATION FOR ACADEMIC ESL LISTENING AND SPEAKING**

**NON-CREDIT**

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. 54 hours.



**ELECTRONIC SYSTEMS TECHNOLOGY (ESYS)**

**DEGREE:**  
AS—ELECTRONIC SYSTEMS TECHNOLOGY

**CERTIFICATE OF ACHIEVEMENT**  
ESYS: CONSUMER TECHNOLOGY  
ESYS: INDUSTRIAL ELECTRONIC TECHNOLOGY

**ELECTRONIC SYSTEMS TECHNOLOGY**

ASSOCIATE IN SCIENCE

Chabot offers three programs in Electronic Systems Technology: A.S. degree in Electronic Systems Technology and Certificates of Achievement in Consumer Technology and Industrial Technology. The A.S. degree prepares you for entry-level positions in a wide range of industries that use electronics technician skills, including biotechnology, manufacturing, entertainment, automotive and consumer products. Electronic Systems Technology is a key enabler of all of these contemporary industries. With multiple courses offered in eight-week accelerated sessions, the Electronics Systems Technology program offers the option of choosing your own pace as you progress through the program. A typical full-time student will take four courses per semester, two in the first eight-week session, and two in the second. You may take more or fewer courses to match your personal schedule and learning style.

**CAREER OPPORTUNITIES IN ELECTRONIC SYSTEM TECHNOLOGY**

The program prepares you for entry-level positions in a wide range of industries that use electronics technician skills, including biotechnology, manufacturing, entertainment, automotive and consumer products. Electronic Systems Technology is a key enabler of all of these contemporary industries

**PROGRAM LEARNING OUTCOMES**

1. The program graduate will be able to specify, install, program, operate, troubleshoot, and modify electronics systems.
2. The program graduate will have effective oral and written communication skills.

YEAR ONE		UNITS
ESYS 50	Introduction to Electronic Systems Technology	2
ESYS 51	Fabrication Techniques for Electronic Systems Technology	2
ESYS 63A	IT Essentials: PC Hardware and Software I	2
ESYS 63B	IT Essentials: PC Hardware and Software II	2
ESYS 52	Electronic Systems Measurement and Troubleshooting	2
ESYS 54	Analog Circuits and Semiconductor Devices	2
ESYS 55A	Microcontroller Systems	2
ESYS 55B	Digital Logic Systems	2

**YEAR TWO**

ESYS 56A	Electronic Power Systems I	2
ESYS 56B	Electronic Power Systems II	2
ESYS 57A	Process Control Systems	2
ESYS 57B	PLC and Robotic System Components	2
ESYS 58	Wireless Communication Systems	2
ESYS 60	Electronic Systems Analysis	2
ESYS 61	Electronic Systems Project Management	2
ESYS 62	Internet of Things: Home Technology Systems	2

**REQUIRED FOR THE MAJOR SPECIFIC G.E. REQUIREMENT.****Complete a minimum of 3 units from:**

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

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

Major Requirements:	35-37 units
General Education	19 units
Electives	Degree applicable as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

**ESYS: CONSUMER TECHNOLOGY**

## CERTIFICATE OF ACHIEVEMENT

Students develop the technical design skills required for many consumer technology technician positions. This program prepares students to provide home computer or home entertainment systems support. The focus is on developing core electronic systems skills to fulfill these goals.

**CAREER OPPORTUNITIES IN ESYS: CONSUMER TECHNOLOGY**

Students who complete these required courses will have career opportunities with firms that provide retail sales, customer service representative, home technology systems, home-theater systems, computer hardware support, computer service, and commercial audio/video installation.

**PROGRAM LEARNING OUTCOMES**

1. Demonstrate how to install, configure and troubleshoot home technology systems.
2. Demonstrate proficiency in configuring, troubleshooting, and updating personal computer systems.
3. Prepare a basic business plan with a core value proposition for an entrepreneurial venture.
4. Prepare high quality marketing plans for a new venture.
5. Evaluate and solve the challenges faced by entrepreneurs.

**REQUIRED COURSES**

ESYS 50	Introduction to Electronic Systems Technology	2
ESYS 51	Fabrication Techniques for Electronic Systems Technology	2
ESYS 63A	IT Essentials: PC Hardware and Software I	2
ESYS 63B	IT Essentials: PC Hardware and Software II	2
ESYS 52	Electronic Systems Measurement and Troubleshooting	2
ESYS 54	Analog Circuits and Semiconductor Devices	2
ESYS 62	Internet of Things: Home Technology Systems	2
ESYS 56A	Electronic Power Systems I	2

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

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**TOTAL UNITS** **16**



## ESYS: INDUSTRIAL ELECTRONIC TECHNOLOGY

### CERTIFICATE OF ACHIEVEMENT

Students develop the technical design skills required for many industrial electronic technology technician positions. Completing the required courses prepares the students for a technician career with process control systems, automation systems, motor control systems and other electro-mechanical systems. The focus is on developing core electronic systems skills to fulfill these goals.

### CAREER OPPORTUNITIES IN ESYS: INDUSTRIAL ELECTRONIC TECHNOLOGY

Students who complete these required courses will have career opportunities such as electro-mechanical assembly, electronic systems maintenance, electric motor technician, in-plant service, field service, quality control, repair technician, customer service representative and vendor sales representative.

### PROGRAM LEARNING OUTCOMES

1. Understand how to specify, install, program, operate, troubleshoot, and modify electronics systems.
2. Demonstrate effective skills in written and spoken communication.

### REQUIRED COURSES

ESYS 50	Introduction to Electronic Systems Technology	2
ESYS 52	Electronic Systems Measurement and Troubleshooting	2
ESYS 57A	Process Control Systems	2
ESYS 57B	PLC and Robotic System Components	2
ESYS 51	Fabrication Techniques for Electronic Systems Technology	2
ESYS 55A	Microcontroller Systems	2
ESYS 55B	Digital Logic Systems	2
ESYS 58	Wireless Communication Systems	2
ESYS 56A	Electronic Power Systems I	2

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

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**TOTAL UNITS** **18**

## ELECTRONIC SYSTEMS TECHNOLOGY (ESYS)

### 50 INTRODUCTION TO ELECTRONIC SYSTEMS TECHNOLOGY 2 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. 18 hours lecture, 36 hours laboratory.

### 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, 36 hours laboratory.

### 52 ELECTRONIC SYSTEMS MEASUREMENT AND TROUBLESHOOTING 2 UNITS

Measurement and characterization of electronic systems, data collection, and reporting results in industry-accepted formats. Comparing system and component performance to published specifications and developing troubleshooting techniques. Laboratory practice includes the proper use of standard test instruments. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 50

### 54 ANALOG CIRCUITS AND SEMICONDUCTOR DEVICES 2 UNITS

Analog circuits, including amplifiers, oscillators, and filters, using single-chip analog devices, operational amplifiers, field-effect transistors, bipolar transistors. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 52

### 55A MICROCONTROLLER SYSTEMS 2 UNITS

Architecture, programming, application and troubleshooting of single-chip microcontroller electronic systems. Digital building blocks, number systems, programming in high-level and assembly language. Interfacing the microcontroller for practical applications, measurement techniques and instrumentation, troubleshooting techniques. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 50

### 55B DIGITAL LOGIC SYSTEMS 2 UNITS

Architecture, programming, application and troubleshooting of 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, troubleshooting techniques. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 55A

**56A ELECTRONIC POWER SYSTEMS I 2 UNITS**

Switching power supply systems. Alternative energy systems. Advanced power bus management and control systems. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 52

**56B ELECTRONIC POWER SYSTEMS II 2 UNITS**

Power supply transformer, rectifier and filtering circuits. Measurement of line and load regulation, ripple, and efficiency in linear and switching power supply systems. Linear regulation techniques and troubleshooting. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 56A

**57A PROCESS CONTROL SYSTEMS 2 UNITS**

Programmable logic control systems; function, interrelationship, and troubleshooting of systems components. PLC input/output systems and requirements. Ladder logic programming using basic I/O instructions, logic instructions, timers, counters, and comparison functions. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 50

**57B PLC AND ROBOTIC SYSTEM COMPONENTS 2 UNITS**

Integration of sensors, indicators, controllers and final control elements for Programmable Logic Control and robotic systems. Control loop theory, PID, loop tuning, and control loop troubleshooting Process control system design and tuning. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 57A

**57C ELECTRICAL MOTORS AND CONTROL SYSTEMS 2 UNITS**

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. 27 hours lecture, 27 hours laboratory. **Strongly Recommended:** ESYS 57A and , ESYS 57B

**57D INDUSTRIAL NETWORKS AND INTERNET OF THINGS 2 UNITS**

Networking and security standards for industrial systems. Includes Ethernet, TC/IP, and emerging standards for IoT (Internet of Things) networks. Wired and wireless network communication systems. IoT security frameworks, guidance, and policies. 27 hours lecture, 27 hours laboratory. **Strongly Recommended:** ESYS 57A and , ESYS 57B

**58 WIRELESS COMMUNICATION SYSTEMS 2 UNITS**

Introduction to wireless communications concepts and data communications, including modulation techniques, antenna and wave propagation. Digital data communication fundamentals and digital modulation techniques. Fiber optic and laser technology. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 52

**60 ELECTRONIC SYSTEMS ANALYSIS 2 UNITS**

Analysis of electronic systems and circuits using modern software tools and mathematical formulae. Reactive circuits, active devices, amplifier, oscillator, and filter circuits. Includes many, but not all, of the objectives for the ETA and IS CET Certified Electronic Technician exam. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 54 and , MTH 55

**61 ELECTRONIC SYSTEMS PROJECT MANAGEMENT 2 UNITS**

Planning, tracking, and completing electronics prototype projects; includes chassis, printed circuit board layout, connection and soldering techniques, use of hand tools, and machines in electronic fabrication. Use of computer software tools as applied to project management and electronic fabrication. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 51 and , ESYS 54

**62 INTERNET OF THINGS: HOME TECHNOLOGY SYSTEMS 2 UNITS**

The interconnections of people, process, data, and things; the four "pillars" that form the "Internet of Things (IoT)." Hands-on training in digital home networking and integration of IoT security and entertainment systems. Home network design and configuration. Testing and troubleshooting of IoT systems. 18 hours lecture, 36 hours laboratory.

**63A IT ESSENTIALS: PC HARDWARE AND SOFTWARE I 2 UNITS**

First of two courses of the Cisco Networking Academy IT Essentials program. Students will describe 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 CAS 83 has been completed. 18 hours lecture, 36 hours laboratory.

**63B IT ESSENTIALS: PC HARDWARE AND SOFTWARE II 2 UNITS**

Second of two courses of the Cisco Networking Academy IT Essentials program. Students will describe the process for upgrading computer hardware, assemble a computer system, upgrade, configure, and optimize 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 advanced topics covered include laptops and portable devices, wireless connectivity, Voice over Internet Protocol (VoIP), security, applied network configuration and troubleshooting skills. May not receive credit if CAS 83 has been completed. 18 hours lecture, 36 hours laboratory. **Strongly Recommended:** ESYS 63A



**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 circuits. 36 hours lecture, 54 hours laboratory.

**201 ELECTRONIC PROJECT PROTOTYPING NON-CREDIT**

Development and prototyping of student-selected electronic projects. Automated design tools, automated and hand fabrication and electronic assembly techniques, measurement and evaluation of prototypes. 54 hours.

**202 ELECTRONIC CIRCUIT CALCULATIONS AND ANALYSIS NON-CREDIT**

Application of algebraic and trigonometric calculations and formulas applied to electronic circuit examples. Digital logic applied to combinational and sequential circuits. 36 hours.

**203 ELECTRONIC CIRCUIT MEASUREMENTS AND ANALYSIS NON-CREDIT**

Measurement and presentation of data in analog and digital circuits. Emphasis on comparison and correlation of measured data with calculated circuit analysis. 54 hours.

**FILM (FILM)**

**DEGREE:**

AA—FILM AND ANIMATION

**CERTIFICATE OF ACHIEVEMENT**

ANIMATION  
FILMMAKING

**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 enter the workforce.

**CAREER OPPORTUNITIES IN FILM AND ANIMATION**

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, Camera person, Cinematographer, Gaffer, Production Designer, Makeup Artist, Set Director. Labor market information suggests 10% growth in video editing in the Bay Area region, 5% growth in camera operation, and 9% growth in producing and directing multimedia content.

**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, prototyping, critique and refinement.

**REQUIRED COURSES (15 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 from the following courses):**

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	Photo Compositing	3
DIGM 12A	Motion Graphics	3
DIGM 20	Digital Portfolio and Promotion	1.5
FILM 9	Film Production Colloquia	1
FILM 16	Documentary Filmmaking	3
FILM 17	Motion Picture Filmmaking	3
PHOT 50	Introduction to Photography	3
THTR 4	Acting on Camera	3
THTR 6	Movement for the Actor	3

Major Requirements:	24 units
General Education	25 units
Electives	Degree applicable 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 IN ANIMATION**

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. 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 COURSES**

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 from the following courses):**

DIGM 4A	Digital Illustration	3
DIGM 6A	Photo Compositing	3
DIGM 12A	Motion Graphics	3
DIGM 20	Digital Portfolio and Promotion	1.5
FILM 9	Film Production Colloquia	1
FILM 14	Introduction to Cinematic Arts	3
FILM 17	Motion Picture Filmmaking	3
THTR 6	Movement for the Actor	3

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**TOTAL UNITS** **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 film. These skills will help students either continue as independent filmmakers, or continue their studies in film.

**CAREER OPPORTUNITIES IN FILMMAKING**

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% growth in video editing in the Bay Area region, 5% growth in camera operation, and 9% growth in producing and directing multimedia content.

**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 COURSES**

FILM 12	Screenwriting and Visual Storytelling	3
FILM 14	Introduction to Cinematic Arts	3
FILM 15	Introduction to Digital Filmmaking	3

**Electives (Choose 7 units from the following courses):**

DIGM 2	Introduction to Graphic Design	3
DIGM 4A	Digital Illustration	3
DIGM 6A	Photo Compositing	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 9	Film Production Colloquia	1
FILM 16	Documentary Filmmaking	3
FILM 17	Motion Picture Filmmaking	3
PHOT 50	Introduction to Photography	3

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**TOTAL UNITS** **16**



## FILM (FILM)

### 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 (completed 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 OR ENGL 1.

### 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 (completed 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 (completed with a grade of "C" or higher) or, FILM 14 (completed with a grade of "C" or higher), FILM 12.

### 89 SPECIAL STUDIES IN FILM .5-5 UNITS

(May be repeated 3 times)

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:** (completed with a grade of "B" or higher) Two of the following courses , FILM 14 (completed with a grade of "B" or higher) , FILM 15 (completed with a grade of "B" or higher) , FILM 16 (completed with a grade of "B" or higher.)

**FIRE TECHNOLOGY (FT)****DEGREE:**

AS—FIRE TECHNOLOGY  
AS—FIRE PREVENTION INSPECTOR

**CERTIFICATE OF ACHIEVEMENT:**

FIRE FIGHTER ACADEMY  
FIRE TECHNOLOGY  
FIRE PREVENTION INSPECTOR

**FIRE TECHNOLOGY**

## ASSOCIATE IN SCIENCE DEGREE

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 required 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 IN FIRE TECHNOLOGY**

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**

- Upon completion of the Chabot Fire Technology Program, the student will 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.

- Upon completion of the Chabot Fire Technology Program, the student will 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.

**REQUIRED COURSES****UNITS**

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
EMS 2	Emergency Medical Technician - Basic and	7
EMS 2W	Patient Stabilization, Extrication & Triage	.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.

FT 11 *	Fire Fighter I Academy	17
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Fire Academy students are encouraged to enroll in Fire Technology 88B or 88C during Fire Fighter I Academy to maintain fire fitness training requirements.

FT 4	Fire Prevention	3
FT 5	Fire Protection Systems	3

**REQUIRED MAJOR SPECIFIC G.E. REQUIREMENT.****Complete a minimum of 3 units from the following.**

BUS 14	Business Communications	3
	or	
ENGL 70	Report Writing	(3)
	or	
ADMJ 54	Investigative Reporting	(3)

\*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.)

Major Requirements:	47.5 units
General Education	19 units
Electives	Degree applicable units as needed
Total	65 minimum degree applicable units





## FIRE PREVENTION INSPECTOR

### ASSOCIATE IN SCIENCE DEGREE

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, fire inspection, public safety, building construction, and fire protection system design.

#### CAREER OPPORTUNITIES IN FIRE PREVENTION INSPECTOR

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 COURSES

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 or	3
MTH 47	Mathematics for Liberal Arts	3
BUS 22	Introduction to Management	3

#### REQUIRED FOR MAJOR SPECIFIC G.E. REQUIREMENT.

##### Complete a minimum of 3 units from:

ADMJ 54	Investigative Reporting	3
BUS 14	Business Communications	3
ENGL 70	Report Writing	3

Students may take courses in any sequence except where a prerequisite applies.

Major Requirements:	24 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 the 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 IN FIRE FIGHTER ACADEMY

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 COURSES		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	.5

\*Option to waive EMS requirement by meeting with Fire Technology faculty and completing waiver.

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**TOTAL UNITS** **38.5**

**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 IN FIRE PREVENTION INSPECTOR**

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 COURSES		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

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**TOTAL UNITS** **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 required 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 IN FIRE TECHNOLOGY**

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 COURSES	UNITS
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
EMS 2 Emergency Medical Technician - Basic and	7
EMS 2W Patient Stabilization, Extrication & Triage	.5
FT 3 Fire Behavior and Combustion	3
FT 10 * Introduction to Fire Fighter I Academy	1.5
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.

FT 4 Fire Prevention	3
FT 5 Fire Protection Systems	3

\*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.)

<b>TOTAL UNITS</b>	<b>47.5</b>
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**FIRE TECHNOLOGY (FT)**

Fire Technology courses may be scheduled alternating years. Students may be required to take day and evening classes to complete the degree.

**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 FT 50 has been completed. 54 hours lecture, 12.6 hours laboratory. **Strongly Recommended:** ENGL 1A or ENGL 1.

**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 FT 52 has been completed. 54 hours lecture. **Strongly Recommended:** FT 1, or FT 50 (completed 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 FT 53 has been completed. 54 hours lecture. **Advisory:** Eligibility for ENGL 1A. **Strongly Recommended:** FT 1 (completed with a grade of "C" or higher) or, FT 50 (completed 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 FT 54 has been completed. 54 hours lecture. **Advisory:** Eligibility for ENGL 1A. **Strongly Recommended:** FT 1 (completed with a grade of "C" or higher) or, FT 50 (completed 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 FT 55 has been completed. 54 hours lecture. **Advisory:** Eligibility for ENGL 1A OR ENGL 1. **Strongly Recommended:** FT 1 (completed with a grade of "C" or higher) or, FT 50 (completed 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 FT 56 has been completed. 54 hours lecture. **Advisory:** Eligibility for ENGL 1A OR ENGL 1. **Strongly Recommended:** FT 1 (completed with a grade of "C" or higher) or, FT 50 (completed 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 UNIT**

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 FT 89 and FT 51W have been completed. 18 hours lecture, 27 hours laboratory. **Advisory:** Eligibility for ENGL 1A or ENGL 1, Eligibility for MTH 53. **Prerequisite:** FT 50 (completed with a grade of "C" or higher) or FT 1 (completed with a grade of "C" or higher) or concurrent enrollment and EMS 1 (completed with a grade of "C" or higher) or concurrent enrollment and FT 88A (completed with a grade of "C" or higher.) **Strongly Recommended:** EMS 2 (completed with a grade of "C" or higher) and, EMS 2W (completed with a grade of "C" or higher) , FT 52 (completed with a grade of "C" or higher) or, FT 2 (completed with a grade of "C" or higher) and , FT 53 (completed with a grade of "C" or higher) or, FT 3 (completed with a grade of "C" or higher) , FT 56 (completed with a grade of "C" or higher) or, FT 6 (completed with a grade of "C" or higher) , INDT 74 (completed 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. **Prerequisite:** FT 10 (completed with a grade of "C" or higher) or, FT 89 (completed with a grade of "P" or higher) and , FT 51W (completed with a grade of "C" or higher.)



### 11CAP FIRE FIGHTER I CAPSTONE TESTING 1.5 UNITS

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. **Prerequisite:** FT 90C (completed with a grade of "C" or higher) or FT 11 (completed 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 UNIT

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 or PEAC FFT (each completed with a grade of "C" or higher.)

### 88C ADVANCED FIRE FITNESS TRAINING 1 UNIT

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 or PEAC FFT1 (each completed with a grade of "C" or higher.)

### 88D TACTICAL FIRE FITNESS TRAINING 1 UNIT

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 or PEAC FFT2 (each completed 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. 162 hours lecture, 432 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)****DEGREE**

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. 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.

**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.

**YEAR ONE**

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

**YEAR TWO**

FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4

Major Requirements:	18-20 units
General Education	25 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

**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 IN FRENCH**

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 COURSES****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 UNITS****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 IN INTERNATIONAL ENTREPRENEUR – FRENCH

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 COURSES:

	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 UNITS 20**

## FRENCH (FRNC)

### 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. 90 hours lecture, 18 hours laboratory. **Strongly Recommended:** Eligibility for ENGL 1A. May not receive credit if FRNC 1A1 and/or 1A2 have been completed.

#### 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 1A.

#### 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. 54 hours lecture, 18 hours laboratory. **Prerequisite:** FRNC 1A1 (completed with a grade of “C” or higher.) May not receive credit if FRNC 1A has been completed.

### 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. 90 hours lecture, 18 hours laboratory. **Prerequisite:** FRNC 1A (completed with a grade of “C” or higher) or FRNC 1A2 with a grade of “C” or higher. May not receive credit if FRNC 1B1 and/or 1B2 have been completed.

#### 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 (completed with a grade of “C” or higher) or, FRNC 1A2 (completed with a grade of “C” or higher.)

**1B2 ELEMENTARY FRENCH 2 3 UNITS**

Continue 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 (completed 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 (completed with a grade of "C" or higher) or, FRNC 1B2 (completed 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 (completed 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:** French 50A (completed 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 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:** French 50B (completed 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 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:** French 50C (completed with a grade of "C" or higher.)

**GEOGRAPHY (GEO)****DEGREE:**

AA-T—GEOGRAPHY

AA—GEOGRAPHY

**CERTIFICATE OF PROFICIENCY:**

GEOGRAPHIC INFORMATION SYSTEMS

**GEOGRAPHY**

## ASSOCIATE IN ARTS FOR TRANSFER DEGREE

Chabot College offers an Associate in Arts for Transfer degree in Geography to introduce students to principles, theory, and applied methods of spatial analysis in studying both the natural and human environment. The degree 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. The program in Geography is designed to develop the student's awareness of human-environment relationships and changes in the physical and cultural landscape induced by human activities. The AA-T in Geography 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 IN GEOGRAPHY**

Geography is an 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.

**REQUIRED COURSES**

**UNITS**

GEO 1	Introduction to Physical Geography	3
GEO 1L	Introduction to Physical Geography Laboratory	1
GEO 2	Cultural Geography	3

**LIST A (select 2 for 6 units)**

**Units**

GEO 5	World Regional Geography	3
GEO 8	Introduction to Weather and Climate	3
GEO 12	Geography of California	3
GEO 20	Introduction to Geographic Information Systems	3

**LIST B (select 2 for 6-8 units)**

Any courses not selected above (from List A), any CSU transferable Geography courses and/or other courses (in or outside the discipline) that are articulated as lower division major preparation for the Geography major at a CSU

**Units**

ANTH 3	Social and Cultural Anthropology	3
GEO 3	Economic Geography	3
GEOS 1	Physical Geology with Laboratory	4
GEO 10	Global Environmental Problems	3
MTH 43	Introduction to Probability and Statistics	4
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
	or	
MTH 43	Introduction to Probability and Statistics	(4)

Major Requirements:	19-21 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

**NOTE:** A grade of "C" or higher is required for major requirements, IGETC courses, and CSU GE Areas A2 and B4

\*Minimum cumulative GPA of 2.0

**GEOGRAPHY**

ASSOCIATE IN ARTS DEGREE

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 IN GEOGRAPHY**

Geography is an 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
Elective		3

**Elective**

**Select from the following for an additional 3 units**

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 minimum degree applicable units

## 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 IN GEOGRAPHIC INFORMATION SYSTEMS

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)

REQUIRED COURSES	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

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

**TOTAL UNITS** **13**

## GEOGRAPHY (GEO)

### 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. Affect of natural environments on human activities and how humans modify environments. Field trips may be included. 54 hours lecture.

### 1L INTRODUCTION TO PHYSICAL GEOGRAPHY 1 UNIT LABORATORY

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:** Geography 1 (may 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 Niño, deforestation, 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; geological evolution; geomorphic provinces, natural hazards, and resources; climate, water resources, vegetation, and soils. Historically developed cultural themes include: Native American and Hispanic origins; migration patterns and settlements; population growth and ethnic diversity; land use and 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 or ENGL 1.

## 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 GEOGRAPHIC INFORMATION SYSTEMS (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 (completed 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 (completed 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 coworkers. 18 hours lecture. **Corequisite:** GEO 95.

**GEOLOGICAL SCIENCES (GEOS)****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.

**GENERAL STUDIES (GNST)****1 INTRODUCTION TO ONLINE LEARNING .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 (completed 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. 45-90 hours laboratory. **Prerequisite:** consent of instructor and Office of Academic Services.

**31 WOMEN'S SPIRITUALITY: AN EXAMINATION OF ANCIENT AND EMERGING TRADITIONS 3 UNITS**

A cross-cultural look at the women's spirituality movement in the U.S. and abroad. Examination of reformist aspects of this movement as they impact religions such as Christianity, Islam, Judaism, Buddhism and/or Hinduism. Also focus on the reclamation of pre-Christian and indigenous spiritual systems of Europe and the Americas. Explores text, ritual, music, and film. 54 Hours lecture. **Strongly Recommended:** ENGL 1A or ENGL 1.

**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. (completed 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 (completed with a grade of "C" or higher)

**32C SOCIAL JUSTICE LEADERSHIP ADVANCED INTERMEDIATE 2 UNITS**

Leadership practice in social justice values and methods. Students will organize, coordinate and plan advocacy events and activities to support Chabot College students, specifically the CIN program. 36 Hours lecture. **Prerequisite:** GNST 32B (completed with a grade of "C" or higher)



### 32D SOCIAL JUSTICE LEADERSHIP ADVANCED 2 UNITS

Leadership practice in social justice values and methods. Hold events and meetings. Recruit and train new students. Practice reflective strategies for self-improvement. 36 Hours lecture.

**Prerequisite:** GNST 32C (completed 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 or ENGL 1 (completed 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 (completed with a grade of "C" or higher)

### 51 STUDENT LEADERSHIP LABORATORY 1-2 UNITS

(See also POSC 51)

Training in the student leadership and governance with an emphasis on practical application of effective student leadership skills. Students will attend and participate in Associated Student Senate meetings, club, or shared governance meetings to receive credit for this course. May not receive credit if POSC 51 has been completed. 54-108 hours laboratory.

### 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 (completed with a grade of "C" or higher.)

### 66 LIFE SKILLS FOR THE ADOLESCENT 3.5 UNITS

Educational Preparation for life for the young adult. Includes drug and alcohol education, nutrition education, disease prevention, college preparation, basic career goal setting, and risk factor reduction related to the prevention of obesity at an early age. Fitness component involves activity participation in team sports, along with basic fitness education in heart rate monitoring and physical fitness training. Designed for the adolescent learner interested in developing college preparatory skills and life-long learning strategies in the area of health and fitness. Total weeks - 5. 27 hours lecture, 108 hours laboratory.

### 115 FACULTY-STUDENT TUTORIAL: WRITING AND READING ACROSS THE CURRICULUM .5-3 UNITS

May be repeated 3 times

Self-paced, individualized instruction in reading and writing effectiveness. 36-108 hours laboratory. **Prerequisite:** General Studies 115 and English 115 may be repeated for a combined total of three times.

### 116 GATEWAY TO SUCCESS PROGRAM - FACULTY STUDENT TUTORIAL .5-3 UNITS

Self-paced instruction in effective reading, writing, and problem strategies in English, mathematics, and science. Tailored to individual student's needs and goals. 36-108 hours laboratory. **Corequisite:** Enrollment in any Gateway to Success English, Mathematics, or Physics course.

### 4919 PASSION AND PURPOSE 1 UNIT

Exploration and discovery of personal passions in the context of social and family relationships, the community, and higher education - particularly at Chabot College. Focus on connection of passion to one's talents and potential purpose(s) in life. 18 hours lecture, 18 hours laboratory.

**GLOBAL STUDIES (GLST)****DEGREE:**

AA-T—GLOBAL STUDIES

**GLOBAL STUDIES**

ASSOCIATE IN ARTS FOR TRANSFER (AA-T)

This interdisciplinary major enables students to explore a wide range of global topics such as: globalization, international development, human rights, environment, the role of intergovernmental organizations and non-state actors, and diverse cultures. Students evaluate these topics from multiple disciplinary lenses and perspectives. The Global Studies program provides students with the background knowledge, critical thinking, and communication skills that will allow students to thrive in an increasingly interdependent world and to work in a variety of fields including international diplomacy and non-profit work, business, and international social, education and language services. The AA-T in Global 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.

**CAREER OPPORTUNITIES IN GLOBAL STUDIES**

Associate in Arts in Global Studies for Transfer prepares students for careers in: International Business, Diplomacy, Social Services, Language Services, International Education, Global Communications, International Law.

**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 COURSES (6 UNITS)**

GLST 1	Introduction to Global Studies	3
	or	
ANTH 7	Introduction to Global Studies	(3)
	or	
POSC 11	Introduction to Global Studies	(3)
GLST 2	Issues in Global Studies	3
	or	
POSC 22	Issues in Global Studies	(3)

**LIST A: SELECT FIVE (5) COURSES FROM AT LEAST FOUR (4) OF THE FOLLOWING AREAS (15-17 units)****Area 1: Culture and Society**

ANTH 3	Social and Cultural Anthropology	3
HIS 1	History of Western Civilization to 1600	3
HIS 2	History of Western Civilization Since 1600	3

**Area 2: Geography**

GEO 1	Introduction to Physical Geography	3
GEO 2	Cultural Geography	3
GEO 5	World Regional Geography	3
GEO 3	Economic Geography	3

**Area 3: Economics**

ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
ECN 10	General Economics	3

**Area 4: Politics**

POSC 20	Comparative Politics	3
POSC 30	International Relations	3
POSC 1	Introduction to American Government	3
POSC 25	Introduction to Political Theory	3

**Area 5: Humanities**

ENGL 41	World Literature (17th Century to the Present)	3
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4
ITAL 2A	Intermediate Italian	4
ITAL 2B	Advanced Italian	4
SPA 2A	Intermediate Spanish	4
SPA 2B	Advanced Spanish	4

Major Requirements:	21-23 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable 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.



## GLOBAL STUDIES (GLST)

### 1 INTRODUCTION TO GLOBAL STUDIES 3 UNITS

(See also POSC 11 and ANTH 7)

This course is an introduction to the interdisciplinary field of Global Studies. Explores the current processes of “globalization” in the world today and the impact on peoples and societies. Examines conflicts arising out of competition over resources, the impact of wars, economic and environmental disruption, and transnational migrations of people. Explores debates over globalization and the social movements that have arisen in response to the impact of globalization. May not receive credit if ANTH 7 or POSC 11 has been completed successfully. 54 hours lecture. **Strongly Recommended:** Eligibility for ENGL 1A.

### 2 ISSUES IN GLOBAL STUDIES 3 UNITS

(See also POSC 22)

This course introduces students to the origins, current status, and future trends of major transnational issues confronting the global community. Topics can include population trends, economic development and inequality, basic human needs such as food, water, health care, shelter, human rights, international conflict, migration, security concerns, and environmental problems. The course also focuses on global governance, including the study of collective global responsibilities. May not receive credit if POSC 22 has been completed successfully. 54 hours lecture. **Strongly Recommended:** Eligibility for ENGL 1A.

## HEALTHY AGING OLDER ADULTS (HEAG)

See Kinesiology Section on page 262

## HEALTH (HLTH)

### 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, attitudes and behaviors that promote health and wellness. 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**

Physical, emotional, and spiritual perspectives of healthy weight loss. Emphasis on acquiring knowledge and developing life skills required to achieve a healthy weight for improved wellness. 54 hours lecture.

**40 INTRODUCTION TO HEALTH PROFESSIONS 1.5 UNITS**

Introduction to the diverse occupations and care systems in the health care and community wellness field, as well as to skills and personal characteristics needed in these professions. 18 hours lecture, 36 hours laboratory.

**51A BASIC MEDICAL TERMINOLOGY****4 UNITS**

Terminology used typically by the medical profession; explanation of the history of terminology, prefixes, suffixes, and root words; emphasis on spelling, definitions, pronunciation, and an understanding of their meanings; includes medical abbreviations, anatomical, disease, diagnostic, medical, surgical, and additional terms as they relate to each body system. 72 hours lecture.

**51B DISEASE PROCESS AND ADVANCED MEDICAL TERMINOLOGY****4 UNITS**

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 disease. 72 hours lecture. **Prerequisite:** HLTH 51A (completed 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.

**70A HEARTSAVER CPR & AED****.5 UNITS**

A comprehensive course for the First responder, this course is designed to teach Cardiopulmonary Resuscitation (CPR), use of an Automatic External Defibrillator (AED) and relief of foreign body airway obstruction (FBAO) to all lay rescuers, particularly those expected to respond to emergencies in the workplace. Responders such as police, airline personnel, security personnel, corporate employees, family members of patients at high risk for sudden cardiac death, other rescuers, and those who need or want to learn CPR and how to operate an AED. Successful completion on the final exam and skills performance will qualify the participant for an American Heart Association Heartsaver AED course completion card. The mission of the American Heart Association's Emergency Cardiovascular Care Programs is to reduce disability and death from cardiac and respiratory emergencies and stroke by improving the Chain of Survival in every community. 6 hours lecture, 6 hours laboratory.

**70B HEALTHCARE PROVIDER CPR****.2 UNITS**

The BLS Healthcare Provider Course teaches CPR skills for helping victims of all ages (including performing ventilation with a barrier device, a bag-mask device, and oxygen); use of an automated external defibrillator (AED); and relief of foreign-body airway obstruction (FBAO.) It's intended for participants who provide health care to patients in a wide variety of settings, including in-hospital and out-of-hospital. For Healthcare providers, such as physicians, nurses, paramedics, emergency medical technicians, respiratory therapists, physical and occupational therapists, physician's assistants, residents or fellows, or medical or nursing students in training, aides, medical or nursing assistants, police officers, and other allied health personnel. The mission of the American Heart Association's Emergency Cardiovascular Care Programs is to reduce disability and death from cardiac and respiratory emergencies and stroke by improving the Chain of Survival in every community. Successful completion of final exam and skills performance qualifies participant for American Heart Association Healthcare Provider course card. 2 hours lecture, 4 hours laboratory. **Prerequisite:** HLTH 70A or HLTH 60 (either within the last 2 years) or Current Healthcare Provider CPR card for renewal.





## HISTORY (HIS)

**DEGREE:**  
AA-T—HISTORY

### HISTORY

#### ASSOCIATE IN ARTS FOR TRANSFER

Chabot College offers an Associate in Arts for Transfer Degree 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 required 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 IN HISTORY

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.

<b>REQUIRED REQUIRED COURSES (6 UNITS)</b>		<b>UNITS</b>
HIS 7	U.S. History Through Reconstruction	3
HIS 8	U.S. History Since Reconstruction	3

**List A: Complete two courses (6 units)**

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: Complete one course each area (6 units)**

**Area 1: Diversity (3 units)**

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 (3 units):**

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.

Major Requirements:	18-20 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	12 - 15 units
Total	60 minimum degree applicable units

**NOTE:** Grades of "C" or higher are required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

## HISTORY (HIS)

### 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 groups. 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 HISTORY OF 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

(See also ES 52)

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 is 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 is 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 AMERICAN 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 comparative analysis of issues and perspectives by first wave immigrants from China, Japan, Korea, India, the Philippines with emphasis on colonialism, imperialism, war, orientalism, discrimination, social inequity, immigration and settlement patterns, labor, community, and political resistance. This course will ask students to challenge the traditional “master” narrative of U.S. history and encourage them 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 ES 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 of Asian Americans from early 20th century to the present. Major topics will include war, refugees, immigration and settlement patterns, laws, labor and socioeconomic class, social movements, education, discrimination, gender, sexuality, and social identity. 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. Not open for credit to students who have completed or are currently enrolled in ES 43. 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 MEXICAN AMERICAN HISTORY FROM  
MESOAMERICA TO THE MEXICAN REVOLUTION** **3 UNITS**

(See also ES 52)

Students will survey the social, political, economic, and cultural history of the Mexican American experience within the context of U.S. history from the pre-Columbian era to The Mexican Revolution. Students will also critically analyze the struggles and contributions of Mexican Americans in the development of the United States with comparisons to other groups. Major topics include European colonization, Indigenous cultures and slavery, the U.S. War with Mexico, the Civil War, and the Mexican Revolution. This course includes analysis of the U.S. Constitution, Supreme Court Rulings, and California State and local government issues related to the rights of Mexicans and Mexican Americans. May not receive credit if ES 52 has been completed successfully. 54 hours lecture.

