### Chapter Three ~ Services for Students

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Sculptor Mario Chiodo praises diversity and community in this bronze sculpture titled “Celebration of Life,” which is inspired by Native tribes and indigenous animals, and framed by the gnarled trunk of a Coast Live Oak tree. The sculpture was made possible by the generous support of the Fremont Bank Foundation and is located outside Building 1, Second Level.
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Ohlone College provides Alternate Media services to qualified students who need materials in alternative format, such as Braille, large print, audiotape, or electronic text. For additional information, please contact Student Accessibility Services at 510-659-6079.

Ohlone College maintains an atmosphere that is welcoming to all students and conducive to their academic and personal success. The College provides an environment free of all forms of harassment, in which all students and employees are treated with dignity and respect. Ohlone College is committed to equal opportunity in educational programs, employment, and campus life. The College does not discriminate on the basis of age, ancestry, color, disability, gender, marital status, national origin, parental status, race, religion, sexual orientation, or veteran status in any access to and treatment in College programs, activities, and application for employment.

Ohlone College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

The Ohlone Community College District has made every reasonable effort to determine that all information stated in this catalog is accurate. Courses and programs offered, together with their descriptions contained herein, are subject to change without notice by the administration of the Ohlone Community College District for reasons related to student enrollment, level of financial support, or any other reason, at the discretion of the District. The District further reserves the right to add, amend, or repeal any of its rules, regulations, policies, and procedures.

Students are expected to be familiar with the information in the catalog and other publications relating to student attendance and conduct.
## Academic Calendar 2020-2021

### Fall Semester 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>August 28</td>
<td>Last waitlist notifications sent to eligible students for full-term classes</td>
</tr>
<tr>
<td>August 30</td>
<td>Last day to add full-term class without add authorization code</td>
</tr>
<tr>
<td>August 31</td>
<td>Fall Semester instruction begins</td>
</tr>
<tr>
<td>September 5-September 7</td>
<td>Holiday—Labor Day (weekend classes do not meet)</td>
</tr>
<tr>
<td>September 11</td>
<td>Last day to petition to audit full-term class</td>
</tr>
<tr>
<td>September 13</td>
<td>Last day to add full-term class with add authorization code</td>
</tr>
<tr>
<td>September 13</td>
<td>Last day to drop full-term class and be eligible for a refund</td>
</tr>
<tr>
<td>September 13</td>
<td>Last day to drop full-term class online without a W grade</td>
</tr>
<tr>
<td>September 14</td>
<td>Census</td>
</tr>
<tr>
<td>September 18</td>
<td>Last day to petition to complete class on a pass/no pass basis</td>
</tr>
<tr>
<td>October 9</td>
<td>Last day to apply for Fall 2020 graduation for degrees or certificates</td>
</tr>
<tr>
<td>November 11</td>
<td>Holiday—Veterans’ Day</td>
</tr>
<tr>
<td>November 19</td>
<td>Last day to drop full-term class with a W grade</td>
</tr>
<tr>
<td>November 26-29</td>
<td>Holiday—Thanksgiving (weekend classes do not meet)</td>
</tr>
<tr>
<td>December 11</td>
<td>Last day of instruction before Final Exam period</td>
</tr>
<tr>
<td>December 12-18</td>
<td>Final Exam period</td>
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</tbody>
</table>

### Spring Semester 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 18</td>
<td>Holiday—Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>January 22</td>
<td>Last waitlist notifications sent to eligible students for full-term classes</td>
</tr>
<tr>
<td>January 24</td>
<td>Last day to add full-term class without add authorization code</td>
</tr>
<tr>
<td>January 25</td>
<td>Spring Semester instruction begins</td>
</tr>
<tr>
<td>February 5</td>
<td>Last day to petition to audit full-term class</td>
</tr>
<tr>
<td>February 7</td>
<td>Last day to add full-term class with add authorization code</td>
</tr>
<tr>
<td>February 7</td>
<td>Last day to drop full-term class and be eligible for a refund</td>
</tr>
<tr>
<td>February 7</td>
<td>Last day to drop full-term class online without a W grade</td>
</tr>
<tr>
<td>February 8</td>
<td>Census</td>
</tr>
<tr>
<td>February 12-15</td>
<td>Holiday—Presidents’ Weekend (weekend classes do not meet)</td>
</tr>
<tr>
<td>February 18</td>
<td>Last day to petition to complete class on a pass/no pass basis</td>
</tr>
<tr>
<td>March 19</td>
<td>Last day to apply for Spring 2021 graduation for degrees or certificates</td>
</tr>
<tr>
<td>March 22-28</td>
<td>Spring Break (weekend classes do not meet)</td>
</tr>
<tr>
<td>April 23</td>
<td>Last day to drop full-term class with a W grade</td>
</tr>
<tr>
<td>May 14</td>
<td>Last day of instruction before Final Exam period</td>
</tr>
<tr>
<td>May 15-21</td>
<td>Final Exam period</td>
</tr>
<tr>
<td>May 21</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 31</td>
<td>Holiday — Memorial Day</td>
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### Summer Term 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>June 14</td>
<td>Summer Term instruction begins</td>
</tr>
<tr>
<td>June 21</td>
<td>Census</td>
</tr>
<tr>
<td>July 5</td>
<td>Holiday—Independence Day</td>
</tr>
<tr>
<td>July 22</td>
<td>Last day of instruction for six-week classes</td>
</tr>
<tr>
<td>August 5</td>
<td>Last day of instruction for eight-week classes</td>
</tr>
</tbody>
</table>

Students cannot add full-term classes online via WebAdvisor (https://webadvisor.ohlone.edu/) after the last day to add without add authorization code.

*Admissions and Records office hours do not extend to cover weekends and/or holidays. Access during non-office times is available online through WebAdvisor (https://webadvisor.ohlone.edu/).

Dates are subject to change and are accurate at the time of catalog publication. Students should check the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar) for dates for the specific term.
Vision, Mission, Values, and Goals – 2020-2025

Vision Statement
Ohlone College will be known for inclusiveness, innovation, integrity, engagement, and exceptional student success.

Mission Statement
Ohlone College offers high quality educational and career pathways and personal enrichment courses to serve the diverse needs of all students and the community. Ohlone provides excellent instruction and support services; awards associate degrees and certificates; and promotes university transfer in an inclusive, equitable, and multicultural environment where student learning and achievement are paramount. Ohlone fosters innovation, encourages student expression, and promotes ethical behavior and global citizenship.

Values

Excellence
We encourage and empower students and employees to achieve at their fullest potential, encouraging all to engage in ongoing learning and development through high quality education, collaboration, and continuous institutional improvement.

Diversity and Inclusion
In the spirit of social justice and equity, we strive to intentionally and purposefully support students and employees from diverse backgrounds, socio-economic groups, ages, abilities, and intersectional identities to reduce barriers in order to allow for greater opportunity to explore their interests and to maximize their ability to define and fulfill their higher education goals and career aspirations.

Innovation
We encourage and foster strategic risk-taking in order to foster creativity and to generate new ideas that inspire students, faculty, and staff to optimize student learning and development.

Success
We continually reassess our efforts to support our college community and provide the necessary resources and comprehensive support to assist students and employees in defining goals and enriching their educational and occupational experience, so that we can help develop active, contributing members to our college and global community.

Integrity
We promote ethical behavior and practice transparent communication and decision making, emphasizing civility, respect, trust, mutual accountability, and honesty among students, employees, and the communities we serve, in a climate where everyone feels empowered, heard, and engaged.

Stewardship
We engage in participatory/shared governance to provide an exemplary model of stewardship for human, financial, physical, technological, and environmental resources to maximize institutional effectiveness and efficiency.

Health and Wellness
We promote the physical and emotional well-being of the college community by advocating for a healthy college environment, and leveraging comprehensive support services.

Strategic Goals
Consistent with its vision, mission, identity, and values, the College pursues the following goals:

GOAL 1 Through innovative programs and services, improve student learning, achievement, and experience.
GOAL 2 Promote diversity and inclusion.
GOAL 3 Re-envision the College through effective use of resources.
GOAL 4 Ensure a supportive learning and working environment.
GOAL 5 Increase communication, both within the College and among District constituents.

Adopted by the Board of Trustees on June 10, 2020
Welcome to Ohlone! We are honored that you have chosen to pursue your education at Ohlone College and are excited to have this opportunity to share our history, campuses, services, and programs with you. We hope that you will take advantage of the many services and programs available at Ohlone.

Good News About Ohlone!

At Ohlone we are proud of the accomplishments made by our dedicated students, faculty, and staff. We are pleased to share several of the highlights of the past year at Ohlone, which are a mere sampling of the great things that are going on at Ohlone.

Student Accomplishments

Students in the Museum Studies class created an amazing virtual gallery to host the annual Ohlone College Student Art Exhibition, which featured 63 students. An artist reception and awards presentation was held virtually on May 8, 2020, with 76 households participating. The College partnered with a community arts organization, the Olive Hyde Art Guild, to provide award money to students receiving the “Best in Medium” awards.

On March 6, 2020, two Ohlone College Business and STEM student teams competed against four student teams from San José State University in a business case competition sponsored by PwC, a global accounting and consulting firm that provides industry-focused services for public and private clients. This year both participating Ohlone teams were awarded second and third place! Ohlone students have participated in this event for the past three years, and every year at least one team has placed either first, second, or third in the competition.

The Forensics Team continues to win awards. At the Golden Gate Opener at San Francisco State University at the start of Fall 2019, seven Ohlone students went to the tournament. They debated current events focused on climate change, including what to do with climate change refugees, passing a Green New Deal, and other related topics. The student debaters were Cynthia Celeste, Tyre Jefferson, Jefferson Peng, Monserrat Roa, and Evan Smith. Additionally, Jazpreet Virk and Michael E. Tran competed in individual events. Jefferson Peng won 10th place speaker in Junior Parliamentary Debate. Michael E. Tran won 3rd place for Poetry Performance (IE). He is a novice competing with both novice and varsity students! At the Chabot College Keeling Invitational Tournament, our students built upon their experience at the Golden Gate Opener. Seven students competed in Parliamentary debate: Miles Carter, Donald Crisp, Cynthia Celeste, Jefferson Peng, Carissa Samuel, Evan Smith, and Xiaopeng Zheng. The students debated current events such as income inequality, Iran sanctions, and tariffs on China. Jefferson Peng won 6th place Junior Parliamentary Debate speaker and Cynthia Celeste won 10th place Novice Parliamentary Debate speaker.

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Every year the American Mathematical Association of Two-Year Colleges (AMATYC) holds a math competition for community college students throughout the nation. The competition has two rounds, one in the fall and one in the spring. In the fall 2019 competition, 172 colleges and 992 students entered the competition and after round one Ohlone College was in 1st place! The top five scores at Ohlone made up the team: Renlian Chen, Shaobo Hu, William Leber, Yufan Liu, and Yushu Zhou. Yufan Liu had a perfect score (one of three students in the nation) and tied for first place in the individual competition. Yufan Liu and Shaobo Hu both scored in the top 20.