**53 MEXICAN AMERICAN HISTORY FROM  
THE MEXICAN REVOLUTION TO THE PRESENT** **3 UNITS**

(See also ES 53)

Students will survey the social, political, economic, and cultural history of the Mexican American experience within the context of U.S. history from The Mexican Revolution to the present. Students will also analyze the struggles and contributions of Mexican Americans in the development of the United States and California, and with comparisons to other groups. Major topics include The Mexican Revolution, The Great Depression, WWII, The War with Vietnam, and the Chicano/a 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 53 has been completed successfully. 54 hours lecture.



## 62 THE AFRICAN-AMERICAN EXPERIENCE IN 3 UNITS U.S. HISTORY THROUGH THE CIVIL WAR

(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 context of the experiences of Europeans, Native Americans, Asian Americans, and Latinos. 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 ES 62 has been completed successfully. 54 hours lecture.

## 63 THE AFRICAN AMERICAN EXPERIENCE IN 3 UNITS U.S. HISTORY FROM RECONSTRUCTION

(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, 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 HIS 21, ES 21 or ES 63 has been completed. 54 hours lecture.



**HUMANITIES (HUMN)****DEGREE:**

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	God, Nature, Human Nature	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)

**Option (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 as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

**HUMANITIES (HUMN)****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)

### DEGREE:

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 IN ADVANCED MANUFACTURING TECHNOLOGY

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 COURSES (18 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
ENGR 11	Engineering Design and Analysis	2
	or	
ESYS 61	Electronic Systems Project Management (2)	

### SELECT ONE OPTION (15 UNITS)

ESYS 50	Introduction to Electronic Systems Technology and	2
ESYS 52	Electronic Systems Measurement and Troubleshooting and	2
ESYS 56A	Electronic Power Systems I and	2
ESYS 56B	Electronic Power Systems II and	2
ESYS 57C	Electrical Motors and Control Systems and	2
ESYS 57D	Industrial Networks and Internet of Things or	2
MTT 81A	SolidWorks for Machine Shops (3)	
	or	
MTT 50	Blueprint Reading and Introduction to CAD (3) and	
MTT 60A	Machine Tool Technology I and	4
MTT 71A	Numerical Control Program I and	4
MTT 71C	Numerical Ctrl Programming III	4

### Required Major Specific G.E. Requirement (4 units)

PHYS 11	Descriptive Physics or	4
PHYS 3A	College Physics A (4)	

Major Requirements	33 units
General Education	19 units
Electives	Degree applicable units as neededs
Course Total Units*	60 minimum degree applicable units



## INDUSTRIAL TECHNOLOGY

### ASSOCIATE IN SCIENCE DEGREE

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.

YEAR ONE		UNITS
MTT 70	Introduction to Machine Shop	2
BUS 12	Introduction to Business	3
CAS 50	Introduction to Computer Application Systems	3
MTT 50	Blueprint Reading, Sketching, and CAD	3
MTH 36	Trigonometry	3
	or	
MTH 37	Trigonometry with an Emphasis on its Geometric Foundations (5)	
WELD 70	Introduction to Welding	2
<b>YEAR TWO</b>		
BUS 1A	Financial Accounting	4
CSCI 10	Introduction to Programming Using Visual BASIC.NET	4
MTT 65	Production Practices	4
BUS 1B	Managerial Accounting	4
BUS 10	Business Law	4

#### REQUIRED MAJOR SPECIFIC G.E. REQUIREMENT.

**Complete a minimum of 3 units from the following:**

INDT 74	Measurements and Calculations	3
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**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.

This course listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

Major Requirements:	36-38 units
General Education	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 IN ADVANCED MANUFACTURING TECHNOLOGY

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 COURSE (19 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

#### Select one course from the following (3 units)

MTT 50	Blueprint Reading, Sketching, and CAD	3
	or	
MTT 81A	SolidWorks for Machine Shops	(3)

**TOTAL UNITS** **19**





## INDUSTRIAL TECHNOLOGY (INDT)

### 62 ADVANCED MANUFACTURING OPERATIONS 3 UNITS

Advanced manufacturing operational processes, including lean manufacturing, 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

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. 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. 225-300 hours lecture.

### 201 MAKERSPACE PROJECT PROTOTYPING NON-CREDIT

Development and prototyping of student-selected projects. Automated design tools, automated and hand fabrication and assembly techniques, measurement and evaluation of prototype. 54 hours lecture.

## INTERIOR DESIGN (ID)

### DEGREE:

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 Designer	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.

Complete a minimum of 3 units from the following.	Units
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 COURSES

#### UNITS

ART 23	2-D Foundations	3
ID 48	Drafting for Interior Designer	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 UNITS

**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 computeraided drafting. It is also under the guidelines of National Kitchen and Bath Associations (NKBA.)

#### CAREER OPPORTUNITIES IN KITCHEN AND BATH DESIGN

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 UNITS

**31**



## INTERIOR DESIGN (ID)

### 48 DRAFTING FOR INTERIOR DESIGNER 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

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 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 (completed 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 elevations, perspectives, rendering and 3 dimensional modeling. 36 hours lecture, 72 hours laboratory. **Prerequisite:** ID 49 (completed with a grade of "C" or higher.) **Strongly Recommended:** ID 48 (completed 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 furnishing 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. 54 hours lecture. **Strongly Recommended:** ID 48 (completed with a grade of "C" or higher.)

### 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. 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.

### 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. Topics will include space planning, interior specifications and costing out jobs. 54 hours lecture. **Prerequisite:** Interior Design 50 (completed with a grade of "C" or higher.)

### 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, 72 hours laboratory. **Prerequisite:** ID 51 (completed with a grade of "C" or higher) Skills needed from ID 51 to be successful in this course. **Strongly Recommended:** ID 72 (completed 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)****DEGREE:**

AA—INTERNATIONAL STUDIES

**INTERNATIONAL STUDIES**

ASSOCIATE IN ARTS DEGREE

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 COURSES (9 UNITS)****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 the following.**

Choices must come 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
<b>Total</b>	<b>60 minimum degree applicable units</b>



## ITALIAN (ITAL)

### CERTIFICATE OF ACHIEVEMENT: ITALIAN

## ITALIAN (ITAL)

### CERTIFICATE OF ACHIEVEMENT

The Certificate of Achievement in Italian 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 IN ITALIAN

Italy is one of the top five economies in the world, and many employers are seeking people who speak both Italian and English. An estimated 7,500 American companies do business with Italy and more than 1,000 U.S. firms have offices in Italy, including Amazon, Apple, IBM, General Electric, Motorola, Citibank, and PricewaterhouseCoopers. Many Italian firms have also offices in the U.S. Knowing Italian is greatly beneficial in several career fields. Italy is a world leader in the culinary arts, interior design, fashion, graphic design, furniture design, machine tool manufacturing, robotics, electromechanical machinery, shipbuilding, space engineering, construction machinery, and transportation equipment. This certificate is developed to prepare students for this growing need in the job market and to provide the Italian language and cultural competency needed for career opportunities in the fields of fashion, education, interpretation/translation, hospitality/tourism, banking/finance, government/immigration, sales/customer service, and other relevant fields. Furthermore, students seeking to work for international Italian-speaking companies with offices in the USA and Italy 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 COURSES:

	UNITS
ITAL 1A Beginning Italian	5
ITAL 1B Elementary Italian	5
ITAL 2A Intermediate Italian	4
ITAL 2B Advanced Italian	4

**TOTAL UNITS** **18**

## ITALIAN (ITAL)

### 1A BEGINNING ITALIAN

**5 UNITS**

Introduction to the Italian-speaking cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Italian. 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 1A or ENGL 1.

### 1B ELEMENTARY ITALIAN

**5 UNITS**

Further study of Italian-speaking cultures of the world featuring the study and practice of the four language skills (listening, speaking, reading, and writing) of Italian begun in Italian 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:** ITAL 1A (completed with a grade of "C" or higher.)

### 2A INTERMEDIATE ITALIAN

**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:** ITAL 1B (completed with a grade of "C" or higher.)

### 2B ADVANCED ITALIAN

**4 UNITS**

Reading of Italian 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:** ITAL 2A (completed with a grade of "C" or higher.)

### 50A ITALIAN CONVERSATION AND CULTURE I 3 UNITS

Development of a basic understanding of spoken Italian through pronunciation, vocabulary, and applied grammar. Introduction to the everyday culture of Italian-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 ITALIAN CONVERSATION AND CULTURE II 3 UNITS

Development of skills learned in Italian 50A. Understanding of spoken Italian through pronunciation, vocabulary, and applied grammar. Further study of the life and culture of the Italian-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:** ITAL 50A (completed with a grade of "C" or higher.)

**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 IN INTERNATIONAL ENTREPRENEUR – JAPANESE**

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 COURSES****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 UNITS****20****JAPANESE**

## CERTIFICATE OF ACHIEVEMENT

The Certificate of Achievement in Japanese 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 IN JAPANESE**

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 COURSES:****UNITS**

JAPN 1A	Beginning Japanese	5
JAPN 1B	Elementary Japanese	5
JAPN 2A	Intermediate Japanese	4
JAPN 2B	Advanced Japanese	4

**TOTAL UNITS****18**



## JAPANESE (JAPN)

### 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 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 (completed 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 (completed 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 (completed with a grade of "C" or higher.)

## KINESIOLOGY (KINE)

### DEGREE:

AA-T-KINESIOLOGY

### CERTIFICATE OF ACHIEVEMENT:

AQUATICS

COACHING

FITNESS INSTRUCTOR

PATHWAYS TO SPORTS INJURY CARE

## KINESIOLOGY

### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California community college. The Associate in Arts for Transfer in Kinesiology is intended for students who plan to complete a bachelor's degree in Kinesiology at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete 60 required semester units of CSU-transferable coursework with a minimum GPA of 2.0. 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. Understand motivational techniques and apply them to enable the student to create lifestyle changes in fitness and health. Relate health and wellness to choices made in lifestyle. Recognize human habitual behavior and how to affect lifestyle changes. Apply a variety of motivational techniques. Demonstrate interpersonal skills necessary for effective relationships and healthy, active lifestyles. Exhibit attitudes and values that promote personal, family and community health, and participation in physical activity. Recognize differences between people and design a motivational plan to suit those differences.
2. Understand movement as it applies to physical activity to create efficiency of psychomotor skills and achieve maximum benefits in that activity. Name the basic components of musculature and skeletal structure and describe their function. Evaluate movement to make corrections and enhance the activity and physical wellness. Apply concepts of fitness to scientifically based training methods. Demonstrate the movement skills and strategies for confident and enhanced participation in physical activity.



3. Utilize knowledge to design, develop, and implement an effective personalized fitness program. Evaluate pre and post fitness levels, using a variety of fitness testing methods. Understand the concepts of health and fitness and apply them to creating a fitness program. Express the importance of lifelong participation in a fitness program as related to overall health and well-being. Demonstrate self-management skills, which enable students to make informed decisions for healthy, active lifestyles. Apply basic principles of emergency first aid care and prevention of injury. Demonstrate comprehension of basic human development and the implications for program.
4. Demonstrate an understanding of health and wellness information using the scientific method, scientific research and established knowledge. Recognize that information presented through established, reputable scientific sources is the result of research from an accumulation of data that leads to generally accepted conclusions. Demonstrate critical thinking skills to apply decision-making and goal setting skills within the context of health and in so, apply a variety of credible, current, and applicable information to make sound judgments decisions.
5. As a Kinesiology major: Comprehend and articulate the history and sociology of physical education and sport and its impact on today's world. Identify and apply standards required by the physical education specialty area of interest. Demonstrate a level of proficiency necessary for demonstration of beginning level skills in an activity of choice commonly included in a Kinesiology and Physical Education program. Demonstrate an understanding of the basic structure of the human body and how its various systems respond and adjust to exercise and work. Construct learning experiences for various age groups and purposes. Articulate the differences between Kinesiology, Physical Education and Athletics as well as the value of both. Demonstrate an understanding of the major in relation to its potential for service to the individual, community and society.

**REQUIRED COURSES (16 UNITS)****UNITS**

KINE 1	Introduction to Kinesiology & Physical Education	3
ANAT 1	General Human Anatomy	5
PHSI 1	Human Physiology	5

**Required courses: Movement Based Courses:** (Maximum 3 units.) Select a maximum of one (1) course from any three (3) of the following areas for a maximum of three (3) units. Individual PEAC courses MUST be 1 unit in order to be used for the degree.

**Aquatics (only 1 unit courses can be used)**

PEAC AQA1	Aqua Aerobics	.5-2
PEAC SWM1	Beginning Swimming	.5-2
PEAC LSF1	Introductory Lap Swimming for Cardiovascular Fitness	.5-2
	or	
PEAC SMLP	Lap Swimming for Cardiovascular Conditioning	.5-2

**Dance (only 1 unit courses can be used)**

DANC BAL1	Introduction to Ballroom Dance	.5-2
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**Fitness (only 1 unit courses can be used)**

PEAC WOW1	Women's Weight Training 1	.5-2
	or	
PEAC WEI1	Introduction to Weight Training	.5-2
PEAC WLK1	Walking for Fitness	.5-2
PEAC STP1	Introduction to Cardio- Step	.5-2

**Individual Sports (only 1 unit courses can be used)**

PEAC ARH1	Archery 1	.5-2
PEAC TEN1	Introduction to Tennis	.5-2
PEAC TEN2	Intermediate Tennis	.5-2
PEAC TEN3	Advanced Tennis	.5-2
PEAC BAD1	Introduction to Badminton	.5-2

**Team Sports (only 1 unit courses can be used)**

PEAC BSK1	Introduction to Basketball	.5-2
PEAC FFL1	Flag Football League	.5-2
PEAC SOC1	Introduction to Soccer	.5-2

**LIST A. (Select two): 8-9 units**

MTH 43	Introduction to Probability and Statistics	4
	or	
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	(4)
BIOL 31	Introduction to College Biology	4
CHEM 30A	Introductory and Applied Chemistry I	4
	or	
CHEM 30B	Introductory and Applied Chemistry II	(4)
PHYS 2A	Introduction to Physics I	4
	or	
PHYS 4A	General Physics I	(5)

**NOTE:** 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:	22-26 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units





## AQUATICS

### CERTIFICATE OF ACHIEVEMENT

Completion of the following aquatic courses will allow the student to be eligible for employment at local pools.

#### CAREER OPPORTUNITIES IN AQUATICS

Lifeguarding and swim instructor at private clubs and community pools

#### PROGRAM LEARNING OUTCOMES

- Students will learn to use the equipment safely and effectively.
- Students will learn the biomechanics as they pertain to four competitive strokes; free style, backstroke, breaststroke, and butterflies.
- Students will learn to track heart rate effectively for resting heart rate (RHR) and during the performance of exercise.

#### REQUIRED COURSES

#### UNITS

KINE 1	Introduction to Kinesiology & Physical Education	3
KINE 2	Introduction to Athletic Training	4
KINE 6	Performance Enhancement thru Mental Training	3
KINE 13	American Red Cross Lifeguarding	2
KINE WSI	Water Safety Instructor	3
KINE 18	Introduction to CPR and First Aid for Coaches	2

#### Physical Education Courses (2-3 units required from the following selection)

PEAC SWM1	Beginning Swimming	.5-2
KINE PAD1	Prevention of Type II Diabetes through Nutrition and Exercise	.5
KINE 11	Nutrition For Sports And Human Performance	3

#### TOTAL UNITS

**21-22.5**

## COACHING

### CERTIFICATE OF ACHIEVEMENT

This set of course work is presented as an introduction to those who would like to enter the profession of coaching.

#### PROGRAM LEARNING OUTCOMES

- Plan and implement individual and team training plan prior to the season of sport.
- Use sports training equipment in a specific and proper manner.

#### REQUIRED COURSES

#### UNITS

KINE 2	Introduction to Athletic Training	4
KINE 1	Introduction to Kinesiology & Physical Education	3
KINE 18	Introduction to CPR and First Aid for Coaches	2
KINE 3	Introduction to Principles of Coaching Interscholastic Sports: Beyond the Basics	3
	or	
KINE 6	Performance Enhancement through Mental Training	(3)
KINE 4	Introduction to Sports Management	3
KINE CSA	College Success for Athletes	1
KINE 5	Introduction to the Components of Physical Fitness - the Human Body	3
	or	
KINE 12BB	Introduction to Baseball Officiating	(2)
	or	
KINE 12BK	Introduction to Basketball Officiating	(2)
	or	
KINE 12FT	Introduction to Football Officiating	(2)
	or	
KINE 12TK	Introduction to Track & Field Officiating	(2)
	or	
KINE 3BB	Introduction to the Principles of Coaching Baseball	(2)
	or	
KINE 3FT	Introduction to Coaching Football	(2)
	or	
KINE 3SF	Introduction to Coaching Softball	(2)
	or	
KINE 3SO	Introduction to Coaching Soccer	(2)
	or	
KINE 3TK	Introduction to Coaching Track and Field	(2)

#### Physical Education Courses

#### UNITS

KINE PAD1	Prevention of Type II Diabetes through Nutrition and Exercise	.5
KINE 10	Nutrition for Fitness and Fat Loss	3
	or	
KINE 11	Nutrition For Sports And Human Performance	(3)
PEAC WEI1	Introduction to Weight Training	.5-2
	or	
PEAC WOW1	Women's Weight Training 1	(.5-2)
	or	
PEAC FUN1	Core Conditioning for Abs, Hips and Thighs	(.5-2)
	or	
PEAC PLF1	Plyometrics and Agility Training for Women	(.5-2)
	or	
PEAC SPM1	Speed, Plyometric and Agility Training for Men	(.5-2)

#### TOTAL UNITS

**22-24.5**



## FITNESS INSTRUCTOR

### CERTIFICATE OF ACHIEVEMENT

This set of coursework serves as an introduction to those who would like to enter into the professions of a certified personal trainer, strength and conditioning specialist, or a group exercise instructor. Students in this program will learn scientific principles of exercise and physical conditioning, techniques of strength training, and methods appropriate to establishing healthy behavior.

### CAREER OPPORTUNITIES IN KINESIOLOGY

Graduates of this program will be qualified to work as professionals as a personal trainer and/or group exercise instructor. Successful completion of this certificate of achievement will gain the knowledge needed to prepare them to take industry standard national certifications such as ACE (American Council on Exercise), ACSM (American College of Sports Medicine), and NASM (National Academy of Sports Medicine.)

### PROGRAM LEARNING OUTCOMES

1. Demonstrate an ability to teach, perform and correct a clean.
2. Demonstrate an understanding of resting and target heart rates.
3. Demonstrate an ability to teach, perform and correct a dead lift.

### REQUIRED COURSES

KINE 1	Introduction to Kinesiology & Physical Education	3
KINE 8	Introduction to Sport in Contemporary Society	3
	or	
KINE 6	Performance Enhancement thru Mental Training	(3)
	or	
KINE 15	Introduction to Personal Fitness Training	3
HLTH 1	Introduction to Health	3
	or	
KINE 14	Introduction to Health and Fitness For Your Disability	(3)
KINE 5	Introduction to the Components of Physical Fitness - the Human Body	3
HLTH 60	Responding to Emergencies	1
NUTR 1	Introduction to Nutrition Science	3
	or	
KINE 11	Nutrition For Sports And Human Performance	(3)
BIOL 31	Introduction to College Biology	4
KINE 2	Introduction to Athletic Training	4

### Electives (Complete two units from at least two different activity courses/prefixes)

ADPE ADST	Adapted Strength Training	.5 - 2
PEAC BAD1	Introduction to Badminton	.5 - 2
PEAC BSK1	Introduction to Basketball	.5 - 2
PEAC FUN1	Core Conditioning for Abs, Hips and Thighs	.5 - 2
PEAC SOC1	Introduction to Soccer	.5 - 2
PEAC SWM1	Beginning Swimming	.5 - 2
PEAC TEN1	Introduction to Tennis	.5 - 2
PEAC TKD1	Tae-kwon-do	.5 - 2
PEAC WE1	Introduction to Weight Training	.5 - 2
PEAC YOG1	Introduction to Yoga	.5 - 2

### TOTAL UNITS

**26**

## PATHWAYS TO SPORTS INJURY CARE

### CERTIFICATE OF ACHIEVEMENT

This set of coursework serves as a foundation to prepare students to work in the allied health care industry. The required core courses provide students with academic preparation and skills required for employment as an aide to a physical therapist, athletic trainer, coach, orthopedic sales representative, and other various health professions dealing with athletic injuries.

### CAREER OPPORTUNITIES IN PATHWAYS TO SPORTS INJURY CARE

This program combines academic, laboratory and clinical experience to prepare students for further study or to obtain employment as an entry-level rehabilitation/allied health care professional. Completing this certificate may facilitate the student's transfer to a four-year college and/or professional program specializing in the areas of athletic training or physical therapy.

### PROGRAM LEARNING OUTCOMES

1. Describe athletic injury prevention measures and conditioning practices to ensure a safe playing environment.
2. Recognize the various sports injuries based on their associated signs and symptoms.
3. Describe appropriate post-injury management and treatment protocols.

### REQUIRED COURSES

ANAT 1	General Human Anatomy	5
KINE 2	Introduction to Athletic Training	4
KINE 5	Introduction to the Components of Physical Fitness - the Human Body	3
HLTH 60	Responding to Emergencies	1
HLTH 1	Introduction to Personal Health	3
	or	
KINE 14	Introduction to Health and Fitness For Your Disability	(3)
KINE 11	Nutrition For Sports And Human Performance	3
	or	
NUTR 1	Introduction to Nutrition Science	(3)



**Electives (Complete two units from at least two different activity courses/prefixes)**

ADPE ADST	Adapted Strength Training	.5-2
PEAC BAD1	Introduction to Badminton	.5-2
PEAC BSK1	Introduction to Basketball	.5-2
PEAC FUN1	Core Conditioning for Abs, Hips and Thighs	.5-2
PEAC SOC1	Introduction to Soccer	.5-2
PEAC SWM1	Beginning Swimming	.5-2
PEAC TEN1	Introduction to Tennis	.5-2
PEAC TKD1	Tae-kwon-do .5 - 2	
PEAC WEI1	Introduction to Weight Training	.5-2
PEAC YOG1	Introduction to Yoga	.5-2

**TOTAL UNITS** **21**

## ADAPTED PHYSICAL EDUCATION (ADPE)

### 1DSS ADAPTED STRETCH/STRENGTH TRAINING .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 .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 .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 .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 .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 .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 .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 ADAPTED SELF DEFENSE .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)

### 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 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 .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 hours laboratory. **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 .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. 36-180 hours laboratory. **Strongly Recommended:** High level of basketball skills combined with previous competitive competition.

**DFTP PRE-SEASON INTERCOLLEGIATE TRAINING FOR DEFENSIVE FOOTBALL .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 hours laboratory. **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 course.

**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 AND WOMEN'S INTERCOLLEGIATE SWIMMING .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 .5-2 UNITS**

(May be repeated 3 times)

Pre-season for women's intercollegiate volleyball. 36-180 hours laboratory.

**PRWR PRE-SEASON TRAINING FOR COMPETITIVE WRESTLING .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 .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 .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 .5-3 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 .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 .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 .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. **Prerequisite:** Prior Competitive Experience.

**WSCP WOMEN'S PRE-SEASON SOCCER .5-2 UNITS SPORTS CONDITIONING**

(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. 36-180 hours laboratory. **Strongly Recommended:** High level of soccer skill and previous competitive experience. **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)

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. Course will focus on the basic techniques. Additional requirements may be set forth by the Instructor of Record for each intercollegiate course. 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)****BAL1 INTRODUCTION TO BALLROOM DANCE .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 .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 .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 .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 (completed with a grade of "C" or higher.)

**HAT3 ADVANCED HAITIAN DANCE .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 (completed with a grade of "C" or higher.)

**HAT4 HAITIAN DANCE PERFORMANCE .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 (completed with a grade of "C" or higher.)

**HIP1 INTRODUCTION TO HIP-HOP DANCE .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 .5-2 UNITS**

Advanced beginning Hip-hop Dance choreography, alignment, floor patterns, with group interactions and projects. 36-108 hours laboratory. **Prerequisite:** DANC HIP1 (completed with a grade of "C" or higher) or, PEAC HIP1 (completed with a grade of "C" or higher.)

**HIP3 INTERMEDIATE HIP-HOP DANCE .5-2 UNITS**

Intermediate Hip-hop Dance techniques, steps, routines and group presentations. 36-108 hours laboratory. **Prerequisite:** DANC HIP2 (completed with a grade of "C" or higher) or, PEAC HIP2 (completed with a grade of "C" or higher.)

**HIP4 ADVANCED HIP-HOP DANCE .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 (completed with a grade of "C" or higher) or, PEAC HIP3 (completed with a grade of "C" or higher.)

**JD1 INTRODUCTION TO JAZZ DANCE .5-2 UNITS**

Introduction to Beginning Jazz Dance terminology, techniques, characteristics and dance routines. 36-108 hours laboratory.

**JD2 ADVANCED BEGINNING JAZZ DANCE .5-2 UNITS**

Advanced Beginning Jazz Dance techniques, terminology, routines, choreography and improvisations. 36-108 hours laboratory. **Prerequisite:** DANC JD1 (completed with a grade of "C" or higher) or, PEAC JD1 (completed with a grade of "C" or higher.)

**JD3 INTERMEDIATE JAZZ DANCE .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 (completed with a grade of "C" or higher) or, PEAC JD2 (completed with a grade of "C" or higher.)

**JD4 ADVANCED JAZZ DANCE .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 (completed with a grade of "C" or higher) or, PEAC JD3 (completed with a grade of "C" or higher.)

**SAL1 BEGINNING SALSA .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 .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 (completed with a grade of "C" or higher.)

**ZUM1 BEGINNING ZUMBA .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 .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. **Prerequisite:** DANC ZUM1 (completed with a grade of "C" or higher.)

**ZUM3 INTERMEDIATE ZUMBA .5-1.5 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 (completed with a grade of "P" or higher.)

**HEALTHY AGING OLDER ADULTS (HEAG)****BY50 BALANCE & YOGA FOR THE MATURE ADULT NON-CREDIT**

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. 36-54 hours.

**FN50 FUNCTIONAL MOVEMENT AND BALANCE FOR THE MATURE ADULT NON-CREDIT**

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. 36-108 hours. **Strongly Recommended:** Approval from physician to start an exercise program.

**FW50 FITNESS WALKS FOR THE MATURE ADULT NON-CREDIT**

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. 36-108 hours.





**SF50 STRENGTH AND FITNESS FOR THE MATURE ADULT NON-CREDIT**

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. 36-108 hours.

**SW50 CARDIOVASCULAR SWIMMING FOR THE MATURE ADULT NON-CREDIT**

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. 36-54 hours.

**WA50 INTRODUCTION TO FITNESS WALKING FOR THE OLDER ADULT NON-CREDIT**

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. 36-54 hours.

**WE50 RESISTANCE TRAINING FOR BONE DENSITY FOR THE MATURE ADULT NON-CREDIT**

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. 36-54 hours.

## KINESIOLOGY (KINE)

**1 INTRODUCTION TO KINESIOLOGY AND 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 PHED 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 PHED 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. May not receive credit if PHED 61 has been completed. 54 hours lecture.

**3BB INTRODUCTION TO 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. May not receive credit if PHED 27 has been completed. 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 & 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. 54 hours lecture. May not receive credit if PHED 60 has been completed.

**5 INTRODUCTION TO THE COMPONENTS OF 3 UNITS  
PHYSICAL FITNESS - THE HUMAN BODY**

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 PHED 28 has been completed. 54 hours lecture.

**6 PERFORMANCE ENHANCEMENT THRU 3 UNITS  
MENTAL TRAINING**

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 PHED 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 PHED 59 has been completed. 54 hours lecture.

**8 INTRODUCTION TO SPORT IN 3 UNITS  
CONTEMPORARY SOCIETY**

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 PHED 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 PHED 57 or NUTR 57 has been completed. 54 hours lecture.

**11 NUTRITION FOR SPORTS AND HUMAN 3 UNITS  
PERFORMANCE**

An investigation into the role nutrition plays in sports and human achievement. Determination of optimum hydration and nutrient intake in relation to activity. 54 hours lecture. May not receive credit if PHED 58 or NUTR 58 has been completed.

**12BB INTRODUCTION TO BASEBALL 2 UNITS  
OFFICIATING**

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 2 UNITS  
OFFICIATING**

Designed to teach the Fundamentals of Basketball Officiating, National Federation and NCAA Rules, Responsibilities, Court Mechanics and Concepts of Officiating with Two Person and Three Person Techniques. 18 hours lecture, 54 hours laboratory.

**12FT INTRODUCTION TO FOOTBALL 2 UNITS  
OFFICIATING**

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 2 UNITS  
OFFICIATING**

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. 18 hours lecture, 54 hours laboratory. **Prerequisite:** PEAC SWM1 (completed 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. May not receive credit if PHED 13 has been completed.

**13R AMERICAN RED CROSS LIFEGUARD 1.5 UNITS  
TRAINING REVIEW**

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. 18 hours lecture, 36 hours laboratory. **Prerequisite:** KINE 13 (completed with a grade of "C" or higher.) May not receive credit if PHED 13R has been completed.

**14 INTRODUCTION TO HEALTH AND 3 UNITS  
FITNESS FOR YOUR DISABILITY**

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 PHED 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 PHED 62 has been completed. 54 hours lecture.

### **16 THEORY AND TECHNIQUES 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 PHED 25 has been completed. 36 hours lecture.

### **17 THEORY AND 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 PHED 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 PHED 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. 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 .5 UNIT**

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 PHED 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 ACTIVITY (PEAC)****5K1 TRAINING FOR YOUR FIRST 5K (3.1 MILES) .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 .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 .5-2 UNITS**

Designed to teach the beginning concepts and philosophy in the art of Aikido. 36-108 hours laboratory.

**AQA1 AQUA AEROBICS****.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****.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****.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****.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 (completed with a grade of "P" or higher.)

**ARH3 ADVANCED ARCHERY****.5–2 UNITS**

Advanced instruction in Archery and bowmanship. 36-108 hours laboratory. **Prerequisite:** PEAC ARH2 (completed with a grade of "P" or higher.)

**ARH4 TOURNAMENT ARCHERY****.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 (completed with a grade of "C" or higher.)

**BAB1 BAY AREA BIKING****.5–2 UNITS**

This course is designed to teach the basics of safe and healthy biking. 36-108 hours laboratory.

**BAD1 INTRODUCTION TO BADMINTON****.5–2 UNITS**

Basic fundamental badminton techniques and strategies will be covered. 36-108 hours laboratory.

**BAD2 INTERMEDIATE BADMINTON****.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****.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 (completed with a grade of "C" or higher.)

**BAD4 TOURNAMENT BADMINTON****.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****.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****.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****.5–2 UNITS**

Designed to teach to the intermediate skills of basketball. 36-108 hours laboratory.

**BSK3 ADVANCED BASKETBALL****.5–2 UNITS**

Designed to teach advanced skills of basketball. 36-108 hours laboratory.

**BSK4 PRE-COMPETITIVE BASKETBALL****.5–2 UNITS**

Designed to teach pre-competitive basketball. 36-108 hours laboratory.

**BSM1 INTRODUCTION TO MEN'S BUBBLE SOCCER****.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****.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 TRAINING****.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 .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 (completed with a grade of "P" or higher.)

**BTC3 ADVANCED BOOT CAMP TRAINING .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 (completed with a grade of "P" or higher.)

**CHR1 BEGINNING CHEER .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 .5-2 UNITS**

Designed to further the skills of cheer leading and event entertainment. Students will learn how to invoke crowd participation at sporting events. 36-108 hours laboratory. **Prerequisite:** PEAC CHR1 (completed with a grade of "C" or higher.)

**CYC1 INTRODUCTION TO SPIN CYCLING .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 .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.

**DIS1 INTRODUCTION TO DISC SPORTS .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 .5-2 UNITS**

Designed to teach the intermediate skills of throwing, catching and strategy of ultimate disc. 36-108 hours laboratory. **Prerequisite:** PEAC DIS1 (completed with a grade of "P" or higher.)

**DIS3 ADVANCED ULTIMATE .5-2 UNITS**

This class is designed for the advanced ultimate disc player. Advanced skills and strategies in Ultimate disc competition will be covered. 36-108 hours laboratory. **Prerequisite:** PEAC DIS2 (completed with a grade of "C" or higher.)

**DOD1 INTRODUCTION TO DODGE BALL .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 .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 .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 .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 .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 .5-2 UNITS INTRODUCTION**

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 .5-2 UNITS INTERMEDIATE**

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 (completed with a grade of "C" or higher.)



### **FFR3 FITNESS FOR THE FIRST RESPONDER .5-2 UNITS ADVANCED**

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 (completed with a grade of "C" or higher.)

### **FFR4 FITNESS FOR THE FIRST RESPONDER .5-2 UNITS TACTICAL**

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 (completed with a grade of "P" or higher)

### **FFT INTRODUCTION TO FIRE FITNESS 1 UNIT TRAINING**

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 FT 88A has been completed. 54 hours laboratory.

### **FFT1 INTERMEDIATE FIRE FITNESS TRAINING 1 UNIT**

Designed to raise the fitness level of future firefighters. **Prerequisite:** PEAC FFT (completed with a grade of "C" or higher) or, FT 88A (completed with a grade of "C" or higher.) 54 hours laboratory.

### **FFT2 ADVANCED FIRE FITNESS TRAINING 1 UNIT**

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 or FT 88B (each completed with a grade of "C" or higher.)

### **FFT3 TACTICAL FITNESS FOR FIRE 1 UNIT FIGHTERS**

This course is designed to maximize the physical fitness and vocational skills development of the Fire Technology student. May not receive credit if FT 88D has been completed. 54 hours laboratory. **Prerequisite:** PEAC FFT2 (completed with a grade of "C" or higher) and/or completion of FT88C with grade of "C" or higher.

### **FIT1 FITNESS FOR EVERYONE .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.

### **FIT2 INTERMEDIATE FITNESS FOR .5-2 UNITS EVERYONE**

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 (completed with a grade of "P" or higher.)

### **FLW1 PHYSICAL FITNESS FOR LAW .5-2 UNITS ENFORCEMENT**

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. 36-108 hours laboratory.

### **FLW2 INTERMEDIATE FITNESS FOR LAW .5-2 UNITS ENFORCEMENT**

Designed to develop specific fitness levels for law enforcement professionals 36-108 hours laboratory. **Prerequisite:** PEAC FLW1 (completed with a grade of "C" or higher.)

### **FLW3 ADVANCED FITNESS FOR LAW .5-2 UNITS ENFORCEMENT**

Designed to teach advanced levels of fitness specific to law enforcement. 36-108 hours laboratory. **Prerequisite:** PEAC FLW2 (completed with a grade of "C" or higher.)

### **FLW4 TACTICAL FITNESS FOR LAW .5 -2 UNITS ENFORCEMENT**

Physical training for students or incumbents who have successfully completed FLW 3, advanced training for Law Enforcement. 36-108 hours laboratory. **Prerequisite:** PEAC FLW3 (completed with a grade of "P" or higher.)

### **FLYF INTRODUCTION TO FLY FISHING .5-2 UNITS**

This course is designed to teach the beginner the basics in fly casting and fishing. 36-108 hours laboratory.

### **FTS1 FUTSAL .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 .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 (completed with a grade of "P" or higher.)

**FTS3 ADVANCED FUTSAL .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 (completed with a grade of "P" or higher.)

**FTS4 COMPETITIVE FUTSOL .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 (completed with a grade of "C" or higher.)

**FUN1 CORE CONDITIONING FOR ABS, HIPS AND THIGHS .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. 36-108 hours laboratory. **Strongly Recommended:** Personal physician's approval to exercise vigorously. **Corequisite:** KINE OPE.

**FUN2 INTERMEDIATE FUNCTIONAL TRAINING FOR FAT LOSS .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 .5-2 UNITS**

Designed to challenge students who have successfully completed Intermediate Functional Training or FUN 2. Course is very hard in intensity. 36-108 hours laboratory. **Prerequisite:** PEAC FUN2 (completed with a grade of "P" or higher.)

**FUN4 FAT LOSS THROUGH FUNCTIONAL TRAINING .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 (completed with a grade of "P" or higher.)

**GFTE GET FIT WITH TECHNOLOGY .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 .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 .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 .5-2 UNITS**

Improvement of overall fitness utilizing a heart rate monitor to enhance the training process. 36-108 hours laboratory. **Prerequisite:** PEAC HER1 (completed with a grade of "C" or higher.)

**HM1 TRAINING FOR YOUR FIRST HALF MARATHON .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 .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 HIPS, THIGHS AND ABS .5-2 UNITS**

Strenuous exercises to tone, strengthen and reduce the abdominal, buttocks and thigh regions. 36-108 hours laboratory.

**HTA3 ADVANCED HIPS, THIGHS AND ABS WORKOUT .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 and obliques; and lower back. A variety of strength and flexibility exercises for these specific muscle body groups will be presented. 36-108 hours laboratory. **Prerequisite:** PEAC HTA2 (completed with a grade of "C" or higher.)

**HTA4 EXTREME HIPS, THIGHS AND ABS WORKOUT .5-2 UNITS**

This course is designed to provide an extreme high intensity interval functional workout for the whole body. 36-108 hours laboratory. **Prerequisite:** PEAC HTA3 (completed with a grade of "C" or higher.)

**INSC INDOOR SOCCER/FUTSOL .5-2 UNITS**

Emphasizes the fundamental skills and strategies of futsal. Offensive and defensive positions and basic team strategies will be addressed. No previous futsal experience is necessary. 36-108 hours laboratory.



**ITC1 INTEGRATED CORE FITNESS .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 .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 (completed with a grade of "C" or higher.) **Strongly Recommended:** Physician's approval to participate in high intensity exercise.

**ITC3 ADVANCED INTEGRATED CORE FITNESS .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 (completed with a grade of "C" or higher.)

**JD1 INTRODUCTION TO JAZZ DANCE .5 - 2 UNITS**

(See also PHED 1JD)

Introduction to Beginning Jazz Dance terminology, techniques, characteristics and dance routines. 36-108 hours laboratory.

**JD2 ADVANCED BEGINNING JAZZ DANCE .5 - 2 UNITS**

Advanced beginning jazz dance techniques, terminology, routines, choreography and improvisations. 36-108 hours laboratory. **Prerequisite:** DANC JD1 (completed with a grade of "C" or higher)

**JD3 INTERMEDIATE JAZZ DANCE .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 (completed with a grade of "C" or higher)

**JUD1 BEGINNING JUDO .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 .5-2 UNITS**

Students should have completed Beginning Judo or have had previous judo experience. 36-108 hours laboratory. **Prerequisite:** PEAC JUD1 (completed with a grade of "C" or higher.)

**JUD3 ADVANCED JUDO .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 (completed with a grade of "C" or higher.)

**JUD4 COMPETITION JUDO .5-2 UNITS**

Class designed to help the students learn rules to enter Judo competition and tournaments. 36-108 hours laboratory. **Prerequisite:** PEAC JUD3 (completed with a grade of "C" or higher.)

**LSF1 INTRODUCTORY LAP SWIMMING FOR CARDIOVASCULAR FITNESS .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 .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 (completed with a grade of "C" or higher.)

**LSF3 INTERMEDIATE LAP SWIMMING FOR CARDIOVASCULAR FITNESS .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 (completed with a grade of "C" or higher.)

**LSF4 ADVANCED SWIMMING FOR CARDIOVASCULAR FITNESS .5-2 UNITS**

Designed for the advanced swimmer who wants to train for competition. 36-108 hours laboratory. **Prerequisite:** PEAC LSF3 (completed with a grade of "C" or higher.)

**MFT1 INTRODUCTION TO MILITARY FITNESS TRAINING .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 .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 (completed with a grade of "C" or higher.)

**MFT3 INTERMEDIATE MILITARY FITNESS TRAINING .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 (completed with a grade of "C" or higher.)

**MFT4 ADVANCED MILITARY FITNESS TRAINING .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 (completed with a grade of "C" or higher.)

**PIC1 INTRODUCTION TO PICKLE BALL .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 .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 (completed with a grade of "P" or higher.)

**PIL1 INTRODUCTION TO PILATES .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 .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 (completed with a grade of "C" or higher.)

**PIL3 ADVANCED PILATES .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 (completed with a grade of "C" or higher.)

**PIL4 FUNCTIONAL PILATES .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 (completed with a grade of "C" or higher.)

**PLF1 PLYOMETRICS AND AGILITY TRAINING FOR WOMEN .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 .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 (completed with a grade of "C" or higher.)

**PLF3 ADVANCED PLYOMETRIC AND AGILITY TRAINING FOR WOMEN .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 (completed with a grade of "C" or higher.)

**PRTR PERSONAL TRAINING .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 .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 .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 SBB1 (completed with a grade of "C" or higher.)

**SBB3 ADVANCED BASEBALL-SPECIFIC TRAINING .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 (completed with a grade of "C" or higher.)



**SBM1 SPORT-SPECIFIC INDIVIDUAL TRAINING FOR MEN'S BASKETBALL .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 .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 .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 .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 .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 (completed with a grade of "C" or higher.)

**SOC3 ADVANCED SOCCER .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 (completed with a grade of "C" or higher.)

**SOC4 ADVANCED CLUB LEVEL SOCCER .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.

**SPM1 SPEED, PLYOMETRIC AND AGILITY TRAINING FOR MEN .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 .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 (completed with a grade of "P" or higher.)

**SPM3 ADVANCED PLYOMETRIC AND AGILITY TRAINING FOR MEN .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 (completed with a grade of "C" or higher) .

**SSB1 SPORT-SPECIFIC TRAINING FOR SOFTBALL .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 .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 (completed with a grade of "C" or higher.)

**SSB3 ADVANCED TRAINING FOR SOFTBALL .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 (completed with a grade of "C" or higher)

**SSCC SPORT-SPECIFIC TRAINING CROSS COUNTRY/DISTANCE RUN .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 .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 .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 .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 .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 .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 (completed with a grade of "C" or higher.)

**SWM3 ADVANCED SWIMMING .5-2 UNITS**

Designed for those students who would like to learn advanced strokes in swimming. 36-108 hours laboratory. **Prerequisite:** PEAC SWM2 (completed with a grade of "C" or higher.)

**SWM4 HIGH LEVEL SWIMMING .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 (completed with a grade of "C" or higher.)

**TBB1 TOURNAMENT BASEBALL LEAGUE .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 .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 (completed 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 .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 (completed with a grade of "C" or higher.)

**TEN1 INTRODUCTION TO TENNIS .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 .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 (completed with a grade of "C" or higher.)

**TEN3 ADVANCED TENNIS .5-2 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 (completed with a grade of "C" or higher.)

**TEN4 TOURNAMENT TENNIS .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 (completed with a grade of "C" or higher.)

**TKD1 TAE KWON DO .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.

**TKD2 INTERMEDIATE TAE KWON DO .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 (completed with a grade of "C" or higher.)

**TKD3 ADVANCED TAE KWON DO .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 (completed with a grade of "C" or higher.)

**TKD4 MASTERING TAE KWON DO .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 (completed with a grade of "C" or higher.)

**TRI1 BEGINNING TRIATHLON TRAINING .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 .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 (completed with a grade of "C" or higher.)

**VOL1 INTRODUCTION TO VOLLEYBALL .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 .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 (completed with a grade of "C" or higher.)

**VOL3 ADVANCED VOLLEYBALL .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 (completed with a grade of "C" or higher.)

**VOL4 COMPETITIVE VOLLEYBALL .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 (completed with a grade of "C" or higher)

**WAP1 INTRODUCTION TO WATER POLO .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 .5-2 UNITS**

Designed to enhance and to develop strategic play necessary for tournament play. 36-108 hours laboratory. **Prerequisite:** PEAC WAP1 (completed with a grade of "C" or higher.)

**WAP3 INTERMEDIATE WATER POLO .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 (completed with a grade of "C" or higher.)

**WAP4 ADVANCED WATER POLO .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 (completed with a grade of "C" or higher.)

**WEE1 GET BUFF & STRONG WITH WEIGHTS .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 .5-2 UNITS**

Time flexible weight training course designed to further the student's knowledge of resistance training for health and well being. 36-108 hours laboratory. **Prerequisite:** PEAC WEE1 (completed with a grade of "P" or higher) or, PEAC FUN1 (completed with a grade of "P" or higher) or, PEAC WEI1 (completed with a grade of "P" or higher) or, PEAC WOW1 (completed with a grade of "P" or higher)

**WEI1 INTRODUCTION TO WEIGHT TRAINING .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 .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 (completed with a grade of "C" or higher.)

**WEI3 ADVANCED WEIGHT TRAINING .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 (completed with a grade of "C" or higher.)

**WEI4 WEIGHT TRAINING FOR MUSCULAR POWER .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 (completed with a grade of "C" or higher.)

**WLK1 WALKING FOR FITNESS .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. 36-108 hours laboratory.

**WLK2 ADVANCED WALKING FOR FITNESS .5-2 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. 54-108 hours laboratory. **Prerequisite:** PEAC WLK1 (completed with a grade of "C" or higher.)

**WLK3 ADVANCED CARDIOVASCULAR FITNESS THRU WALKING .5-2 UNITS**

Designed to develop advanced cardiovascular fitness through walking and a series of supplemental exercises. 36-108 hours laboratory. **Prerequisite:** PEAC WLK2 (completed with a grade of "P" or higher.)

**WLK4 WALK/JOG FOR TOTAL FITNESS .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 (completed with a grade of "C" or higher.)

**WOW1 WOMEN'S WEIGHT TRAINING 1 .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 .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 (completed with a grade of "C" or higher.)

**WOW3 ADVANCED RESISTANCE TRAINING .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 (completed with a grade of "C" or higher.)

**WSC1 WOMEN'S RECREATIONAL SOCCER .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 .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 (completed with a grade of "P" or higher.)

**WSC3 WOMEN'S ADVANCED RECREATIONAL SOCCER .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 (completed with a grade of "P" or higher.)

**YOG1 INTRODUCTION TO YOGA .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 .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 (completed with a grade of "C" or higher.)

**YOG3 ADVANCED YOGA****.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 (completed with a grade of "P" or higher.)

**YOG4 YOGA FOR LIFE****.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 (completed with a grade of "C" or higher.)

## LEARNING SKILLS (LNSK)

**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 (completed with a grade of "P" or higher) or, LNSK 116 (completed 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 (completed 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**

May be repeated 3 times

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.

**217 READING****NON-CREDIT**

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. 72 hours. **Strongly Recommended:** LNSK 116 (completed with a grade of "P" or higher)

**219 MATHEMATICS****NON-CREDIT**

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. 54 hours. **Strongly Recommended:** LNSK 116 (completed with a grade of "P" or higher)



## LIBRARY SCIENCE (LIBS)

### 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)

#### DEGREE:

AS—MACHINE TOOL TECHNOLOGY  
AS—NUMERICAL CONTROL

#### CERTIFICATE OF ACHIEVEMENT:

MACHINIST  
NUMERICAL CONTROL PROGRAMMER (MACHINIST)  
TOOL MAKER

### MACHINE TOOL TECHNOLOGY

ASSOCIATE IN SCIENCE DEGREE

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 IN MACHINE TOOL TECHNOLOGY

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

#### UNITS

MTT 50	Blueprint Reading, Sketching, and CAD	3
MTT 60A	Machine Tool Technology I	4
WELD 70	Introduction to Welding	2
MTT 60B	Machine Tool Technology II	4

#### YEAR TWO

MTT 65	Production Practices	4
MTT 71A	Numerical Control Program I	4
MTT 66	Basic Toolmaking	4
MTT 81B	Surfcam	3
	or	
MTT 81C	Mastercam X	(3)

#### REQUIRED MAJOR SPECIFIC G.E. REQUIREMENT.

INDT 74	Measurements and Calculations	3
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The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

Major Requirements:	28 units
General Education	19 units
Electives	Degree applicable units as needed
Total units	60 minimum degree applicable units

### NUMERICAL CONTROL

ASSOCIATE IN SCIENCE DEGREE

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 IN NUMERICAL CONTROL**

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 draftsman. 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		UNITS
MTT 50	Blueprint Reading, Sketching, and 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		UNITS
MTT 65	Production Practices	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. Complete a minimum of 3 units from the following.**

INDT 74	Measurements and Calculations	3
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Major Requirements:	33 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

**MACHINIST**

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 use a variety of computer software applications to draw, design, and program CNC machines.

**CAREER OPPORTUNITIES IN MACHINIST**

The courses that define this certificate are recommended as preparation for the following careers: machinist, machinist apprentice, Industrial repairman, 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 ability to create basic CNC machine tool setups.

REQUIRED COURSES		UNITS
INDT 74	Measurements and Calculations	3
MTT 50	Blueprint Reading, Sketching, and CAD	3
MTT 60A	Machine Tool Technology I	4
MTT 60B	Machine Tool Technology II	4
MTT 63A	Individual Projects	2
MTT 63B	Advanced Individual Projects	2
MTT 71A	Numerical Control Program I	4
MTT 81B	Surfcam	3
or		
MTT 81C	Mastercam X	(3)
WELD 70	Introduction to Welding	2

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

<b>TOTAL UNITS</b>	<b>27</b>
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**NUMERICAL CONTROL PROGRAMMER (MACHINIST)**

CERTIFICATE OF ACHIEVEMENT

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 IN MACHINE NUMERICAL CONTROL PROGRAMMER (MACHINIST)**

The courses that define this certificate are recommended as preparation for the following careers: machinist, machinist assistant, CNC operator, CNC set-up, CNC junior programmer, CNC programmer, and Solidworks draftsman. 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 setup, program, and machine parts manually and on numerically controlled lathes and milling machines in a timely and professional manner with minimal supervision.
2. Demonstrate the expertise needed to turn parts using both manual and CNC equipment.

YEAR ONE		UNITS
INDT 74	Measurements and Calculations	3
MTT 50	Blueprint Reading, Sketching, and 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
<b>YEAR TWO</b>		
MTT 65	Production Practices	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)

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

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**TOTAL UNITS** **36**

## TOOL MAKER

### CERTIFICATE OF ACHIEVEMENT

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 IN TOOL MAKER**

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 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 COURSES	UNITS	
INDT 74	Measurements and Calculations	3
MTT 50	Blueprint Reading, Sketching, and CAD	3
MTT 60A	Machine Tool Technology I	4
MTT 60B	Machine Tool Technology II	4
MTT 65	Production Practices	4
MTT 66	Basic Toolmaking	4
MTT 71A	Numerical Control Program I	4
MTT 81B	Surfcam	3
or		
MTT 81C	Mastercam X	(3)
WELD 70	Introduction to Welding	2

The above listing is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

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**TOTAL UNITS** **31**

## MACHINE TOOL TECHNOLOGY (MTT)

### 50 BLUEPRINT READING AND INTRODUCTION TO CAD 3 UNITS

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. 36 hours lecture, 54 hours laboratory.

### 55 GEOMETRIC DIMENSION AND TOLERANCING 2 UNITS

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. 36 hours lecture. **Prerequisite:** MTT 50 (completed with a grade of "C" or higher) and , MTT 60A (completed with a grade of "C" or higher.)

**60A MACHINE TOOL TECHNOLOGY I****4 UNITS**

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. 36 hours lecture, 108 hours laboratory.

**60B MACHINE TOOL TECHNOLOGY II****4 UNITS**

Continuation of MTT 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. 36 hours lecture, 108 hours laboratory. **Prerequisite:** MTT 60A (completed with a grade of "C" or higher.) **Strongly Recommended:** INDT 74.

**63A INDIVIDUAL PROJECTS****2 UNITS**

Design, development, and fabrication of selected projects for the machine tool technology major to develop special entry-level job skills. 108 hours laboratory. **Strongly Recommended:** MTT 60A.

**63B ADVANCED INDIVIDUAL PROJECTS****2 UNITS**

Continuation of MTT 63A. Selected projects to provide certain specialized skills required for job updating, job advancement, or skill specialization. 108 hours laboratory. **Prerequisite:** MTT 60A (completed with a grade of "C" or higher)

**65 BASIC TOOLMAKING****4 UNITS**

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. 36 hours lecture, 108 hours laboratory. **Prerequisite:** MTT 60B (completed with a grade of "C" or higher) and **Strongly Recommended:** MTT 71A, MTT 81A, MTT 81B or, MTT 81C.

**66 PRODUCTION PRACTICES****4 UNITS**

Toolroom grinding, precision measurement, precision boring, steels and heat treating, carbide cutting tools, job estimating, and basic die-making theory. 36 hours lecture, 108 hours laboratory. **Prerequisite:** MTT 65 (completed 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 PROGRAMMING I 4 UNITS**

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. 36 hours lecture, 108 hours laboratory. **Prerequisite:** CSCI 8 (completed with a grade of "C" or higher) or (completed with a grade of "C" or higher) CAS 8. **Strongly Recommended:** INDT 74.

**71B NUMERICAL CONTROL PROGRAMMING II 4 UNITS**

Continuation of MTT 71A. Advanced programming of three-axis computer numerical controlled drilling and milling machines and basic programming and operation of numerical controlled lathes. Includes advanced contour milling, and basic lathe programming involving constant surface speeds, tool selection, work surface programming, internal and external turning, and threading. 36 hours lecture, 108 hours laboratory. **Prerequisite:** MTT 71A (completed with a grade of "C" or higher.)

**71C NUMERICAL CONTROL PROGRAMMING III 4 UNITS**

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. 36 hours lecture, 108 hours laboratory. **Strongly Recommended:** INDT 74.

**73A COMPUTER NUMERICAL CONTROL INDIVIDUAL PROJECTS****2 UNITS**

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. 108 hours laboratory. **Prerequisite:** MTT 71A (completed with a grade of "C" or higher)

**73B COMPUTER NUMERICAL CONTROL INDIVIDUAL PROJECTS II****2 UNITS**

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. 108 hours laboratory. **Prerequisite:** MTT 73A (completed with a grade of "P" or higher)

**75 NUMERICAL CONTROL OPERATOR 4 UNITS**

Introduction to operating computer numerical controlled drilling and milling machining centers, two-axis lathes, and mill-turn machining centers. Instruction includes the XYZ Cartesian Coordinate system, manual and automatic machining center setup and operation, 2-axis lathe setup and operation, mill-turn machining center setup and operation, basic program editing, run programmed mill and lathe parts, laboratory “first article” inspection, and creating lab inspection reports. 36 hours lecture, 108 hours laboratory.

**81A SOLIDWORKS FOR MACHINE SHOPS 3 UNITS**

The fundamentals of SolidWorks design software as it pertains to machine shop use and requirements. Instruction includes theory and laboratory practice on the use of the SolidWorks design software environment to create solid models, drawings, assemblies and how to interface SolidWorks models with CAD/CAM software. PhotoWorks Cosmos Express, eDrawings, and other third party “add-ins” will be touched on briefly. 36 hours lecture, 54 hours laboratory. **Strongly Recommended:** MTT 71A.

**81B SURFCAM 3 UNITS**

The fundamentals of Surfcam CAD/CAM manufacturing software as it pertains to machine shop use and requirements. Instruction includes theory and laboratory practice on the use of the Surfcam software environment to create 2.5 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. 36 hours lecture, 54 hours laboratory. **Strongly Recommended:** MTT 71A.

**81C MASTERCAM X 3 UNITS**

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 2.5 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. 36 hours lecture, 54 hours laboratory. **Strongly Recommended:** MTT 71A.

**MASS COMMUNICATIONS (MCOM)****DEGREE**

AA-T— JOURNALISM

AA— JOURNALISM

AA— MASS COMMUNICATIONS

AA— RADIO AND TELEVISION BROADCASTING

**JOURNALISM**

## ASSOCIATE IN ARTS FOR TRANSFER (AA-T)

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 IN JOURNALISM**

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.



<b>REQUIRED COOURSES (9 UNITS)</b>	<b>UNITS</b>
MCOM 20 Journalism: Newswriting and Information Gathering	3
MCOM 21 Newspaper Production I	3
MCOM 41 Introduction to Mass Communications	3
<b>List A (select one - 3 units)</b>	<b>Units</b>
MCOM 22 Newspaper Production II	3
MCOM 26 Beginning Photojournalism	3
<b>List B (select two - 6 units)</b>	<b>Units</b>
COMM 46 Argumentation and Debate	3
COMM 50 Introduction to Communication Studies	3
ECN 1 Principles of Microeconomics	3
or	
ECN 2 Principles of Macroeconomics (3)	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 IGETC (CSU) 37 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>

All courses making up the minimum must be transferable to CSU, and a minimum GPA of 2.0 must be maintained.

## JOURNALISM

### ASSOCIATE IN ARTS

Students who complete this degree will be able to transfer to a university or enter the local job market. Many new jobs-in electronic information management are being created. These supplement existing jobs in newspapers and magazines as well as public relations and media. In this program, students will gain hands-on experience with all aspects of gathering, organizing and disseminating information.

#### **CAREER OPPORTUNITIES IN MASS COMMUNICATIONS**

Journalist, reporter, designer, photojournalist, editor, Copyeditor, public information officer.

#### **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 gain critical understanding of journalism practices, including facts, standards, conventions, and principles, including critical understanding of internal and external forces affecting their operation.
3. Students will gain knowledge of a broad range of equipment, software, trends, changes and tools needed to be successful in the journalism field.
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.

<b>YEAR ONE</b>	<b>UNITS</b>
MCOM 20 Journalism: Newswriting and Information Gathering	3
MCOM 21 Newspaper Production I	3
MCOM 22 Newspaper Production II	3
MCOM 41 Introduction to Mass Communications	3
PHOT 50 Introduction to Photography	3

<b>YEAR TWO</b>	<b>UNITS</b>
ENGL 7 Critical Thinking and Writing across Disciplines	3
MCOM 23 Newspaper Production III	3
MCOM 24 Newspaper Production IV	3
MCOM 25 Magazine and Newspaper Feature Writing	3
MCOM 26 Beginning Photojournalism	3

Major Requirements:	30 units
General Education	25 units
Electives	Degree applicable units as needed
<b>Total</b>	<b>60 minimum degree applicable units</b>



## MASS COMMUNICATIONS

### ASSOCIATE IN ARTS DEGREE

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 MASS COMMUNICATIONS

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, lighting technician, 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. A strong background in communication is also looked upon favorably by four-year universities when evaluating applicants.

#### 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 COURSES

#### UNITS

MCOM 20 Journalism: Reporting and Newswriting	3
MCOM 40 Introduction to Broadcasting	3
MCOM 41 Introduction to Mass Communications	3
MCOM 50 Radio Studio Techniques	3
MCOM 60 TV Studio Production I	4
MCOM 21 Student Media Publication 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:	31-32 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.

#### YEAR ONE

#### 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

#### YEAR TWO

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)

### 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 JOURNALISM: NEWSWRITING AND INFORMATION GATHERING 3 UNITS

Fundamentals of reporting and newswriting to develop ability to identify a compelling story, gather information, organize, write, rewrite and deliver in the chosen format, according to professional standards of traditional print journalism and online journalism, supported by multimedia. Analysis of exemplary journalistic models. Conceive, research, and write stories using traditional news values. Requires source interviews or original research. May not receive credit if MCOM 1 has been completed. 54 hours lecture. **Strongly Recommended:** Eligibility for ENGL 1A or ENGL 1.

### 21 NEWSPAPER PRODUCTION I 3 UNITS

This course focuses on writing and producing student news publications using the school newspaper, the Spectator and its online version, thechabotspectator.com, as a practical laboratory that produces a journalistic product for distribution to a college-wide audience. Students will work primarily in one of the following areas: researching, writing, and editing articles for the two publications; taking photographs and creating graphic illustrations; developing multimedia stories; or designing pages. Ethics and legal aspects of communication are also covered. 18 hours lecture, 108 hours laboratory. **Strongly Recommended:** MCOM 20 (completed with a grade of "C" or higher), eligibility for ENGL 1A or ENGL 1.

### 22 NEWSPAPER PRODUCTION II 3 UNITS

This course focuses on intermediate writing and producing student news publications using the school newspaper, the Spectator and its online version, thechabotspectator.com, as a practical laboratory that produces a journalistic product for distribution to a college-wide audience. Students will work primarily in two or three of the following areas: researching, writing, and editing 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. 18 hours lecture, 108 hours laboratory. **Prerequisite:** MCOM 21 (completed with a grade of "C" or higher) **Strongly Recommended:** MCOM 20 (completed with a grade of "C" or higher); eligibility for ENGL 1A OR ENGL 1.

### 23 NEWSPAPER PRODUCTION III 3 UNITS

This course focuses on advanced intermediate writing and producing student news publications using the school newspaper, the Spectator and its online version, thechabotspectator.com, as a practical laboratory that produces a journalistic product for distribution to a college-wide audience. Students will work primarily in four or five of the following areas: researching, writing, and editing 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. 18 hours lecture, 108 hours laboratory. **Prerequisite:** MCOM 22.

### 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 BEGINNING PHOTOJOURNALISM 3 UNITS

Beginning photojournalism focuses on the technical, aesthetic, journalistic and interpersonal skills needed to produce images that tell stories for newspapers, magazines, books and the Internet. Assignments will introduce students to specific areas of photojournalism including current technology and tools for preparing images. Students may be assigned to cover protests, demonstrations, political campaigns, live performances, campus events, press conferences, sporting events and feature stories that explore contemporary social issues. Journalistic ethics will be the subject of ongoing discussions throughout the semester, as will applicable business practices. 18 hours lecture, 108 hours laboratory. **Strongly Recommended:** PHOT 50 or PHOT 53A.

### 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. May not receive credit if MCOM 31 has been completed. 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. May not receive credit if MCOM 5 has been completed. 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 1 OR ENGL 1A May not receive credit if MCOM 35 has been completed.

**43 ADVERTISING SALES AND 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****3 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. **Prerequisite:** MCOM 50 (completed with a grade of "C" or higher.) **Strongly Recommended:** MCOM 50 (completed with a grade of "C" or higher)

**57 KCRH RADIO LEADERSHIP EXPERIENCE****3 UNITS**

Leadership experience in KCRH radio station operations including programming, music, audio production techniques, promotions, news, live sports, and underwriting sales. Experience in broadcast operation of KCRH-FM. 36 hours lecture, 54 hours laboratory. **Prerequisite:** MCOM 56 (completed with a grade of "C" or higher.)

**58 INTERMEDIATE KCRH RADIO EXPERIENCE****3 UNITS**

Intermediate practical experience in KCRH radio station operations including programming, music, audio production techniques, promotions, news, live sports, and underwriting sales. Experience in broadcast operation of KCRH-FM. 36 hours lecture, 54 hours laboratory. **Prerequisite:** MCOM 56 (completed with a grade of "C" or higher.)

**59 ADVANCED KCRH RADIO EXPERIENCE****3 UNITS**

Advanced practical experience in KCRH radio station operations including running programming, music, audio production, promotions, news, live sports, and underwriting sales departments. Experience in broadcast operation of KCRH-FM. 36 hours lecture, 54 hours laboratory. **Prerequisite:** Mass Communications 58 (completed 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. (Mass Communications 33A and 60 may be taken a combined total of four times.) 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 improve skills in operating television equipment, and 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. MCOM 73 and 63 may be taken a combined total of four times.

**69 ADVANCED KCTH TV EXPERIENCE****3 UNITS**

Advanced practical experience in television production and programming. 36 hours lecture, 54 hours laboratory. **Prerequisite:** MCOM 60 (completed with a grade of "C" or higher.) **Strongly Recommended:** MCOM 68 (completed with a grade of "C" or higher.)





## MATHEMATICS (MTH)

**DEGREE:**

- AS-T—MATHEMATICS
- AA—MATHEMATICS
- AS—MATHEMATICS

**CERTIFICATE OF COMPETENCY**

- PREALGEBRA
- PREPARATION FOR BSTEM MATH
- PREPARATION FOR STATISTICS AND LIBERAL ARTS MATH

### 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 COURSES		UNITS
MTH 1	Calculus I	5
MTH 2	Calculus II	5
MTH 3	Multivariable Calculus	5

**List A (Choose one-3-4 units)**

MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3

**List B (Choose one- 3-5 units)**

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	3
MTH 43	Introduction to Probability and Statistics	4
PHYS 4A	General Physics I	5

Major Requirements:	21-24 units
General Education	CSU GE 39 units IGETC (CSU) 37 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.

### MATHEMATICS

ASSOCIATE IN ARTS

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.

**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 COURSES		UNITS
MTH 1	Calculus I	5
MTH 2	Calculus II	5

**Choose at least one other course from the following Units**

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
ENGR 25	Computational Methods for Engineers and Scientists	3
ENGR 36	Engineering Mechanics -Statics	3
ENGR 43	Electrical Circuits and Devices	4
ENGR 45	Materials of Engineering	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

**YEAR TWO**

MTH 3	Multivariable Calculus	5
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**Choose two Mathematics courses from the following: Units**

MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3

Major Requirements:	24-26 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

**MATHEMATICS**

## ASSOCIATE IN SCIENCE DEGREE

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.

**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.

**YEAR ONE**

MTH 1	Calculus I	5
MTH 2	Calculus II	5

**Choose at least one other course from the following:**

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
ENGR 25	Computational Methods for Engineers and Scientists	3
ENGR 36	Engineering Mechanics -Statics	3
ENGR 43	Electrical Circuits and Devices	4
ENGR 45	Materials of Engineering	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

**YEAR TWO**

MTH 3	Multivariable Calculus	5
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**Choose two Mathematics courses from the following:**

MTH 4	Elementary Differential Equations	3
MTH 6	Elementary Linear Algebra	3
MTH 8	Discrete Mathematics	3

**REQUIRED MAJOR SPECIFIC G.E. REQUIREMENT UNITS****Complete a minimum of 3 units from the following:**

ANAT 1	General Human Anatomy	5
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
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
ARCH 2A	Architectural Graphics in Drawing and Sketching	3
ARCH 2B	Architectural Graphics in Color Rendering	3
ARCH 4A	Architectural Drafting Principles I	3
ARCH 4B	Architectural Drafting Principles II	3
ARCH 8A	Fundamentals of Architectural Design I	4
ARCH 8B	Fundamentals of Architectural Design II	4
ARCH 12	Construction Materials and Methods	3
ARCH 14	California Architecture and Urban Design	3
ARCH 16	Landscape Architecture	2
ASTR 10	Introduction to Astronomy: The Solar System	3
ASTR 20	Introduction to Astronomy: Stars and The Universe	3
ASTR 30	Introduction to Astronomy Lab	1
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 31	Introduction to College Biology	4
BIOL 50	Anatomy and Physiology	4
CHEM 1A	General College Chemistry I	5



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
CSCI 8	Computer Literacy	3
CSCI 10	Introduction to Programming Using Visual BASIC.NET	4
CSCI 14	Introduction to Structured Programming In C++	4
CSCI 15	Object-Oriented Programming Methods	4
CSCI 19A	Object-Oriented Programming Methods in Java	4
ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	3
ECN 10	General Economics	3
ENSC 10	Humans and the Environment	3
ENSC 11	Humans and the Environment with Laboratory	4
GEO 1	Introduction to Physical Geography	3
GEO 1L	Introduction to Physical Geography Laboratory	1
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
MICR 1	Microbiology	5
PHYS 2A	Introduction to Physics I	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 5	Modern Physics	3
PHYS 11	Descriptive Physics	4
PHSI 1	Human Physiology	5
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

Major Requirements:	24-27 units
General Education	19 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

## PREALGEBRA

NON CREDIT PROGRAM

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 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 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 IN PREALGEBRA

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 COURSES

	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

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**TOTAL HOURS** **72**



## PREPARATION FOR BSTEM MATH

NON CREDIT PROGRAM

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 IN PREPARATION FOR BSTEM MATH

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 COURSES	HOURS
MTH 210 Math Jam for Business and STEM Mathematics Pathway	27
MTH 255 Noncredit Intermediate Algebra or	90
MTH 231W Noncredit College Algebra Workshop or	(36)
MTH 243W Noncredit Introduction To Probability and Statistics Workshop	(36)

**TOTAL HOURS** 63 - 117

## PREPARATION FOR STATISTICS AND LIBERAL ARTS MATH

NON-CREDIT PROGRAM

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 IN PREPARATION FOR STATISTICS AND LIBERAL ARTS MATH

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 COURSES	HOURS
MTH 220 Math Jam for Statistics and Liberal Arts Mathematics Pathway	27
MTH 253 Noncredit Applied Algebra and Data Analysis or	108
MTH 247W Noncredit Mathematics for Liberal Arts Workshop or	(36)
MTH 243W Noncredit Introduction To Probability and Statistics Workshop	(36)

**TOTAL HOURS** 63 - 135

## MATHEMATICS (MTH)

### 1 CALCULUS I 5 UNITS

Elements of analytic geometry, derivatives, limits and continuity, differentiation of algebraic and trigonometric functions, the definite integral. 90 hours lecture. **Prerequisite:** MTH 20 (completed with a grade of "C" or higher) 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 (completed 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 (completed 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, applications. 54 hours lecture, 18 hours laboratory. **Prerequisite:** MTH 2 (completed 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, applications. 54 hours lecture, 18 hours laboratory. **Prerequisite:** MTH 2 (completed 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 (completed with a grade of "C" or higher) **Strongly Recommended:** CSCI 14 (completed with a grade of "C" or higher.)

#### 15 APPLIED CALCULUS I 3 UNITS

Differential calculus of algebraic, exponential, and logarithmic functions; introduction to integral calculus. Applications in business, economics and the life and social sciences. 54 hours lecture, 18 hours laboratory. **Prerequisite:** MTH 31 (completed with a grade of "C" or higher) or MTH 20 (completed with a grade of "C" or higher) 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 (completed with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process. **Strongly Recommended:** MTH 36 or, MTH 37.

#### 20 PRE-CALCULUS MATHEMATICS 5 UNITS

Rational functions and relations with emphasis on logical development and graphing. Solutions of polynomial equations and inequalities, the binomial theorem, strengthening of skills in working with exponential, logarithmic, and trigonometric functions, equations, graphs, and applications. 90 hours lecture, 18 hours laboratory. **Prerequisite:** MTH 36 (completed with a grade of "C" or higher) or, MTH 37 (completed 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 (completed 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 (completed with a grade of "C" or higher), MTH 55B (completed 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 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process.

**31W COLLEGE ALGEBRA WORKSHOP .5-1 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 (completed with a grade of "C" or higher) or, MTH 55L (completed with a grade of "C" or higher) or, MTH 55B (completed 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 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process.

**33W FINITE MATHEMATICS WORKSHOP .5-1 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 (completed with a grade of "C" or higher) and, MTH 55 (completed with a grade of "C" or higher) or, MTH 55L (completed with a grade of "C" or higher) or, MTH 55B (completed 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 MTH 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 (completed with a grade of "C" or higher) or, MTH 57W (completed with a grade of "C" or higher) and, MTH 55 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or, MTH 55L (completed with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process. May not receive credit if MTH 37 has been completed

**36W TRIGONOMETRY WORKSHOP .5 - 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 (completed with a grade of "C" or higher) or, MTH 55L (completed with a grade of "C" or higher) or, MTH 55B (completed 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 MTH 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 MTH 36 has been completed. 90 hours lecture, 27 hours laboratory. **Prerequisite:** MTH 55 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or, MTH 55L (completed 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 .5-1 UNIT

Laboratory, study group, collaborative workshop or computer laboratory time for Trigonometry with an Emphasis on its Geometric Foundations. 36-54 hours laboratory. **Corequisite:** Mathematics 37.

### 41 NUMBER SYSTEMS 3 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. 54 hours lecture. **Prerequisite:** Mathematics 53, 53B, 54, 54L, 55, 55L (each completed 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.

### 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 (completed with a grade of "C" or higher) or, MTH 53 (completed with a grade of "C" or higher) or, MTH 53B (completed with a grade of "C" or higher) or, MTH 55L (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or, MTH 54 (completed with a grade of "C" or higher) or, MTH 54L (completed with a grade of "C" or higher) or **Completion of:** an appropriate placement through the Mathematics Placement process.