Several Ohlone Math Gateway (OMG) students and Smart Manufacturing Technology (SMTech) students were selected for industry internships during summer 2020. These internships are funded by the National Science Foundation, Advanced Technological Education (ATE) grant. Partnering Silicon Valley employers include Biolytic, Elringklinger, Evolve Manufacturing, PrinterPrezz, the Stanford Linear Accelerator, and Tesla. The students worked on a wide range of projects, both onsite and remotely. The projects at Biolytic, Evolve Manufacturing, and PrinterPrezz were related to COVID-19 issues. Some of the students will continue with employers on a part-time basis as they complete their associate degree and transfer requirements at Ohlone, and all will have on their resumes the experience of completing a 10-week, hands-on industry internship.

During summer 2019 the entire run of Ohlone’s “Phantom of Opera” SummerFest, was sold out, meaning that the production was seen by over 3,000 people. The show was a Theatre Bay Area (TBA) Awards Recommended Production. The production also received rave reviews from local publications.

In November 2019, Ohlone’s Theatre Department produced the “Reluctant Vampire,” a new work written by Eugenie Chan specifically for Ohlone College. The playwright attended opening day and was truly impressed. Carlos-Manuel Chavarria, the adjudicator from the Kennedy Center American College Theatre Festival, called the production “flawless” in its staging, performances, and tech.

One of the silver linings of California’s shelter-in-place during the Spring 2020 Semester was that seven of the Entertainment and Design Technology (EDT) alumni that are currently working professionally within the EDT industry were available to talk to current EDT students via the department’s Zoom Virtual Field Trips. The alumni were able to talk about how their Ohlone experience helped them get started in their career, and several of our guests commented on how they still benefit from the education and experience their Ohlone EDT program gave them. The age and experience level of these guest speakers varied. Some students, such as Jason Badger, the Principal Show Lighting Designer for Disney’s Imagineering, started at Ohlone in the mid to late 1990s. His recent projects include the “Star Wars: Galaxy’s Edge” and the “World of Color” attraction. Other alumni, such as Catalina Carter, graduated in 2018 and had just completed an international tour of “Frozen: Disney on Ice” in Milan, Italy. Wilson Zhang shared his experience of working in television and film lighting, having just finished shooting the soon-to-be-released new Matrix film just before the shelter-in-place was implemented. The department also hosted former Ohlone international student, Eva Hu, who is now sheltering-in-place in China, having earned her bachelor’s degree in Performance Studies at University of California, Berkeley. Eva shared her stories of working in stage management for a touring production in China when the pandemic hit. She has just been accepted into the prestigious Graduate Design Programs at Carnegie Mellon University and Cal Arts. All of our guests talked about situations where they had to perform under pressure, often being asked to take on more responsibility due to their performance, similar to their experience working on Ohlone productions. These events highlighted the various job opportunities available in EDT for Ohlone students. Students heard firsthand that their program is a great stepping stone into the industry.

Faculty and Staff Accomplishments

Narinder Bansal and Jeffrey Watanabe—Environmental Science, Geography, and Biology faculty—are working with the Alameda County Flood Control and the Water Conservation Department on a grant that will utilize the flood zone at the Newark Campus as an “open laboratory” to support student internships and hand-on field experience.

The Business Administration faculty have created a new “IT’s-in-the-BAG” program, modeled after the Ohlone Math Gateway program to enhance student success and persistence.” The first pilot of the cohort program was completed in Spring 2020, with 18 students selected. The program is focused on understanding and applying business and accounting concepts; practical business application and career awareness; and students transferring with an associate degree in business. Students need to apply and interview to get into the program, and at the end of the semester they will be prepared for internships. Despite classes being moved to remote instruction in Spring 2020 due to the pandemic, five of the 18 students in the Spring 2020 pilot secured internships for Summer 2020. Three of the five students received internships to PwC or E&Y, two public accounting firms for which it is hard to get internships.

Under the direction of Rose-Margaret Itua, Engineering professor, Ohlone is the recipient of a $185,000 National Science Foundation Grant to provide paid internships for advanced manufacturing students. This award is expected to total $543K and extends from October 1, 2019, to September 30, 2022. Ohlone students, faculty, employers, and other support agencies celebrated the kick-off of this program at the Tesla Training Center in September 2019.

Daniel Newell, Director of our Career Center, received the Local Hero Award from Senator Bob Wieckowski for his contribution to leadership and advocacy for students and the community in career, employer, and entrepreneurship services. Daniel was one of eight individuals who received this year’s award.

Professor Jeff O’Connell received an Ignited Summer Fellowship and spent eight weeks working in the Dynamic Design Lab at Stanford University. The Dynamic Design Lab studies the design and control of motion, especially as it relates to cars and vehicle safety. Jeff’s role was to create educational materials from the research being done. The materials are for public use and are posted on the Stanford website. These materials showed up in all of Jeff’s classes, and Professor O’Connell gave a talk about his experience as part of the Science Seminar Series in fall 2019.

Lori Silverman, Academic Dean, Science, Engineering, and Mathematics, was recognized for the role she played in the development of an online platform called STEM-Away®. The platform has a goal of reducing the barriers for students seeking access to careers in STEM fields by providing connections to mentors and tools to develop relevant skills.

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Adjunct Professor and Director of Ohlone’s Tri-City Street Fair, Sergio Suarez, recently received United States Congressional Recognition from Congressmen Ro Khanna as a LatinX community leader for his continuous leadership and commitment by educating, empowering, and uplifting marginalized and disadvantaged youth of color through the Urban Arts. Sergio’s commitment to cultural sustainability and (re)humanizing communities of color has solidified his place in the Social Justice community.

College Accomplishments

On January 24, 2020 Ohlone officially celebrated the opening of the Frank DiMino Academic Core Complex with a ribbon cutting ceremony. The ceremony was attended by the community, students, college personnel, the Board of Trustees, and local and state officials. At the ceremony, Andy Galvan, an Ohlone Indian descendant, performed a blessing of the buildings that sit on Ohlone lands, and led a group of attendees in a Prayer in the Four Directions. President Browning and the Board of Trustees then officially cut the ribbon opening the three buildings comprising the Academic Core Complex, in time for Spring 2020 classes to begin the following week.

In addition to the new physical space for the Learning Resource Center in the Frank DiMino Academic Core Complex, a number of upgrades have happened behind the scenes as well. There is a new online catalog and discovery search tool, OneSearch, and Alma is the new system for handling catalog and electronic resource management. Both tools should make the online library experience more robust.

Ohlone College is the recipient of the Biotech Advanced Manufacturing Rapid Re-Employment grant. The grant awarded Ohlone $70,000 to support outreach and enrollment efforts designed to connect laid-off workers throughout Alameda County to Ohlone certificate programs.

At their August 2019 meeting the Board of Trustees authorized the refinancing of the college’s Measure A and Measure G bonds. We estimated we would save the tax payers $3.7 million in interest. The good news is now that we have completed the refinancing of our bonds we have actually saved the tax payers more money, totaling $6.29 million. This brings our total realized savings to the taxpayers to $29.1 million in interest since 2010.

Ohlone College partnered with California State Senator Bob Wieckowski, State Assemblymember Bill Quirk, and Yelp! to offer a best practices workshop for entrepreneurs about using the Yelp! platform. This effort was coordinated by the Career Center’s Small Business Development Center program.

The National Security Agency (NSA) and the U.S. Department of Homeland Security (DHS) has designated Ohlone College as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) through academic year 2024. The prestigious CAE-CDE designation places Ohlone College in to a select group of two-year, four-year, and postgraduate institutions across the nation. The Ohlone College Computer, Networks, and Emerging Technology (CNET) program was rigorously vetted and approved by NSA experts following a lengthy year-long process. The Computer Science (CS) and CNET departments at Ohlone College will now have the privilege of providing students NSA and DHS-approved certificates in qualifying Cyber Defense programs. According to Ron Sha, Head of Ohlone’s Cybersecurity Program and CNET faculty, “Ohlone College is the only community college in Northern California to have received this designation as a Center of Academic Excellence in Cyber Defense Education by the NSA.”

Ohlone opened the Lytton Center for History and the Public Good on January 27, 2020. Established with a $900,000 gift, the Lytton Center provides support for Ohlone College’s student body through grants and educational enrichment programs. The Center explores challenges facing our world—past, present, and future—and fosters big ideas that will transform Ohlone College and its students for the better. The Lytton Center aims to inspire Ohlone College and the larger community through programming focused on access, equity, inclusion, justice, and service. The Lytton Center for History and the Public Good operates with faculty leadership from Ohlone College’s History and Political Science Departments. The co-directors of the center are Dr. Kyle Livie, (History), Dr. Heather McCarty (History), and Dr. Katherine Michel (Political Science).

Ohlone’s Smart Manufacturing Technology Program was featured in ABC7’s “Building a Better Bay Area” coverage focusing on the City of Fremont. The story aired on November 21, 2019. Ohlone students and Engineering professor Rose Margaret-Itua were interviewed; they spoke about the problem the program has on connecting students to technology and manufacturing jobs throughout the Bay Area.

The Ohlone Student Health Center has been awarded $400,000 by the California Community Colleges Mental Health Services grant program. This funding will allow the Health Center to expand clinical mental health care services and strengthen outreach and education programs for Ohlone students.

The Student Health Center has secured a $20,000 contract with the Alameda County Department of Public Health to pilot a student advocate training program that will provide training and education to students interested in entering the mental health field. The program will work with students from our Puente, Umoja, and Genders and Sexualities Alliance, with the collaboration of these respective groups’ faculty advisors.

The College successfully renewed its annual career development contract with Mission Valley ROP to provide career development activities for at-risk youth. The ROP services include an end-of-the-year event called “College Career Day” that helps students enroll in Ohlone certificate and degree programs.

The College has successfully launched a pilot program for a shuttle that transports students between the Fremont campus, the Newark Center, and the Warm Springs BART station six times a day on Mondays through Thursdays. Pick up and drop off points include Lot K and the Promenade at the fremont campus; in front of the Newark Center; and the general bus area at the Warm Springs BART station.

Ohlone was a featured speaker at the Silicon Valley Leadership Group Annual Education Summit coordinated and hosted by NetAPP. Over 200 employers, educators, and community leaders attended Ohlone’s presentation on the topic of diversity and inclusion and how employers should utilize community colleges to help diversify the STEM talent pipeline.

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Based on the most current data from the California Community Colleges Chancellor's Office, Ohlone is more than effectively preparing students for the workforce. Of the 1537 students who left Ohlone after having completed career education coursework but did not transfer, 71% of those students were earning a living wage for the regional area and the median income level for those students one year after leaving Ohlone was $85,100. To put this in perspective, the 71% living wage rate is the highest of all colleges in the Bay Area with only one other college above 50%. The median earning is also the highest in the Bay Area and more than double the median wage generated by 17 of the remaining 20 local Bay Area colleges.

Community Outreach
Ohlone's Environmental Studies Department, in partnership with Stanford University and Oregon State University, hosted three workshop sessions at the Newark Center for Fremont families, with more workshops continuing through the 2020-2021 academic year. The research project is designed to raise energy use awareness and reduce consumption among participating families. The project supplies a home energy hub that will display real time energy consumption on mobile phones when connected to a PG&E stream.

Ohlone met with senior-level management representatives from Tesla to help the company diversify its talent pipeline. The Career Center is working with Tesla management to develop a diversity and inclusion strategy, placing Ohlone College students and alumni front and center for recruitment consideration. Tesla has recruited several Ohlone students as paid interns and they are also scheduled to attend one of the college’s upcoming virtual recruiting events called “Career Bytes.”