### 41W NUMBER SYSTEMS WORKSHOP .5 - 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 MTH 35 has been completed. 72 hours lecture, 18 hours laboratory. **Prerequisite:** MTH 53 (completed with a grade of "C" or higher) or, MTH 53B (completed with a grade of "C" or higher) or, MTH 54 (completed with a grade of "C" or higher) or, MTH 54L (completed with a grade of "C" or higher) or, MTH 55 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or, MTH 55L (completed 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. **Strongly Recommended:** Eligibility for ENGL 1A.

### 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 MTH 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 (completed with a grade of "C" or higher) or, MTH 53B (completed with a grade of "C" or higher) or, MTH 54 (completed with a grade of "C" or higher) or, MTH 54L (completed with a grade of "C" or higher) or, MTH 55 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or, MTH 55L (completed with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process.

**43W INTRODUCTION TO PROBABILITY AND STATISTICS WORKSHOP .5-1 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. **Prerequisite:** MTH 55 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or, MTH 54L (completed with a grade of "C" or higher) or, MTH 54 (completed with a grade of "C" or higher) or, MTH 53B (completed with a grade of "C" or higher) or MTH 53 (completed with a grade of "C" or higher) or equivalent or appropriate placement through the Mathematics Placement process. **Strongly Recommended:** POSC 1 (completed with a grade of "C" or higher) or, ES 1 (completed 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 .5 - 1 UNIT**

Laboratory, study group, collaborative workshop or computer laboratory time for Mathematics for Democracy. 36-54 hours laboratory. **Corequisite:** MTH 44 This 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 (completed with a grade of "C" or higher) or, MTH 53B (completed with a grade of "C" or higher) or, MTH 55 (completed with a grade of "C" or higher) or, MTH 55B (completed 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 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or, MTH 53 (completed with a grade of "C" or higher) or, MTH 53B (completed with a grade of "C" or higher) or an appropriate placement through the Mathematics Placement process.

**47W MATHEMATICS FOR LIBERAL ARTS WORKSHOP .5 - 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 (completed 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 (completed 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 (completed 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**

Concepts involving complex numbers, quadratic equations, parabolas and circles, functions and their graphs, systems of equations, rational exponents, radical equations, absolute value equations and inequalities, exponential and logarithmic functions and equations. 90 hours lecture. **Prerequisite:** MTH 53 (completed with a grade of "C" or higher), MTH 53B (completed with a grade of "C" or higher), MTH 65 (completed with a grade of "C" or higher), MTH 65B (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.

**55A INTERMEDIATE ALGEBRA A****3 UNITS**

Concepts covered in the first half of Mathematics 55 including functions and their graphs, systems of equations, linear inequalities and absolute values, polynomials, factoring and rational expressions and equations. 54 hours lecture. **Prerequisite:** MTH 65 (completed with a grade of "C" or higher), MTH 65L (completed with a grade of "C" or higher), MTH 65B (completed with a grade of "C" or higher), MTH 53 (completed with a grade of "C" or higher), 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 55 has been completed.

**55B INTERMEDIATE ALGEBRA B****3 UNITS**

Concepts covered in the second half of Mathematics 55 including parabolas and circles, function composition, inverse functions and their graphs, radical expressions and functions, and exponential and logarithmic functions and equations. May not receive credit if MTH 55 or MTH 55L has been completed. 54 hours lecture. **Prerequisite:** MTH 55A (completed with a grade of "C" or higher)

**57 PLANE GEOMETRY****3 UNITS**

Topics in plane geometry. Includes congruence, similarity, parallel lines, and properties of polygons and circles. 54 hours lecture. **Prerequisite:** Mathematics 65, 65B or 65L (completed with a grade of "C" or higher) or an appropriate skill level demonstrated through the Mathematics Assessment process.

**57W PLANE GEOMETRY WORKSHOP****.5 UNIT**

Laboratory, study group, collaborative workshop or computer laboratory time for Plane Geometry. 36 hours laboratory. **Corequisite:** MTH 57.

**65 ELEMENTARY ALGEBRA****5 UNITS**

Elementary concepts, including signed numbers, integral exponents, polynomials and rational expressions; linear, quadratic and rational equations; linear inequalities; introduction to graphs and set theory; systems of equations. 90 hours lecture. **Prerequisite:** MTH 104 (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 65L or 65A and 65B have been completed.

**65A ELEMENTARY ALGEBRA A****3 UNITS**

Concepts covered in the first half of Mathematics 65, including signed numbers, linear equations and inequalities; introduction to graphs; set theory. Designed for those with no previous algebra background. 54 hours lecture. **Prerequisite:** MTH 104 (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 65 or 65L has been completed.

**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 (completed with a grade of "C" or higher) May not receive credit if MTH 65 or 65L has been completed.

**103 BASIC MATHEMATICS****3 UNITS**

Fundamental concepts in arithmetic, including fractions, decimals, ratios, proportions, percents; order of operations, 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 hour lecture, 18 hours laboratory.

**122 MATH LABORATORY****.5-1 UNIT**

Provides mathematics students an opportunity to study a mathematics course with tutorial assistance from an instructor, student tutors, and fellow classmates. Students may also use a software program and work on problems at their own pace through active participatory experience. 36-54 hours laboratory.

**201 MATH JAM A****.5 UNIT**

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****.5 UNIT**

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 .5 UNIT**

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.

**204A PREALGEBRA WITH WHOLE NUMBERS NON-CREDIT**

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. 18 hours.

**204B PREALGEBRA WITH INTEGERS NON-CREDIT**

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. 18 hours.

**204C PREALGEBRA WITH RATIONAL AND DECIMAL NUMBERS NON-CREDIT**

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. 18 hours.

**204D PREALGEBRA PROBLEM SOLVING NON-CREDIT**

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. 18 hours.

**210 MATH JAM FOR BUSINESS AND STEM NON-CREDIT MATHEMATICS PATHWAY**

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. 27 hours.

**220 MATH JAM FOR STATISTICS AND LIBERAL ARTS MATHEMATICS PATHWAY NON-CREDIT**

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! 27 hours.

**231W NONCREDIT COLLEGE ALGEBRA NON-CREDIT WORKSHOP**

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. 36 hours. **Corequisite:** MTH 31

**243W NONCREDIT INTRODUCTION TO PROBABILITY AND STATISTICS WORKSHOP NON-CREDIT**

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. 36 hours. **Corequisite:** MTH 43

**247W NONCREDIT MATHEMATICS FOR LIBERAL ARTS WORKSHOP NON-CREDIT**

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. 36 hours. **Corequisite:** MTH 47



### 253 NONCREDIT APPLIED ALGEBRA AND NON-CREDIT DATA ANALYSIS

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. 108 hours.

### 255 NONCREDIT INTERMEDIATE ALGEBRA NON-CREDIT

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. 90 hours.

## MEDICAL ASSISTING (MEDA)

### DEGREE:

AA—MEDICAL ASSISTING

### CERTIFICATE OF ACHIEVEMENT:

MEDICAL ASSISTING

## MEDICAL ASSISTING

ASSOCIATE IN ARTS DEGREE

The Certificate Program in Medical Assisting is part of the Associate of Arts degree in Medical Assisting is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 25400 US Highway 19 N, Suite 158, Clearwater, FL 33763, (727) 210-2350, [www.caahep.org](http://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. 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. Students completing in sequence the 31 units for the accredited Medical Assisting Certificate program are eligible to sit the American Association of Medical Assistants (AAMA) Certified Medical Assistant (CMA-AAMA®) exam.

### CAREER OPPORTUNITIES IN MEDICAL ASSISTING

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.

### PROGRAM LEARNING OUTCOMES

1. Perform health care facility administrative skills.
2. Perform health care facility clinical and laboratory skills.
3. Communicate effectively orally, electronically and in writing.

YEAR ONE		UNITS
HLTH 51A	Basic Medical Terminology	4
PSY 1	General Psychology	3
BIOL 50	Anatomy and Physiology	4
CAS 50	Introduction to Computer Application Systems	3
	or	
CSCI 8	Computer Literacy (3)	
HLTH 51B	Disease Process and Advanced Medical Terminology	4
MEDA 60	Introduction to Medical Assisting	2

**YEAR TWO**

MEDA 70A	Clinical Skills For The Medical Assistant I	3
MEDA 71A	Administrative Skills I	2
MEDA 72A	Electronic Health Record Part 1	1
MEDA 75	Administration of Medications for the Medical Assistant	3
MEDA 70B ++	Clinical Skills For The Medical Assistant 2	
MEDA 71B ++	Administrative Skills 2	2
MEDA 72B ++	Electronic Health Record Part 2	1
MEDA 73 ++	Clinical Experience Practicum	4
MEDA 74 ++	Clinical Experience Seminar	1

Prior to placement at Clinical Sites (MEDA 73), the student must submit medical, dental and immunization records. A background check is also required. Forms will be distributed in MEDA 70A. 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.

++Offered only in the Spring term

Major Requirements:	40 units
General Education	25 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](http://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. Students completing in sequence the 31 units for the accredited Medical Assisting Certificate program are eligible to sit the American Association of Medical Assistants (AAMA) Certified Medical Assistant (CMA-AAMA®) exam.

**CAREER OPPORTUNITIES IN MEDICAL ASSISTING**

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. Perform health care facility administrative skills.
2. Perform health care facility clinical and laboratory skills.
3. Communicate effectively orally, electronically and in writing.

**PREREQUISITE**

HLTH 51A	Basic Medical Terminology	4
MEDA 60	Introduction to Medical Assisting	2

Must pass with a "C" or better to enter the Medical Assisting program.

**FALL SEMESTER**

CAS 50	Introduction to Computer Application Systems	3
	or	
CSCI 8	Computer Literacy	(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 72A	Electronic Health Record Part 1	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 through an off campus provider.

**SPRING SEMESTER**

HLTH 51B	Disease Process and Advanced Medical Terminology	4
MEDA 70B	Clinical Skills For The Medical Assistant 2	3
MEDA 71B	Administrative Skills 2	2
MEDA 73 *	Clinical Experience Practicum	4
MEDA 74	Clinical Experience Seminar	1
MEDA 72B	Electronic Health Record Part 2	1

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.

\*Prior to placement at Clinical Sites (MEDA 73), the student must submit medical, and immunization records. A background check and drug screen is also required. Forms will be distributed in MEDA 70A.

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**TOTAL UNITS** **33**



## MEDICAL ASSISTING (MEDA)

### 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. 36 hours lecture, 54 hours laboratory. **Prerequisite:** HLTH 51A (completed with a grade of "C" or higher.) **Corequisite:** MEDA 71A, MEDA 72A and, MEDA 75. **Strongly Recommended:** CAS 50 or CSCI 8 may be taken concurrently if not completed prior.

### 70B CLINICAL SKILLS FOR THE MEDICAL ASSISTANT II 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. 36 hours lecture, 54 hours laboratory. **Prerequisite:** HLTH 51A (completed with a grade of "C" or higher), MEDA 70A (completed with a grade of "C" or higher), MEDA 75 (completed with a grade of "C" or higher.) **Corequisite:** MEDA 71B, MEDA 72B, MEDA 73 and, MEDA 74. **Strongly Recommended:** HLTH 51B may be taken concurrently if not completed prior.

### 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 (completed with a grade of "C" or higher), MEDA 60 (completed with a grade of "C" or higher.) **Corequisite:** MEDA 70A, MEDA 72A and, MEDA 75.

### 71B ADMINISTRATIVE SKILLS II 2 UNITS

Administrative Medical Assisting skills which include medical coding, health insurance, billing, collections, practice finances, confidentiality and development of life skills. 18 hours lecture, 54 hours laboratory. **Prerequisite:** Medical Assisting 71A (completed 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 8 should 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 (completed 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 (completed with a grade of "C" or higher), MEDA 71B (completed with a grade of "C" or higher), MEDA 72B (completed with a grade of "C" or higher), HLTH 51B (completed 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

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 (completed with a grade of "C" or higher.) **Corequisite:** MEDA 70A, MEDA 71A and, MEDA 72A. **Strongly Recommended:** CAS 50.

### 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)

### 1 MICROBIOLOGY

**5 UNITS**

Bacteria, fungi, protozoa, and viruses with an emphasis on their relationship to humans and disease. Cultivation, control, metabolism, body's defenses against disease, microbial genetics, laboratory tests, and contemporary infectious diseases. Methods used in the laboratory include staining, investigation, cultivation, identification of unknowns, and sensitivity testing. 54 hours lecture, 108 hours laboratory. **Prerequisite:** BIOL 31 (completed with a grade of "C" or higher) or, BIOL 2 (completed with a grade of "C" or higher) or, BIOL 4 (completed with a grade of "C" or higher) and , CHEM 30A (completed with a grade of "C" or higher) or, CHEM 1A (completed with a grade of "C" or higher.) **Strongly Recommended:** ANAT 1 and eligibility for English 1A.

## MUSIC

**DEGREE:**

AA-T—MUSIC

**CERTIFICATE OF ACHIEVEMENT:**

HARMONY &amp; MUSICIANSHIP

## MUSIC

### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

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.

**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 COURSES (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)****UNITS**

MUSA 40	Applied Lessons	1
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**LARGE ENSEMBLE (4 SEMESTERS @ 1 UNIT EACH)****UNITS**

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 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

All courses making up the minimum must be transferable to CSU, and a minimum GPA of 2.0 must be maintained.



## 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 or AA-T degree program.

#### CAREER OPPORTUNITIES IN HARMONY & MUSICIANSHIP

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.

#### Completion of the Harmony & Musicianship course sequence (MUSL 2A-D.)

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

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**TOTAL UNITS** **16**

## MUSIC LITERATURE, THEORY AND MUSICIANSHIP (MUSL)

### 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. 36 hours lecture, 54 hours laboratory. **Strongly Recommended:** MUSL 6 or 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. 36 hours lecture, 72 hours laboratory **Prerequisite:** MUSL 2A (completed 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. 36 hours lecture, 72 hours laboratory **Prerequisite:** MUSL 2B (completed 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. 36 hours lecture, 72 hours laboratory. **Prerequisite:** MUSL 2C (completed 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 JAZZ STYLES 3 UNITS

History, trends, and influences of the phenomenon of jazz beginning with pre-Dixieland early 1900's covering the various eras including Swing, BeBop and post Be-Bop to present day. Attendance at concerts and listening to a variety of music is required. 54 hours lecture.

### 5 AMERICAN CULTURES IN MUSIC 3 UNITS

Music in twentieth century United States through the study of contributions of three selected groups from the following: African-Americans, Latin-Americans, Asian-Americans, European-Americans, and Native Americans. Emphasis on understanding diverse styles, and on integrating these styles into American music. Concert, religious, and folk-pop music will be included. 54 hours lecture.

### 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. 54 hours lecture, 18 hours laboratory.

### 28 MUSICAL STRUCTURE AND SONGWRITING 3 UNITS

Study of contemporary rock and popular music theory. Common chord progressions, harmonic development, song forms, lyric structure and analysis, orchestration 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 (completed with a grade of "C" or higher) Students should have fundamental skills in reading music notation, not identification, and some knowledge of scales.

### 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 (completed 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 (completed with a grade of "C" or higher.)

## MUSIC PERFORMANCE (MUSP)

### 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 and periods. 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.

## 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.

## 14 JAZZ LAB 1 UNIT

(May be repeated 3 times)

For instrumentalists who want experience in performing and interpreting small-group literature. The music literature will cover important aspects of Jazz band development and works of all styles and periods. Emphasis will be on articulations, stylistic differences, and common performance practices of the various periods of music. 72 hours laboratory. **Prerequisite:** Audition with instructor required.

## 15 JAZZ ENSEMBLE I 1 UNIT

(May be repeated 3 times.)

Reading, preparation and performance of contemporary jazz music arranged for standard Big Band. 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.

## 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. 72 hours laboratory. **Prerequisite:** Audition with instructor required.

## 18 PERCUSSION ENSEMBLE 1 UNIT

(May be repeated 3 times)

Open to any percussionist wishing to experience ensemble playing. Topics include a variety of styles and techniques used in percussion performance. Basic music reading is required. 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.

## 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.

## 47 COLLEGE PRODUCTION—MUSIC 1–5 UNITS

(May be repeated 3 times)

Participation in scheduled music productions. Includes music support for drama productions, college musicals, and other major performances. Enrollment is for the duration of the production. 54–270 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. 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.



### 213 WIND BAND PERFORMANCE FOR NON-CREDIT MATURE ADULTS

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. 72 hours laboratory. **Advisory:** standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

## MUSIC APPLIED (MUSA)

### 11 JAZZ IMPROVISATION 1 UNIT

(May be repeated 3 times)

Major scales, chord construction, and development of melodic lines used in contemporary styles of Jazz Improvisation. Jazz literature for combos of the post Bop era using exotic scales, altered chord construction, and development of modal and intervallic concepts used in contemporary improvisation. 72 hours laboratory.

### 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 (completed 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.

### 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 (completed with a grade of "C" or higher) or equivalent.

### 21M CLASS PIANO FOR MAJORS 1 UNIT

(May be repeated 3 times)

Skills development for music majors and minors in playing major and minor scales, diatonic chord progressions, treble and bass clef reading, and simple hands together part playing. 72 hours laboratory. **Strongly Recommended:** concurrent enrollment in MUSL 2A.

### 22A JAZZ PIANO AND MUSICIANSHIP I 1 UNIT

May be repeated 3 times

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 (completed with a grade of "C" or higher.)

### 23A VOICE I 1 UNIT

(May be repeated 3 times)

Group singing with emphasis on solo performance, tone production, breathing, diction, sight singing and interpretation of vocal literature. 72 hours laboratory. **Strongly Recommended:** MUSL 6.

### 23B VOICE II 1 UNIT

(May be repeated 3 times)

Development of skills in vocal performance, notation, literature. Emphasis on further development of technique and performance. 72 hours laboratory. **Prerequisite:** MUSA 23A (completed with a grade of "C" or higher.)

### 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 12 and/or, MUSP 13 and/or, MUSP 44 and/or, MUSP 45.



## MUSIC RECORDING AND TECHNOLOGY (MURT)

### 20 DIGITAL AUDIO WORKSTATION 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, 36 hours laboratory.

### 21 AUDIO RECORDING I 3 UNITS

Fundamentals of audio recording and the digital audio workstation. Basic acoustics, principles of analog and digital audio basics, studio set-up, microphone technique, basic mixing techniques and digital audio workstation fundamentals. 36 hours lecture, 72 hours laboratory. **Prerequisite:** MURT 20 (completed 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 (completed with a grade of "C" or higher.)

### 22B ELECTRONIC MUSIC II 3 UNITS

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 (completed 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.

### 24 ADVANCED MIXING TECHNIQUES 3 UNITS

Focus of course is on advanced multitrack mixing techniques. Implementation of signal processing to a multichannel audio mix using outboard and virtual signal processors, submixing, bussing and summing mixes, complex signal flow, advanced mixer automation, and selected topics in mastering. 36 hours lecture, 72 hours laboratory. **Prerequisite:** MURT 21 (completed 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 AND THE LAW 3 UNITS

Legal issues in the music industry, with a focus on music publishing and licensure, the role of the record label, and distribution and retailing. 54 hours lecture, 18 hours laboratory.

### 28 MUSIC INDUSTRY CAREER DEVELOPMENT 3 UNITS

Career opportunities and business practices in the music industry. Focus on career options and development, artist management, unions, music merchandising, and concert promotion. 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 Effects, 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 (completed 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 (completed 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 (completed 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 (completed with a grade of "C" or higher) and/or, MURT 22A (completed with a grade of "C" or higher) and/or, MURT 28 (completed with a grade of "C" or higher.)

**NURSING (NURS)****DEGREE:**

AS—LVN-RN

AA—NURSING

**NON-DEGREE:**

30 UNIT LVN-RN/NON-DEGREE

**LVN-RN****ASSOCIATE IN SCIENCE**

The Nursing Program is accredited by the California Board of Registered Nursing. Upon completion of the program, the graduate is eligible to take the Registered Nursing Licensing Examination (NCLEX-RN). LVN's & Military Personnel apply as an Advanced Standing Student. LVN's must have 500 hours in the last 18 months in direct patient care (SNF or acute care). Placement into the program is on a space available basis to the second year of the Nursing Program. Options available to the LVN/Military student include one of the following: A.S. in Nursing, a non degree option, or a 30 Unit option. To transfer to a Bachelors Nursing Program you must receive the Associate Degree. **SPECIAL APPLICATION REQUIRED.**

**CAREER OPPORTUNITIES IN LVN-RN**

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 LVN-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**

ANAT 1	General Human Anatomy	5
PHSI 1	Human Physiology	5
MICR 1	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 online labs will not be accepted. Will accept 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	.5
NURS 84	Prescriptive Clinical Nursing Skills Practice	.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 may 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.

**MAJOR SPECIFIC G.E. REQUIREMENT: Complete a minimum of 3 units from:**

ENGL 4A	Critical Thinking and Writing about Literature	4
ENGL 7A	Critical Thinking and Writing across Disciplines	4

**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
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

**NURSING**

## ASSOCIATE IN ARTS DEGREE

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**

**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.

**PREREQUISITES: SCIENCES**

		UNITS
ANAT 1	General Human Anatomy	5
PHSI 1	Human Physiology	5
MICR 1	Microbiology	5

Online labs will not be accepted.

There is a 7 year recency requirement for the science prerequisite courses and a minimum of 2.5 GPA is required in these 3 courses.

**BEHAVIORAL AND SOCIAL SCIENCE PREREQUISITES**

PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3

**COMMUNICATION PREREQUISITES (6 units)**

ENGL 1A	Critical Reading and Composition	3
COMM 1	Fundamentals of Speech Communication	3
	or	
COMM 10	Interpersonal Communication	(3)

**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
NURS 77	Physical Assessment	.5

**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	1
NURS 60B	Adult Health II	6
NURS 60C	Adult Health III	3.5

**ADDITIONAL NURSING PROGRAM INFORMATION**

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 Arts degree in Nursing.

**NOTE:** The Board of Registered Nursing requirements supersede catalog rights for graduation.

**ADDITIONAL REQUIREMENTS FOR THE AA IN NURSING**

Students with a BA/BS degree or higher from US regionally accredited colleges or universities are exempt from Chabot GE/ Graduation requirements.

Major Requirements	69 units
General Education	25 units
Electives	Degree applicable units as needed
Total	72-91 units

**30 UNIT LVN-RN**

## NON-DEGREE

LVNs who enter into the second year of the Nursing Program may choose one of the two options: A.A. in Nursing, or "30 Unit Non-Degree" option. (Note about the "30 Unit Non-Degree" option) The Associate Degree is NOT awarded with this option and the nurse will always be considered a "non-degree graduate". Please see the Director of Nursing if interested in the "30 Unit Non-Degree" option.) Graduates of these two options are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN.)

**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. Respond to the demands of rapidly changing information technology by incorporating computer literacy in health care delivery and utilizing the internet for research.

**PREQUISITE COURSES:****UNITS**

For this option only the LVN is given credit for Anatomy taken in the LVN Program.

PHSI 1	Human Physiology	5
MICR 1	Microbiology	5

There is a 7 year recency requirement for the Basic Sciences (ANAT, PHYS, MICR) and a minimum of 2.5 GPA. On-line labs for the science courses will not be accepted.

**PREQUISITE FOR ADMISSIONS**

1. Completion of Advanced Standing application.
2. Validation of previous nursing knowledge.
3. Must have a minimum of 500 hours of current experience with direct patient care in either a Skilled Nursing Facility or Hospital environment.
4. Mandatory orientation meeting.

**COMPLETE AN ADVANCED STANDING APPLICATION TO TAKE THE FOLLOWING COURSES:**

NURS 70	LVN-RN Transition	1.5
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While in NURS 70 the student will take Kaplan computer exams to prove competency in these areas (Pediatrics, Maternity, Pharmacology, MS and Fundamentals.) Score threshold (cut score) is identified by Kaplan statistics. If score less than threshold after 2 attempts student may take the theory courses NURS81, NURS82 or NURS64. If student fails the Fundamentals exam they student may not continue in this pathway.

NURS 70L	Clinical Skills Practice and Assessment Lab	.5
NURS 84	Prescriptive Clinical Nursing Skills Practice	.5

**Nursing Courses**

If accepted into the Nursing Program on a space available basis:

NURS 53	Mental Health Nursing	4
NURS 88	Pathophysiology	3
NURS 77	Physical Assessment	.5
NURS 60B	Adult Health II	6
NURS 60C	Adult Health III	3.5

**TOTAL UNITS****30**



## NURSING (NURS)

### 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, 122 hours clinical. **Prerequisite:** NURS 55 (completed 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, 122 hours clinical. **Prerequisite:** NURS 55 (completed 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 adults experiencing selected conditions requiring treatment in psychiatric care settings. Theory and clinical practice include integration of bio-psychosocial 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. 9 total weeks. 36 hours lecture, 122 hours clinical. **Prerequisite:** NURS 70 (completed with a grade of "C" or higher) or, NURS 55 (completed with a grade of "C" or higher.)

### 54 CLINICAL TOPICS

.5 UNIT

Study of selected clinical topics and associated nursing processes related to nursing practice. 9 hours lecture. **Prerequisite:** NURS 70 (completed with a grade of "C" or higher) and possession of a valid California LVN license or, NURS 55 (completed 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, 243 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. 9 total weeks. 36 hours lecture, 122 hours clinical. **Prerequisite:** NURS 55 (completed 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. 12 total weeks. 45 hours lecture, 192 hours clinical. **Prerequisite:** NURS 51 (completed with a grade of "C" or higher), NURS 52 (completed with a grade of "C" or higher), NURS 53 (completed with a grade of "C" or higher), NURS 60A (completed 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 (completed 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 (completed with a grade of "C" or higher) or, NURS 70 (completed with a grade of "C" or higher.)

**70 NURSING THEORY: 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, at least one-year work experience or 500 hours as an LVN with direct patient care contact in a Skilled Nursing Facility or Hospital environment. Attendance at an Advance Standing (Military, LVN-RN) orientation meeting. Completion of an Advance Standing Application for Chabot College, ANAT 1 and , MICR 1 and , PHSI 1 (completed with a grade of "C" or higher) and Minimum of 2.5 GPA in the three science prerequisites. The three basic sciences have a 7 year recency (ANAT, MICR, PHSI.)

**70L CLINICAL SKILLS PRACTICE AND ASSESSMENT LAB .5 UNIT**

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 1 UNIT**

Safe administration and maintenance of intravenous therapy as a treatment modality. Includes differentiation of commonly used solutions, dosage calculation, vein selection and venipuncture techniques, recognition of and response to complications. Includes laboratory practice. 12 hours lecture, 18 hours laboratory. **Prerequisite:** Satisfactory completion of all required nursing courses in the first and second semester of the nursing curriculum , NURS 55 or, NURS 70 (completed with a grade of "C" or higher.)

**77 PHYSICAL ASSESSMENT .5 UNIT**

Methodologies employed in physical assessment in the clinical setting. Focus is on assessment techniques utilized in assessing the status of the neurological, cardiac, peripheral vascular, thoracic, musculoskeletal, integumentary, and abdominal systems. Laboratory and diagnostic tests (such as techniques of respiratory arterial blood gas analyses, pulse oximetry, and basic cardiac dysrhythmia interpretation.) Health data base interviewing. Concepts related to the California Nursing Practice Act, as well as principles of safe clinical practice, will be included. 27 hours laboratory. **Prerequisite:** NURS 55 (completed with a grade of "C" or higher) or, NURS 70 (completed with a grade of "C" or higher)

**80 TEST TAKING SKILLS FOR NURSING STUDENTS .5 UNIT**

Practice in answering multiple-choice, fill in the blank and multiple option questions related to nursing. Strategies for successful test taking. Preparation for National Council Licensing Exam for Registered Nursing (NCLEX-RN.) 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/or, NURS 70.

**82 PEDIATRIC NURSING THEORY 2 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 includes integration of assessment skills, growth and development, family abuse issues, nutrition, pharmacological concepts, ethical issues, and teaching strategies unique to child-rearing families. 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. **Prerequisite:** NURS 70 and/or Valid California LVN license.

**84 PRESCRIPTIVE CLINICAL NURSING SKILLS PRACTICE .5 UNIT**

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 (completed 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:** NURS 70 or concurrent enrollment in and , NURS 55 (completed with a grade of "C" or higher.)

**90 NCLEX EXAM PREPARATION-TEST TAKING SKILLS AND STRATEGIES****.5 UNIT**

This course prepares the nursing student to think critically and answer multiple format questions that are similar to the NCLEX-RN exam. Optional class for nursing students. 9 hours lecture. **Prerequisite:** NURS 60B (completed with a grade of "C" or higher.)

**NUTRITION (NUTR)****DEGREE:**

AS-T— NUTRITION AND DIETETICS

**NUTRITION AND DIETETICS**

ASSOCIATE IN SCIENCE FOR TRANSFER (AS-T)

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.

**CAREER OPPORTUNITIES IN NUTRITION AND DIETETICS**

The majority of Registered Dietitians (RD), Registered Dietitian Nutritionist (RDN) and Diet Technicians (DTR) work in the treatment and prevention of disease (administering medical nutrition therapy, often part of medical teams), in hospitals, HMOs, private practice, other health-care facilities, and schools. In addition, a large number of RDs work in community and public health settings, academia and research. A growing number of RDNs and Licensed Nutritionists work in the food and nutrition industry, in business, journalism, sports nutrition, corporate wellness programs and other non-traditional work settings. Preparation for the Dietetic Internship to achieve a RD, RDN, DTR or Licensed Nutritionist credential requires a bachelor's degree in nutrition.

**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: COMPLETE ALL COURSES****UNITS**

CHEM 1A	General College Chemistry I and	5
CHEM 1B	General College Chemistry II	5
MICR 1	Microbiology	5
NUTR 1	Introduction to Nutrition Science	3
PSY 1	General Psychology	3

**List A: Complete one course**

ANAT 1	General Human Anatomy	5
CHEM 12A	Organic Chemistry I	5
MTH 43	Introduction to Probability and Statistics	4
PHSI 1	Human Physiology	5
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

**List B: Complete one course**

BIOL 31	Introduction to College Biology	4
ECN 1	Principles of Microeconomics	3
ECN 2	Principles of Macroeconomics	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:	28-30 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

## NUTRITION (NUTR)

### 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 (completed with a grade of "C" or higher) and , MTH 53 (completed with a grade of "C" or higher) and, ENGL 1A (completed 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.

### 204 MOTHER AND CHILDHOOD NUTRITION

NON-CREDIT

(See also NUTR 4)

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. 54 hours.

## PHYSICAL EDUCATION ACTIVITY (PEAC)

See Kinesiology Section "Physical Education Activity (PEAC)" on page 266

## PARALEGAL (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.



### CAREER OPPORTUNITIES IN PARALEGAL STUDIES

The Paralegal Program certificate will prepare students for careers as a: paralegal, legal assistant, research assistant.

### 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	
PLGL 38 Criminal Law and Procedure	(3)

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**TOTAL UNITS** **24**

## PARALEGAL (PLGL)

### 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 (completed 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 (completed 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 (completed 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 (completed 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 (completed 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 (completed 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 (completed 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)****50 GOD, NATURE, HUMAN NATURE 3 UNITS**

Nature and range of philosophical inquiry in relation to everyday problems of humans as individuals, as citizen, as existing in nature, and as a creator of works of the arts and of the spirit. Analysis of primary philosophical documents that concentrate on these broad areas of a human's concerns. Introduction to Philosophy by the Philosophers' own works, their methods of procedure and inquiry; attention given to the development of skills for reading, analyzing, and pursuing philosophical argument. 54 hours lecture.

**Strongly Recommended:** PHIL 60 (completed with a grade of "C" or higher), PHIL 65 (completed with a grade of "C" or higher), PHIL 70 (completed with a grade of "C" or higher)

**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 INTRODUCTION TO PHILOSOPHY: ETHICS 3 UNITS**

Examination of representative ethical theories. Problems of good and evil, right and wrong, individual and/or social action; principles, criteria or starting points for these issues and decisions as discussed and developed in great writings of the philosophical-literary tradition. 54 hours lecture. **Strongly Recommended:** PHIL 50 (completed with a grade of "C" or higher.)

**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. (Formerly PHIL 25.) 54 hours lecture.

**PHOTOGRAPHY (PHOT)****DEGREE:**

AA— FINE ART PHOTOGRAPHY

**CERTIFICATE OF ACHIEVEMENT:**

DIGITAL PHOTOGRAPHY

**CERTIFICATE OF PROFICIENCY:**

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 program that emphasizes both studio and photographic art forms. Additional program requirements in Art History and a capstone portfolio class provide the visual language and photographic portfolio students will need entering into a Bachelor of Fine Arts degree program.

**CAREER OPPORTUNITIES IN FINE ART PHOTOGRAPHY**

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

- Students will be able to demonstrate technical competency in the operation of a camera. They will be able to use both automatic and manual exposure modes to capture images that are technically accurate in terms of tone, color and contrast.
- Students will be able to demonstrate technical competency making a photographic print. Optimize photographic images in terms of color and resolution for print use, and be able to print large scale images 11x14 or large.
- Students will be able to effectively communicate a unique vision through personal artistic expression and conceptual meaning. Editing in Adobe Photoshop students will create images that move beyond just the technical and demonstrate a vision of the world unique to them through crop, color and image adjustments.
- Students will demonstrate the ability to discuss photography in terms of technical merit, aesthetic value, and conceptual meaning. During assignments, lectures and critiques students will use appropriate terminology to discuss the work of historical photographers, contemporary photographers, and the work of their fellow artists in class.

### REQUIRED COURSES (31 UNITS)

	<b>UNITS</b>
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
ARTH 4 Art History-Ancient to Gothic	3
or	
ARTH 5 Art History - Renaissance to Modern-Day (3)	(3)
or	
ARTH 6 Art History - Twentieth- and Twenty-First Century Art	(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 66 Photo Compositing	3

### Art Electives (Choose Any 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 Digital Storytelling	3
PHOT 62 Portfolio Workshop	3
PHOT 71 Color, Light and the California Landscape	3

Major Requirements	37 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

## DIGITAL PHOTOGRAPHY

### CERTIFICATE OF ACHIEVEMENT

The Certificate in Digital Photography provides students with a foundation in digital imaging with an emphasis in studio techniques. Students learn advanced digital post-processing techniques working with Adobe software as well as industry standard techniques photographing in a studio environment. The Digital Photography Certificate fosters individual style and a unique vision by allowing students to develop a genre-specific portfolio to begin their professional practice.

### CAREER OPPORTUNITIES IN DIGITAL PHOTOGRAPHY

Architectural Photographer, Commercial Photographer, Corporate Photographer, Industrial Photographer, Photojournalist, Portrait Photographer, Scientific Photographer

### PROGRAM LEARNING OUTCOMES

- Effectively communicate a unique vision through personal artistic expression and conceptual meaning.
- Ability to discuss photography in terms of technical merit, aesthetic value, and conceptual meaning.
- Demonstrate technical competency making a photographic print.
- Demonstrate technical competency in the operation of a camera.

	<b>UNITS</b>
DIGM 6A Photo Compositing	3
PHOT 61 Digital Color Materials and Processes	3
PHOT 53A Phoneography: Smartphone Photography	1.5
PHOT 62 Portfolio Workshop	3
PHOT 64A Artificial Light Photography	3
PHOT 66 Photo Compositing	3
PHOT 50 Introduction to Photography	3

**TOTAL UNITS** **19.5**

**PHOTOGRAPHY**

## CERTIFICATE OF PROFICIENCY

**PROGRAM LEARNING OUTCOMES**

1. Demonstrate technical competency in the operation of a camera.
2. Demonstrate technical competency making a photographic print.
3. Effectively communicate a unique vision through personal artistic expression and conceptual meaning.
4. Ability to discuss photography in terms of technical merit, aesthetic value, and conceptual meaning.

REQUIRED COURSES		UNITS
ART 23	2-D Foundations	3
PHOT 50	Introduction to Photography	3
PHOT 60	Intermediate Black and White Photography	3
PHOT 61	Digital Color Materials and Processes	3
	Electives	3
<b>TOTAL</b>		<b>15</b>

**PHOTOGRAPHY (PHOT)****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. Not open for credit to students who have completed or are currently enrolled in ARTH 20, ART 67 or PHOT 67. 54 hours lecture.

**50 INTRODUCTION TO PHOTOGRAPHY 3 UNITS**

Introduction to the processes, principles, and tools of photography. Topics include the development of technical and aesthetic skills, elements of design and composition, camera technology, materials and equipment, and contemporary trends in photography. 36 hours lecture, 72 hours laboratory.