College Events
The 5th Annual Gender Sex Fair at Ohlone College took place from April 27-May 8, 2020. The goal of the Gender Sex Fair is to equip and inspire students to be community advocates and invest in social justice activism. The fair involved students from the COMM-118, HIST-116, and WS-108 classes, in partnership with STEP Up Ohlone, ODIAC, and the Lytton Center for History and the Public Good. This year, in response to local shelter-in-place orders, student teams designed websites that examined specific topics related to gender and sex, such as body dysmorphic, sexualization of bodies, the nuances of sex work, LGBTQ artists, and ageism in the LGBTQ community, to name a few. Taking the Gender Sex fair to the virtual space has helped students realize that activism and advocacy takes multiple forms and that extraordinary circumstances can provide extraordinary and just as powerful opportunities to spread awareness and educate others.

On March 5, 2020 the Lytton Center for History and the Public Good kicked off its programming with the inaugural annual Lytton Center Award for Equity and Social Change, an award that acknowledges the work of groups or individuals working toward social justice and equity by linking together past, present, and future. This year, the Lytton Center was pleased to present Karen Korematsu with the award. At an awards ceremony and speaking engagement, Karen Korematsu offered Ohlone students and community members the opportunity to hear the storied history of her father, Fred T. Korematsu, who resisted Japanese American incarceration during World War II. Karen Korematsu has used this story and legacy to carry on the work of her activist father to pursue advances in racial equity, social justice, and human rights.

Over 100 juniors and seniors from Newark Memorial High School, Bridgepoint, Conley-Caraballo High School, and Robertson High School spent the day at Ohlone on February 28, 2020 to experience a taste of what could be their future. Each year the day’s program begins with a welcome and introduction from Ohlone College administration, staff, and Mission Valley ROP Superintendent Tom Hanson. Students then participate in workshops led by Ohlone faculty and student helpers; have lunch together; and engage with student service organizations and clubs with a tour of the campus in the afternoon. This year’s hands-on workshops were provided by Ohlone faculty in various STEAM Career Education programs. The workshops included, “The World's Fastest Enzyme - an Assay in Glass and Metal Model Creation” by Laurie Issel-Tarver, Biotechnology faculty; “Cybersecurity Capture the Flag” by Ron Sha and Paul Nguyen, Computers, Networks, and Emerging Technology faculty; “Programming Intelligent LED's in Entertainment and Beyond” by Matt O’Donnell, Entertainment Design and Technology faculty; “The Magic of Light—Lasers and Holograms” by Rose-Margaret Itua and Reza Barghi, Engineering faculty; “Multisensory Mapping Methods, Soundscape Science Snapshots, and Aromatic Approaches to Geography: A Primer” by Adam Levy, Geography faculty; and “The Reality of Virtual Reality, Video Games, and World Experiences” by Al Jaucio and Isabel Reichert, Multimedia and Graphic Arts faculty.

PwC hosts an Introduction to Public Accounting event twice a year for interested Ohlone students, and the event on November 7, 2019, at the Newark College hosted the most successful PwC evening meeting so far! Eighty-one students participated in the event at the Newark Center.

On October 5, 2019, in partnership with the Rotary District 5170, Ohlone hosted a successful business expo that attracted approximately 300 businesses to the Newark Center. Local businesses and community members had an opportunity to network with one another and learn about different business and entrepreneurship services, resources, and educational opportunities.

The Broadcasting and Journalism Departments participated in the NorCal Media Day at Palo Alto High School on September 28, 2019. Ohlone faculty provided critiques of student newspapers, described how to shoot a documentary, and offered ideas for how to get a job in television news.

On September 26, 2019 the Communication Department organized the second annual TedX Ohlone College under the theme of “Breaking Free: (Re)defining the Undefined.” There were 13 amazing speakers, including current Ohlone faculty Katie Frank, Jeff O’Connell, and Isabel Reichert; and former students Sam Campbell, Antonio Reza, and Nick Chivers (also a former instructor). The event also provided a showcase of music, photography, and dance from the Theatre and Dance Department.

On September 19, 2019 Ohlone hosted its annual Fall Career Fair at the Newark Center. The Career Fair attracted 41 local employers and 240 attendees, nearly 60% of whom were Ohlone students and alumni.

The Science, Engineering, and Mathematics Division hosted two summits, one for Smart Manufacturing held at Tesla in September and the other the S-E-M-I Professional and Career Summit held at the Newark Center in October.

During fall 2019 the College participated in a Mayor’s Forum at Biocom; the forum provided an opportunity for a discussion with the mayors of Fremont, Union City, Newark, and Milpitas about workforce and economic development with a focus on the biotechnology sector. The Career Center has entered into talks with local employers to discuss recruiting and education needs.
History of Ohlone

On December 7, 1965 Fremont and Newark voters approved the creation of the Fremont Newark Junior College District and elected a seven-member Board of Trustees. Ohlone College was established to serve the cities of Fremont and Newark.

The first official meeting of the newly elected Board of Trustees was conducted on January 3, 1966 in the Library of John F. Kennedy High School in Fremont. The Trustees were sworn in by Mr. Rock La Fleche, Superintendent of Schools of Alameda County. Representing Newark were Mr. Wesley Sears and Rev. Travis Campbell; representing Fremont were Dr. Lyle Edmison, Mr. Charles B. Snow, Mr. John Costello, Dr. Marilyn Blawie, and Mr. Abraham Hochler.

Dr. Stephen E. Epler was hired as the first President/Superintendent of Ohlone College on June 21, 1966, and has the distinction of being the first employee hired for the new college. Dr. Epler was a former naval officer and had 33 years of prior experience in education. Before coming to Ohlone Dr. Epler served at several institutions, including the Reedley High School District and Reedley Junior College in Central California. Of interesting note is that one of the students at Reedley High School at the same time Dr. Epler was employed at the high school was a young man named Floyd Hogue. Floyd was in the first graduating class at Reedley Junior College. Thirty-five years later, in 1994, Dr. Floyd Hogue was named President/Superintendent of Ohlone College, the fourth in succession from Dr. Epler.

Among the substantial accomplishments during Dr. Epler’s tenure as President/Superintendent were the creation of the first fiscal year budget; hiring the first classified staff, faculty, and administrators; establishing a curriculum and schedule of classes; readying a temporary campus; recruiting and enrolling the students; and choosing a name for the college. Dr. Epler also led the planning and construction of the permanent Fremont campus. The Epler Gymnasium is named in his honor.

The name “Ohlone” was suggested by Mr. Felipe Galvan to the founders of the College in 1967 as a fitting and appropriate name, thus giving the College a proud heritage and tradition which has endured among faculty, staff, students, and administration since the opening of the College more than 50 years ago. Mr. Felipe Galvan was a descendant and an Elder of the Ohlone People, who once inhabited not only the area where Ohlone College is now located but also lived and thrived throughout the San Francisco Bay Area for thousands of years. Mr. Galvan was a man respected and admired for his work in preserving the memory, the heritage, and the dignity of the ancestral Ohlone people through his efforts in the community, his life, and his daily example.

Officially named Ohlone College on June 18, 1967, the College honors the early Ohlone People of the Costanoan tribe. Long before they were named Costanoan by the Spanish priests, they were known by a neighboring Miwuk tribe as the Ohlones or “people of the West.” Distinguished by peaceful pursuits, especially in agriculture, they held profound reverence for the earth, believing it was theirs for living and not for the taking. They aided the Franciscan Fathers in building the Mission San Jose de Guadalupe in the late 18th century and prospered until 1806-1833 when a series of epidemics virtually destroyed the tribe. Some descendants, however, still reside in the Fremont-Newark area.

After 18 months of planning, Ohlone College opened for classes on September 25, 1967 at a temporary site in the former Junipero Serra, St. Mary of the Palms School for Girls at 650 Washington Boulevard in Fremont. The College elected to operate on the quarter system. The first year curriculum on the Serra Campus was primarily a set of freshman level classes with the sophomore level classes to be added the second year. Classes were also held at Kennedy High School and at the Fremont Boys Club. Enrollment during the first quarter was 1,706 students, surpassing the 1,100 predicted.

A second attempt to fund the construction of a permanent campus was passed on June 4, 1968. The $1.1 million Measure F received a 70% approval by the voters. The first attempt to pass a bond measure had failed on November 8, 1966, but having an identified site for the new campus and a successful first year were determined to be crucial to the passage of Measure F.

On June 19, 1968, after the conclusion of the first academic year, the first commencement exercise was held in the Palm Circle Garden on the Serra Campus. Sixteen students were ready for graduation. These students had come with units from other colleges so they were able to graduate after just one year. At the second commencement ceremony in June 1969 there was 139 graduates.

On September 28, 1968, after their ranch property had been shown to be safe for campus construction, Ed and Irene Huddleston agreed to a $1.9 million purchase price by the Fremont Newark Junior College District. The Huddelsons were very proud that the land for which they had so lovingly cared would be used as a college campus for years to come.

Three and a half years after the bond measure passed to build a permanent campus on Mission Boulevard at the former Huddleston Ranch site, construction on Phase 1 got underway. Groundbreaking for construction occurred on January 7, 1972. Phase 1 included all the major classroom buildings on the upper campus.

Did you know???

The name “Ohlone” was suggested by Mr. Felipe Galvan to the founders of the College in 1967 as a fitting and appropriate name. The college’s name honors the early Ohlone People of the Costanoan tribe, who inhabited the Fremont and Newark area.
In 1972, the College reached out and welcomed Deaf persons to participate in College activities as students and members of the College faculty. This decision made Ohlone College a pioneer among the community colleges that now serve Deaf students. The Ohlone College Deaf Studies Division was established when the College opened its doors to 30 Deaf and Hard-of-Hearing students. The population changes each semester and the Deaf Studies Division has grown and has served up to 200 Deaf and Hard-of-Hearing students in a single year.

With construction underway in July 1973 on the upper campus, a ground breaking was held on July 25, 1973 to celebrate the beginning of construction of the lower campus facilities, including the gymnasium, pool, athletic fields, and warehouse.

On September 25, 1974, after two and a half years of construction, the permanent campus on Mission Boulevard opened for classes. After seven years in the tight quarters of the temporary Serra Campus and other sites, the new facilities were most welcomed by the growing college. In September 1975 the final facilities of the permanent Mission Boulevard campus—the gymnasium, pool, and athletic fields—were completed and opened for classes. These facilities allowed for expansion of the athletic programs at Ohlone.

Evening classes had been held at Newark Memorial High School starting in 1974. The evening program grew and it was decided to lease space from the Newark Unified School District at the MacGregor site, which would allow the evening program to grow and allow daytime classes to be scheduled there. This new site became known as the Newark Ohlone Center, or NOC. In 1995 there was a concerted effort to increase class offerings and enrollment at the NOC, and in three years both classes and enrollment at NOC had tripled. This growth led Ohlone to decide to build a campus in Newark, which was funded by the passage of the $150 million Measure A bond in 2001.

Dr. Stephen Epler retired from Ohlone in 1975, and Dr. William Richter was chosen as the college’s second President/Superintendent. Dr. Richter had been at Ohlone since 1968 when he was hired as Director of Community Services and later became the Dean of Instruction. Dr. Richter provided exceptional educational leadership and was instrumental in obtaining support for all of Ohlone’s educational programs. He was successful in establishing a community service program that provided the community with cultural opportunities. Dr. Richter retired in 1979 after 11 years of service at Ohlone.

In 1979 Dr. Peter Blomerly joined Ohlone as its third President/Superintendent. Dr. Blomerly served Ohlone as President/Superintendent for 15 years until his retirement in 1994, making him the longest serving President/Superintendent to date. He is remembered for his steady, dignified, and resolute leadership style. Dr. Blomerly led Ohlone through many important issues and navigated the college through turbulent budget years after the passage of Proposition 13 in 1978. The college emerged fiscally strong under his leadership.

After Dr. Blomerly’s retirement in 1994, Dr. Floyd Hogue was chosen as Ohlone’s fourth president. Dr. Hogue came to Ohlone from Mission College in Santa Clara, where he had been President/Superintendent. Dr. Hogue provided leadership and direction on obtaining significant state funding for state projects, which included the Site Safety Project, the Hyman Hall Building on the Fremont campus, and the Child Development Center on the Fremont campus. A hallmark of Dr. Hogue’s time at Ohlone was the development of partnerships with the community. A significant partnership involved a contract with Washington Hospital to establish and operate a Student Health Center. That collaboration continues to this day, more than 20 years later. Dr. Hogue also worked to increase program and course offerings at the Newark Ohlone Center, and provided leadership in the passage of the 2001 Measure A bond issue. $100 million of Measure A would fund the new campus in Newark and $50 million would fund a new Student Services Center and other improvements on the Fremont campus.

After a nine year tenure as President/Superintendent, Dr. Hogue retired from Ohlone and Dr. Doug Treadway became the college’s fifth president in July 2003. Dr. Treadway had been President/Superintendent of Shasta College. Dr. Treadway’s vision, values, and inspirational leadership consistently represented the mission of Ohlone College and the spirit of the Ohlone Indians. Enrollment at Ohlone increased by 10 percent during Dr. Treadway’s tenure. The Ohlone College Newark Center for Health Science and Technology was planned and constructed on Cherry Street in Newark, and Dr. Treadway led Ohlone to adopt an environmental sustainability policy that resulted in LEED platinum certification from the U.S. Green Building Council for the new Newark Center. Dr. Treadway was a strong advocate for international education, and under his leadership several partnership development trips to China were taken which resulted in the creation of the International Educational Exchange and Training Center in Suzhou, China. Ohlone’s International Programs and Services Office was created during this time, which significantly increased the number of international students at Ohlone. In appreciation of Dr. Treadway’s leadership in the creation of the Newark campus, the courtyard at the Newark campus is named in his honor. Dr. Treadway’s most important legacy was putting learning, multicultural awareness, and environmental stewardship at the center of all decision making at Ohlone. Under his leadership Ohlone truly became a “World of Cultures United in Learning.”

Dr. Gari Browning became the sixth and first female President/Superintendent of Ohlone College in July 2008 after Dr. Treadway’s retirement. During her tenure at Ohlone, Dr. Browning’s leadership resulted in resolution of issues threatening the college’s accreditation that she encountered on the first day she began her tenure as president; sound fiscal management in the midst of two major financial challenges caused by external sources; and successful passage of Measure G for $349 million. After passage of Measure G, Dr. Browning led the entire college community and numerous teams of contractors and professionals through the complex process of planning and constructing the Academic Core Complex, which resulted in the grand opening of the Frank DiMino Academic Core Complex on the Fremont campus in January 2020, as well as completion of other Measure G projects. Through the President’s Advisory Committee, where the community is regularly invited to offer their insights on college programs and activities, she has connected Ohlone to the Tri-Cities. Dr. Browning was a strong advocate for and active leader of the college’s excellent relationships with local K-12 school districts, including the support and expansion of Ohlone’s College (continued on next page)
Did you know???

Ohlone’s tagline “Connect • Engage • Succeed” represents Ohlone’s promise to their students, their communities, and themselves.
The Ohlone Campuses

Fremont Campus
The Fremont campus opened in September 1974 and is located on a beautiful 534-acre hillside in the southeast area of Alameda County between Highways 680 and 880, just south of historical Mission San Jose. With 300 acres reserved for open space, the campus offers a peaceful learning environment for students. Natural features including black oak, chaparral, and seasonal springs dominate the landscape and welcome wildlife alongside the academic environment.

The architecture is designed to complement the hillside surroundings. At the center of the campus are buildings comprising the academic village, with buildings dedicated to music, art, Deaf studies, athletics, and general use classrooms.

Additions to the Fremont campus from the original construction are the fine and performing arts center, the Gary Soren Smith Center for the Fine and Performing Arts (which opened in 1995); the business and technology center, the Morris and Alvirda Hyman Center for Business and Technology (2002); and the Student Services Center (2009), located at the southern end of the campus where the original Building 7 was formerly located. The newest addition to the Fremont campus is the Frank DiMino Academic Core Complex, which opened in January 2020.

Frank DiMino Academic Core Complex
The three buildings of the Academic Core Complex are named in honor of Mr. Frank DiMino, who bestowed a $9.8 million gift to Ohlone College, making his contribution the largest in Ohlone’s history and ranking as the fifth largest donation ever given to a California Community College. The college is extremely grateful for Mr. DiMino’s generosity. The three buildings of the Frank DiMino Academic Core Complex comprise about 188,000 square feet of space, standing in the place of three nearly 50-year-old buildings that were demolished in 2013.

The Academic Core Complex is comprised of three buildings that house most of the educational offerings at Ohlone. Building 1 is the Frank DiMino Science Center, and contains science classrooms designed for specific disciplines while allowing for flexibility to teach all subjects, including Earth Sciences, Chemistry, Physics, Biology, Anatomy, and Physiology. Building 1 includes Ohlone’s largest general purpose classroom; the Science Learning Center; the Microscopy Room; the Emerging Technologies support rooms for Robotics and Machinry; the Biotechnology Laboratory; and the Anthropology Artifact Exhibit Area. Building 2 is the Frank DiMino Arts Center. It houses both visual arts and music classes, including Painting, Interior Design, and 2D Design classrooms; sculpture and ceramics studios; an outdoor ceramics yard; a Photography Studies suite; a formal recital hall; a band practice room; six sound-isolated small music practice rooms; an ensemble practice room; recording studios; Sheet Music Library; and a Piano Laboratory. Building 3 is the Frank DiMino Learning Commons and provides sweeping views of the San Francisco Bay. Building 3 houses the Fremont campus Library; tutorial and study spaces, and General Education classrooms. Also included in Building 3 are Speech Centers; collaborative and quiet Math Centers; the English Learning Center; and numerous study and reading rooms. Ohlone faculty and staff were excited to welcome students into the newly designed and long-awaited buildings.

Did you know???
In 1978, the Associated Students of Ohlone College (ASOC) was the first non-deaf college student government to elect a Deaf president.
Learning Resource Center (LRC)

The Learning Resource Center (LRC) has two locations, one on each campus. The Fremont LRC is located on the Fifth Level of Building 3. The Newark LRC is located on the First Level of Wing 1 in Room NC1124. The LRC's print and media collections are primarily housed on the Fremont campus and are accessible to Newark Center students and faculty through an inter-campus loan system. Registered students may access the LRC's many electronic resources, including electronic books and periodicals, through the LRC's web page at www.ohlone.edu/library. LRCs on both campuses provide group and individual study space, access to computers, and wireless Internet service.

Hochler Student Center

On June 17, 1976, Building 5 on the Fremont campus was dedicated to the memory of Ohlone Trustee Abraham (Abe) Hochler and named the Hochler Student Center. Mr. Hochler had served the Fremont-Newark Community College District as a trustee from July 1, 1966 until April 2, 1976, and is remembered for his exceptional leadership in development and construction of the College. He was a staunch supporter of students during his years of service to the District.

Ohlone College Center for Deaf Studies

Ohlone College has the largest and most comprehensive program in California designed to meet the academic and vocational needs of Deaf and Hard-of-Hearing students. Ohlone is unique in that there are both self contained and mainstreamed courses. Courses taught in ASL include developmental English and math, Deaf education, Deaf culture, personal development, and career awareness. Students may work toward a certificate or associate degree or may fulfill requirements needed to transfer to baccalaureate institutions such as Gallaudet University; National Technical Institute for the Deaf/Rochester Institute of Technology; California State University, Northridge; or other universities.

The Deaf Studies Learning Center on the Fremont campus (Building 6, First Level) provides Deaf and American Sign Language (ASL) students the opportunity to engage in intensive language interaction. The lab is fully equipped with Macintosh computer stations with the latest teaching and learning technology available. The computers are equipped with various software packages that allow students to work with video and graphics to create and use projects that improve language (signed and written) and communication skills. In addition to this, tutoring is also available with peer and faculty tutoring.

Gallaudet University Regional Center

Since its founding in 1864, Gallaudet University in Washington, D.C. has been a symbol of achievements and abilities of Deaf and Hard-of-Hearing people and has provided leadership, inspiration, and exemplary programs for Deaf and Hard-of-Hearing people all over the world. For some time Gallaudet University has been expanding its scope of services beyond the traditional baccalaureate liberal arts and practical sciences degree. This expansion is in response to the changing needs of society.


The Center provides information, training, services, and resources to address the educational and vocational needs of Deaf and Hard-of-Hearing people from birth through post-secondary employment; their families; and the professionals who work with them. The Center has a library of books and videotapes for loan. Upon request the Regional Center assists local communities with planning and coordinating educational programs, workshops, and seminars for Deaf and Hard-of-Hearing people, their families, and professionals who work with them. The Center utilizes resource persons from Gallaudet University as well as appropriate resource persons from schools for the Deaf; colleges and universities; and state and local agencies.

Additional information about the Gallaudet University Regional Center may be obtained by calling 510-659-6268 (Voice) or 510-344-5594 (Videophone), or by sending an email to gurc.ohlone@gallaudet.edu. The Gallaudet University Regional Center is located in Building 6, Third Level on the Fremont campus.
Morris and Alvirda Hyman Center for Business and Technology

The mission of the Morris and Alvirda Hyman Center for Business and Technology on the Fremont campus is to provide quality, cost-effective education and training for the fields of business, computer science, office technology, and software applications. Hyman Hall serves to advance economic development in the greater Fremont-Newark region. Hyman Hall was named after Morris and Alvera Hyman, the founders of Fremont Bank, in recognition of a significant endowment established in their honor.

The programs in Hyman Hall perform three important functions:

1. Prepare students for entry-level, re-entry, mid-level, or advanced jobs requiring a community college education.
2. Assist students in preparing to transfer to baccalaureate degree-granting institutions.

Programs housed in Hyman Hall include Graphic Arts and Multimedia studies. Hyman Hall offers the latest technology in multimedia, business, and other applications.

Hyman Hall is a vital economic development asset in the Fremont-Newark region, providing benefits to the entire community. Hyman Hall offers opportunities to prepare for a wide variety of occupational fields. It is also a place where employees can receive continuing education and professional development. By preparing individuals for the workplace and providing continuing education to employees, Hyman Hall is an excellent resource for employers as it offers customized training for companies and organizations.