**51 INDIVIDUAL PROJECTS 1 UNIT**

Individual projects in photography or graphic communications at the intermediate to advanced level. Development of knowledge and skills acquired in previous or current work with emphasis on current projects. 72 hours laboratory. **Prerequisite:** PHOT 50 (completed with a grade of "C" or higher.)

**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 (completed with a grade of "C" or higher.)

**55 CAREERS IN PHOTOGRAPHY 1 UNIT**

Opportunities in various areas of photography including commercial, industrial, portraiture, sales, photofinishing; and the investigation of photography as an art form. 18 hours lecture.

**60 BLACK AND WHITE DARKROOM PHOTOGRAPHY 3 UNITS**

Use of 35mm film cameras and materials for exposure and development of traditional gelatin silver black and white photographs. Exploration and refinement of wet darkroom processes working with raw photographic chemicals for printing and toning images. Emphasis on visual and critical problems related to black and white photography. 36 hours lecture, 72 hours laboratory.

**61 DIGITAL COLOR MATERIALS AND PROCESSES 3 UNITS**

Understanding theories of exposure, printing, and processing of various color materials. Emphasis on visual problems related to color photography. 36 hours lecture, 72 hours laboratory. **Prerequisite:** PHOT 53A (completed with a grade of "C" or higher.)

**62 PORTFOLIO WORKSHOP 3 UNITS**

Visual and technical problems of assembling a portfolio. Emphasis on individual projects and the production of a finished portfolio of black and white and/or color images. 36 hours lecture, 72 hours laboratory. **Prerequisite:** PHOT 50. **Strongly Recommended:** PHOT 60.

**64A ARTIFICIAL LIGHT PHOTOGRAPHY 3 UNITS**

Photography using light sources selected and manipulated by the photographer. Use of light sources in a controlled situation to achieve technically accurate renditions of subject matter and to make successful visual statements. Lighting techniques for product, still life and portrait photography. 36 hours lecture, 72 hours laboratory. **Prerequisite:** PHOT 50 (completed with a grade of "C" or higher.) **Strongly Recommended:** PHOT 60.

**65 HANDCOLORING, TONING AND BEYOND 3 UNITS**

Creative explorations of the traditional black and white image. Handcoloring of prints using oils, pencils, and other media. Various toning techniques, including masking for multitone images. Solarization and line breakdown. Consideration of other means of manipulating the conventional print. 36 hours lecture, 72 hours laboratory. **Prerequisite:** PHOT 50 or equivalent.

**66 PHOTO COMPOSITING 3 UNITS**

(See also DIGM 6A)

Introduction to the use of industry standard software 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 take multiple photographs and composite them into a single image that is an artistically balanced and well rendered composition. 36 hours lecture, 72 hours laboratory. **Strongly Recommended:** PHOT 50

**71 COLOR, LIGHT AND THE CALIFORNIA LANDSCAPE 3 UNITS**

Photographing the natural and urban landscapes that are iconic to California. Emphasis on using digital cameras and technology to control color and light. Overview of concepts and techniques used by historical and contemporary California landscape photographers. 36 hours lecture, 72 hours laboratory. **Prerequisite:** PHOT 50 (completed with a grade of "C" or higher), PHOT 61 (completed with a grade of "C" or higher.)

**80 PHOTO SILKSCREEN PRINTING 3 UNITS**

Origins and history of printmaking with particular emphasis on serigraphy (silk screen.) Uses of printmaking in industry, art, and politics. Basic materials and methods involved in producing a screen print, using traditional and digital photographic methods. Printing techniques for single- and multi-color prints. Creation of high contrast and continuous tone images. Color theory related to the production and printing of images. 36 hours lecture, 72 hours laboratory.

**PHYSICAL SCIENCE (PSCI)****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 PHYS 11 has been completed. 72 hours lecture, 54 hours laboratory. **Strongly Recommended:** MTH 65, ENGL 101A or ENGL 102.

**PHYSICS (PHYS)****DEGREES:**

AS-T—PHYSICS

**PHYSICS**

## ASSOCIATE IN SCIENCE FOR TRANSFER (AS-T)

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 CSU campus to a program or major in Physics or similar major for completion of a baccalaureate degree. Students are required to complete: 1) 60 semester units that are eligible for transfer to the California State University, 2) The Intersegmental General Education Transfer Curriculum (IGETC) for CSU, 3) Minimum overall grade point average of 2.0, and 4) Minimum grade of a "C" (or P) or better in all courses required for the major. The Associate in Science in Physics for Transfer Degree will also assist students to transfer other baccalaureate institutions. Students are advised to consult with a counselor to verify transfer requirements.

**CAREER OPPORTUNITIES IN PHYSICS**

Upon completion of the AS-T, students will become grounded in the fundamental physical laws as well as quantitative and analytical reasoning. Upon completion of the baccalaureate degree in Physics, students may then move in to careers in physics, applied physics, astronomy, engineering, education, applied mathematics, and computer science, as well as pure and applied research science.

**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 COURSES**

		<b>UNITS</b>
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

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:	30 units
General Education	CSU GE 39 units IGETC (CSU) 37 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

**PHYSICS (PHYS)****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 (completed with a grade of "C" or higher) or MTH 15 and MTH 37 (each completed with a grade of "C" or higher) or MTH 36 (completed 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 (completed with a grade of "C" or higher) or MTH 2 and PHYS 3A (each completed with a grade of "C" or higher) or, PHYS 4A (completed 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 (completed with a grade of "C" or higher) and PHYS 11 (completed with a grade of "C" or higher) or equivalent or PHYS 18 (completed with a grade of "C" or higher) or equivalent and MTH 2 (completed 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 (completed with a grade of "C" or higher) and MTH 2 (completed with a grade of "C" or higher) and MTH 3 (completed 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 (completed with a grade of "C" or higher) and MTH 3 (completed with a grade of "C" or higher) and MTH 4 (completed with a grade of "C" or higher) and MTH 6 (completed 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 (completed with a grade of "C" or higher), MTH 3 (completed with a grade of "C" or higher) and MTH 4 (completed with a grade of "C" or higher) and MTH 6 (completed 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 PHYS 10 or PHYS 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 (completed 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 ENGR 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 in-flight atmospheric data that are later analysed and presented. 36 hours lecture, 54 hours laboratory. **Prerequisite:** MTH 1 (completed with a grade of "C" or higher) and, CSCI 7 (completed with a grade of "C" or higher) and **Corequisite:** PHYS 4B.

## 122 PHYSICS SUPPLEMENTAL INSTRUCTION .5-1 UNIT

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.

## PHYSIOLOGY (PHSI)

## 1 HUMAN PHYSIOLOGY 5 UNITS

Cellular and systemic body functions. Emphasis placed on physico- and electro-chemical and clinical methods, collection and analysis of data, extrapolations and conclusions. Working models, including human responses, computer simulations are studied. 54 hours lecture, 108 hours laboratory. **Prerequisite:** CHEM 30A (completed with a grade of "C" or higher) and , ANAT 1 (completed with a grade of "C" or higher.) **Strongly Recommended:** CHEM 30B and Eligibility for ENGL 1A.

## POLITICAL SCIENCE (POSC)

### DEGREE:

AA-T—POLITICAL SCIENCE

## POLITICAL SCIENCE

### ASSOCIATE IN ARTS FOR TRANSFER (AA-T)

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.

### CAREER OPPORTUNITIES IN POLITICAL SCIENCE

A major in Political Science opens students up to careers in many different fields. Political Science majors can pursue careers in law, business and finance, state, local, and federal government, journalism and media, advocacy, non-profit organizations, elected office and campaign management, community service, teaching, and beyond.

### 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 COURSES

	UNITS
POSC 1 Introduction to American Government	3



<b>List A (select three - 9-10 units)</b>		<b>Units</b>
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)	
<b>List B (select two - 6 units)</b>		<b>Units</b>
Any List A course not already used		
POSC 10	Seminar in Comparative Politics	3
POSC 12	Introduction to California State and Local Government	3
POSC 45	Law and Democracy	3
	or	
ADMJ 45	Law and Democracy (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 11	Introduction to Global Studies	3
	or	
GLST 1	Introduction to Global Studies (3)	
	or	
ANTH 7	Introduction to Global Studies (3)	
POSC 22	Issues in Global Studies	3
	or	
GLST 2	Issues in Global Studies (3)	
POSC 15	Introduction to Public Policy	3
POSC 35	Politics of Race and Gender	3
ES 1	Introduction to Ethnic Studies	3

Major Requirements	18-19 units
General Education	CSU GE Breadth (39 units) IGETC for CSU (37 units)
Electives	Degree applicable units as needed
Total*	60 minimum degree applicable units

**NOTE:** NOTE: Grades of "C" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

## POLITICAL SCIENCE (POSC)

### 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 1 or ENGL 1A.

### 10 SEMINAR IN COMPARATIVE POLITICS 3 UNITS

General introduction to a major subfield of comparative politics, or intensive exploration of a contemporary theme, topic, or region. 54 hours lecture. **Strongly Recommended:** Eligibility for ENGL 1 or ENGL 1A.

### 11 INTRODUCTION TO GLOBAL STUDIES 3 UNITS

(See also GLST 1 and ANTH 7)

This course is an introduction to the interdisciplinary field of Global Studies. Explores the current processes of "globalization" in the world today and the impact on peoples and societies. Examines conflicts arising out of competition over resources, the impact of wars, economic and environmental disruption, and transnational migrations of people. Explores debates over globalization and the social movements that have arisen in response to the impact of globalization. May not receive credit if ANTH 7 or GLST 1 has been completed successfully. 54 hours lecture. **Strongly Recommended:** ENGL 1A or ENGL 1.

### 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 or ENGL 1.

### 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.



## 22 ISSUES IN GLOBAL STUDIES 3 UNITS

(See also GLST 2)

This course introduces students to the origins, current status, and future trends of major transnational issues confronting the global community. Topics can include population trends, economic development and inequality, basic human needs such as food, water, health care, shelter, human rights, international conflict, migration, security concerns, and environmental problems. The course also focuses on global governance, including the study of collective global responsibilities. May not receive credit if GLST 2 has been completed successfully. 54 hours lecture. **Strongly Recommended:** ENGL 1 or 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 or ENGL 1.

## 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

## 45 LAW AND DEMOCRACY 3 UNITS

(See also ADMJ 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 (completed with a grade of "C" or higher) or, POSC 1 (completed with a grade of "C" or higher.)

## 51 STUDENT LEADERSHIP LABORATORY 1-2 UNITS

(See also GNST 51)

Training in the student leadership and governance with an emphasis on practical application of effective student leadership skills. Students will attend and participate in Associated Student Senate meetings, club, or shared governance meetings to receive credit for this course. May not receive credit if GNST 51 has been completed. 54-108 hours laboratory.

## 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 (completed with a grade of "C" or higher.)

## PSYCHOLOGY (PSY)

### DEGREE:

AA-T—PSYCHOLOGY

AA— BEHAVIORAL SCIENCE

## PSYCHOLOGY

### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

The Associate in Arts in Psychology for Transfer degree is designed to prepare students who wish to pursue a Bachelor's degree in the field of Psychology. Psychology is a diverse 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 deemed similar to their community college major. 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 IN PSYCHOLOGY**

Areas of specialization and careers in psychology include: Clinical/Counseling/Child Psychologist, Biopsychology, Cognitive, Cross-cultural, Developmental, Experimental Research, Educational, Ergonomics and Human Factors, Health, Forensic, Industrial/organizational, Personality, Social work, School and Sports psychology.

**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 COURSES**

		<b>UNITS</b>
PSY 1	General Psychology	3
PSY 4	Brain, Mind and Behavior	3
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4
PSY 2	Introduction to Psychological Methodology	3

**LIST A (select one course)**

		<b>Units</b>
PSY 3	Social Psychology	3
PSY 12	Lifespan Psychology	3
BIOL 10	Introduction to the Science of Biology	4
BIOL 31	Introduction to College Biology	4

**LIST B (select two courses)**

Any List A course not used above

		<b>Units</b>
PSY 6	Abnormal Psychology	3
PSY 7	Introduction to Counseling Theory and Skills	3
PSY 8	Human Sexuality	3
PSY 33	Personal and Social Adjustment	3
PSY 45	Psychology of Creativity and Innovation	3
ANAT 1	General Human Anatomy	5
ANTH 1	Biological/Physical Anthropology	3
ANTH 3	Social and Cultural Anthropology	3
BIOL 25	Human Heredity and Evolution	3
BIOL 50	Anatomy and Physiology	4
PHSI 1	Human Physiology	5
POSC 1	Introduction to American Government	3
POSC 20	Comparative Politics	3
SOCI 1	Principles of Sociology	3
CSCI 14	Introduction to Structured Programming In C++	4
CSCI 15	Object-Oriented Programming Methods	4
MTH 20	Pre-Calculus Mathematics	5
MTH 37	Trigonometry with an Emphasis on its Geometric Foundations	5
MTH 36	Trigonometry	3
MTH 1	Calculus I	5
MTH 2	Calculus II	5
PHYS 2A	Introduction to Physics I	4
PHYS 2B	Introduction to Physics II	4

CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
PHYS 4A	General Physics I	5
PHYS 4B	General Physics II	5
PHYS 4C	General Physics III	5
ENGL 4	Critical Thinking and Writing about Literature	3
ENGL 7	Critical Thinking and Writing across Disciplines	3

Major Requirements:	22-27 units
General Education	CSU GE 39 units IGETC (CSU) 37 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.

**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.

**YEAR ONE**

ANTH 1	Biological/Physical Anthropology	3
PSY 1	General Psychology	3
SOCI 1	Principles of Sociology	3

**YEAR TWO****Anthropology Option (Choose one from the following)**

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 from the following)**

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 from the following)**

SOCI 2	Social Problems	3
SOCI 3	Introduction to Race and Ethnic Relations	3
SOCI 6	Introduction to Gender	3

Major Courses	18 units
General Education	25 units
Electives	Degree applicable units as needed
Total*	60 degree-applicable units

**PSYCHOLOGY (PSY)**

**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 OR ENGL 1.

**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 (completed with a grade of "C" or higher) and PSY 5 (completed with a grade of "C" or higher) or an equivalent statistics course (completed with a grade of "C" or higher.) **Strongly Recommended:** ENGL 1 or ENGL 1A.

**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. 54 hours lecture. **Prerequisite:** PSY 1. **Strongly Recommended:** ENGL 1A or ENGL 1.

**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. 72 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, MTH 54 (completed with a grade of "C" or higher) or, MTH 54L (completed with a grade of "C" or higher) or, MTH 55 (completed with a grade of "C" or higher) or, MTH 55B (completed with a grade of "C" or higher) or MTH 55L (completed 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. **Strongly Recommended:** ENGL 1A or ENGL 1.

**5W INTRODUCTORY STATISTICS FOR THE BEHAVIORAL AND SOCIAL SCIENCES WORKSHOP .5-1 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 or ENGL 1.

**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. 54 hours lecture.

**12 LIFESPAN PSYCHOLOGY 3 UNITS**

Introduction to the psychological, physiological, socio-cultural and sociohistorical 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 STRESS MANAGEMENT AND HEALTH PSYCHOLOGY 2 UNITS**

Analysis of the psychological, physiological and psychosocial factors that influence health, stress and illness, and personal well-being. Explores coping with stress, reducing stress, emotion and illness, pressure-cooked kids, children and stress, can't slow down, the mind as healer, the relaxation response, focusing mind, and maximizing performance. 36 hours lecture.

**25L STRESS MANAGEMENT AND HEALTH PSYCHOLOGY LABORATORY .5 UNIT**

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:** Completion or current enrollment in PSY 25.

**33 PERSONAL AND SOCIAL ADJUSTMENT 3 UNITS**

Personality and behavior theory, personality assessment, and techniques of increasing personal effectiveness; basic human nature and the development of human potentialities through genetic inheritance, maturation and learning in a physical and socio-cultural environment; dynamics of individual and group behavior, motivation, stress, adjustive and maladjustive behavior and group and individual interaction. 54 hours lecture. **Strongly Recommended:** ENGL 1A or ENGL 1.

**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)****DEGREE:**

AA-T—SOCIAL WORK AND HUMAN SERVICES  
AS—HUMAN SERVICES  
AA—LIBERAL ARTS

**CERTIFICATE OF ACHIEVEMENT:**

CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION BREADTH (CSU/GE BREADTH)  
INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

**SOCIAL WORK AND HUMAN SERVICES**

ASSOCIATE IN ARTS FOR TRANSFER (AA-T)

The Associate in Arts degree for transfer in Social Work and Human Services is specifically designed as a degree pathway the California State University to majors deemed "similar" at California State University campuses. Some similar majors at some CSU campuses include: Social Work, Collaborative Health and Human Services, Sociology, 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" the ADT degree atop the fewer-unit certificate and/or AS degree in Human Services. AA-T Requirements:

1. Completion of 60 semester 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,
4. Completion of IGETC and/or CSU GE-Breadth.

**CAREER OPPORTUNITIES IN SOCIAL WORK AND HUMAN SERVICES**

Program is designed for entry-level service positions in community-based organizations and county/state resource centers, and as a foundation for university transfer towards further education in social work and human services BA/BS degrees. This degree can support entry level positions with local community-based organizations, county, or state service centers. It can also useful for people with some experience looking to advance in their current employment.



**PROGRAM LEARNING OUTCOMES**

1. Students will develop and understanding of historical context of social work.
2. Students will learn how to apply critical analysis in assessing client needs.

**REQUIRED COURSES**

**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)	
BIOL 10	Introduction to the Science of Biology	4
	or	
BIOL 31	Introduction to College Biology (4)	
ECN 2	Principles of Macroeconomics	3
PSCN 85	Fieldwork: Social Work and Human Services	3

**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 7	Critical Thinking and Writing Across Disciplines	3
SOCI 2	Social Problems	3
SOCI 3	Introduction to Race and Ethnic Relations	3

Major Courses	29 units
General Education	CSU GE Breadth (39 units) IGETC for CSU (37 units)
Electives	Degree applicable units as needed
Total*	60 minimum degree applicable units

**NOTE:** Grades of "C" or higher is required for major courses, IGETC courses, and CSU GE Areas A2 and B4.

**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 IN HUMAN SERVICES**

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 COURSES**

**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

**Program-Based General Education (one course)**

PSCN 13	Multicultural Issues in Contemporary America	3
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Major Courses	19 - 21 units
General Education	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 many careers and transfer majors. Students pursuing an AA in Liberal Arts must complete the Chabot College Associate in Arts General Education requirements, as well as 18 units of courses within one of the following five 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. Please see a counselor for additional information, as well as to assist you in creating your student educational plan (SEP).

**PROGRAM LEARNING OUTCOMES**

1. Develop effective writing and speaking skills.
2. Apply logic, reasoning, and problem solving.
3. Demonstrate creativity and innovation.

**AREAS OF CONCENTRATION:** Complete 18 units from within one area of concentration below. Courses must be from at least two different academic disciplines. Areas of concentration courses may also be applied toward general education requirements, where applicable.

**Option 1: ARTS AND HUMANITIES****Option 2: COMMUNICATION IN THE ENGLISH LANGUAGE****Option 3: SOCIAL AND BEHAVIORAL SCIENCES****Option 4: MATH AND SCIENCE****Option 5: KINESIOLOGY AND WELLNESS****Concentration Option 1 - ARTS AND HUMANITIES**

The arts and humanities area of concentration 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 8	Non-Western Art	3
ARTH 20	History of Photography	3
CHIN 1A	Beginning Chinese	5
CHIN 1B	Elementary Chinese	5
CHIN 2A	Intermediate Chinese	4
CHIN 2B	Advanced Chinese	4





DIGM 1	Introduction to Digital Art	3	MUSA 22B	Jazz Piano and Musicianship II	1
DIGM 2	Introduction to Graphic Design	3	MUSA 23A	Voice I	1
DIGM 6A	Photo Compositing	3	MUSA 23B	Voice II	1
DIGM 10A	Introduction to Animation	3	MUSA 40	Applied Lessons	1
ENGL 11A	Introduction to Creative Writing	3	MUSL 1	Introduction to Music	3
ENGL 11B	Intermediate Creative Writing	3	MUSL 2A	Harmony and Musicianship I	4
ENGL 12A	Beginning Fiction Writing	3	MUSL 2B	Harmony and Musicianship II	4
ENGL 12B	Intermediate Fiction Writing	3	MUSL 2C	Harmony and Musicianship III	4
ENGL 13A	Craft of Writing - Poetry	3	MUSL 2D	Harmony and Musicianship IV	4
ENGL 13B	Intermediate Craft of Writing - Poetry	3	MUSL 3	World Music	3
ENGL 20	Studies in Shakespeare	3	MUSL 4	Jazz Styles	3
ENGL 21	The Evolution of the Black Writer	3	MUSL 5	American Cultures in Music	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3	MUSL 6	Basic Music Skills	3
ENGL 25	Asian-American Literature	3	MUSL 8	History of Rock and Roll and Popular Music	3
ENGL 31	Introduction to Gay and Lesbian Literature	3	MUSP 10	Orchestra	1
ENGL 32	U.S. Women's Literature	3	MUSP 12	Wind Ensemble	1
ENGL 35	Modern and Contemporary U.S. Literature	3	MUSP 13	Wind Symphony	1
ENGL 41	World Literature (17th Century to the Present)	3	MUSP 14	Jazz Lab	1
ENGL 45	Studies in Fiction	3	MUSP 15	Jazz Ensemble	1
ENGL 48	The Literature of the Holocaust	3	MUSP 16	Jazz Orchestra	1
FILM 14	Introduction to Cinematic Arts	3	MUSP 18	Percussion Ensemble	1
FILM 15	Introduction to Digital Filmmaking	3	MUSP 41	Chamber Winds	1
FILM 16	Documentary Filmmaking	3	MUSP 44	Concert Choir	1
FRNC 1A	Beginning French	5	MUSP 45	Chamber Choir	1
FRNC 1A1	Beginning French 1	3	MUSP 47	College Productions-Music	1-5
FRNC 1A2	Beginning French 2	3	PHIL 50	God, Nature, Human Nature	3
FRNC 1B1	Elementary French 1	3	PHIL 60	Introduction to Philosophy: Ethics	3
FRNC 1B2	Elementary French 2	3	PHIL 65	Introduction to Philosophy: Theory of Knowledge	3
FRNC 1B	Elementary French	5	PHIL 70	Introduction to Political and Social Philosophy	3
FRNC 2A	Intermediate French	4	PHOT 20	History of Photography	3
FRNC 2B	Advanced French	4	PHOT 50	Introduction to Photography	3
GNST 31	Women's Spirituality: An Examination of Ancient and Emerging Traditions	3	PHOT 60	Black and White Darkroom Photography	3
HIS 1	History of Western Civilization to 1600	3	PHOT 61	Digital Color Materials and Processes	3
HIS 2	History of Western Civilization Since 1600	3	PHOT 64A	Artificial Light Photography	3
HIS 3	World History: Beginnings to 1500	3	PHOT 65	Handcoloring, Toning and Beyond	3
HIS 4	World History: 1500 to the Present	3	PHOT 66	Photo Compositing	3
HUMN 50	The Artful Life	3	RELS 50	Religions of the World	3
HUMN 60	Creativity and the Community	3	RELS 64	The Nature of Islam	3
HUMN 65	The American Style	3	RELS 65	Religions of Asia	3
HUMN 68	World Mythology	3	SL 64	Beginning Sign Language	3
ITAL 1A	Beginning Italian	5	SL 65	Intermediate Sign Language	3
ITAL 1B	Elementary Italian	5	SL 66	Advanced Sign Language	3
ITAL 2A	Intermediate Italian	4	SL 67	Advanced II American Sign Language	3
ITAL 2B	Advanced Italian	4	SPA 1A	Beginning Spanish	5
JAPN 1A	Beginning Japanese	5	SPA 1A1	Beginning Spanish 1	3
JAPN 1B	Elementary Japanese	5	SPA 1A2	Beginning Spanish 2	3
JAPN 2A	Intermediate Japanese	4	SPA 1B	Elementary Spanish 1	5
JAPN 2B	Advanced Japanese	4	SPA 1B1	Elementary Spanish 1	3
MUSA 11	Jazz Improvisation	1	SPA 1B2	Elementary Spanish 2	3
MUSA 20A	Guitar I	1	SPA 2A	Intermediate Spanish	4
MUSA 20B	Guitar II	1	SPA 2B	Advanced Spanish	4
MUSA 21A	Piano I	1	THTR 1	Introduction to Acting	3
MUSA 21B	Piano II	1	THTR 2	Intermediate Acting	3
MUSA 22A	Jazz Piano and Musicianship I	1	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 30A	Introduction to Emerging Work	3
THTR 30B	Basics of Emerging Work	3
THTR 30C	Emerging Work: The Reading Workshop	3
THTR 30D	Emerging Work: The Workshop Production	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 50A	Introduction to Theater Management	1-6

### Concentration Option 2- Communications in the English Language

The communication in the English language area of concentration 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
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 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
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	Craft of Writing - Poetry	3
ENGL 13B	Intermediate Craft of Writing - Poetry	3
ENGL 70	Report Writing	3
HIS 5	Critical Thinking in History	3
MCOM 20	Journalism: Newswriting and Information Gathering	3
MCOM 42	Writing for Broadcasting	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
PSCN 4	Multiethnic/Cultural Communication	3
MCOM 21	Newspaper Production I	3

### Concentration Option 3 - Social and Behavioral Sciences

These courses emphasize 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	HIS 33	Modern Latin America	3
COMM 12	Gender, Sexual Identity, and Communication	3	HIS 42	Asian American History: 18th Century to 1945	3
COMM 50	Introduction to Communication Studies	3	HIS 43	Asian American History: Early 20th Century - 21st Century	3
ECD 52	Childhood and Adolescence	3	HIS 48	U.S. Women's History Through Reconstruction	3
ECD 56	Child Growth and Development	3	HIS 49	U.S. Women's History Post-Reconstruction	3
ECD 62	Child, Family and Community	3	HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ECD 67	Infant and Toddler Development and Caregiving	3	HIS 53	Mexican American History from The Mexican Revolution to the Present	3
ECN 1	Principles of Microeconomics	3	HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ECN 2	Principles of Macroeconomics	3	HIS 63	The African American Experience in U.S. History From Reconstruction	3
ECN 10	General Economics	3	KINE 8	Introduction to Sport in Contemporary Society	3
ENST 1	Introduction to Environmental Studies	3	KINE 70	History and Philosophy of Sport and Physical Activity	3
ENTR 5	The Entrepreneurial Mindset	3	MCOM 40	Introduction to Broadcasting	3
ES 1	Introduction to Ethnic Studies	3	MCOM 41	Introduction to Mass Communications	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3	POSC 1	Introduction to American Government	3
ES 3	Introduction to Muslim-American Studies	3	POSC 10	Seminar in Comparative Politics	3
ES 4	Intro to Latinx Studies	3	POSC 11	Introduction to Global Studies	3
ES 5	Critiquing Race and Gender in Popular Culture	3	POSC 12	Introduction to California State and Local Government	3
ES 6	Intro to Pacific Islands and Oceania Studies	3	POSC 20	Comparative Politics	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3	POSC 22	Issues in Global Studies	3
ES 10	Introduction to Asian American Studies	3	POSC 25	Introduction to Political Theory	3
ES 25	American Indian History and Culture	3	POSC 30	International Relations	3
ES 42	Asian American History: 18th Century to 1945	3	POSC 35	Politics of Race and Gender: History, Governance, and Public Policy	3
ES 43	Asian American History: Early 20th Century - 21st Century	3	POSC 45	Law and Democracy	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3	PSY 1	General Psychology	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3	PSY 2	Introduction to Psychological Methodology	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3	PSY 3	Social Psychology	3
ES 63	The African American Experience in U.S. History From Reconstruction	3	PSY 4	Brain, Mind and Behavior	3
GNST 31	Women's Spirituality: An Examination of Ancient and Emerging Traditions	3	PSY 6	Abnormal Psychology	3
GEO 2	Cultural Geography	3	PSY 8	Human Sexuality	3
GEO 3	Economic Geography	3	PSY 12	Lifespan Psychology	3
GEO 5	World Regional Geography	3	PSY 33	Personal and Social Adjustment	3
GEO 10	Global Environmental Problems	3	PSY 45	Psychology of Creativity and Innovation	3
GEO 12	Geography of California	3	PSCN 1	Introduction to Psychology-Counseling in a Multicultural Environment	3
GEO 20	Introduction to Geographic Information Systems	3	PSCN 3	Drugs, Recovery and Prevention in Modern Society	3
GLST 1	Introduction to Global Studies	3	PSCN 4	Multiethnic/Cultural Communication	3
GLST 2	Issues in Global Studies	3	PSCN 5	Introduction to Social Work and Human Services	3
HLTH 8	Human Sexuality	3	PSCN 13	Multicultural Issues in Contemporary America	3
HIS 1	History of Western Civilization to 1600	3	SOCI 1	Principles of Sociology	3
HIS 2	History of Western Civilization Since 1600	3	SOCI 2	Social Problems	3
HIS 3	World History: Beginnings to 1500	3	SOCI 3	Introduction to Race and Ethnic Relations	3
HIS 4	World History: 1500 to the Present	3	SOCI 4	Marriage and Family Relations	3
HIS 7 U.S.	History Through Reconstruction	3	SOCI 5	Introduction to Social Research Methods	3
HIS 8 U.S.	History Since Reconstruction	3	SOCI 6	Introduction to Gender	3
HIS 12	History of California	3	SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
HIS 22	Mexican American History and Culture	3			
HIS 25	American Indian History and Culture	3			
HIS 32	Colonial Latin America	3			



SOCI 8	Human Sexuality	3
SOCI 10	Introduction to Asian American Studies	3

**Concentration Option 4 - Mathematics and Sciences**

The math and science area of concentration focuses on the physical universe, its life forms and its natural phenomena, as well as the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools.

Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

**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 Astronomy 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	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

**Concentration Option 5 - 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.**

**Group 1 - (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	4
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	.5-1.5
PSCN 23	Creating Success in College and Life	3
PSY 8	Human Sexuality	3
PSY 12	Lifespan Psychology	3
SOCI 8	Human Sexuality	3

**Group 2 (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	.5-2
PEAC SMLP	Lap Swimming for Cardiovascular Conditioning	.5-2
PEAC AQA1	Aqua Aerobics	.5-2
PEAC BAB1	Bay Area Biking	.5-2
PEAC BTC1	Beginning Boot Camp	.5-2
PEAC CYC1	Introduction to Spin Cycling	.5-2
PEAC DWA1	Aqua Aerobics - Deep Water 1	.5-2
PEAC FUN1	Core Conditioning for Abs, Hips and Thighs	.5-2
PEAC HM1	Training for Your First Half Marathon	.5-2
PEAC HTA1	Guts and Butts Workout	.5-2
PEAC LSF1	Introductory Lap Swimming for Cardiovascular Fitness	.5-2
PEAC PIL1	Introduction to Pilates	.5-2
PEAC STP1	Introduction to Cardio- Step	.5-2
PEAC SWM1	Beginning Swimming	.5-2
PEAC TRI1	Beginning Triathlon Training	.5-2
PEAC WEI1	Introduction to Weight Training	.5-2
PEAC WLK1	Walking for Fitness	.5-2
PEAC WOW1	Women's Weight Training 1	.5-2
PEAC YOG1	Introduction to Yoga	.5-2
PEAC INSC	Indoor Soccer/Futsal	.5-2
PEAC SSTK	Track and Field Skills	.5-2
PEAC AKD1	AIKIDO 1	.5-2
PEAC ARH1	Archery 1	.5-2
PEAC BAD1	Introduction to Badminton	.5-2
PEAC BSK1	Introduction to Basketball	.5-2
PEAC DIS1	Introduction to Disc Sports	.5-2
PEAC FTS1	Futsal	.5-2
PEAC JUD1	Beginning Judo	.5-2
PEAC SOC1	Introduction to Soccer	.5-2
PEAC TEN1	Introduction to Tennis	.5-2
PEAC TKD1	Tae-kwon-do	.5-2
PEAC VOL1	Introduction to Volleyball	.5-2
PEAC WAP1	Introduction to Water Polo	.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 Courses	18 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

## CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION BREADTH (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 2020-2021 academic year (Fall 2020, Spring 2021, and Summer 2021), 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](http://www.assist.org). NOTE: Earning this certificate is different from CSU GE Breath "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 (9 semester/12 quarter units)** **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
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#### 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 (9 semester/12 quarter units).**

**One course from Area B1 or B2 may include a lab to satisfy Area 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
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

ANAT 1	General Human Anatomy	5
ANTH 1	Biological/Physical Anthropology	3
ANTH 13	Forensic Anthropology	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
ENSC 10	Humans and the Environment	3
ENSC 11	Humans and the Environment with Laboratory	4



ENSC 15	Agroecology	3
MICR 1	Microbiology	5
PHSI 1	Human Physiology	5
PSY 4	Brain, Mind and Behavior	3

**B3 - LAB SCIENCE**

ANAT 1	General Human Anatomy	5
ANTH 1L	Biological/Physical Anthropology Laboratory	1
ANTH 13L	Forensic Anthropology Laboratory	1
ASTR 30	Introduction to Astronomy Lab	1
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 31	Introduction to College Biology	4
BIOL 50	Anatomy and Physiology	4
BIOT 20	Chemistry for Biotechnology	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
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
MICR 1	Microbiology	5
PHSI 1	Human Physiology	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 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 Area 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 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

**Area C - ARTS AND HUMANITIES**

**Complete 9 semester/12 quarter 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 5	American Cultures in Music	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 11	Stage to Film	3
THTR 12	Film as Art & Communication	4
THTR 14	American Cultures in Theater	3

**C2 - HUMANITIES**

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







ECN 10	General Economics	3	HIS 43	Asian American History: Early 20th Century - 21st Century	2
ENGL 21	The Evolution of the Black Writer	3	HIS 48	U. S. Women's History Through Reconstruction	3
ENGL 22	Mexican American/Latino Literature of the U.S.	3	HIS 49	U.S. Women's History Post-Reconstruction	3
ENTR 5	The Entrepreneurial Mindset	3	HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
ENST 1	Introduction to Environmental Studies	3	HIS 53	Mexican American History from The Mexican Revolution to the Present	3
ES 1	Introduction to Ethnic Studies	3	HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3	HIS 63	The African American Experience in U.S. History From Reconstruction	3
ES 3	Introduction to Muslim-American Studies	3	KINE 70	History and Philosophy of Sport and Physical Activity	3
ES 4	Intro to Latinx Studies	3	MCOM 40	Introduction to Broadcasting	3
ES 5	Critiquing Race and Gender in Popular Culture	3	MCOM 41	Introduction to Mass Communications	3
ES 6	Intro to Pacific Islands and Oceania Studies	3	POSC 1	Introduction to American Government	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3	POSC 11	Introduction to Global Studies	3
ES 10	Introduction to Asian American Studies	3	POSC 12	Introduction to California State and Local Government	3
ES 25	American Indian History and Culture	3	POSC 15	Introduction to Public Policy	3
ES 42	Asian American History: 18th Century to 1945	3	POSC 20	Comparative Politics	3
ES 43	Asian American History: Early 20th Century - 21st Century	3	POSC 22	Issues in Global Studies	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3	POSC 25	Introduction to Political Theory	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3	POSC 30	International Relations	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3	POSC 35	Politics of Race and Gender: History, Governance, and Public Policy	3
ES 63	The African American Experience in U.S. History From Reconstruction	3	POSC 45	Law and Democracy	3
GNST 31	Women's Spirituality: An Examination of Ancient and Emerging Traditions	3	PSY 1	General Psychology	3
GEO 2	Cultural Geography	3	PSY 2	Introduction to Psychological Methodology	3
GEO 3	Economic Geography	3	PSY 3	Social Psychology	3
GEO 5	World Regional Geography	3	PSY 4	Brain, Mind and Behavior	3
GEO 10	Global Environmental Problems	3	PSY 6	Abnormal Psychology	3
GEO 12	Geography of California	3	PSY 12	Lifespan Psychology	3
GEO 20	Introduction to Geographic Information Systems	3	PSY 33	Personal and Social Adjustment	3
GLST 1	Introduction to Global Studies	3	PSCN 1	Introduction to Psychology-Counseling in a Multicultural Environment	3
GLST 2	Issues in Global Studies	3	PSCN 4	Multiethnic/Cultural Communication	3
HIS 1	History of Western Civilization to 1600	3	PSCN 13	Multicultural Issues in Contemporary America	3
HIS 2	History of Western Civilization Since 1600	3	SOCI 1	Principles of Sociology	3
HIS 3	World History: Beginnings to 1500	3	SOCI 2	Social Problems	3
HIS 4	World History: 1500 to the Present	3	SOCI 3	Introduction to Race and Ethnic Relations	3
HIS 7	U.S. History Through Reconstruction	3	SOCI 4	Marriage and Family Relations	3
HIS 8	U.S. History Since Reconstruction	3	SOCI 5	Introduction to Social Research Methods	3
HIS 12	History of California	3	SOCI 6	Introduction to Gender	3
HIS 19	Hist Modern China and Japan	3	SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
HIS 22	Mexican American History and Culture	3	SOCI 10	Introduction to Asian American Studies	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			

**Area E - LIFELONG LEARNING AND SELF DEVELOPMENT**

**Complete 3 semester/4 quarter units. Physical activity courses limited to two semester 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
HLTH 1	Introduction to Personal Health	3
HLTH 4	Women and Health	3
HLTH 8	Human Sexuality	3
HLTH 16	Healthy Weight Loss	3
FT 7	Health and Fitness for the Fire Service	3
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
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 10	Weight Management for Healthy Aging	3
NUTR 11	Sports Nutrition	3
PSY 8	Human Sexuality	3
PSY 12	Lifespan Psychology	3
PSCN 7	Contemporary Issues	1-3
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.**

**TOTAL UNITS 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. Courses listed on this certificate of achievement are effective for the 2020-2021 academic year (Fall 2020, Spring 2021, and Summer 2021), 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](http://www.assist.org). For some majors at UC, IGETC is not an appropriate general education pattern. Completion of IGETC is typically not a requirement of, nor a guarantee of, transfer admissions. Counselors are able to assist in determining if IGETC for CSU or UC is appropriate for your transfer goals.