Gary Soren Smith Center for the Fine and Performing Arts

The Gary Soren Smith Center for the Fine and Performing Arts was built on the Fremont campus to serve student and community needs for a professional performing arts facility. The Smith Center was named in recognition of Dr. Gary Soren Smith, the first Music faculty member hired at Ohlone. Dr. Gary Soren Smith served Ohlone College with distinction for 26 years as a professor of Music, division director, and acting vice president of instruction. Dr. Smith is remembered for his passion for the arts, dedication to supporting faculty and students, and tireless participation and leadership in the development of Ohlone College as a whole. He was instrumental in securing the funds and approvals needed in order to get the Smith Center built.

The award-winning Smith Center can be seen from San Mateo, especially at night when it is lit for special events. Several gala events have occurred in the Smith Center throughout the years, with guest celebrities such as Tom Hanks, Alex Borstein, and Pete Escovedo in attendance. The Jackson Theatre boasts an almost one hundred year old “Mighty Wurlitzer” pipe organ used to accompany silent films, which is played before shows and events and for Music Department concerts. The donated theatre organ is also made available to students and the general public for rehearsal and performance.

The Smith Center venues contain a 400 seat main stage Jackson Theatre, a 120 seat (flexible) NUMMI studio black-box theatre, a 680 seat open air Amphitheatre, the Louie-Meager Art Gallery and shop, a Dance Studio, Scene Shop, KOHL radio station, and ONTV television center with two fully-functional studios.

Ohlone College Broadcasting: Film and Television

Ohlone College Broadcasting: Film and Television offers hands-on classes in film production, directing short films, and video editing for film, television, and the Internet. Ohlone produces a live weekly newscast; teaches documentary production, digital video, audio production video, and writing for media across multiple platforms; and offers internships. Students develop skills essential to a career in film, television, or the Internet. Equipment is professional-grade with an HD control room, HD cameras, and two fully-equipped studios. Ohlone College Broadcasting: Film and Television instructors are industry professionals who have worked for Paramount, Warner Brothers, Disney, FOX, NBC Nightly News, KTVU, KPIX, KRON, and KNTV. Graduates work for film production companies, television news programs, and for Internet companies around the country.

Radio Station KOHL

KOHL 89.3 FM is a training facility focused on all aspects of radio broadcasting. KOHL is considered to be the preeminent commercial radio broadcast training program in Northern California. KOHL operates 24 hours around the clock with students making up the majority of on-air talent and staff. Instructors with vast experience in commercial broadcasting teach fundamental and advanced skills in a controlled and monitored environment to prepare students for a variety of industry positions. This education includes on-air talent, production, programming support, and broadcast sales to meet the demanding requirements of the radio industry. KOHL 89.3 FM utilizes current industry standard equipment and software which is upgraded frequently to keep pace with the radio broadcasting industry.

Newark Center for Health Sciences and Technology

The Newark Center for Health Sciences and Technology (NCHST) opened in January 2008. The Newark Center is located on Cherry Street west of Highway 880 on a 31-acre site adjacent to the San Francisco Bay. Awarded LEED Platinum Certification, the highest achievable level of sustainability from the U.S. Green Building Council, the campus serves as a model for other colleges to follow. It is a campus that teaches responsible, sustainable resource management both by example and by intentions. The Center’s design is tailored to meet the academic and service needs of students, with circulation routes in and around the building to promote student interaction and ease of access. The building has four wings that come together at a central hub. This feature creates a commons area with access to the café, computer kiosks, individual and group study areas, and wireless access. The latest educational technology features and ergonomic furniture are found throughout the colorful learning environments. The NCHST offers degree and certificate programs in health sciences, technology, biotechnology, and environmental studies. A variety of courses to meet general education requirements are also offered.

Campus Tours

The Ohlone College Peer Mentor program offers tours of both the Fremont and Newark campuses. Tours are given by Peer Mentors, who are current Ohlone students, and provide prospective students with general information about college resources and programs.

Tours of the Fremont campus typically last one hour, and tours of the Newark campus last approximately 30 minutes. Comfortable shoes should be worn as the tours involve a great deal of walking.

(continued on next page)
To schedule a tour please complete a Campus Tour Form, which is available on the Peer Mentors web page at www.ohlone.edu/peermentors/campustours.

Please contact the Peer Mentor Office at 510-659-6005 or by email at newstudent@ohlone.edu if accommodations (such as a wheelchair or an ASL interpreter) are needed; if the tour involves more than ten people; or if a customized tour is desired.

Community Education
Community Education courses are designed to meet the not-for-credit education needs of individuals in the Tri-Cities area. No tests or exams are required. Courses provide skills, knowledge, and hands-on activities appropriate to the content. Students can improve job skills, prepare for promotion, or explore new careers by taking not-for-credit workshops. Many courses are available online. The Ohlone for Kids and Teens program has special courses designed for students going into grades 4-11. Students practice critical thinking skills and enjoy a variety of activities including arts, computers, math, reading, and writing.

The Community Education program is self-supporting and receives no taxpayer funding. Visit the Community Education web page at www.ohlone.edu/commed or call 510-979-7590 for information.

Study Abroad Program
For over 20 years the Study Abroad Program has been part of the instructional offerings at Ohlone. Throughout this time, Ohlone has offered students the opportunity to study and travel in a wide variety of countries. The Study Abroad Program has included programs offered by the Art, Business, English, Language Arts, Music, and Theatre and Dance departments. Ohlone students have studied art in Italy, French in Paris, and business in Shanghai; attended theatre in London; cruised the Nile River in Egypt; performed in Europe and Asia; and spent semesters abroad in Stratford-upon-Avon, England and Sydney, Australia. More information about Ohlone’s Study Abroad program is available at www.ohlone.edu/studyabroad.

The Community College System
Joliet Junior College in Illinois was founded in 1901, making it the oldest public junior college in the nation. In 2001 community colleges in the United States celebrated 100 years of serving students. Fresno City College was established in 1910, making it the first community college in California and the second oldest existing public community college in the United States.

According to the American Association of Community Colleges, in 2020 there are 1,050 community colleges in the United States, with 942 of those institutions being publicly controlled. In Fall 2018 there were 11.8 million students attending community colleges in the United States, representing 41% of all undergraduate students in the United States and 39% of all first-time freshmen in the United States. In 2017-2018 community colleges awarded 852,504 associate degrees and 579,822 certificates.

The California Community College system of two-year public institutions is composed of 115 colleges statewide organized into 73 districts, and represents the largest system of higher education in the United States. During the 2018-2019 academic year the California Community College system enrolled more than 2.15 million students. In 2018-2019, 58,800 California Community College students earned an associate degree for transfer; 128,796 students earned an associate degree; and 103,723 students earned a credit certificate. In 2017-2018, 18,703 students transferred from a community college to a University of California campus; 49,910 students transferred from a community college to a California State University campus; 9,590 community college students transferred to a private college or university within California; and 15,731 community college students transferred to a college or university outside California.

Ohlone College is a part of the Ohlone Community College District with campuses in Fremont and Newark, as well as the virtual campus of online course offerings. During 2019-2020 the Ohlone Community College District served seven high schools, two continuation high schools, two adult schools, and the Regional Occupational Programs, and over 15,000 students. Ohlone is proud of its role in the community college system—both in the United States and California—and honored to be able to provide its students with a quality educational experience.
Ohlone College Foundation

The Ohlone College Foundation is committed to supporting Ohlone College students through a broad range of activities including:

- Scholarships such as the Ohlone Promise that provide educational opportunities to students with need;
- Innovative and life-changing programs to help students succeed;
- Capital improvements such as furniture, fixtures, and equipment that enhance Ohlone’s learning environment;
- Student services and professional development for faculty and staff which strengthen the ability to serve students.

The Foundation is overseen by a volunteer board of directors consisting of community, corporate, and philanthropic leaders who are dedicated to the well-being of Ohlone College students.

One of the Foundation’s most important goals is to lower the barriers to education by expanding the number of scholarship available to students. In 2020 the Foundation offered 88 scholarships valued at over $181,000.

Accreditation

Ohlone College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. ACCJC is located at 10 Commercial Boulevard, Suite 204, Novato, CA 94949, 415-506-0234.

Additionally, Ohlone College’s health science programs are accredited by the appropriate professional agencies. The Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN) and is also approved by the Bureau of Registered Nursing (BRN). The Physical Therapist Assistant program is accredited by the Commission on Accreditation for Physical Therapy Education (CAPTE). The Respiratory Therapist program is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

Ohlone Community College District Board of Trustees

The Ohlone Community College District serves the cities of Fremont, Newark, and a portion of Union City, and includes all facilities and functions for Ohlone College. The District is governed by a seven-member Board of Trustees who are selected by voters in local elections. The Board appoints the District Superintendent/President and establishes policies to assure the quality, integrity, and effectiveness of the programs and services and the financial stability of the District. Information about the Board of Trustees activities can be found on their web page at www.ohlone.edu/board.

Foundation Opportunities

Students: Apply for a scholarship! Incoming and current Ohlone College students are encouraged to apply for Foundation scholarships at www.ohlonefoundation.org each year between February 1 and March 31.

Community members: The Foundation receives the majority of its financial support from individual community members, local businesses, corporations, and private foundations. The Foundation gratefully accepts individual donations, planned events, corporate funds, and a variety of other giving. Many donations are given for a specific purpose such as scholarships or a specific program or department; others are unrestricted, allowing their gifts to be used in the area of greatest need.

Whatever a donor’s intent, all gifts are fully tax deductible to the extent allowed by law and gratefully welcomed. To learn more how you can help, please call 510-659-6020 or visit the Ohlone Foundation website at www.ohlone.edu/foundation.

Revision of Regulations

Any regulations issued by the Administration of the College shall have the same force as those printed in this catalog and shall supersede, after notice has been made, any ruling on the same subject that may appear in the printed catalog or other official bulletins of the College.

Ohlone College exists to serve residents of the cities of Fremont, Newark, and the Bay Area. Every effort is made to provide the information and services needed to facilitate successful attendance at Ohlone College. Students are individually held responsible for information contained in this catalog. Failure to read and comply with policies, regulations, and procedures contained therein does not exempt a student from whatever penalties the student may incur.

Did you know???

The Ohlone Renegades were originally named the Ohlone Saints. The mascot was chosen by a group of prospective students even before the college was named. In May 1968 ASOC voted to change the mascot name from Saints to Renegades.
Admission Information

Admission to Ohlone College is open to anyone who is a high school graduate; has a high school equivalency certificate or GED; or is 18 years of age or older. Students under 18 years of age qualify for admission by meeting one of the following requirements:

- Graduating from high school.
- Passing the California High School Proficiency Examination (CHSPE) or General Educational Development (GED) Examination.
- Meeting the Kindergarten-12th grade admission requirements as described in this chapter of the catalog.

Open Enrollment Policy

Per §51006 of the California Code of Regulations, “The policy of this district is that, unless specifically exempted by statute or regulation, every course, course section, or class, reported for state aid, wherever offered and maintained by the district, shall be fully open to enrollment and participation by any person who has been admitted to the college(s) and who meets such prerequisites as may be established pursuant to Section 55003 of Division 6 of Title 5 of the California Code of Regulations.”

Student Equity and Achievement (SEA)

The Student Success and Support Program (SSSP) has merged with the Student Equity Program and the Basic Skills Initiative and is now known as Student Equity and Achievement (SEA). The intent of the SEA Program is to increase student access and success through the provision of core support services. These services include orientation, placement, counseling, advising, and other education planning services, with the goal of providing all students with the support services necessary to assist them in achieving their educational goal and declared course of study.

Applying for Admission

Students may apply for admission online at www.ohlone.edu/admissions/newstudents. Applying online is the fastest way to apply. Application forms are also available online via the Ohlone College web page at www.ohlone.edu/sites/default/files/documents/imported/appforadmission.pdf, from the Office of Admissions and Records on the Fremont campus, and from the Student Services Center on the Newark campus. To be able to register for classes all new and former students in the following categories must submit an application for admission:

- New students entering Ohlone College for the first time;
- Former students (students who did not attend Ohlone College during the previous Fall or Spring Semester);
- All new or returning international students;
- Kindergarten-12th grade students seeking special admission.

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Students who attended Ohlone College during the previous Fall or Spring Semester do not need to submit a new application. Per Ohlone College Administrative Procedure 5011, Kindergarten-12th grade students are required to submit a new application every term.

Transcripts for Admission

The following students are expected to submit official transcripts from all previously attended institutions:

- Applicants to the Physical Therapist Assistant, Registered Nursing, or Respiratory Therapist programs;
- Veterans;
- International students;
- Students planning to transfer to a baccalaureate college or university;
- Students participating in intercollegiate sports.

Applicants are responsible for requesting that official transcripts are mailed directly to the Office of Admissions and Records. Applicants who have been out of high school for five years or more do not need to submit their high school transcripts.

Applicants to the Physical Therapist Assistant, Registered Nursing, and Respiratory Therapist programs need to include their official transcripts in their completed application packet and drop them off in the application drop box at the Newark campus.

Health Sciences Programs Requiring Special Admission

In addition to the basic requirements for admission to Ohlone College, there are specific requirements for admission to the Physical Therapist Assistant, Registered Nursing, and Respiratory Therapist programs. Admission criteria may change periodically and placement is limited by space. Prospective students should check each program’s web page for the admissions application process.

Ohlone College/Diablo Valley College Cooperative Program in Respiratory Therapy

The Respiratory Therapist curriculum is offered by Ohlone College in cooperation with Diablo Valley College. Additional information regarding this cooperative program may be obtained by going to the Health Sciences Division web page at www.ohlone.edu/healthsciences or the Counseling Center at Diablo Valley College.

Residency Information

By state law Ohlone College is required to obtain evidence from students of physical presence in California and of their intent to make California their home state for other than a temporary period. A California resident, for purposes of community college admission, is a person who has maintained physical presence in California for at least one year and one day immediately prior to the first day of instruction with the demonstrable intent of making California his or her permanent home. Non-resident students who have attended three years of high school in California and graduated from a California high school may be eligible for exemption from non-resident tuition per AB 540. Due to the complexity of residency requirements, students are encouraged to contact the Office of Admissions and Records at 510-659-6100 with specific questions. Residency regulations may be found in sections §§54000-54060 of Title 5 of the California Code of Regulations. Information regarding residency regulations and detailing what documentation is needed is available on the Admissions and Records web page at www.ohlone.edu/admissions/residency.

International Student Admission

“International student” is defined here as a student who has or wishes to obtain an F-1 Student Visa to study in the United States. Ohlone College admits and serves a diverse community of international students. Ohlone’s International Programs and Services Office issues the Immigration Form I-20 to admitted international students. Students then use the Form I-20 to apply for an F-1 Student Visa at a United States Embassy or Consulate in their home country. Students currently studying on an F-1 Visa at another school in the United States may apply to transfer to Ohlone College. International student application deadlines are June 15 for the Fall Semester and November 13 for the Spring Semester.

To be considered for admission, international students must submit a completed International Student Application and other required application documents to the International Programs and Services Office. Please contact the International Programs and Services Office at 510-659-6439 for an International Student Application or download the application at www.ohlone.edu/international/admissionregistration.

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Did you know???

Ohlone opened for classes on September 25, 1967. Classes were held at a temporary site in the former Junipero Serra, St. Mary of the Palms School for Girls at 650 Washington Boulevard in Fremont. Enrollment in the first fall quarter was 1,706 students.
Application requirements:
- A completed International Student Application;
- A non-refundable $50 International Student Application Fee;
- Proof of graduation from high school, or the equivalent;
- Official bank documentation, in English, demonstrating the student’s or student’s financial guarantor’s ability to cover the student’s educational and living expenses for one year;
- A completed Financial Affidavit (part of the application form).
- The required minimum score on the Test of English as a Foreign Language (TOEFL). A score of 57 or higher on the Internet-based Test (iBT) or 490 on the Paper-based Test (PBT) is required. International English Language Testing System (IELTS) scores of 5.5 or higher can be accepted in lieu of the TOEFL.*
- Copies of the student’s passport, Student Visa, current Form I-20, and I-94 (applicable to students who already have an F-1 Visa, are currently in the U.S, and who are applying to transfer to Ohlone College, only).

*More information on alternative forms of English proficiency accepted may be found online at www.ohlone.edu/international/englishrequirements. Students may also wish to consider joining the Ohlone College English Language Institute (ELI).

Ohlone offers academic and counseling services to international students. Students must maintain enrollment in at least 12 units of academic work each semester.

Ohlone also offers the opportunity for Deaf international students to learn American Sign Language and engage in Ohlone College degree program studies. For more information, please visit www.ohlone.edu/deafstudies.

Full-time, F-1 Visa-holding students of Ohlone College are required to possess valid health insurance. Group health insurance coverage is provided, and a group health insurance fee per semester is assessed to all F-1 Visa-holding international students of Ohlone College. This fee is subject to change. Please contact the International Programs and Services Office at 510-659-6439 for information.

For detailed information on international admissions at Ohlone College visit www.ohlone.edu/international. Please also refer to the International Programs and Services section in Chapter 3 of this catalog.

**English Language Institute (ELI)**

International students who are not yet proficient enough in English to gain direct admission to an Ohlone College degree program may wish to first join the Ohlone College English Language Institute (ELI). The ELI is a full-time, intensive English language program designed for non-native speakers of English who have or wish to obtain an F-1 Student Visa. Students who apply to the ELI and who wish to later join a degree program may be conditionally admitted by Ohlone College. For more information visit www.ohlone.edu/international/eli or contact the Ohlone College International Programs and Services Office at 510-659-6439.

**Special Student Admission - Kindergarten-12th Grade Students**

The term “special admission” applies to students who are currently enrolled in Kindergarten-12th grade. These students may enroll in Ohlone College courses that are UC and/or CSU transferable on a space available basis. PE and ATHL courses are not available for any Kindergarten-12th grade student enrollment. Kindergarten-12th grade students must meet all course prerequisites to be eligible for enrollment. Students currently in high school (10th-12th grade) will be placed using high school GPA, high school course completion, and a brief guided placement survey. Please refer to www.ohlone.edu/placement for additional information regarding prerequisite clearance for Kindergarten-12th grade students. Parental and principal or school official approval is also required.

All Kindergarten-12th grade students are required to submit a new application for admission every term. Permission packets for those students who are attending classes on an Ohlone College campus may be obtained at www.ohlone.edu/admissions/k12admission. Permission packets for students attending dual enrollment classes located on their high school campus may be obtained from the coordinator of the dual enrollment program at the high school.

Kindergarten-12th grade students are exempt from paying the California Community College Enrollment Fee but are subject to paying the Electronic Access Fee, Health Services Fee, Transportation Fee, and the optional Student Activity Fee. Students who are enrolled exclusively in classes located at off-campus sites are also exempt from the Electronic Access Fee, Health Services Fee, and Student Activity Fee. Students who are enrolled only in online classes are subject to the Electronic Access Fee and the Health Services Fee.

**Kindergarten-9th Grade Students**

Kindergarten-9th grade students may only register in a limited number of course offerings. The list of approved courses is available at www.ohlone.edu/admissions/k12admission and in the Kindergarten-9th grade application packet. Students are required to submit their completed application packet by a deadline several weeks before the start of the term. No applications for Kindergarten-9th grade students will be accepted after the deadline posted for each term. This deadline is available on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar) and at www.ohlone.edu/admissions/k12admission. Students are encouraged to submit their application early. The first day that admitted Kindergarten-9th grade students are eligible to register for classes with an add authorization code is the first day of the term.

**10th-12th Grade Students**

Students in 10th-12th grade are only allowed to register for CSU and UC transferable courses. These courses are identified online in WebAdvisor (https://webadvisor.ohlone.edu) and this catalog. 10th-12th grade students will be eligible to register for classes approximately two weeks before the start of the term.
New Student Orientation and Placement

Fremont campus, Building 7, Second Level, Room 7201
newstudent@ohlone.edu
www.ohlone.edu/orientation

English and Math Placement

Placement in English and Math is one of the critical first steps to helping students successfully start their college experience. It is also important that students understand their placement options and their rights to access transfer-level coursework.

Ohlone’s new placement process is available online and is based on self-reported information, which relies on a student’s honesty to help determine the appropriate placement level. Students with questions or concerns about their placement may meet with a drop-in counselor (www.ohlone.edu/counseling).

Students who are interested in Physical Therapist Assistant, Registered Nursing, or Respiratory Therapist programs need to refer to the Health Sciences Division web page (www.ohlone.edu/healthsciences) for specific admission information.

English and Math Placement Models

Students who are currently enrolled in high school (10th-12th grade) or who graduated from a United States high school after 2010 are placed using their high school GPA, high school course completion, and a brief guided placement survey. Students who did not graduate from a United States high school within the last ten years use guided self-placement instead of high school records.

**ENGLISH**

<table>
<thead>
<tr>
<th>GPA</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school GPA greater or equal to 2.60</td>
<td>ENGL-101A (Reading and Written Composition)</td>
</tr>
<tr>
<td>High school GPA less than 2.60 or equal to 1.90</td>
<td>ENGL-101A (Reading and Written Composition) and ENGL-101AX (Reading and Written Composition Supplement) is recommended</td>
</tr>
<tr>
<td>High school GPA less than 1.90</td>
<td>ENGL-101A (Reading and Written Composition) and ENGL-101AX (Reading and Written Composition Supplement)</td>
</tr>
</tbody>
</table>

**MATH: SLAM** (Science, Liberal Arts, Math)

<table>
<thead>
<tr>
<th>GPA</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school GPA greater or equal to 2.30</td>
<td>MATH-156 (Math for Liberal Arts) or MATH-159 (Introduction to Statistics)</td>
</tr>
<tr>
<td>High school GPA less than 2.30</td>
<td>MATH-156 (Math for Liberal Arts) or MATH-159 (Introduction to Statistics) and MATH-199 (Success in Math) is recommended</td>
</tr>
</tbody>
</table>

**MATH: B-STEM (Business, Science, Technology, Engineering, and Math)**

<table>
<thead>
<tr>
<th>GPA</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school GPA greater or equal to 3.40 and Calculus</td>
<td>MATH-101A (Calculus with Analytic Geometry)</td>
</tr>
<tr>
<td>High school GPA greater or equal to 3.40 and Pre-Calculus</td>
<td>MATH-167 (Calculus for Business and Social Science) or MATH-187 (Pre-Calculus II)</td>
</tr>
<tr>
<td>High school GPA greater or equal to 2.60 and Algebra II or higher</td>
<td>MATH-186 (Pre-Calculus I)</td>
</tr>
<tr>
<td>High school GPA less than 2.60 and Algebra II or higher</td>
<td>MATH-186 (Pre-Calculus I) and MATH-186X (Pre-Calculus I Supplement)</td>
</tr>
<tr>
<td>No Algebra II or higher in high school</td>
<td>MATH-152 (Algebra II)</td>
</tr>
</tbody>
</table>

*Appropriate transferable math courses vary by major. Please see a counselor for assistance in choosing the right path.