**NOTE:** Earning this certificate is this different from CSU GE Breath "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.

#### 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 (3 semester/4 quarter units)

ENGL 1 Critical Reading and Composition 4

#### 1B - CRITICAL THINKING - ENGLISH COMPOSITION

##### (3 semester/4 quarter units)

ENGL 4A Critical Thinking and Writing about Literature 4  
ENGL 7A Critical Thinking and Writing across Disciplines 4

#### Group 1C - ORAL COMMUNICATION

##### (3 semester/4 quarter units 3)

COMM 1 Fundamentals of Speech Communication 3  
COMM 20 Persuasion and Communication 3  
COMM 46 Argumentation and Debate 3

UC - Credit for ENGL 1 is limited to 3 units



## Area 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

### 1 course (3 semester/4 quarter units) 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 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 47	Mathematics for Liberal Arts	3
MTH 44	Mathematics for Democracy	3
MTH 47S	Mathematics for Liberal Arts with Support	3.5
PSY 5	Introductory Statistics for the Behavioral and Social Sciences	4

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

### 3 courses, with at least one course from the Arts and one course from 3A and one course from 3B (9 semester/12 quarter units)

#### Area 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 5	American Cultures in Music	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 11	Stage to Film	3
THTR 12	Film as Art & Communication	4
THTR 14	American Cultures in Theater	3

## 3B-HUMANITIES

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
GNST 31	Women's Spirituality: An Examination of Ancient and Emerging Traditions	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 33	Modern Latin America	3
HUMN 60	Creativity and the Community	3
HUMN 68	World Mythology	3
ITAL 2A	Intermediate Italian	4
ITAL 2B	Advanced Italian	4
JAPN 2A	Intermediate Japanese	4
JAPN 2B	Advanced Japanese	4
PHIL 50	God, Nature, Human Nature	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

### 3 courses, from at least two disciplines (9 semester/12 quarter 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	HIS 32	Colonial Latin America	3
ANTH 7	Introduction to Global Studies	3	HIS 33	Modern Latin America	3
ANTH 8	Native American Cultures	3	HIS 42	Asian American History: 18th Century to 1945	3
ANTH 12	Magic, Religion, Witchcraft and Healing	3	HIS 43	Asian American History: Early 20th Century - 21st Century	3
BIOL 80	Introduction to Public Health	3	HIS 48	U. S. Women's History Through Reconstruction	3
BUS 20	Law and Society	3	HIS 49	U.S. Women's History Post-Reconstruction	3
COMM 11	Intercultural Communication	3	HIS 52	Mexican American History from Mesoamerica to The Mexican Revolution	3
COMM 12	Gender, Sexual Identity, and Communication	3	HIS 53	Mexican American History from The Mexican Revolution to the Present	3
COMM 50	Introduction to Communication Studies	3	HIS 62	The African-American Experience in U.S. History Through the Civil War	3
ECD 52	Childhood and Adolescence	3	HIS 63	The African American Experience in U.S. History From Reconstruction	3
ECD 56	Child Growth and Development	3	MCOM 40	Introduction to Broadcasting	3
ECN 1	Principles of Microeconomics	3	MCOM 41	Introduction to Mass Communications	3
ECN 2	Principles of Macroeconomics	3	POSC 1	Introduction to American Government	3
ECN 10	General Economics	3	POSC 11	Introduction to Global Studies	3
ENST 1	Introduction to Environmental Studies	3	POSC 12	Introduction to California State and Local Government	3
ES 1	Introduction to Ethnic Studies	3	POSC 15	Introduction to Public Policy	3
ES 2	Contemporary Ethnic Minority Families in the U.S.	3	POSC 20	Comparative Politics	3
ES 3	Introduction to Muslim-American Studies	3	POSC 22	Issues in Global Studies	3
ES 4	Intro to Latinx Studies	3	POSC 25	Introduction to Political Theory	3
ES 5	Critiquing Race and Gender in Popular Culture	3	POSC 30	International Relations	3
ES 6	Intro to Pacific Islands and Oceania Studies	3	POSC 35	Politics of Race and Gender: History, Governance, and Public Policy	3
ES 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3	POSC 45	Law and Democracy	3
ES 10	Introduction to Asian American Studies	3	PSY 1	General Psychology	3
ES 25	American Indian History and Culture	3	PSY 2	Introduction to Psychological Methodology	3
ES 42	Asian American History: 18th Century to 1945	3	PSY 3	Social Psychology	3
ES 43	Asian American History: Early 20th Century - 21st Century	3	PSY 4	Brain, Mind and Behavior	3
ES 52	Mexican American History from Mesoamerica to The Mexican Revolution	3	PSY 6	Abnormal Psychology	3
ES 53	Mexican American History from The Mexican Revolution to the Present	3	PSY 12	Lifespan Psychology	3
ES 62	The African-American Experience in U.S. History Through the Civil War	3	PSY 33	Personal and Social Adjustment	3
ES 63	The African American Experience in U.S. History From Reconstruction	3	PSCN 4	Multiethnic/Cultural Communication	3
GEO 2	Cultural Geography	3	PSCN 13	Multicultural Issues in Contemporary America	3
GEO 3	Economic Geography	3	SOCI 1	Principles of Sociology	3
GEO 5	World Regional Geography	3	SOCI 2	Social Problems	3
GEO 10	Global Environmental Problems	3	SOCI 3	Introduction to Race and Ethnic Relations	3
GEO 12	Geography of California	3	SOCI 4	Marriage and Family Relations	3
GLST 1	Introduction to Global Studies	3	SOCI 5	Introduction to Social Research Methods	3
GLST 2	Issues in Global Studies	3	SOCI 6	Introduction to Gender	3
HIS 1	History of Western Civilization to 1600	3	SOCI 7	Women of Color in the United States: Introduction to Race, Gender, and Sexuality Studies	3
HIS 2	History of Western Civilization Since 1600	3	SOCI 10	Introduction to Asian American Studies	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			

**Area 5 - PHYSICAL AND BIOLOGICAL SCIENCES**

**2 courses, one course from 5A and one course from 5B;  
at least one course must include a laboratory, 5C  
(7 semester/ 9 quarter units)**

**Area 5A - PHYSICAL SCIENCE**

ASTR 10	Introduction to Astronomy: The Solar System	3
ASTR 20	Introduction to Astronomy: Stars and the Universe	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

**AREA 5B - BIOLOGICAL SCIENCES**

ANAT 1	General Human Anatomy	5
ANTH 1	Biological/Physical Anthropology	3
ANTH 13	Forensic Anthropology	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
ENSC 10	Humans and the Environment	3
ENSC 11	Humans and the Environment with Laboratory	4
ENSC 15	Agroecology	3
MICR 1	Microbiology	5
PHSI 1	Human Physiology	5
PSY 4	Brain, Mind and Behavior	3

**AREA 5C - Lab Requirement (courses listed in Area 5C that are also listed in Area 5A or 5B may be used to satisfy both areas)**

ANAT 1	General Human Anatomy	5
ANTH 1L	Biological/Physical Anthropology Laboratory	1
ANTH 13L	Forensic Anthropology Laboratory	1
ASTR 30	Introduction to Astronomy Lab	1

BIOL 6	Principles of Plant Biology and Ecology	4
BIOL 4	Principles of Animal Biology and Evolution	4
BIOL 2	Principles of Cell/Molecular Biology and Genetics	5
BIOL 10	Introduction to the Science of Biology	4
BIOL 31	Introduction to College Biology	4
BIOL 50	Anatomy and Physiology	4
CHEM 1A	General College Chemistry I	5
CHEM 1B	General College Chemistry II	5
CHEM 5	Quantitative Analysis	4
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
MICR 1	Microbiology	5
PHSI 1	Human Physiology	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 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 equivalent.\***

CHIN 1B	Elementary Chinese	5
CHIN 2A	Intermediate Chinese	4
FRNC 1B	Elementary French	5
FRNC 1B2	Elementary French 2	3
FRNC 2A	Intermediate French	4
FRNC 2B	Advanced French	4
ITAL 1B	Elementary Italian	5
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

\*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 more more information.

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**TOTAL UNITS** **37**



## PSYCHOLOGY-COUNSELING (PSCN)

### 1 INTRODUCTION TO PSYCHOLOGY-COUNSELING IN A MULTICULTURAL ENVIRONMENT 3 UNITS

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. 54 hours lecture. **Strongly Recommended:** eligibility for ENGL 1A or ENGL 1 and completion of PSCN 13.

### 2 INTRODUCTION TO CASE MANAGEMENT FOR HUMAN SERVICES 3 UNITS

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 consumer plan development. Analysis of inter-agency collaboration. Includes issues of monitoring an ongoing case management plan and maintaining consumer commitment to plan success. Designed to provide students with knowledge in case management theory implementation for Human Service, Social Work and/or Mental Health. 54 hours lecture. **Prerequisite:** PSCN 1.

### 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 OR ENGL 1.

### 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

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. 54 hours lecture. **Strongly Recommended:** ENGL 1A or ENGL 1 (completed with a grade of "C" or higher.)

### 7 CONTEMPORARY ISSUES 1-3 UNITS

Contemporary life issues related to social effectiveness, and educational and career development. Explores issues through an examination of current counseling related research findings and resource materials. 18-54 hours lecture.

### 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. May not receive credit if PSCN 10A or 10B has been completed. 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 .5-1 UNITS**

Introduction to the resources and planning process needed to ease transition from a 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 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 towards 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 .5-1.5 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.

**25 TRANSITION TO COLLEGE .5 UNIT**

A survey of practical strategies for academic success focusing on the new student. Examines goal setting, college policies, graduation requirements, campus resources, student rights and responsibilities, and student educational planning. Designed for first-time college students in order to enhance their transition into college and maximize their academic/vocational potential. 9 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.

**28 ORIENTATION FOR INTERNATIONAL STUDENTS 1 UNIT**

Exploration of practical strategies for academic success and to experience a positive transition into the American educational system and cultural focusing on the new international student. Examines goal setting, cultural adjustment, college policies, graduation requirements, campus resources, programs and services, student rights and responsibilities, introduction to the California systems of higher education, student educational planning and other topics as needs are identified. Designed for first-time International college students in order to enhance their transition into American society and maximize successful matriculation through college toward their academic goals. 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.

### 80 OCCUPATIONAL COMMUNITY SERVICE IN HUMAN SERVICES 2 UNITS

Community service experience (54-80 hours) in a human services setting approved by PSCN faculty as related to student's Human Services major or classes at Chabot. Cooperative effort between student and service site supervisor to accomplish agreed upon work objective and broaden experiences for the term enrolled. Student provides verification of service experience hours during the term. Student will make arrangements for hours and duties directly with site supervisor, after getting site approved by PSCN faculty. Community service hours will be provided on a volunteer basis unless other arrangements are made between the student and site supervisor. Students will meet with PSCN instructor one hour per week on campus for input and volunteer experience discussion focused on building working relationships and providing appropriate services to clients. 18 hours lecture, 54 hours laboratory.

### 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. 27 hours lecture, 90 hours laboratory. **Prerequisite:** PSCN 5 (completed with a grade of "C" or higher.) **Strongly Recommended:** ENGL 1A (completed with a grade of "C" or higher), PSCN 13 (completed with a grade of "C" or higher.)







## REAL ESTATE (REST)

**DEGREE:**

AA—REAL ESTATE

**CERTIFICATE OF ACHIEVEMENT:**

REAL ESTATE BROKER

**CERTIFICATE OF PROFICIENCY:**

REAL ESTATE AGENT

### REAL ESTATE

#### ASSOCIATE IN ARTS DEGREE

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 IN REAL ESTATE**

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 COURSES**

**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
General Education	25
Total units	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 IN REAL ESTATE BROKER**

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 COURSES**

**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 UNITS**

**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.

**CAREER OPPORTUNITIES IN REAL ESTATE AGENT**

This certificate affords students an opportunity to sit for the State of Calif. real estate licensing examination., allowing them to become a real estate sales agent.

**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 COURSES****UNITS**

REST 80	Real Estate Principles	3
REST 84	Real Estate Practice	3

**Electives: Choose one of the following**

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 UNITS****9****REAL ESTATE (REST)****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.

**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.

**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 (completed 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.

**RELIGIOUS STUDIES (RELS)****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)

## 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 (completed with a grade of "C" or higher) or, SPA 1B2 (completed with a grade of "C" or higher) or, CHIN 1B (completed with a grade of "C" or higher) or, FRNC 1B (completed with a grade of "C" or higher) or, FRNC 1B2 (completed with a grade of "C" or higher) or, ITAL 1B (completed with a grade of "C" or higher) or, JAPN 1B (completed 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 (completed 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 (completed 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 (completed with a grade of "P" or higher.)

## 85A LEARNING IN ACTION: BEGINNING 2-3 UNITS

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, 54-108 hours laboratory.

## 85B LEARNING IN ACTION: INTERMEDIATE 2-3 UNITS

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, 54-108 hours laboratory. **Prerequisite:** SERV 85A (completed with a grade of "P" or higher.)

## 85C LEARNING IN ACTION: ADVANCED INTERMEDIATE 2-3 UNITS

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, 54-108 hours laboratory. **Prerequisite:** SERV 85B (completed with a grade of "P" or higher.)

## 85D LEARNING IN ACTION: ADVANCED 2-3 UNITS

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, 54-108 hours laboratory. **Prerequisite:** SERV 85C (completed with a grade of "P" or higher.)

**SIGN LANGUAGE (SL)****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 (completed 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 (completed 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 (completed with a grade of "C" or higher.)

**SOCIOLOGY (SOCI)****DEGREE:**

AA-T—SOCIOLOGY  
AA—SOCIAL SCIENCE

**SOCIOLOGY**

## ASSOCIATE IN ARTS FOR TRANSFER (AA-T)

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.

<b>REQUIRED COURSES</b>		<b>UNITS</b>
SOCI 1	Principles of Sociology	3

**List A (select two–6-7 units) Units**

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 (select two–6 -7units)**

		<b>Units</b>
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 (select one–3 units)		Units
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 22	Mexican American History and Culture	3
HIS 25	American Indian History and Culture	3
HIS 63	The African American Experience in U.S. History From Reconstruction	3

Major Requirements	18-20 units
General Education	CSU GE Breadth (39 units) IGETC for CSU (37 units)
Electives	Degree applicable units as needed
Total*	60 minimum degree applicable units

**NOTE:** All courses making up the minimum must be transferable to CSU, and a minimum GPA of 2.0 must be maintained.

## 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 of 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		UNITS
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)

### 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, Latino Americans, Asian Americans, Native Americans, Middle Eastern Americans and/or women. 54 hours lecture.

### 2 SOCIAL PROBLEMS 3 UNITS

Introduction to social problems common to modern industrial society, and the role of principal institutions in social organization and social disorganization. Includes crime, juvenile delinquency, divorce, drug addiction, alcoholism, aging, mental health and population as well as other areas. Focus on modern American society. 54 hours lecture. **Strongly Recommended:** SOCI 1.

**3 INTRODUCTION TO RACE AND ETHNIC RELATIONS 3 UNITS**

Analysis of racial and ethnic relations in the United States. Includes race, ethnicity, prejudice, discrimination and stereotyping, as well as theories and patterns of intergroup relations. Focus on contemporary American minorities; African Americans, Chicano/Latinos, Asian Americans, and Native Americans. 54 hours lecture. **Strongly Recommended:** SOCI 1.

**4 MARRIAGE AND FAMILY RELATIONS 3 UNITS**

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. Emphasis on methodology of family investigation. 54 hours lecture. **Strongly Recommended:** SOCI 1.

**5 INTRODUCTION TO SOCIAL RESEARCH METHODS 3 UNITS**

Introduction to the primary research methods used by social scientists with an emphasis on the research methodologies of sociology. 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. Major sociological research studies will be critiqued. 54 hours lecture. **Prerequisite:** SOCI 1 (completed with a grade of "C" or higher.)

**6 INTRODUCTION TO GENDER 3 UNITS**

A sociological analysis of the social construction of masculinity and femininity through history and cultures. Examines the debates on sex and gender. Analyzes the impact of economic and political change on gender expectations and practices. Focuses microanalysis of how institutions shape gender and microanalysis of how individuals are socialized and how they "do" and practice gender. 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 or 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. 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)****DEGREE:**

AA-T—SPANISH

AA—SPANISH

**CERTIFICATE OF ACHIEVEMENT**

INTERNATIONAL ENTREPRENEUR – SPANISH

SPANISH

**SPANISH****ASSOCIATE IN ARTS FOR TRANSFER (AA-T)**

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 COURSES**

		<b>UNITS</b>
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

**(\*)Substitution Courses:**

If a student places out of any core course(s) and is not awarded units for that course, the student will need to take additional units to compensate for the course/units required to reach 18 total units in the major (Title 5 regulations.) Course substitutions are made at the discretion of the local college and may or may not be delineated in the local degree.

**ADDITIONAL REQUIRED COURSE**

ENGL 4	Critical Thinking and Writing about Literature	3
	or	
ENGL 7	Critical Thinking and Writing Across Disciplines	(3)

Major Requirements	21-23 units
General Education	CSU GE Breadth (39 units) IGETC for CSU (37 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.

**SPANISH****ASSOCIATE IN ARTS DEGREE**

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 COURSES**

		<b>UNITS</b>
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



**Options (A minimum of 18 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
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 IN INTERNATIONAL ENTREPRENEUR – SPANISH

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 COURSES:

### 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 UNITS 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 IN SPANISH

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 COURSES

		UNITS
SPA 1A	Beginning Spanish or	5
SPA 1A1	Beginning Spanish 1 and	(3)
SPA 1A2	Beginning Spanish 2	3
SPA 1B	Elementary Spanish 1 or	5
SPA 1B1	Elementary Spanish 1 and	(3)
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 UNITS

**18 - 20**

## SPANISH (SPA)

### 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. 90 hours lecture, 18 hours laboratory. **Strongly Recommended:** Eligibility for ENGL 1A or ENGL 1. May not receive credit if SPA 1A1 and/or 1A2 have been completed.

### 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. 54 hours lecture, 18 hours laboratory. **Strongly Recommended:** Eligibility for ENGL 1A or ENGL 1. May not receive credit if SPA 1A has been completed.

### 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 (completed 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 (completed with a grade of "C" or higher) or, SPA 1A2 (completed 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 (completed with a grade of "C" or higher) or SPA 1A (completed 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 (completed 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 (completed with a grade of "C" or higher) or SPA 1B2 (completed 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 (completed 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 life and the 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:** Spanish 50A (completed 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:** Spanish 50B (completed 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:** Spanish 50C (completed with a grade of "C" or higher.)

**STEM(STEM)****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)

### DEGREE:

AA-T—THEATRE ARTS

AA—THEATER ARTS

### THEATRE ARTS

#### ASSOCIATE IN ARTS FOR TRANSFER DEGREE

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.

#### CAREER OPPORTUNITIES IN THEATER ARTS

Performer; Acting for the stage, Acting in film and television, Acting for Voice-Overs in commercials, audio books and video games. Technical Theater; Stage Manager, Set Designer, Lighting Designer, Sound Designer, Costume Designer, Scenic Carpenter, Scenic Painter. Administrative Jobs; Casting Director, Artistic Director, Talent Agent, Out-Reach coordinator, Sales, Grant - writing. Directing; Theater, film, television, commercial.

#### REQUIRED COURSES - 9 UNITS

	UNITS
THTR 10 Introduction to Theater Arts	3
THTR 1 Introduction to Acting	3
THTR 47A* Introduction to College Theater Acting	3
or	
THTR 48A* College Theater Technical: Introduction	(3)

#### LIST A (Select 3) 9 units

THTR 2 Intermediate Acting	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)
THTR 21 Introduction to Design for the Theater	3
or	
THTR 22 Introduction to Design for the Theater: Emphasis in Costume and Makeup	(3)

Major Requirements	18 units
General Education	CSU GE Breadth (39 units) IGETC for CSU (37 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.

\*Rehearsal and Performance (max 3 units) or Technical Theater Practicum (max 3 units) (if not used in Core)

### THEATER ARTS

#### ASSOCIATE IN ARTS DEGREE

An AA in Theater Arts will give students experience and knowledge in the broad range of skills required for the successful production of both original and published theatrical material. All majors must complete courses in acting, technical theater and production of original student work. Beyond that, students can focus more intensely on a given area, such as acting, directing, playwrighting or technical theater. The department produces a full array of theatrical genres including musicals, Shakespeare, contemporary American dramas and original student written pieces.

#### PROGRAM LEARNING OUTCOMES

1. Develop and implement pedagogical strategies to achieve it.
2. Refine their curricula and pedagogy to strengthen these student skills.
3. Explore their creative ideas, and this confidence leads to myriad educational goals, not the least is to complete their goals at Chabot and move into the next stage of their lives.

#### YEAR ONE

	UNITS
THTR 1 Introduction to Acting	3
THTR 10 Introduction to Theater Arts	3
THTR 21 Introduction to Design for the Theater	3
or	
THTR 22 Introduction to Design for the Theater: Emphasis in Costume and Makeup	(3)
THTR 30A Introduction to Emerging Work	3

#### YEAR TWO

THTR 48A College Theater Technical: Introduction	3
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**Select any six units from the following options:**

THTR 2	Intermediate Acting	3
THTR 3	Improvisation for the Theater	3
THTR 4	Acting on Camera	3
THTR 6	Movement for the Actor	3
THTR 7	Voice for the Actor	3
THTR 8	Audition Technique	3
THTR 11	Stage to Film	3
THTR 12	Film as Art & Communication	4
THTR 47A	Introduction to College Theater Acting	3
THTR 5A	Introduction to Theater for Young Audiences	3
THTR 16A	Introduction to Dramatic Writing	3
THTR 15A	Introduction to Directing for Theater	3

Major Requirements:	21-22 units
General Education	25 units
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

**THEATER ARTS (THTR)****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.

**2 INTERMEDIATE ACTING 3 UNITS**

This course follows Acting I 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. 54 hours lecture, 18 hours laboratory. **Prerequisite:** THTR 1 (completed 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.

**4 ACTING ON CAMERA 3 UNITS**

Introduction to the principles and techniques of acting on camera. Different techniques for work with three cameras, commercials, acting for film and acting for television. Work with technique for various on camera types of auditions, i.e., commercials, film and television. 54 hours lecture. **Strongly Recommended:** THTR 2, THTR 1.

**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 (completed with a grade of "C" or higher.)

**6 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 improviser. 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. 54 hours lecture, 18 hours laboratory. **Prerequisite:** THTR 1 or THTR 3 or THTR 5 or THTR 30A.

**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.

**8 AUDITION TECHNIQUE 3 UNITS**

Work on monologues and showcase scenes, cold reading technique. Students with interest in pursuing acting beyond the community college setting will work on preparations to audition for theater, film and four-year schools. Students will be expected to have a headshot taken at their own expense. 54 hours lecture, 18 hours laboratory. **Prerequisite:** THTR 1 (completed 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.

**11 STAGE TO FILM 3 UNITS**

Major plays which subsequently have been made into films. Analysis of each playscript augmented by a viewing and analysis of the film adaptation. Major areas of concentration vary from semester to semester. 54 hours lecture.

**12 FILM AS ART AND COMMUNICATION 4 UNITS**

Introduction to film as art and communication. Analysis of films from various genres, with an emphasis on both technical aspects of filmmaking and story-telling. 72 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 or ENGL 1.

**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.

**16 DRAMATIC WRITING I 3 UNITS**

Introduction to the basic principles of dramatic writing, including writing for theater, film, television, and for electronic media. Discussion and development of original material, resulting in the completion of a working script. 54 hours lecture.

**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 or ENGL 1.

**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 (completed 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. **Prerequisite:** THTR 16B (completed with a grade of "C" or higher.) **Strongly Recommended:** ENGL 1A (completed 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. **Prerequisite:** THTR 16C (completed with a grade of "C" or higher.) **Strongly Recommended:** ENGL 1A or ENGL 1 (completed with a grade of "C" or higher.)

**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.

**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 (completed 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 (completed 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 (completed with a grade of "C" or higher.)

**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 (completed with a grade of "C" or higher.)

**47C COLLEGE THEATER ACTING: INTERMEDIATE 3 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 (completed with a grade of "C" or higher.)

**47D COLLEGE THEATER ACTING: ADVANCED 3 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 (completed 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.

**50 PRODUCTION MANAGEMENT 1-6 UNITS**

Basic building blocks of producing a show, from the choice of material to the staging of a play from a broad range of historical periods. Organizing department productions, including student fund-raisers, student original projects, theater week, and the main stage productions. Personnel management, conducting regular production meetings, reconciling budget considerations, aesthetic demands, and practical matters. The business operations of all the scheduled productions, including promotions and front-of-house duties. 18 hours lecture, 54-270 hours laboratory.

**50A INTRODUCTION TO THEATER MANAGEMENT 1-6 UNITS**

Introduction to the concepts involved in mounting a stage production, including those specific to various administrative tasks. This class will explore play selection, personnel, production meetings, organizational strategies, and budgeting, as well as publicity, promotions, and front-of-house duties, such as ushering, box office, and house management. 18 hours lecture, 54-270 hours laboratory.

**61A SOCIAL ISSUES THEATER FOR YOUNG AUDIENCES 3 UNITS**

Chabot theater students meet with local K-12 students to create a unique theatrical piece based on issues important to those students. The piece is then performed in the same K-12 schools. 54 hours lecture.



## 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 IN STUDENT SUPPORT LEADERSHIP (EMPHASIS IN TUTORING)

Students who complete a cross-disciplinary course of study that focuses on providing learning support often pursue careers in the field of education. Possible career paths include teaching, para-education, and educational 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 COURSES

		UNITS
COMM 1	Fundamentals of Speech Communication	3
ENGL 1	Critical Reading and Composition	4
	or	
ENGL 1A	Critical Reading and Composition	3
SERV 85A	Learning in Action: Beginning	2-3

### List A (Choose 1 course)

ANTH 3	Social and Cultural Anthropology	3
ES 1	Introduction to Ethnic Studies	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	.5
TUTR 2A	Beginning Content-Area Tutor Training	.5
TUTR 1B	Intermediate Tutoring Theory and Practice	.5
TUTR 2B	Intermediate Content-Area Tutor Training	.5
TUTR 1C	Intermediate-Advanced Tutoring Theory and Practice	.5
TUTR 2C	Intermediate-Advanced Content-Area Tutor Training	.5

**TOTAL UNITS**

**17 - 23**

## TUTORING (TUTR)

### 1A BEGINNING TUTORING THEORY AND PRACTICE .5 UNIT

Training for college tutors to acquire specific skills and techniques for tutoring 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.  
**Corequisite:** TUTR 2A or equivalent

**1B INTERMEDIATE TUTORING THEORY AND PRACTICE .5 UNIT**

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 (completed with a grade of "P" or higher.)

**1C INTERMEDIATE-ADVANCED TUTORING THEORY AND PRACTICE .5 UNIT**

Intermediate-advanced training for college tutors to acquire specific skills and techniques for tutoring 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 1B (completed with a grade of "P" or higher.)

**1D ADVANCED TUTORING THEORY AND PRACTICE .5 UNIT**

Advanced training for college tutors to acquire specific skills and techniques for tutoring 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 1C (completed with a grade of "P" or higher.)

**2A BEGINNING CONTENT-AREA TUTOR TRAINING .5 UNIT**

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 .5 UNIT**

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 (completed with a grade of "P" or higher.)

**2C INTERMEDIATE-ADVANCED CONTENT-AREA TUTOR TRAINING .5 UNIT**

Intermediate-advanced 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 2B.

**2D ADVANCED CONTENT-AREA TUTOR TRAINING .5 UNIT**

Advanced 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 2C (completed 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 (completed 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 (completed 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 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 31C (completed with a grade of "P" or higher.)





**200 SUPERVISED TUTORING**

**NON-CREDIT**

Reading, mathematics, language arts, speaking, decision making, and problem-solving skills necessary for academic and technical training success. Self-paced, one-on-one and small group instruction tailored to students' individual needs. Variable hours laboratory.

**WELDING TECHNOLOGY (WELD)**

**DEGREE:**

AS—WELDING TECHNOLOGY

**CERTIFICATE OF PROFICIENCY:**

INSPECTION AND PIPE WELDING  
WELDING

**WELDING TECHNOLOGY**

ASSOCIATE IN SCIENCE DEGREE

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.

**YEAR ONE**

**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

**YEAR TWO**

WELD 66 *	Welding Inspection and Testing	2
WELD 69A*	Fabrication and Installing Piping Systems	3
WELD 69B*	Advanced Pipe Welding	3

**REQUIRED MAJOR SPECIFIC G.E. REQUIREMENT.  
Complete a minimum of 3 units from the following.**

INDT 74	Measurements and Calculations	3
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The above listing is a suggested sequence only Some courses may have prerequisites. Students may take courses in any sequence except where a prerequisite applies.

Major Requirements:	26
General Education	19
Electives	Degree applicable units as needed
Total	60 minimum degree applicable units

\*Offered alternating years.

**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.

**CORE COURSES**

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

The above list is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where prerequisite applies.

The Welding Certificate of Proficiency and the Inspection and Pipe Welding Certificate of Proficiency, combined, satisfy welding major requirements for the Associate in Science Degree.

<b>TOTAL UNITS</b>	<b>14</b>
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## WELDING

### CERTIFICATE OF PROFICIENCY

This program is recommended for students preparing for entry-level welding position.

#### PROGRAM LEARNING OUTCOMES

1. 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.
2. Pass the American Welding Society (A.W.S) tests in the appropriate areas of study.

REQUIRED COURSES	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

The above list is a suggested sequence only. Some courses may have prerequisites. Students may take courses in any sequence except where prerequisite applies.

<b>TOTAL UNITS</b>	<b>15</b>
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## WELDING TECHNOLOGY (WELD)

### 63 WELDING LAYOUT AND 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, 3 UNITS AND BLUEPRINT READING

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 metallurgical 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.) 18 hours lecture, 108 hours laboratory. **Strongly Recommended:** WELD 70.

### 64B ADVANCED ARC, FLUX-CORE WELDING 3 UNITS AND BLUEPRINT READING

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 metallurgical 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. **Strongly Recommended:** WELD 64A or WELD 70.

### 65A BEGINNING TIG, MIG, AND BLUEPRINT READING 3 UNITS

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. 18 hours lecture, 108 hours laboratory. **Strongly Recommended:** WELD 70.

### 65B ADVANCED TIG, MIG AND BLUEPRINT READING 3 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**

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. 18 hours lecture, 54 hours laboratory. **Strongly Recommended:** WELD 65B 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. 108 hours laboratory. **Strongly Recommended:** WELD 64A.

**67B ADVANCED WELDING SKILLS LABORATORY 2 UNITS**

Advanced development and improvement of practical welding skills using SMAW, FCAW, GMAW and GTAW in the 1G, 2G, 3G, 4G, 1F, 2F, 3F and 4F positions. 108 hours laboratory. **Strongly Recommended:** WELD 64B and WELD 65B or equivalent.

**68 CERTIFICATION PREPARATION .5-2 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 64B or 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 69A or equivalent.

**70 INTRODUCTION TO WELDING 2 UNITS**

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.

## 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 IN WOMEN'S STUDIES

Students who complete a cross-disciplinary course of study that focuses on women's experiences often pursue careers in the social justice field. Possible career paths 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 COURSE:	UNITS
SERV 85A Learning in Action: Beginning	2 - 3

**CHOOSE FIVE COURSES FROM THE LIST BELOW:**

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 or	3
SOCI 7	Women of Color in the United States: (3) Introduction to Race, Gender, and Sexuality Studies	
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	3
SOCI 6	Introduction to Gender	3

<b>TOTAL UNITS</b>	<b>17 - 18</b>
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**WORK EXPERIENCE (WEXP)****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. 90-270 hours lecture. **Corequisite:** WEXP 96

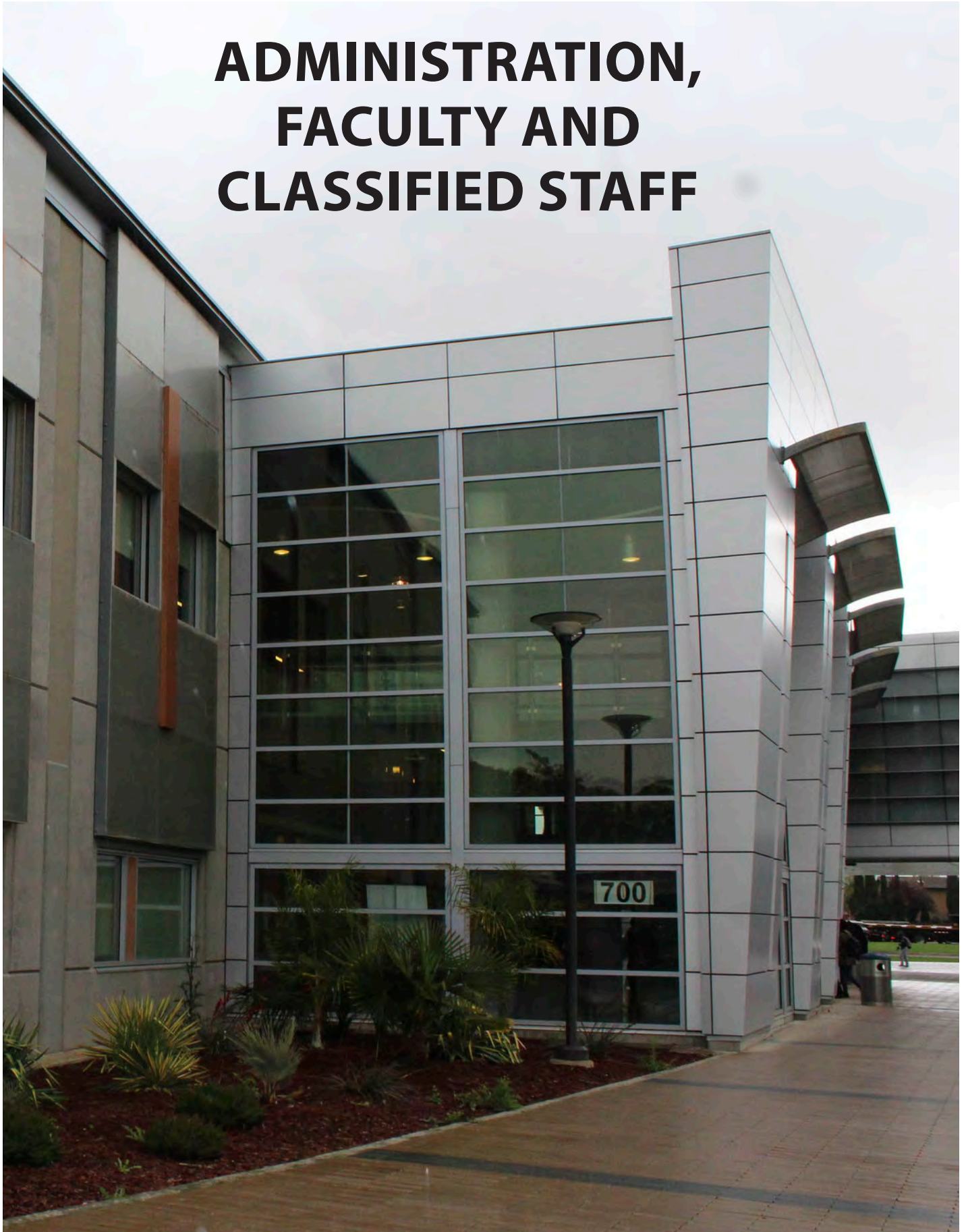
**96 WORK EXPERIENCE SEMINAR****1 UNITS**

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. 18 hours lecture. **Corequisite:** WEXP 95.