Ohlone College uses these additional approaches to place students into English, ESL, and Math sequences:

- Completed coursework at a regionally accredited college or university;
- Advanced Placement (AP) tests;
- English as Second Language (ESL) students are placed through a computerized assessment and an essay on an assigned topic.

Chemistry Placement

In the spirit of Assembly Bill 705, the Chemistry Department now uses the evaluation of high school transcripts for placement into Chemistry 101A instead of a Chemistry placement test. Self-reporting is not available for Chemistry placement. To challenge the Chemistry 102 prerequisite students need to bring an unofficial high school transcript to a drop-in counselor to demonstrate that they meet the following requirements:

- Passed high school chemistry in the past three years and
- Have a high school GPA of at least 3.0.

Students who satisfy the Chemistry 102 prerequisite must still complete the Math 152 prerequisite (or place higher than Math 152) before registering in Chemistry 101A.
Students who have determined that they need to complete ESL placement need to follow these directions:

- Students must have an Ohlone student ID number.
- Students must bring a current, valid photo ID (driver’s license, school ID, or passport).
- Students should plan to attend a placement session as soon as possible because seating is limited.
- No translators, dictionaries, or other study aids are allowed.
- Students should meet outside the specified room at least 15 minutes early.
- Late students are not admitted.
- Retesting is allowed once per semester.
- Math placement is not offered during ESL placement. Students who need a math placement should refer to the placement web page at www.ohlone.edu/placement.

The ESL placement process takes 4½ hours to complete. Please refer to the ESL Placement web page at www.ohlone.edu/placement/schedules-esl for the ESL placement schedule. Space is limited; therefore, students must make reservations for ESL placement using the online reservation system at www.ohlone.edu/placement/schedules-esl. Reservations are made on a first-come, first-served basis. Reservations can also be changed or cancelled online. Students can only reserve one ESL placement per semester. Students must know their Ohlone College student ID number and will use their Ohlone student email address to make a reservation.

New Student Orientation
Orientation is an important first step in each student’s successful partnership with Ohlone College to develop and realize educational goals. Orientation is designed to familiarize students new to Ohlone with the programs, services, and academic opportunities available to them. International students need to contact the International Programs and Services Office at international@ohlone.edu or 510-659-6439.

Only first-time college students are required to complete Orientation. Students are automatically exempt from Orientation if they indicate on their application that they

- have completed college coursework after graduating from high school;
- are enrolled in Kindergarten-12th grade while taking Ohlone College classes; or
- are only enrolling in Summer Term.

All students are encouraged to meet with a counselor for course selection and advisement. For more information about meeting with a counselor, visit www.ohlone.edu/counseling.

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What information is provided during Orientation?

- One-on-one meeting with a counselor to select classes in the student’s pathway
- English and math placements
- Help setting up an Ohlone student email account
- Essential college services and resources
- Information about certificate, degree, and transfer programs
- Information about Student Success Programs
- Information about financial aid
- Fees (tuition, books, other supplies, and parking permit)

For more information about Orientation, please go to www.ohlone.edu/orientation.

Registration Information

Class Schedule
Ohlone’s classes for each term are available online via WebAdvisor (https://webadvisor.ohlone.edu) by clicking on Search for Sections. Application and registration procedures, academic calendar dates, and general information are available on the Admissions and Records web page (www.ohlone.edu/admissions).

Schedule for Registration
Continuing students are assigned the earliest registration times and receive a registration appointment based on having a declared academic program (major) and by the number of Ohlone units earned toward that program. Registration appointments are emailed to students prior to the start of registration.

New and former students receive the next opportunity to register. New and former students cannot register for classes until they have completed the admission process.

10th-12th grade students are able to register for classes approximately two weeks before the start of the term. 10th-12th grade students cannot register for classes until they have completed the admission process.

Kindergarten-9th grade students receive the last opportunity to register, starting the first day of the term. Kindergarten-9th grade students cannot register for classes until they have completed the admission process.

Registration Procedures
Students should acquaint themselves with Ohlone College registration policies by studying the information in this catalog and registration information provided by the Office of Admissions and Records. Registration dates are published in the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions). Students register for classes online via WebAdvisor (https://webadvisor.ohlone.edu). Registration by proxy is permissible with written permission from the student.

Per §§55040 of the California Code of Regulations, enrollment will not be allowed in a non-repeatable course that was previously completed with a grade of C or better. Enrollments will also not be allowed in a course that has already been repeated the maximum times allowed. All repeat policies are enforced through WebAdvisor and students will be blocked from registering for courses when the maximum number of enrollments has already been attained. Per §§8161 of the California Code of Regulations, a course with a
letter grade, including a W, counts as an enrollment. If a student receives a substandard grade (D, F, NP) at Ohlone the student will be allowed to enroll in that same course again in order to successfully complete the course. A student will be allowed three attempts, including W grades, to complete the course. The third enrollment in the course at Ohlone will become the final enrollment at Ohlone, regardless of the grade earned by the student. Once the course is completed with a satisfactory grade (A, B, C, or P) the course cannot be taken again at Ohlone. For example: During Fall 2019 a student received a W in ENGL-101A. During Spring 2020 the same student received an F in ENGL-101A. The next time that the student takes ENGL-101A, regardless of the grade (A, B, C, D, F, P, NP, or W), is the last time ENGL-101A can be taken at Ohlone College.

Registering for Courses with Prerequisites

Many courses have prerequisites that must be successfully completed prior to enrollment. Students will not be able to register for courses for which Ohlone does not have record that they have successfully completed the course prerequisites. Students registering for courses that require prerequisites will be allowed to register for the course during the term they are enrolled in the prerequisite course, even though final grades have not yet been posted. However, once final grades are posted, students must have completed the prerequisite course with a grade of C or better or they will be dropped from the course.

Prerequisites Taken at Another College or University

Students who have completed a course prerequisite at another college or university must speak to a counselor (Building 7, Third Level on the Fremont campus or at the Student Services Center in Room NC1312 on the Newark campus) about getting the prerequisite waived before being able to register for the course. The counselor will need to review the transcript. If the counselor determines that the course prerequisites have been successfully met then the counselor will approve a waiver and the student will be able to register online via WebAdvisor. Additional information about clearing prerequisites is available online at www.ohlone.edu/counseling/clearprereqs.

Waitlisting

Waitlisting is a way to electronically stand in line in WebAdvisor for a filled class. During the registration period, students may place themselves on a waitlist for specific classes that are filled. If a class is full, students will be asked on WebAdvisor if they want to be added to the waitlist. If space becomes available in the class, students on the waitlist will be notified by email with instructions on how to add themselves to the class. Students are notified about open spots in the class in the order they were added to the waitlist. Students may check their status on the waitlist via their WebAdvisor account. Additional information about clearing prerequisites is available online at www.ohlone.edu/counseling/clearprereqs.

Students who have blocks preventing registration such as an outstanding balance, unmet prerequisites, conflicts with another class, overloads, or other academic issues are not able to add into a class even if there is space available. These students have three days from notification of an open spot to resolve any issues preventing registration. After three days from notification, students are removed from the waitlist so the next student in line has an opportunity to register.

Students are restricted from waitlisting in more than one section of a class (for example, waitlisting for both ENGL-101A-01 and ENGL-101A-02). WebAdvisor allows students who are already waitlisted in one section of a class to register in a different section of the same class (for example, waitlisting for ENGL-101A-01 while already registered in ENGL-101A-02). However, students are not allowed to drop into the waitlisted class while they are still registered in a different section of the same class. Students must drop the registered class in order to be moved into the next available space in the waitlisted class.

Students who decide not to take a class for which they are waitlisted must remove themselves from the waitlist.

Adding Classes (Registration After the Start of Class)

Students may add full-term classes, where space is available, using WebAdvisor (https://webadvisor.ohlone.edu) through the date posted on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar). After that date students may only add full-term classes by obtaining an add authorization code from the instructor. Students are responsible for registering themselves in classes via WebAdvisor with the add authorization code. Students should refer to the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar) for more information regarding registration deadlines.

Dropping Classes or Withdrawing

Per §55024(a)(1) of the California Code of Regulations, students can drop a class via WebAdvisor (https://webadvisor.ohlone.edu) through the 75% point of the class. Instructor permission is not required to drop a class. Students receive a W grade if they drop a class after the last day to drop without a W. However, W grades are not considered punitive and students are encouraged to drop classes in which they are not doing well and are concerned that they may receive a substandard grade. Classes cannot be dropped after the deadline to receive a W; students who are still registered after the last day to drop must receive a letter grade (A-F).

Students may be dropped from classes by the instructor if they do not attend the first or second class meeting or for excessive absences. However, students are ultimately responsible for withdrawing from a class that they no longer plan to attend. Failure to do so can result in a failing grade being issued by the instructor and charges being issued for the class.

WebAdvisor (https://webadvisor.ohlone.edu)

WebAdvisor is Ohlone’s online academic management system and is available for free to all current Ohlone students. WebAdvisor is the most convenient way to register for classes, add and drop classes, add to a waitlist, view a class schedule, view financial aid information, check a student balance, submit payments, print an unofficial transcript, and check grades. WebAdvisor also provides the first opportunity for students to register. Students can go online to https://webadvisor.ohlone.edu to set up a free WebAdvisor account after their application has been completed and they have received a student ID number from the Office of Admissions and Records.

Registering for Classes

Students register for classes online via WebAdvisor (https://webadvisor.ohlone.edu). Students cannot register before their scheduled registration day and time. If there is a block preventing registration such as needing to submit a new application, unmet prerequisites, time conflicts, unit overload issues, or an outstanding balance, an error message appears at the top of the WebAdvisor screen, above where it says “UNSUCCESSFUL REGISTRATION.” Students may call Admissions and Records at 510-659-6100 or email admissions@ohlone.edu for help understanding an error message. Some students are required to submit a new application before they can register for classes. A new application is required every semester for Kindergarten-12th grade students, and for any student who takes a leave from attending Ohlone for longer than one semester.

Students should meet with an Ohlone College counselor if they need help choosing their classes. Students may make an appointment with a counselor by going online to www.ohlone.edu/counseling/onlineappt, calling 510-659-6110, or by making an appointment at the Counseling Window (Building 7, Third Level on the Fremont campus).
Ohlone College provides services and programs that enhance a student’s use of college offerings and facilitate progress toward academic, career, personal, and social goals. Student Services staff are committed to each student’s success and growth as a person. Student Services coordinates with all areas of the college to provide a meaningful college experience for students.

Most Student Services offices are located in the Student Services Center, Building 7 on the Fremont campus. Admissions, registration, records, counseling, and financial aid assistance are also available at the Student Services Center on the Newark campus. Food trucks are available to students on the Fremont campus between Building 5 and Building 6, and a café on the Newark campus in Room NC1201. The Athletics offices are located in the Epler Gymnasium, Building 9 on the Fremont campus. The Vice President, Student Services serves as administrator for student services.