# ADMINISTRATION, FACULTY AND CLASSIFIED STAFF





**ACADEMIC ADMINISTRATORS**

**Ronald Gerhard**, Chancellor  
B.A., University of Redlands  
M.B.A., University of California, Riverside

**ACADEMIC ADMINISTRATORS**

**Susan Sperling, Ph.D.**, President  
1987; A.A., Merritt College  
B.A., Ph.D., University of California, Berkeley

**NON-ACADEMIC ADMINISTRATORS**

**Betts, David** Director, Employee & Labor Relations

**Blevins, Walter L.** Director, Maintenance & Operations

**Campbell, Doralene** Assistant Director, Business Services

**Cramsey, Kathleen** Payroll Manager

**Dozier, Julia A.** District Executive Director,  
Economic Development &  
Contract Education

**Druley, Jennifer** Human Resources Manager

**Elofson, Cari M.** Assist Director, OSHA Training Center

**Fong, Wyman M.** Vice Chancellor, Human Resources

**Garr, Michael** Project Planner/Manager, Facilities/  
Bond Program, Chabot

**Griffin, Bruce** Chief Technology Officer

**Hampton, Hester** Manager Purchasing & Warehouse  
Services

**Holtzclaw, Sarah J.** Program Manager, Tri-Valley One Stop  
Career Center

**Kroll, Ann** Project Planner/Manager, Facilities/  
Bond Program, Las Positas College

**Letcher, Owen** Vice Chancellor, Facilities/Bond  
Programs and Operations

**Nunez, Guisselle V.** Director of Public Relations,  
Marketing and Government Relations

**Pinos, Wendy** Project Manager, ITS (Bond Technology  
& Infrastructure)

**Roberts, Douglas** Acting Vice Chancellor, Business  
Services

**Romero, Danita** Fiscal Agent & Economic Development  
Manager - Contract Education

**Roque, Rosalie** District Budget Officer

**Valencia, Gonzalo** Custodial Manager

**Yesnosky, Barbara A.** Director, Business Services

**Cooks, Jamal**, Dean, Language Arts  
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, Safiyah**, Dean, Science and Math  
2020; B.S., Long Island University, New York; Ph.D., Kansas State  
University, Kansas

Kramer, Kevin, Dean, Health, Kinesiology, & Athletics  
2019; A.A., Chabot College; B.S., University of California,  
Santa Barbara; 2 M.A.s, National University

**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, Arts, Media, & Communication  
2010; B.S., Brigham Young University; M.A., Mills College

**Lima, Kristin**, Dean, Applied Technology & Business  
2015; A.A., College of Sequoias; B.A., Monterey Institute of Intl.  
Studies; M.B.A., Monterey Institute of International Studies; Ed.D.,  
Brandman University

**Nakamoto, Robert**, Interim 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**, Interim 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

**Thompson, Stacy**, Vice President, Academic Services  
2014; B.A., Lewis and Clark College; M.A., Ed.D., Mills College

**Trigg, Debra**, Dean of Counseling  
2018; A.A., Chabot College; B.S., California State University  
Hayward; M.S.W., University of Michigan

**Kramer, Kevin**, Dean, Health, Kinesiology, & Athletics  
2019; A.A., Chabot College; B.S., University of California,  
Santa Barbara; 2 M.A.s, National University

**Wagoner, Dale**, Vice President, Administrative Services  
1989; A.A., Chabot College; B.S., California State University,  
Chico; M.A., University of California, Berkeley

**Wilson, Jeanne**, Dean, Special Programs and Services  
2005; B.A., The American College; M.S., California State University,  
Hayward; Ed.D., Mills College



## NON-ACADEMIC ADMINISTRATORS

**Anderson, Terri**, Director, Student Equity & Success (SSSP Focus)

A.A., Compton Community College; B.S., California State University, Fullerton; M.A., Ed.D., Argosy University

**Chaparro, Gabriel**, STEM Center Equity Director

B.S., California State University Hayward; M.A., University of The Pacific

**Craig, Yvonne**, Executive Director of Institutional Advancement

B.A., M.A., University of California, Berkeley

**Doan, Maryanne**, Director, Mentor Program

B.S., California State University, Northridge; M.A., Western Oregon University, Oregon

**Jones-Rasberry, Lois**, Project Director, Foster Care and Kinship Education

B.S., San Jose State University; M.A., John F Kennedy University; Ed.D., Fielding Graduate University

**Kessler, Samantha**, Director, Institutional Effectiveness

B.A., East Stroudsburg University; M.A., Lehigh University

**Lino, Paulette**, Director, Admissions & Records

B.S.N., San Jose State University

**Medina, Kathryn**, Director, Financial Aid

M.A., St. Mary's College

**Munoz, Jemima**, Program Director, Early Childhood Development Laboratory School

B.A., University of California Irvine; M.A., Mills College

**Paguio, Arnold**, Director of Student Life

M.A., Stanford University

**Read, Christina**, Project Manager, Career & Technical Education

B.A., University of Northern Iowa; M.A., San Francisco State University

**St. Germaine, Michelle**, Assistant Director, Mentor Program

B.S., California State University, Sacramento; M.S., California State University, East Bay

**Woods, Sara**, Manager, College Technology Services

B.S., Western Governors University

**Vacant**, Director, Hispanic-Serving Institution

**Vacant**, Director, Safety & Security

**Vacant**, Director, Student Equity & Success (Equity Focus)

## 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.





**FACULTY**

**FACULTY SENATE – MIGUEL COLON, PRESIDENT**

- Abdoun, Mona**, 2016, Instructor, Sociology  
B.A., San Francisco State University; M.A., California State University, East Bay
- Abramowitsch, Simon**, 2017, Instructor, English  
B.A., Eugene Lang College; M.A., Howard University
- Abrao, Najla**, 2016, Instructor, Mathematics  
B.S., M.A., University of California, Davis
- Alarcon, Laura**, 2010, Counselor/Instructor EOPS  
B.A., University of California, Berkeley; M.S., San Francisco State University
- Alegre, Jose Reyes**, 1990, Instructor, Mathematics  
A.A., Saddleback College; B.A., M.A., California State University, Fullerton
- Alexander, Nicolas**, 1988, Instructor, Physical Science  
B.S., University of California, Berkeley; Ph.D., Stanford University
- Ames, Jason**, 2005, Instructor, Speech-Forensics  
B.A., San Francisco State University; M.A., California State University, Hayward
- Anderson, Mark**, 2016, Instructor, English  
B.A., Princeton University; Secondary Education Credential, Chapman College; M.A., San Francisco State University
- Arab, George**, 2018, Instructor, Chemistry  
B.A., Connecticut College; M.S., Ph.D., University of Rochester
- Ashraf, Sadaf**, 2005, Counselor-Instructor  
A.A., Deanza College; B.A., University of California, Berkeley; M.A., Santa Clara University
- Augsburger, Brian**, 2016, Counselor/Instructor - EOPS  
B.S., Howard University; M.S.W., University of Maryland
- Baiardi, Elaine**, 2011, Instructor, Nursing - Psychology, Mental Health  
A.A., El Camino College; M.B.A, B.S.N., State University of New York, Stony Brook; M.S., California Coast University, Santa Ana
- Barboza, Benjamin**, 2016, Counselor/Instructor  
B.A., University of California, Davis; M.S., San Francisco State University
- Barnezet Parrish, Caren**, 2008, Instructor French  
B.A., M.A., University Stendhal, France; Ph.D., University of California, Davis
- Bass-Werner, Erich**, 2018, Instructor, Auto Technology,  
B.S., Michigan Technological University, Houghton, MI;  
B.S., University of Central Florida, Orlando, FL
- Batchelor, Egl**, 1991, Instructor, Mathematics  
B.S., M.S., California State University, Hayward
- Baum, James**, 2005, Instructor, Auto Technology
- Bauman, Lara**, 2018, Instructor, Mathematics  
B.A., B.S., University of Wisconsin, Green Bay; M.S., Ph.D., University of California, Los Angeles
- Bhangal, Jaswinder**, 2004, Instructor, Business  
A.A., B.A., Bundelkhand University, M.A., University of Phoenix
- Blair, Angela**, 2010, Instructor, ESL  
B.A., Hope College, Holland, Michigan; M.A., San Francisco State University

- Buchwald, Norman**, 2000, Librarian  
B.A., California State University, Northridge; M.F.A., Colorado State University; M.L.I.S., University of California, Los Angeles
- Buell, William**, 2006, Instructor, Fire Technology  
A.A., Chabot College
- Calcagno, Daniel**, 2003, Instructor, Kinesiology/Assistant Football Coach  
A.A., Chabot College; B.A., California State University, Sonoma; M.A., St. Mary's College
- Cambara, Dennis**, 2018, Counselor/Instructor - DSPS,  
A.A./A.S., Riverside Community College; B.A., La Sierra University; M.A., California State University, San Bernardino
- Cattolica, Robert**, 2015, Instructor, Biology  
B.A., University of California, Berkeley; M.S., Ph.D., University of California, Davis
- Chan, John**, 2018, Librarian  
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**, 2010, Instructor, Dental Hygiene  
B.S., University of California, San Francisco; M.P.A/H.S.A., University of San Francisco
- Chun, Desmond**, 1990, Instructor, Computer Science  
B.S., University of Southern California; B.S., California State University, Hayward; M.B.A., Golden Gate University
- Cirera-Perez, Begona**, 2007, Instructor, Health  
A.A., Las Positas College; B.S., San Jose State University; M.S., San Jose State University
- Clements, Heather**, 2015, Instructor, Learning Skills  
B.A., University of California, Santa Cruz; M.A., University of San Francisco
- Coan, Julie**, 2016, Instructor, Dental Hygiene  
B.A., M.P.H., Loma Linda University
- Colon, Miguel**, 2015, Instructor, Business Entrepreneurship  
B.A., M.B.A., St. Mary's College
- Coreno, Christine**, 2014, Instructor, Mathematics  
B.A., California State University, Chico; M.S., California State University, East Bay
- Crew, James**, 2002, Instructor, Mathematics  
A.A., Chabot College; B.S., M.S., California State University, Hayward
- Dallara, Alexandra**, 2018, Instructor, Biology  
B.A., M.S., Sonoma State University; Single Subject Teaching Credential, Dominican University
- Dam, Tri**, 2014, Instructor, Pediatric Nursing  
B.S.N., California State University, Bakersfield; M.S.N., Sonoma State, Rohnert Park
- Davis, Matthew**, 1992, Instructor, Mathematics  
B.A., California State University, Sacramento; M.A., California State University, Sacramento
- De Wit, Thomas**, 1991, Instructor, English Composition  
B.A., University of California, Berkeley; Secondary Education Credential, San Francisco State University; M.A., University of Virginia
- Deetz, Aaron**, 2014, Instructor, Photography  
B.A., University of Oregon; M.F.A., Pratt Institute





- Drouin, Jeffrey**, 2006, Athletic Director/Kinesiology Instructor  
B.S., University of La Verne; M.A., University of San Francisco
- Enriquez, Carlos**, 2006, Instructor, Biology  
B.S., National Autonomous University of Mexico; B.S., Murdoch University; Ph.D., University of Arizona
- Espinoza, Javier**, 2016, Instructor, Anthropology  
B.A., University of California, Santa Cruz; M.A., California State University, Los Angeles
- Estepa, Aldrian**, 2008, Instructor, Psychology  
B.A., M.A., Humboldt State University
- Eytchison-Fung, Bethany**, 2019, Instructor, Medical Surgical Clinical  
A.S., DeAnza Community College; M.S.N. & B.S.N., University of Texas Arlington
- Fierro, Felicia**, 2016, Counselor/Coordinator DSPS  
B.A., California State University, Northridge; M.A.Ed., San Jose State University
- Fischer, Kay**, 2016, Instructor, Ethnic Studies  
B.A., University of California, Berkeley; M.A., University of San Francisco; M.A. San Francisco State University
- Fon, Frances**, 2014, Counselor/Instructor Transfer Center  
B.A., University of California, Berkeley
- Foth, Homeira**, 2009, Instructor, English Composition  
B.A., San Francisco State University; Secondary Education Credential, San Francisco State University; M.A., San Jose State University
- Fouquet, David**, 1992, Instructor, Mathematics  
B.A., University of California, Los Angeles; M.A., University of California, Santa Cruz
- Friend, Steven**, 1993, Instructor, Kinesiology  
B.S., San Jose State University; M.S., St. Mary's College
- Gallucci, Jessica**, 2014, Instructor, Political Science  
B.A., University of Pennsylvania; M.Phil; University of Cambridge
- Genera, Sandra**, 2004, Instructor/Counselor  
A.A., Ohlone College; B.A., University of California, Berkeley; M.A., California State University, Hayward
- Gibson, Donna**, 1993, Instructor, Chemistry  
B.S., Stockton State College; M.S., Cornell University
- Giovanola, Mireille**, 2010, Instructor, Anthropology  
Demi-Licence, Universite De Lausanne, Switzerland, B.A., M.A., University of California, Berkeley
- Glen, Chad**, 1993, Instructor, Mass Communications  
B.A., San Francisco State University; M.A., San Francisco State University
- Gonzalez, Antonio**, 2015, Instructor, Mathematics  
B.S., University of California, Los Angeles; M.A., California State University, Fullerton
- Gordon Da Cruz, Cynthia**, 2018, Coordinator, Institutional Research  
B.A., Connecticut College; M.A., The Ohio State University; M.A., Ed.D., Harvard Graduate School of Education
- Greene, Dara**, 2006, Counselor  
B.A., University of California, Santa Barbara; M.S., San Francisco State University
- Grillo, Jeanine**, 2018, Instructor, Nutrition/Health  
B.S., San Francisco State University; M.S., San Jose State University
- Gutierrez, Ana**, 2018, Instructor, Early Childhood Education  
A.A., Chabot College; B.A., UMSNH-Michoacán University of St. Nicholas of Hidalgo, Michoacán, México; M.A., Mills College, Oakland
- Hale, Alice**, 2019, Instructor, Early Childhood Education  
B.A. University of California, San Diego, M.S., Bank Street College of Education
- Hanhan, Doris**, 2004, Instructor, Mathematics  
B.A., California State University, Hayward; M.A., University of California, Santa Cruz
- Harris, Timothy**, 2005, Instructor, Music  
B.A., California State University, Stanislaus; M.M., University of North Texas
- Hassan, Dov**, 2006, Instructor, Drama  
B.A., University of California Los Angeles; M.F.A., University of Missouri-Kansas City
- Hathaway, Adam**, 2018, Instructor, Machine Tool Technology  
M.F.A. (Sculpture), San Francisco Art Institute; B.F.A. (Sculpture), University of Montevallo
- Hildreth, Scott**, 1991, Instructor, Physical Science  
B.S., University of California, Davis and University of Edinburg; M.A., University of California, Berkeley
- Hintz, Hisako**, 2009, Instructor, ESL  
A.A., Chabot College; B.A., M.A., California State University, Hayward
- Ho, Ming-Lun**, 2004, Instructor, Mathematics  
B.S., M.A., University of California, Berkeley
- Huang, Wei-Chin**, 2009, Instructor, Architecture  
B.A., University of California, Berkeley; M.S., California Polytechnic State University, San Luis Obispo
- Igwe, Anthony**, 2002, Instructor, Kinesiology-Head Men's Soccer Coach  
B.A., University of San Francisco; M.S., San Francisco State University
- Irving, David**, 2019, Mental Health Counselor/Coordinator  
B.A., University of California, Santa Barbara; M.S., California State University, San Francisco
- Ishibashi, Kyle**, 2012, Instructor, Mathematics  
B.S., M.A., University of Hawaii At Manoa, Honolulu, HI
- Ismail, Mumtaj**, 2017, Instructor, Digital Media  
B.A., Rutgers University; M.A., The New School
- Jas, Reena**, 2016, Counselor/Instructor  
B.A., M.S., California State University, Long Beach
- Jason, Lashara**, 2020, Instructor, Nursing - Medical Surgical/Obstetrical Nursing  
M.S.N., Lamar University, Beaumont, Texas; B.S.N., University of Texas, Medical Branch, Texas
- Jensen, Megan**, 2018, Instructor, Mathematics  
B.A., University of California, Santa Cruz; California Teaching Credential, Biotechnology Certificate, M.S., California State University, East Bay



- Johnson, Orellana**, 2018, Instructor, English  
B.A., California State University, Sacramento; M.A., San Francisco State University
- Johnston, Carmen**, 2006, Instructor, English  
B.A., M.A., San Francisco State University
- Kalyagin, Dmitriy**, 2000, Instructor, Business  
A.S., Des Moines Area Community College; B.S., Samara State Pedagogical Institute; M.B.A., Drake University
- Kelly, Erin**, 2016, Instructor, Mathematics  
B.S., M.S., California Polytechnic State University, San Luis Obispo
- Klein, Lynn**, 2010, Instructor, Business  
B.S., M.B.A. California State University, Hayward
- Ko, Francis**, 2018, Instructor, Electronic Systems Technology  
A.A.S., Heald College; B.A., University of California, Berkeley; M.B.A., Trident University
- Komanetsky, Marysusan**, 2016, Instructor, Nursing (CSL Coord.)  
B.S.N., University of San Francisco; M.S.N., University of Florida
- Kubicki, Greg**, 2000, Instructor, Kinesiology-Head M&W Swimming Coach  
B.S., California State University, Hayward; M.S., Saint Mary's College of California
- Lachenmeier, Erika**, Instructor, ESL, 2020, B.A., Pitzer College; M.A., Portland State University, Oregon
- Lai, Michael**, 2014, Counselor/Instructor  
B.A., University of California, Berkeley; M.S., San Francisco State University
- Land, Kristin**, 2010, Instructor, English  
B.A., University of California, Los Angeles; Secondary English Credential, University of California, Berkeley; M.A., University of California, Berkeley
- Langdon, Michael**, 2005, Instructor, English  
B.A., University of North Carolina, Charlotte; M.A., Portland State University
- Lange, Jennifer**, 2006, Instructor, Biology  
B.S., University of California, Los Angeles; M.A., Stanford University; M.S., University of California, Los Angeles
- Le Pell, Ann**, 1993, Instructor, Drama  
B.A., University of California, Davis; M.A., San Francisco State University
- Lopez, Emmanuel**, 2014, Counselor/Instructor  
A.A., Modesto Junior College; B.A., University of California, Santa Barbara; M.Ed., University of California, Los Angeles
- Lopez Yanez, Arturo**, 2010, Instructor, Learning Disabilities/ASL  
A.A., College of The Sequoias; B.A., California State University, Fresno; M.A., Gallaudet University
- Lothian, Thomas**, 2016, Instructor, Mass Communications  
B.A., San Francisco State University; M.A., California State University, Hayward
- Mackey, Cheryl**, 2015, Instructor, Administration of Justice  
B.A., University of California, Los Angeles; M.S., Michigan State University; J.D., University of California, Hastings College of The Law
- Magallon, Angie**, 2002, Instructor, English  
A.A., Chabot College; B.A., California State University, Hayward; M.A., San Francisco State University
- Maier, Suzanne**, 2017, Instructor, Geography  
B.A., M.A., San Francisco State University
- Manos, Jerome**, 2014, Counselor/Instructor  
B.A., University of California, Davis; M.A., Holy Names University; M.S., University of La Verne
- Marawala, Zarir**, 1994, Instructor, Biology  
A.S., City College of San Francisco; B.A., University of California, Berkeley; M.A., San Francisco State University; D.Pm., California College of Pediatric Medicine
- March, Christopher**, 2020, Instructor, Machine Tool Technology  
B.A., University of California, Santa Cruz
- Martinez, Veronica**, 2008, Instructor, Communication Studies  
B.A., M.A., California State University, Hayward
- Mc Farland, Sean**, 1992, Instructor, English  
B.A., University of California, Santa Cruz; M.A., San Francisco State University
- McLean, Clara**, 2003, Instructor, English Composition  
B.A., University of California, Berkeley; M.A., Ph.D, University of California, Irvine
- McMiller, Keenan**, 2018, Instructor, Kinesiology & Athletics/Head Men's Basketball Coach  
B.A., San Francisco State University; M.S., Southern Arkansas University
- Mehl, Keith**, 2000, Instructor, Computer Sciences  
B.A., University of Texas, Austin; M.S., California State University, Hayward
- Mendoza, Christina**, 2001, Instructor, Sociology  
B.A., San Diego State University; B.A., University of Texas at San Antonio; M.A., Ph.D., University of Michigan
- Mercado, Juan**, 2016, Instructor, History  
B.A., University of California, Berkeley; M.A., San Jose State University; C.Phil., Ph.D., University of California, Los Angeles
- Messina Silva, Kathryn**, 2014, Counselor/Instructor  
B.A., University of California, Los Angeles; M.A., Stanford University; M.S., California State University, East Bay
- Miller, Daniel**, 1991, Instructor, Kinesiology & Athletic Trainer  
A.A., Chabot College; B.S., M.S., California State University, Hayward
- Molina, Patricia**, 2008, Instructor/Counselor  
B.A., Indiana University; M.S., California State University, Hayward
- Moniz, Rick**, 1991, Instructor, History  
A.A., Chabot College; B.A., M.A., California State University, Hayward
- Moon, Cristina**, 2006, Instructor, Spanish  
B.A., M.A., University of California, Berkeley; Ph.D., University of California, Los Angeles
- Morris, Richard**, 2010, Instructor, Kinesiology, Head Men's & Women's Tennis Coach  
B.S., M.A., California State University, Hayward
- Morrison, Kim**, 2004, Librarian  
B.A., Fairhaven College; M.A., University At Buffalo



- Mumford, Jay**, 2005, Instructor, Real Estate  
B.A., Western Michigan University
- Nguyen, Vu**, Instructor, 2019, Mathematics  
B.S., M.A., University of California Davis
- Nijjar, Rani**, 2008, Instructor  
B.A., M.A., San Diego State University
- Oshiro, Heather**, 2016, Counselor/Instructor  
B.A., University of California, Davis; P.P.S., M.S., San Francisco State University
- Osikomaiya, Yetunde**, 2015, Counselor/Instructor  
B.S., San Francisco State University; M.A., Saint Mary's College
- Otto, Rebecca**, 2004, Instructor, Biology  
B.A., Michigan State University; M.A., Central Michigan University
- Ozdemir, Hilal**, 2004, Instructor, Early Childhood Development  
B.A., Gazi University; M.A., Pacific Oaks College
- Palacio, Dioscoro**, 2002, Instructor, Music  
B.A., California State University, Hayward; M.A., California State University, Hayward
- Panella, Juztino**, 2014, Counselor/Instructor  
B.A., University of California, Berkeley; M.A., California Institute of Integral Studies; Lmft, California Board of Behavioral Sciences
- Patterson, Melissa**, 2015, Instructor, Business  
B.S., California State University, Hayward; M.B.A., California State University, East Bay
- Perkins, Kristina**, 2015, Medical Assisting Instructor & Program Director  
A.A., Western Career College; B.H.S.A., Baker College
- Phan, Linda**, 2014, Counselor/Instructor, DSPS  
B.A., Holy Names University; M.S.W., California State University, East Bay
- Pierson, Andrew**, 2006, Instructor, Psychology  
B.S., Suny University; M.A., Duquesne University; Ph.D., University of Buffalo
- Pine Schoonmaker, Liisa**, 2019, Instructor, Welding Technology,  
B.A., University of California, San Diego; C.W.I, American Welding Society, Miami
- Pinkas, Catherine**, 2007, Instructor, Business  
A.A., City College of San Francisco; B.S., University of the State of New York; M.B.A., John F. Kennedy University; Ph.D., Northcentral University
- Pitcher, Wayne**, 2006, Instructor, Chemistry  
B.S., Massachusetts Institute of Technology; Ph.D., Stanford University
- Puckett, Theresa**, 1999, Instructor, English Composition  
B.A., New Mexico State University; M.F.A, Southwest Texas State University
- Quigley, Daniel**, 2013, Instructor, Engineering  
B.S., M.S., University of Nevada, Reno
- Rajaram, Samantha**, 2014, Instructor, English  
B.A., University of California, Los Angeles; M.A., University of Pennsylvania; J.D., University of California, Hastings College of The Law, San Francisco
- Reed, Tommy**, 2015, Counselor/Instructor, Daraja B.A., California State University, East Bay; M.A. & P.P.A., San Jose State University
- Reynoso, Pedro**, 2009, Librarian B.S., California Polytechnic State University, San Luis Obispo; M.L.I.S., San Jose State University
- Robinson, Kyle**, 2016, Instructor, Kinesiology, Head Track & Field Coach B.S, CSU Chico; M.S. Saint Mary's College of California
- Ruiz, Norberto**, 1983, Instructor, Business  
A.A., Chabot College; B.S., California State University, Hayward; M.B.A., St. Mary's College
- Saenz, Elsa**, 2001, Counselor/Instructor/Coordinator, CalWORKS  
B.A., University of California, Berkeley; M.S.W., California State University, East Bay
- Sawhney, Harjot**, 2006, Instructor, General Chemistry  
B.A., M.A., Guru Nanak Dev University; M.A., Indian Institute of Technology; M.A., California State University, Hayward
- Scherbart, Ryan**, 2015, Instructor, Humanities, Religious Studies  
B.A., University of California, Santa Barbara; M.A., San Diego State University; Ph.D., University of California, Santa Cruz
- Schlechter, Janet**, 2015, Instructor, Dental Hygiene  
A.S., Foothill College; B.S., M.Ed., Northern Arizona University
- Shadbolt, Kurt**, 2011, Instructor, Automotive Technology  
A.A., Sequoia Institute; B.S., Florida Metropolitan University
- Shannon, Patricia**, 2002, Instructor, Humanities  
B.A., Michigan Technological University; M.A., Ph.D., Graduate Theological Union
- Sherburne, Michael**, 2010, Instructor, Automotive Technology  
A.S., Sequoia Institute
- Siroy, Steven**, 1993, Instructor, Kinesiology, Head Wrestling Coach  
B.A., San Francisco State University; M.A., University of San Francisco
- Smith, Landon**, 2019, Instructor, English Composition  
B.A., University of Michigan, Ann Arbor; M.A., Mills College
- Stanley, Shannon**, 2016, Counselor, Articulation  
B.A., University of California, Davis; M.S., California State University, Hayward
- Stephens, Mark**, 2007, Instructor, History  
B.A., Bridgewater College; M.A., California State University, East Bay
- Stipe, Bonnie**, 2015, Instructor, Art, Studio  
B.A., B.F.A, University of Akron; M.F.A., University of New Mexico
- Tavis, William**, 2008, Instructor, Kinesiology, Head Baseball Coach  
B.A., Metro State College of Denver; M.S., National University California
- Telles, Connie**, 1998, Instructor, Nursing, Program Director  
A.D.N., Chabot College; B.S.N., California State University, Dominguez Hills; M.S.N., San Jose State University; D.N.P, University of San Francisco
- Telles, Joshua**, 2017, Instructor, Learning Skills/Learning Disabilities  
B.A., San Francisco State University; Multi-Subject Teaching Credential, Mild/Moderate Education Specialist Teaching Credential; M.S., California State University, East Bay

- Tenn, Shoshanna**, 2001, Instructor, English  
B.A., University of California, Los Angeles; M.A., San Francisco State University
- Thiel, Clayton**, 1991, Instructor, Art  
B.F.A., Merryville University; M.F.A., San Jose State University
- Thompson, Michael**, 2003, Instructor, History  
B.A., M.A., University of California, Berkeley
- Todd, Stephanie**, 2016, Instructor, Communications Studies/Forensics  
B.A., M.A., San Francisco State University
- Traugott, Jonathan**, 2002, Instructor, Computer Science  
B.A., B.S., M.S., Stanford University
- Trindade, Jeremy**, 2018, Instructor, Mathematics  
B.A., University of California, Berkeley; M.S., California State University, East Bay
- Tsao, Jeffrey**, 2016, Instructor, Biology  
B.S., University of California, Berkeley; M.S., Yale University
- Ulibarri-Sponsel, Lisa**, 2018, Instructor, English  
B.A., University of California, Berkeley; M.A., California State University, East Bay
- Ventrano, David**, 2019, Instructor, Welding Technology  
B.S., San Francisco State University; B.A., San Francisco State University; C.W.I., American Welding Society
- Vilche, Ella**, 1995, Instructor, Kinesiology  
A.A., Chabot College; B.A., California State University, Fresno; M.S., California State University, Hayward
- Washington, Tamisha**, 2013, Instructor, Nursing Obstetrics  
RNC-OB, National Certification in Inpatient Obstetrics; B.S.N., California State University, East Bay; M.S.N., San Francisco State University
- Weathers, Tess**, 2018, Instructor, Engineering  
B.S., California Polytechnic State University, San Luis Obispo; M.S., University of California, Davis; Ph.D., Colorado School of Mines
- Wells, Andrew**, 2001, Instructor, Chemistry  
B.A., University of California, San Diego; Ph.D., Massachusetts Institute of Technology
- Wieser, Charlene**, 1990, Instructor, Mathematics  
A.A., Skyline College; B.A., University of California, Santa Barbara; M.S., California State University, Hayward
- Williams, Kenneth**, 1980, Instructor, Economics  
B.A., M.A., San Jose State University
- Williams, Monique**, 2016, Instructor, English  
A.A., Chabot College; B.A., Mills College; M.A., San Francisco State University
- Wolford, Jane**, 1991, Instructor, History  
B.A., California State University, Hayward; M.A., San Francisco State University
- Wong, Wanda**, 2001, Instructor, Computer Science  
B.A., University of California, Berkeley; M.B.A., California State University, Hayward; D.B.A., Northwestern Polytechnic University
- Woo, Mary**, 2018, Instructor, Nursing  
R.N., M.S.N., University of Texas, Arlington
- Wu, Patricia**, 2006, Instructor, Biology  
B.A., University of California, Berkeley; M.S., Georgetown University
- Yest, Robert**, 2008, Instructor, Mathematics  
B.S., M.S., The University of Michigan; Ph.D., Arizona State University
- Yungerman, Alisa**, 2007, Instructor, English Composition  
B.A., University of California, Berkeley; M.F.A., New York University
- Zappa, Stephanie**, 1999, Instructor, English Composition  
B.A., California State University, Hayward; M.F.A., Mills College
- Zermeno, Francisco**, 1978, Instructor, Spanish  
B.A., M.A., University of California, Santa Barbara
- Zuliani, Diane**, 2000, Instructor, Art History  
B.A., California State University, Long Beach; M.A., University of New Mexico





Audrey D. Weills, Instructor-Counselor Director of Counseling and Guidance	1965–75	George A. Sage, Instructor	1961–88
Paul L. Broderick, Instructor-Counselor	1965–76	Mary M. Boubel, Instructor-Librarian	1962–88
Kenneth L. Edwards, Instructor	1962–76	Paul E. Beckett, Instructor	1963–88
Flossie E. Sheehan, Instructor	1965–76	Robert E. Kelly, Instructor	1963–88
Arylyene F. Marsh, Instructor	1962–77	Kaye C. Kennett, Chair-Instructor	1964–88
Emily G. Pletta, Instructor	1961–77	Amy E. Awtrey, Instructor	1965–88
Janet M. Cotter, Instructor	1964–78	Elsie G. Kent, Instructor	1966–88
Fred Hirsch, Chairman-Instructor	1961–78	Barbara W. Garfinkle, Counselor	1967–88
R. Glenn Leuning, Chairman-Instructor	1964–78	Walden a. Leecing, Instructor	1967–88
Marie G. Maierhoffer, Instructor	1962–78	Marvin D. Thompson, Instructor-Counselor	1968–88
Wallace B. Pefley, Instructor	1962–78	Beverly R. Sklueff, Instructor	1977–88
Nancyjean Weitzmann, Instructor	1962–78	Truman Fisher, Instructor	1961–89
C. Marie Busby, Instructor	1961–79	Jackson Conley, Instructor	1966–89
Chester A. Lavelle, Instructor	1967–79	Melvin Edwards, Instructor	1966–89
Harold O. Palmer, Chairman-instructor	1961–79	Robert J. Forester, Counselor	1968–89
Byford H. Scott, Instructor	1962–79	Harold B. Fraser, Instructor	1969–89
Donald J. Green, Instructor	1962–80	Herbert B. Kennedy, Instructor	1969–89
Robert Barthol, Instructor	1967–81	Harrison J. Hannon, Instructor	1972–89
Reed L. Buffington, Superintendent/President	1961–81	George Anna Tow, Counselor	1975–89
Leendert Kamelgarn, Instructor	1965–81	Phoebe E. Cortessis, Instructor	1976–89
Yvette K. Lehman, Instructor	1967–81	Stephen I. Maltz, Instructor	1963–90
Wallace Look, Librarian	1969–81	Mary Lou Fitzgerald, Instructor	1964–90
John R. McKinley, Dean of Administrative Services	1962–81	John C. Newell, Instructor	1964–90
Robert T. Whalen, Instructor	1961–81	Frank C. Denney, Instructor	1965–90
Bert P. Jamison, Instructor	1961–82	Glenys W. Wilson, Instructor	1965–90
Edwin F. Quinnell, Librarian	1969–82	Richard D. Yeo, Executive Dean	1965–90
Mischa Schwartzmann, Instructor	1963–82	Will A. Dickhuth, Director of Counseling & Guidance	1968–90
Vivian Borkgren, Instructor	1972–83	Claire E. Chapin, Instructor	1971–90
Dolores E. Cysewski, Instructor	1965–83	Ray J. Edwards, Instructor	1962–91
Warren B. Hicks, Associate Dean of Instruction Learning Resources	1963–83	John D. Yarbrough, Instructor/Counselor	1962–91
David P. Hill, Instructor-Counselor	1965–83	John L. Maxwell, Instructor	1964–91
Marguerite P. Hope, Instructor	1967–83	David S. Burton, Instructor	1965–91
Arthur L. Larson, Dean of Student Personnel	1967–83	James E. Wickens, Instructor	1966–91
Bates L. Brian, Instructor	1968–84	Gerald D. Friedel, Instructor	1967–91
R. Wayne Crews, Instructor	1965–84	Irving Batz, Dean of Student Services	1968–91
Jack Criqui, Instructor	1963–84	Donald V. Nilson, Instructor	1974–91
Thomas H. Driscoll, Instructor	1965–84	Robert G. Brown, Instructor	1964–92
Stuart J. Inglis, Instructor	1965–84	Joseph E. Graves, Instructor	1964–92
L. Jack Fishbaugh, Instructor	1961–85	Doret R. Kollerer, Instructor	1965–92
Eugene F. Marker, Instructor	1964–85	John T. Healey, Instructor	1966–92
David M. Minor, Instructor	1965–85	Gordon T. Randall, Instructor	1967–92
Georgia E. Owens, Instructor	1964–85	Marilyn M. Rhodes, Instructor	1971–92
Marguerite Baray-Reyes, Instructor-Counselor	1973–85	Barbara L. Short, Instructor	1971–92
William H. Hopper, Instructor	1964–86	Stanely C. Lichtenstein, Instructor	1975–92
Eleanor B. Meyer, Instructor-Counselor	1963–86	Kathleen R. Conneely, Instructor	1961–93
Lawrence D. Mosher, Instructor	1966–86	Vittorio Valenza, Instructor	1961–93
James T. Davis, Instructor	1962–87	John T. Miller, Instructor	1962–93
Mark C. Jones, Instructor	1962–87	Ray Stanfanson, Instructor	1962–93
James F. Coovelis, Instructor	1963–87	Neil R. Coley, Instructor	1963–93
Frederick B. Augustine, Instructor	1965–87	Gordon R. Peak, Instructor	1965–93
Beverly J. Levine, Instructor	1965–87	Frank E. West, Instructor	1969–93
Betsy M. Mahle, Instructor	1966–87	Diane M. Sivers, Instructor	1973–93
Joy L. Sanderson, Instructor	1971–87	Margaret C. Emery, Instructor	1975–93
		Peter G. Madsen, Instructor	1982–93

John L. Wagoner, Chair, Division of Physical Education	1962–94	James F. Joseph, Instructor	1979–99
Gene R. Wellman, Director of Athletics	1962–94	Allen J. Wall, Instructor	1989–99
Don C. Eaton, Instructor	1963–94	Hans J. Peeters, Instructor	1963–00
Glenn A. Malcolm, Instructor	1963–94	Barbara M. Pope, Instructor	1965–00
Ezra A. Meyer, Instructor	1964–94	Valerie C. Hicks, Librarian	1969–00
Greta V. Weaver, Instructor-Counselor	1964–94	Elliott A. Charnow, Dean of Humanities, Instructor	1972–00
Clyde T. Allen, Instructor	1965–94	William B. Brophy, Instructor	1976–00
David L. Garnhart, Instructor	1965–94	Frederick L. Collins, Instructor	1982–00
John E. Cleary, Instructor	1966–94	Clifford F. Oliver, Instructor	1965–01
Lee Hinckley, Counselor	1967–94	Charles W. Hammond, Instructor	1967–01
Otto E. Mielenz, Chair-Instructor	1967–94	Frederick Sims, Instructor	1968–01
Robert L. Harris, Instructor	1968–94	Terry Cagaanan, Instructor	1970–01
Gordon W. Locklear, Instructor	1968–94	Neill G. Studley, Instructor	1972–01
Nick L. Singares, Instructor	1969–94	Victoria P. Morrow, Instructor	1975–01
Willie J. Jackson, Instructor	1970–94	Leonard Woolfolk, Instructor	1975–01
Marion A. Sanchez, Instructor-Counselor	1970–94	Connie I. Clark, Instructor	1977–01
George B. Immisch, Instructor	1975–94	Payton P. Nattinger, Instructor	1976–01
Mason C. Layman, Instructor-Counselor	1975–94	Richard Albert, Instructor	1962–02
Donald Christiansen, Instructor	1976–94	John H. Shaw, Instructor	1968–02
Mildred J. Collins, Instructor	1977–94	Jaime J. Flores, Instructor	1969–02
Howard B. Larsen, Instructor	1985–94	Victor W. Chen, Dean of Social Sciences/Instructor	1970–02
Juanita R. Focha, Instructor	1967–95	Carol Y. Conway, Instructor	1976–02
Edward G. Cates, Instructor	1970–95	Allan R. Reiff, Instructor	1967–03
Constantine Mastroyannis, Instructor	1965–95	Adam D. Young, Jr., Instructor	1967–03
Jerald T. Ball, Instructor	1964–96	Carolyn J. Greene, Instructor/Counselor	1968–03
Robert G. Hunter, Dean of Academic Services, Vocational and Applied Technology	1966–96	Elizabeth A. Flynn, Instructor	1970–03
Robert E. Dahl, Instructor	1967–96	Ordean G. Severud, Instructor	1976–03
Elizabeth O Vician, Counselor/Instructor	1967–96	Jean J. Smith, Instructor	1985–03
Norman V. Olson, Instructor	1970–96	Milton Tanner, Instructor	1964–04
Jimmy G. S. Ong, Instructor	1971–96	Myrna L. Bowman, Instructor	1973–04
Judy U. Porta, Instructor	1975–96	David F. Leonard, Instructor	1973–04
Janice M. Albert, Instructor	1962–97	Robert R. Wiseman, Instructor	1975–04
Billy A. Smith, Instructor	1965–97	Lydia E. Cooper, Instructor	1980–04
Helen P. Bridge, Instructor	1975–97	David W. Butler, Librarian	1983–04
Donald Cappa, Instructor	1975–97	Ronald D. Arroyo, Instructor/Counselor	1984–04
James A. Healey, Instructor	1965–97	Ray K. Westergard, Instructor	1986–04
Kinmont T. Hoitsma, Instructor	1970–97	Robert W. Thomsen, Instructor	1963–05
John Brunn, Instructor	1961–98	Chester D. Rhoan, Instructor	1968–05
Ellen L. McIlroy, Instructor	1966–98	William E. Threlfall, Instructor	1968–05
Elain T. Dias, Instructor	1975–98	Dan A. Alex, Instructor	1975–05
Mark N. Wayne, Instructor	1965–98	Larry A. Beal, Instructor	1975–05
Gilbert J. Ribera, Instructor	1964–98	Virginia Maruyama, Instructor	1975–05
Georgie A. Chivington, Instructor	1965–98	Russell L. Breslauer, Instructor	1980–05
Leonard I. Blau, Instructor	1966–98	Richard E. Botelho, Instructor	1981–05
Mary L. Evans	1967–98	Francisco C. Sumares, Instructor	1982–05
Diane B. Kerrick, Instructor	1967–98	Eugene F. Rockemann, Instructor	1983–05
David J. Perry, Instructor	1967–98	Robert W. Collins, Instructor	1968–06
Charles T. Goetschel, Instructor	1975–98	Diana Immisch, Instructor	1990–06
Leland F. Kent, Dean of Academic Services	1975–98	Helene J. Looze, Instructor	1975–06
Ruthie L. Self, Vice-President of Student Services	1983–98	Gaila A. Moore, Instructor	1977–06
Harriet N. Hungate, Instructor	1985–98	Lois Machado, Instructor	1976–06
Felix Galaviz, Jr., Project Puente Coordinator	1975–99	Charles R. Natson, Instructor	1990–06
Patricia R. McGrath, Project Puente Coordinator	1969–99	Orlando S. Pascoa, Instructor	1989–06
Milton F. Norte, Instructor	1980–99	Susan A. Cota, Chancellor	1991–07
		Ross E. Shoemaker, Instructor	1968–07
		Donald K. Skiles, Instructor	1988–07



David E. Arovola, Instructor	1970–08	Monica R. Munger, Instructor	1993–14
Kenneth R. Everhard, Instructor	1969–08	Julie A. Segedy, Instructor	1988–14
Eugene P. Groppetti, Dean of Arts & Humanities/Instructor	1975–08	Ernesto Victoria, Counselor	2000–14
Robert L. Hughes, Instructor	1995–08	Burnierose L. Wilson, Counselor	1990–14
Gail C. Johnson-Murphy, Counselor	1973–08	Thomas Clark, Dean of Applied Technology & Business	2005-14
Theresa M. Lebeiko, Instructor	1988–08	Deborah A. Buti, Librarian	1994-14
Daniel J. Leonardi, Instructor	1974–08	Indrani D. Chaudhuri, Instructor	2000-14
William A. McDonald, Counselor/Instructor	1992–08	Kathy G. Kelly, Instructor	1993-14
Carol W. Murray, Instructor	1988–08	Irene L. Plunkett, Instructor	1984-14
Fe L. Baran, Instructor	1989–09	Gerald Shimada, Interim Vice President Student Services	1994-14
Linda J. Barde, Instructor	1995–09	Jane Valley, Instructor	1985-15
Carol A. Baumann, Librarian	1990–09	Jerry R. Egusa, Instructor	1977-15
Jane C. Berg, Instructor	1979–09	Josephine A. Galliano, Instructor	1999-15
Ceinwen L. Carney, Instructor	1989–09	Kathleen R. Allen, Counselor/Coordinator	1997-16
Dennis C. Chowenhill, Instructor	1977–09	Sherri A. Yeager, Instructor	1993-16
Nancy L. Cowan, Instructor	1975–09	Connie J. Gerton, Instructor	1994-16
Carol J. Golden, Instructor	1993–09	Zahra F. Mofidi, Instructor	1985-16
Frederick G. Hodgson, Instructor	1988–09	Linnea E. Wahamaki, Instructor	2000-16
John L. Holloway, Instructor	1988–09	Michael S. Absher, Instructor	2002-16
Gayle J. Hunt, Instructor	1990–09	Mark A. Schaeffer, Instructor	2003-16
William B. Johnson, Instructor	1973–09	Donald L. Plondke, Instructor	2000-17
Joseph Kuwabara, Jr., Instructor	1974–09	Cynthia S. Stubblebine, Instructor	1990-17
Rachel M. Maldonado-Aziminia, Instructor	1980–09	Bruce E. Mayer, Instructor	2003-17
Christine L. McDaniel, Instructor	1985–09	Stephen V. Woodhams, Instructor	1989-17
Guadalupe S. Ortiz, Instructor	1985–09	Valla (Valjean) J. Dale, Dean of Counseling	1998-17
Zack G. Papachristos, Instructor	1969–09	Vanessa Cormier, Manager, Children's Center	1998-17
Jeanette G. Paz, Instructor	1989–09	Marcia L. Corcoran, Dean, Language Arts	2005-17
Julee J. Richardson, Instructor	1985–09	Adolph Oliver, Instructor	1976-17
Sally Stickney, Instructor	1994–09	Carolyn L. Arnold, Institutional Researcher	1993-18
Linda L. Swanson, Instructor	1987–09	Agnello F. Braganza, Instructor	1990-18
Linda J. Zweifel, Instructor	1983–09	Debra I. Caldwell, Instructor	1991-18
E. Desre Anderes Solomon, Instructor	1995-11	Laurie J. Dockter, Instructor	1976-18
Joseph H. Berland, Instructor	1989-11	Christine A. Gillis, Instructor	1989-18
Steven L. Daprato, Instructor	2001-11	Charlotte E. Lofft, Instructor	1983-18
Melva Y. Garcia, Instructor	1992-11	H. Ashley Long, Instructor	1984-18
Susan Gill, Instructor	1988-11	James E. Matthews, Librarian	1988-18
Cynthia G. Hicks, Instructor	1985-11	Janice V. Novak, Instructor	2004-18
Patricia A. Keeling-Haines, Instructor	1978-11	Barbara A. Ogman, Instructor	2001-18
Gloria M. Meads, Instructor	1991-11	Shirley A. Pejman, Counselor/Instructor	1994-18
Judithann O'Toole, Instructor	2001-11	Wayne A. Phillips, Instructor	2001-18
Ramon C. Parada, Instructor	1986-11	Dan Raveica, Instructor	2001-18
Susan A. Tong, Instructor	1989-11	Michelle E. Sherry, Instructor	1997-18
Christopher L. Waldo, Instructor	1992-11	Stephen A. Small, Instructor	2003-18
Maurice Ngo, Instructor	1975-12	Anita J. Wah, Instructor	2000-18
Katsushige Kajiwara, Instructor	1981–12	Barbara J. Worthington, Instructor	2005-18
Peter K. Davis, Instructor	1976–13	Rudolph C. Cockerham, Instructor	2002-19
Eugene J. Esquierdo, Instructor	1991–13	Margaret A. Schumacher, Instructor	1999-19
Larry A. Cain, Instructor	1982–14	Mireille R. Giovanola, Instructor	1999-19
Jane D. Church, Counselor/Articulation Officer	1992–14	Timothy A. Dave, Instructor	2000-20
Carey E. Harbin, Counselor	1986–14	Kent L. Uchiyama, Instructor	1991-20
Shari L. Jacobsen	1985–14	Jose R. Alegre, Instructor	1990-20
Marcia S. Kolb, Instructor	1982–14	Christine R. Santiago, Counselor	2001-20
Naoma L. Mize, Counselor	1989–14	Janice L. Golojuch, Instructor	1995-20



**CLASSIFIED STAFF**

**CLASSIFIED SENATE – NOELL ADAMS, PRESIDENT**

Adams, Noell Degree Audit/Student Education Planning Systems Coordinator

Adams Bailey, Tracey Athletic Trainer

Aguinaga, Erika Admissions & Records Assistant II

Albrecht, Nicole Grant Developer/Writer

Aldana, Nanette Receptionist

Alhamal, Nabil Laboratory Technician

Ali, Wafa Senior Administrative Assistant

Amons, Jonathan Bookstore Cashier

Arriaga Delgado, Hilda Campus Safety & Security Communications Dispatcher Senior Financial Aid Advisor

Avila, Trisha Administrative Assistant

Bailey, Claire Veterans Program Coordinator

Bailey, Melissa Student Services Assistant

Barboza, Arthur Admissions & Records Assistant II

Baron, Cristina Library Technician

Belcher, Roland Security Supervisor

Billy, Ronald Computer Network Support Specialist I

Blanco, Cesar Student Records Evaluator

Bondoc, Rozen Admissions & Records Assistant II

Bongard, Lora Senior Administrative Assistant

Bononcini, Kimberly Student Records Evaluator

Buelna, Linda Production Assistant

Butler, Morgan Curriculum & Student Learning Outcomes Specialist

Cavillo, Lannibeth Senior Administrative Assistant

Cao, Kim-Uyen Instructional Assistant

Carlsen, Lisa Dental Hygiene Clinical Assistant

Casillas, Maria Executive Assistant to Vice President

Castellanos, Angela Counselor Assistant II

Chan Barrios, Emily Family Resource Coordinator

Chou, Eva Computer Network Support Specialist II

Clark, Alexander Campus Safety & Security Communications Dispatcher

Corpus, Shelley Counselor Assistant II

Crawford, Shawna Senior Administrative Assistant

Criswell, Virginia Bookstore Textbook Buyer

Daniels, Sharron Security Officer

Daniels, Zachary Outreach Specialist

David, Alan Instructional Technology Coordinator

Davis, Christina Program Coordinator - International Students

Day, Sean Senior Laboratory Technician

Decker, Ronald College Administrative Services Officer

Delos Santos, Irene Security Officer

Dennis, Talice Security Officer

Dishman, Erika Library Technician

Doty, Karen Early Childhood Specialist

Dowrie, Thomas Alternative Media Technology Specialist

Duran, Rochelle Security Officer

Ealy, Farin Outreach Specialist

Eastwood, Maria

Emanuele, Linda

Fabian, Darryl

Fanene, Eric

Field, Katrin

Fife, Bernadette

Figueiredo, Valerie

Fiscus, Susan

Flores, Sarah

Franco, Philomena

Fuller, Donald

Galas, Robin

Gonzalez, Yari

Hale, Eugene

Han, Pamela

Hassler, Rick

Hernandez, Javier

Hernandez, Heather

Herrera, Christine

Hirstein, Ellie

Huerta, Matthew

Ilmberger, Luke

Johnson, Cynthia

Kadhem, Wafaa

Kam, Wing

Keo, Sopernn

Khalsa, Punit

Knowles, Karen

Lee, Jean

Lee, Terra

Leung, Andrew

Lewis, Blake

Liau, Indrawati

Liu, Na

Lopez, Jose

Love, Mary

Lowery, Charles

Lyons, Leah

Maciel, Cervantez

Manicki, Cheree

Martinez, Regina

McCoy, Meliny

McCue, Crystal

McGregor, Michelle

Mendez, Roberto

Metcalf, Karen

Millington, Chilopie

Mitchell, Zeraka

Montouth, Stefanie

Moore, Stacey

Moore, Nathan

Morales, Vanessa

Morris, Blessing

Administrative Assistant

Student Services Assistant

Instructional Systems Technician

Physical Education/Athletics Assistant

Assessment Specialist

Theatre Manager

Administrative Assistant

Financial Aid Advisor II

Graphics Technician

Fiscal Coordinator, Special Programs & Grants

Instructional Systems Technician

Program Director, TRIO

Financial Aid Advisor II

Stage Technician

Accounting Technician

Curriculum & Scheduling Specialist

Outreach Specialist

Library Services Specialist

Senior Administrative Assistant - Confidential

Administrative Assistant

Library Technician

Laboratory Technician

Counselor Assistant II

Early Childhood Specialist

Webmaster

Audience Services Technician

Financial Aid Advisor II

Bookstore Cashier

Student Records Evaluator

Senior Instructional Assistant

Instructional Assistant

Library Technician

Research Analyst

Research Analyst

Intercollegiate Athletics Technician

Instructional Assistant

Security Officer

Administrative Assistant

Ana Financial Aid Outreach Specialist

Executive Assistant to Vice President

Counselor Assistant II

Senior Laboratory Technician

Early Childhood Specialist

Early Childhood Specialist

Program Director, TRIO

Instructional Assistant

Counselor Assistant II

Instructional Technology Specialist

Counselor Assistant I

Counselor Assistant II

Security Officer

Administrative Assistant

Instructional Technology Specialist





Morrison-Pegg, Caroline	Audience Services Technician	Smith, Alise	Counselor Assistant I
Murillo, Christian	Instructional Assistant	Smith-Crawford, Tina	Bookstore Textbook Purchasing Assistant
Mwamba, Patrick	Instructional Assistant		Outreach Specialist
Nadonza, Mary Ann	Veterans Specialist	Soto, Cynthia	Counselor Assistant II
Nahinu, Yvette	Senior Administrative Assistant	Sparrow, Bionca	Senior Administrative Assistant
Navarri, Anamarie	Instructional Assistant	Stanley, Kathleen	Bookstore General Merchandise Buyer
Nelson, Ariel	Financial Aid Advisor II	Stevenson, Vernon	Senior Laboratory Technician
Nelson, Jeffrey	Security Officer	Tashjian, Setrag	Financial Aid Advisor I
Orochena, Kenya	Counselor Assistant II	Taylor, Damien	Financial Aid Advisor II
Orozco, Mario	Admissions Specialist	Tibi, Silvino	Accounting Technician
Oteyza, Maria Elizabeth	Administrative Assistant	Tran, Lan	Library Technician
Owens, Arthur	Security Officer	Tran, Sandy	Senior Administrative Assistant
Parker, Megan	Curriculum & Scheduling Specialist	Tupper-Eoff, Rachael	Senior Instructional Assistant
Ramento, Renato	Counselor Assistant II	Ugakit, Victoria	Bookstore Accounting Specialist
Ramirez, Sylvia	Counselor Assistant II	Van, Shelia	Early Childhood Specialist
Ramos, Remigio	Financial Aid Advisor II	Vera, Ana Laura	Mentor Program Analyst
Reddy, Kirti	Executive Assistant to College President	Verarde, Christie	Early Childhood Specialist
		Vo, Mellissa	Mobility Assistant / Driver
Reyes, Leticia	Counselor Assistant II	Williams, Richard	Senior Administrative Assistant
Reyes de Soto, Adriana	Administrative Assistant	Williams, Susan	Early Childhood Specialist
Riojas, Julian	Early Childhood Assistant	Winslow, Nancy	Executive Assistant to Vice President
Rodriguez-Larrain, Maria del Carmen	Program Director, TRIO	Witt, Bella	Performing Arts Specialist
Roldan Sun, Cresali		Wolfe, John	Financial Aid Advisor III
Roseby, Osibisa	Financial Aid Advisor II	Wong, Sisley	Admissions & Records Assistant III
Sannebeck, Cheryl	Counselor Assistant II	Wright, Judy	Computer Network Support Specialist II
Sarkar, Sujoy	Senior Administrative Assistant	Yasaki, John	Admissions & Records Assistant II
Shepherd, Victoria Jean	Media Production Specialist	Yow, Isabel	
Shira, Craig	Senior Laboratory Technician		
	Graphic Designer		





## CLASSIFIED STAFF EMERITI

Joseph H. Bunio	1968–1986	Groundsworker	Eleanor Jardine	1976–1993	Learning Resources Technician II
Charles Dean, Jr.	1968–1986	Custodian I	Barbara Anderson	1980–1993	Secretary I
Maxine Calleri	1973–1986	Personnel Technician II	Royal J. Johnson	1980–1993	Custodian I
Virginia MacCrossen	1973–1986	Admissions and Records Clerk II	Nathanael Clark	1981–1993	College Clerk III
Norma L. Kernes	1965–1987	Student Services Assistant	Karen A. Cufflin	1978–1994	Manager, Bookstore
Charles E. Sherman	1965–1987	Maintenance Technician	Theresa M. Rivera	1979–1994	Custodian I
Don Martinez, Jr.	1966–1987	Maintenance Worker	William H. Cox	1984–1994	Lead Custodian
Dolores H. Camarena	1976–1987	Secretary I	Gene W. Houck	1969–1995	Television Technician III
Marion H. McSweeny	1962–1988	Learning Resources Technician III	Raymond Marchan	1972–1995	Custodian I
Victor T. Cabral	1966–1988	Maintenance Worker	JoAnne C. Neu	1979–1996	Executive Secretary
James J. Miller	1966–1988	Grounds Worker	Mary L. Rivera	1971–1996	Mailroom Clerk
Barry C. Abella	1974–1988	Admissions and Records Clerk I	James M. Sheehan	1978–1996	Custodian
Ellen E. Johnson	1975–1988	Admissions and Records Clerk I	Everett D. Arruda	1986–1996	Maintenance Technician
Carl R. Johnson	1976–1988	Maintenance Technician	Gay M. Connor	1965–1997	Staff Assistant
Segundo C. Raymundo	1976–1988	Custodian I	Margaret P. Roddan	1970–1997	Student Records Evaluator
Susanne E. Crouse	1965–1989	Secretary II	Kay C. Nicholson	1978–1997	Admissions and Records Clerk I
Vincent F. Gallegos	1965–1989	Maintenance Mechanic	Linda K. Pyzer	1982–1997	Computer Operator
Betty W. Giblin	1965–1989	Registrar/Manager, Admissions and Records	Mary J. Twomey	1982–1997	Instructional Assistant II
Susumu Matsumoto	1965–1989	Gardener	Alberta M. Pitts	1969–1998	Locker Room Attendant
Marjorie R. O'Leary	1971–1989	Executive Secretary	Ida M. Thompson	1977–1998	Admissions & Records Assistant II
Rosemay Riddell	1979–1989	Secretary II	Anne M. Warrin	1977–1998	Instructional Assistant II
John Alexander	1973–1990	Grounds Worker	Janet Covington	1961–1999	Reprographic Systems Technician II
Louise G. Battle	1976–1990	Custodian I	Mary F. McClendon	1963–1999	Academic Services Specialist II
Irene M. Jeuit	1979–1990	Custodian I	Madgie Faye Roberts	1976–1999	Learning Resources Technician I
Francisco T. Calbonero	1980–1990	Custodian I	Patricia L. Sira	1976–1999	Custodian I
Leslie (Bob) R. Ence	1966–1991	Manager Media Operations	Dianne J. Colon	1975–2000	Telephone Receptionist
Abel S. Marks	1971–1991	Grounds Worker I	Diana J. Bond	1981–2000	Secretary II
Patricia A. Burnside	1974–1991	Admissions and Records Clerk I	Sylvester Johnson	1972–2001	Locker Room Attendant
Patricia A. Brock	1977–1991	Accounting Technician	Vincent L. Triggs	1972–2001	Laboratory Technician II
Agnes L. Holbrook	1978–1991	Accounting Assistant	Irene N. Garcia	1974–2001	Career Transfer Center Specialist
Faye L. Gleason	1980–1991	Secretary I	Peggy A. Wentz	1976–2001	Admissions & Records Assistant II
Dorothy C. Sullivan	1981–1991	Admissions and Records Clerk I	Peggy R. Pettis	1982–2001	Bookstore General Merchandise Buyer
Daniel R. Bokuvka	1961–1992	Payroll/Risk Manager	Nancy E. Beers	1991–2001	Student Services Assistant
Maureen M. Murray	1967–1992	Admissions and Records Clerk I	Stephne J. Macintosh	1977–2003	Library Technician III
Louie C. Abaitua	1972–1992	Assistant Maintenance Supervisor	Connie Leal	1986–2003	Custodian I
Iris E. Pullen	1974–1992	Printing Systems Operator I	Rosalie J. Stempin	1987–2003	Administrative Assistant II
Lucille M. Abraham	1977–1992	Media Services Specialist II	Ann M. Reymundo	1989–2003	Admissions and Records Assistant
Dolores M. Tassinari	1981–1992	Learning Resources Technician	Wiana L. Choy	1982–2004	Academic Services Specialist II
Betty D. Davis	1962–1993	Executive Assistant to the Chancellor	Gary R. Chamberland	1987–2004	Maintenance Supervisor
John R. Rodriguez	1965–1993	Grounds Technician	John F. Corrigan	1991–2004	HVAC Maintenance Engineer
Joan M. Campanielle	1966–1993	Secretary to the President	Steven J. Silva	1976–2004	Custodial Manager
Seth T. Bailey	1973–1993	Laboratory Technician II	Heidi Spearer	1991–2004	Administrative Assistant
Lawrence Sizar	1973–1993	Director, Personnel Services and Employee Relations	James W. Lyons	1989–2005	Lead Custodian
Elizabeth E. Inglis	1976–1993	Instructional Assistant II	Jimmy A. Rumelhart	1988–2005	Laboratory Technician Electronics



Loisanne M. Sellars	1994–2005	Bookstore Textbook Purchasing Clerk	Erna G. Wiemer	1975-2011	Admissions and Records Assistant III
Sarilee Janger	1988–2006	Administrative Assistant II	Joseph M. Gentiluomo	1981-2013	Intercollegiate Athletics Technician
Marilyn H. Mansouria	1979–2006	Executive Assistant to the Vice President	Lorenzo C. Iriarte	1999-2014	Reprographic Systems Technician II
Hortencia Franco	1975–2007	Administrative Assistant II	Kaaren A. Krueg	1991-2015	Executive Assistant, Vice President of Academic Services
Joan E. Franco	1991–2007	Instructional Computer Lab Specialist	Rosemary L. Mogle	1998-2015	Executive Assistant, Vice President of Administrative Services
Roberta F. Pratt	1988–2007	Security Communications Dispatcher	Debra A. Kuita	1993-2015	Bookstore Cashier
Thomas P. Fuller	1981–2007	Grounds Manager	Phyllis R. Webb	1997-2015	Reprographics Assistant I
Donald R. Benson	1991–2008	Lead Custodian	Hassina Ibrahim	1997-2015	Early Childhood Specialist
Jack W. Bishop	1982–2008	Security Officer	Kari S. McAllister	2000-2016	Theatre Manager
Mary L. Diaz	1995–2008	Custodian I	Thomas A. Hugel	2004-2016	Library Technician II
Karen K. Hashimoto	1984–2008	Administrative Assistant II	Joann Cerefice	2003-2016	Senior Administrative Assistant
Nina J. Kiger	1991–2008	Student Life Operations Coordinator	John H. Simms	1989-2016	Instructional Systems
Barbara L. Lawrence	1970–2008	Library Services Specialist	Cynthia M. Roberts	1993-2016	Admissions & Records Assistant II
Nan V. McDonnell	1979–2008	Counselor Assistant II	Edna E. Danaher	1978-2016	Student Records Evaluator
Annie P. Ong	1996–2008	Staff Assistant - Children's Center	Katherine A. Bolich	1996-2017	Early Childhood Specialist
Arlene L. Adamson	1993–2009	Instructional Assistant II	Gina L. Owyong	2000-2017	Instructional Assistant
Victoria A. Beltran	1994–2009	Administrative Assistant II	Laureen M. Dutra	1981-2017	Financial Aid Advisor II
Sarah L. Black	1986–2009	Security Communications Dispatcher	Judith A. Veters	2004-2017	Administrative Assistant
Kevan A. Cabral	1975–2009	Lead Storekeeper	Victor Mahabali	2006-2017	Grounds Worker
Adrienne Hodson	1996–2009	Children's Center Assistant Manager	Steve Patchin	1995-2017	Lead Grounds Worker
Alice Hsu	1984–2009	College Business Office Supervisor	Dolores B. Balangitao	1990-2018	Program Coordinator
John L. McHugh	1987–2009	Network Services Specialist II	Michael D. Booker	1990-2018	International Students Counselor Assistant II
Roger C. Noyes	1977–2009	Theater Manager	Arthur Gallardo	2002-2018	Bookstore Shipping/ Receiving Specialist
Talahiva Pahulu	1974–2009	Academic Services Curriculum and Scheduling Specialist II	Earnest C. Knox	1980-2018	Security Officer
Colin H. Pejman	1990–2009	Graphic Arts Technician III	Theresa M. Patchin	1997-2018	Senior Administrative Assistant
Juliet A. Polizzi	1987–2009	Administrative Assistant II	Catherine V. Powell	1989-2018	Senior Administrative Assistant
Isabel G. Polvorosa	1979–2009	Computer Operator	Barry B. Tarbet	2006-2018	Security Officer
Madilyn Rice	1983-2009	Instructional Assistant II	Maguerite Thomas	1983-2018	Curriculum and Scheduling Specialist
Cynthia A. Silva	1975–2009	Administrative Assistant I	Gordon J. Watt	2001-2018	Computer Network Support Specialist II
Svetlana Sultan	1993–2009	Laboratory Technician II	Epifanio Legaspi	2002-2018	Lead Custodian
Linda K. Zuidema	1984–2009	Security Officer	Keith A. Perry	1982-2018	Custodial Supervisor
Bharati K. Bhatt	1996-2010	Early Childhood Specialist	Royce A. Wood	1980-2018	Custodial Supervisor
Marylou C. Cisneros	1970-2010	Veterans Benefits Specialist	Richard Blair-Keeney	1992-2018	Counselor Assistant II
Alice P. Lo	1985-2011	Administrative Assistant II	Yvonne Vanni	2004-2020	Dental Hygiene Clinical Assistant
Arlene K. DeLeon	1972-2011	Instructional Computer Lab Specialist	Catherine A. Gentiluomo	2007-2020	Senior Administrative Assistant
Darrell L. Dolin	1999-2011	Security Officer	Debra K. Kling	1997-2020	Senior Administrative Assistant
Miyo T. Harvey	2001-2011	Student Counseling Assistant	Veronica De Enriquez	2010-2020	Senior Laboratory Technician
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			



**DISTRICT CLASSIFIED STAFF  
ASSIGNED TO CHABOT COLLEGE**

Barattino, Robert	Vehicle & Equipment Mechanic	Johnson, Christopher	Grounds Worker I
Bender, Charles	Maintenance Supervisor	Legaspi, Ellen Grace	Custodian
Calderon, Josephine	Custodial Supervisor	Mack Rambo, Demarrea	Custodian
Catap, Terrence	Custodian	Ozment, David	Grounds Supervisor
Catap, Ryan	Custodian	Pugh, Marvin	Custodian
Cervantes, Martha	Custodian	Ribali, Brooke	Administrative Assistant
Correa, Gregory	Maintenance Technician	Robideaux, Regina	Maintenance Worker
Douglas, Kirk	Grounds Worker I	Robinson, James	Lead Custodian
Dozier, David	HVAC Maintenance Engineer	Sanchez, Gregory	Custodian
Durbala, Thomas	Electrician	Santillan Avila, Erika	Custodian
Erestain, Eric John	Custodian	Singh, Harmendar	Custodian
Esparza, Matilde	Custodian	Smalley, Steven	Maintenance Technician
Estrada, Guadalupe	Custodian	Smith, Kerrick	Maintenance Worker
Gonzalez, Miguel	Custodian	Taylor, Patrick	Grounds Worker II
Green, Omari	Custodian	Tejidor, Johnson	Custodian
Hall, William	HVAC Maintenance Engineer	Tolention, Edward Henry	Custodian
Hernandez, David	Lead Custodian	Valencia, Ruffino	Custodial Supervisor
Hernandez, Martha	Custodian	Vaneck, Gerald	Lead Grounds Worker
Hernandez, Christopher	Grounds Worker I	Williams, Elvis	Custodian



**A**

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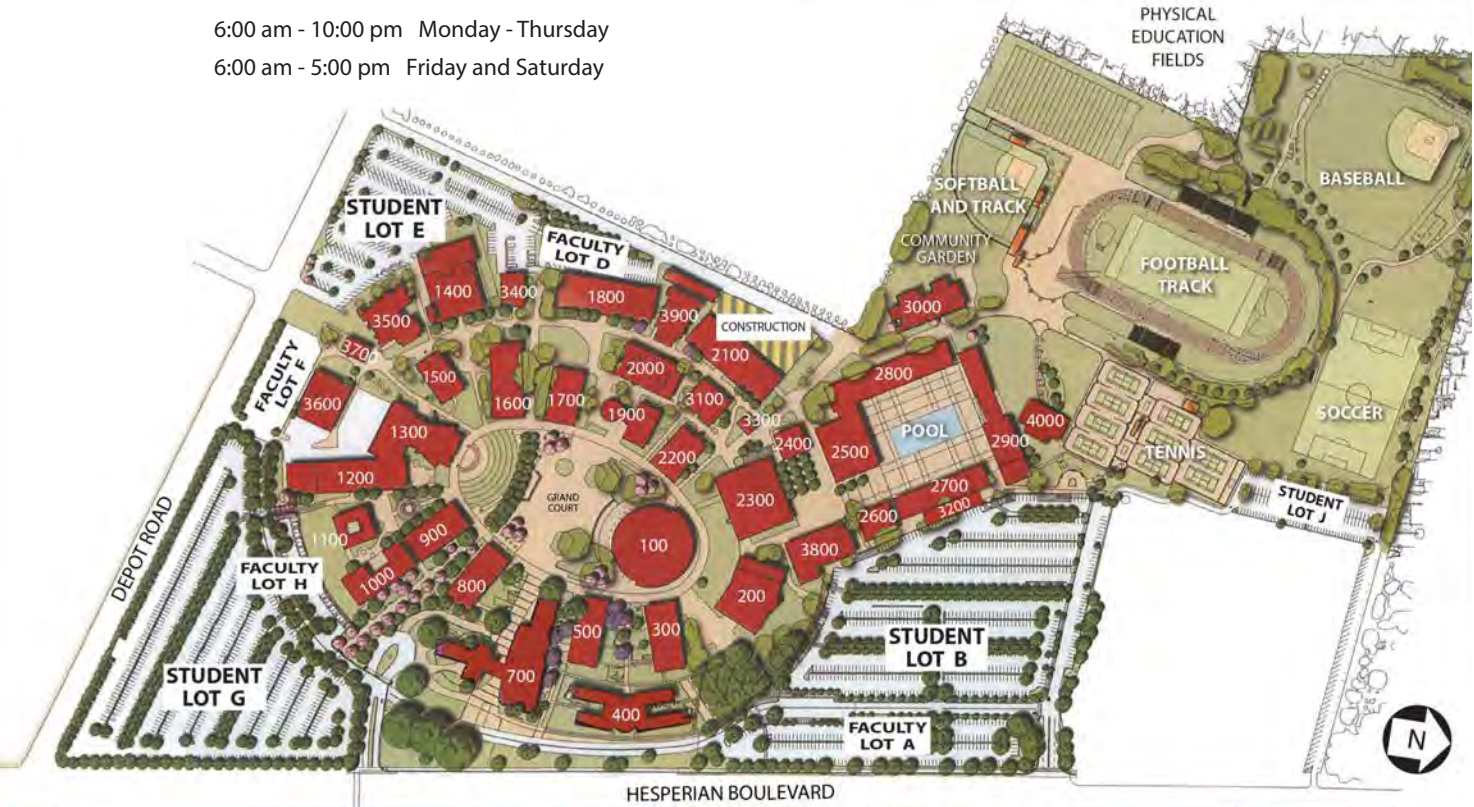




**HOURS OF OPERATION**

6:00 am - 10:00 pm Monday - Thursday

6:00 am - 5:00 pm Friday and Saturday



Building #	Designation/Classrooms/Departments
100	Health Center; Library; Media Services; WRAC Center
200	Administration; Campus Safety and Security
300	Language Arts Classrooms
400	Instructional Office Building (IOB) (Business, Language Arts, and Social Sciences Faculty Offices)
500	Social Sciences Classrooms
700	Community Student Services Center (Admissions and Records; Assessment; Counseling; Student Services; Financial Aid; Foundation; Grantwriting; Off-Campus Programs)
800	Classrooms shared by various divisions
900	Humanities Classrooms
1000	School of the Arts Classrooms
1100	Humanities Faculty Offices
1200	Music Skills Center; Little Theater
1300	Auditorium
1400	Technology Center
1500	Applied Technology Faculty Offices; Classrooms
1600	Applied Technology and Business Classrooms
1700	Mathematics; Physics (under construction)
1800	Science and Mathematics Classrooms
1900	Science Lecture Halls; Planetarium

Building #	Designation/Classrooms/Departments
2000	Science and Mathematics Faculty Offices
2100	Biological Sciences Classrooms
2200	Health Sciences/Dental Health
2300	Cafeteria; the Learning Connection; Peer Academic Tutoring Help (PATH); Student Life
2400	Disabled Students Resource Center
2500	Gymnasium
2600	Physical Education Faculty Offices; Classrooms
2700	Women's Shower and Locker Rooms; Classrooms
2800	Men's Shower and Locker Rooms
2900	Physical Education Classrooms
3000	Maintenance Building and Warehouse
3100	Emergency Medical Services Classrooms
3300	Campus Safety and Security
3400	BMW Automotive Facility
3500	Children's Center
3700	Children's Center
3800	Bookstore
3900	Chemistry/Computer Science Classrooms
4000	Physical Education Faculty Offices

- 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



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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