### Admissions and Records

Fremont campus, Building 7, Second Level  
510-659-6100  
Newark campus, Room NC1312  
510-742-2341  
admissions@ohlone.edu  
www.ohlone.edu/admissions

The major objective of Admissions and Records is to provide for the admission and registration of all students. Admissions and Records is responsible for maintaining accurate academic records. Admissions and Records assists students with transfer credit evaluation; CSU GE Breadth and IGETC certification; transcript requests and enrollment verifications; residency determination; and certification of completion of certificate and degree requirements.

### Athletics

Fremont campus, Building 9  
510-659-6044  
www.ohloneathletics.com

Athletics is an academic program that produces significant student learning outcomes that relate directly to success in life. The Athletics program aims to support student success in accomplishing these learning outcomes as well as monitoring and reaching a variety of academic achievement goals including grade point average, course and program completion, and transfer. The student learning outcomes related to Athletics include the following:

- Value the importance of and develop a regular regimen of physical activity and/or exercise.

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Student Services Curriculum

Student Services as a division exists to focus on the whole student, and the entire student learning experience. Everything we do contributes to and promotes the quality of student learning. The vision of Student Services will center around five main learning concepts that will guide our work in defining our division’s Student Learning Outcomes.

**RESPONSIBILITY**

Student Services helps students develop personal responsibility for their lives, and their learning skills such as time management, budgeting, and ability to meet deadlines. Students learn self-sufficiency, responsibility, and accountability through the co-curriculum processes of online admissions, placement, orientation, financial aid, transfer and career services, individualized counseling, and personal health services.

**RESPECT**

Student Services provides the co-curriculum of respect of self and others through a myriad of student development opportunities designed for learning about differences and commonalities. Participation in competitive sports and the opportunity to understand one’s own and others’ learning abilities and disabilities are components of respect. Student Services focuses on building a diverse learning community that demonstrates the value of each individual through trust, cooperation, and teamwork in an environment of civility.

**INTEGRITY**

Student Services helps students develop their honesty of character through awareness and intervention. The student code of conduct is built in tandem with the academic dishonesty regulations. The lack of gossip is encouraged.

**LEADERSHIP**

Student Services is in the role of providing leadership skill building opportunities through student development workshops, classes, and one-to-one mentoring. Student activities, associated students, clubs, peer mentors, launching leadership workshop series are all fundamental components of teaching students leadership skills.

**PURPOSE**

As one of our students said, “Everyone wants and needs to know their purpose.” Student Services is composed of professional educators who provide learning opportunities for students to self discover purpose. We provide leadership opportunities, academic advising, and personal and emotional support as students transform themselves through their self learning and academic efforts. Purpose is powerful.

*Ohlone Student Services’ vision is an achievable possibility centered around the five concepts of a curriculum of Responsibility, Respect, Integrity, Leadership, and Purpose. The possibilities of Student Services are the possibilities for students. And the possibilities for students are the possibilities for Ohlone College.*
- Develop sport specific skill sets in preparation for transfer or entry into professional and/or Olympic sports.
- Demonstrate critical thinking skills as they apply to game strategies and situations.
- Develop and demonstrate the connection between preparation for and execution of work; commitment to personal and team goals; acceptance of team diversity; and leadership skills.

Ohlone College is a member of the Coast Conference. This conference includes colleges that are located throughout the Greater Bay Area, including regions such as Santa Cruz, Gilroy, Monterey, San Jose, and San Francisco. The sports that are offered at Ohlone College include the following:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer (Men and Women)</td>
<td>Basketball (Men and Women)</td>
<td>Baseball (Men)</td>
</tr>
<tr>
<td>Volleyball (Women)</td>
<td>Softball (Women)</td>
<td>Swim/Dive (Men and Women)</td>
</tr>
<tr>
<td>Water Polo (Men and Women)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Eligibility requirements can be found on the California Community College Athletic Association’s (CCCAA) website at www.cccaasports.org. These requirements include that students are actively enrolled at Ohlone with a minimum of 12 units (9 academic), have never played professionally in their interested sport, and have a current sports physical on file with the Athletic Trainer. Students who are interested in participating in an intercollegiate sport should contact the respective sport coach or the Kinesiology and Athletics Division Office for further information.

### Bookstore

Fremont campus, Building 4, First Level  
510-659-6061  
www.ohloneshop.com

The Ohlone College Bookstore is located in Building 4 on the Fremont campus. The Bookstore’s primary responsibility is to enhance the students’ and instructors’ educational experience by working with the college community and providing support. The Bookstore provides all required course materials and more, including logo apparel and merchandise, greeting cards, snacks, and drinks. For further information (including hours of operation and general policies) please visit the Bookstore’s website at www.ohloneshop.com or call 510-659-6061.

### Campus Police Services

Fremont campus, Building 20, First Level  
510-659-6111  
Newark campus, Room NC1001  
510-659-6111  
www.ohlone.edu/cps

The Ohlone College Police Services, known as Campus Police Services (CPS), was established by Board of Trustees Resolution 63-74-75. The officers are trained per Commission of Peace Officer Standards and Training Guidelines, Resolution 66-81-82. The College is committed to full implementation of the Student Right-to-Know and Campus Safety Act of 1990 (Clery Act).

The responsibilities of Campus Police Services include security at both Ohlone campuses; traffic and parking control; prevention and detection of crime; and enforcement of federal, state, and municipal laws and District regulations and policies. Campus Police Services has the primary responsibility for directing, planning, and controlling vehicle and pedestrian traffic on College grounds. Campus Police Services oversee the painting of roadways and curbs; placement of control signs; removal of hazardous obstructions; and other related tasks.

Campus Police and/or Safety Officers are available while classes are in session and from 7:00am-8:00pm on weekends. The Campus Police Services Office is located in Building 20 on the Fremont campus and is open from 8:00am-10:30pm Monday-Thursday and 8:00am-2:00pm on Friday. Campus Police Services personnel are not available during District holidays.

To contact Campus Police Services on the Fremont campus:
- Dial 6111 from a campus phone. Emergency phones are located on the Second Levels of Buildings 4 and 6 and in all elevators. Blue emergency phones are located on every level of the South Parking Structure, on Olive Way, and in the Athletic Field House. These phones are for emergencies only and if not answered by Campus Police Services will forward directly to 911.
- Dial 510-659-6111 from off-campus phones.
- For medical emergencies do not hesitate to call 911 and then notify Campus Police Services.

To contact Campus Police Services on the Newark campus:
- Dial 6111 from a campus phone. Blue emergency phones are located in the campus parking lots. These phones are for emergencies only and if not answered by Campus Police Services will forward directly to 911.
- Dial 510-659-6111 from off-campus phones.
- For medical emergencies do not hesitate to call 911 and then notify Campus Police Services.

All in-coming calls are handled as soon as possible. Campus Police Services personnel make reports of crimes and other emergencies to which they respond.

(continued on next column)
Career Center and Small Business Development Center

Newark campus, Room NC1211
510-742-2323
www.ohlone.edu/careercenter
www.acsbdc.org

The Career Center is located at the Newark campus. Career Center staff are prepared to help students, alumni, and the community with career exploration, job searches, internship searches, and more. Career Link, Ohlone’s official job and internship online database and a mobile app, can assist with finding jobs or internships. Please inquire about Ohlone Staffing, the Career Center’s official staffing program, or ask about Diversity@WORK Initiative, a program supporting students with disabilities and students who are Deaf or Hard-of-Hearing.

The Small Business Development Center (SBDC) is the Career Center’s premier program for entrepreneurs. SBDC services include one-on-one advising with successful entrepreneurs and professionals. The SBDC program also offers training courses unique to business development and entrepreneurship. The SBDC works with a wide range of business and individuals, including pre-venture entrepreneurs, new small business owners, sole proprietors, collegiate entrepreneurs, and established businesses. The SBDC program works hard to help businesses achieve success. This service is open to students, alumni, and the community.

Counseling Department

Fremont campus, Building 7, Third Level
510-659-6110
Newark campus, Room NC1312
510-742-2341
www.ohlone.edu/counseling

Counselors meet with students individually, in small groups, in workshops, and in classes to help students achieve their academic goals and personal growth. Counselors are educated to directly assist students with a wide range of issues and are knowledgeable about other helpful resources at Ohlone and in the community. Counselors can provide career information, placement, orientation, and other general counseling services. Counselors have current university transfer information and help students with transfer plans.

College counseling is intended to help students assess their current abilities and interests and make realistic plans to achieve academic and vocational goals. Students can best reach their goals with a solid educational program of study that can be developed by working with an Ohlone College counselor. Counselors work with students on an on-going basis to develop a program of study that reflects the student’s interests, skills, and motivation.

Personal counseling services are offered in the Student Health Center. For an appointment for personal counseling please call the Student Health Center at 510-659-6258 or visit Building 7, Third Level on the Fremont campus.
New Students’ Responsibilities Regarding Counseling

After completing all enrollment steps, including placement and orientation, students are encouraged to make an appointment with a counselor. Counselors are not assigned to students; students select their own counselor to work with on an on-going basis. Students who are using placement results from another community college need to submit official documents showing their course placement as well as including contact information of a college official (counselor or placement coordinator). Students need to prepare for a counseling session by bringing unofficial copies of all transcripts from previously attended colleges and/or universities and by doing some initial exploratory research with regard to short and long-term goals. Students who want to transfer should identify several institutions they are considering.

Peer Mentoring for New Students

Peer Mentors are experienced Ohlone students who help new students transition successfully to Ohlone. Peer Mentors participate in high school outreach events, campus tours, new student orientations, and other college events. Peer Mentors are also available to help students during registration periods. To request assistance from a Peer Mentor, please email newstudent@ohlone.edu.

Peer Mentors are student leaders, and receive on-going training to assist prospective and new students and plan college events. To apply for a Peer Mentor position, visit the Peer Mentor web page at www.ohlone.edu/peermentors or call 510-659-6161 for more information.

Continuing Students’ Responsibilities Regarding Counseling

Continuing students are recommended to prepare an “Academic Portfolio” folder related to their educational goals and keep in this folder any paperwork produced during their counseling appointments. Petitions, contracts, or letters that have been submitted or received should also be kept in this folder. Students are encouraged to bring their Academic Portfolio folder to every counseling appointment. Students wishing to transfer need to be aware of important deadlines, both at Ohlone and the transfer institution, and are recommended to solidify their campus choices and confirm these institutions’ requirements for transfer, major options, required lower division courses, and required grade point average. Continuing students should also take advantage of Ohlone’s Transfer Center and college events and workshops.

Students who have attended Ohlone for three semesters or have completed 15 units of transferable coursework (whichever comes first) are required to have a comprehensive Student Education Plan (cSEP) A cSEP is a document created by a counselor and the student that maps out which courses the student will need to take in order to achieve the student’s academic goal(s). Students who have a cSEP on file with the Counseling Department receive a bump in their registration priority.

All interested students may stop by the Counseling Department in Building 7, Third Level on the Fremont campus or may call 510-659-6110 to make an appointment or obtain more information. Students may also go online to www.ohlone.edu/counseling/onlineappt to make a counseling appointment. Appointments are 30 minutes in length and students are asked to have realistic expectations about what can be accomplished in this time. Students can learn more about specific counselors by visiting the Counseling Department web page at www.ohlone.edu/counseling or by speaking to the Counseling staff.

Ohlone College also has counselors to work with Deaf, learning disabled, and disabled students. In addition, bilingual counselors may be available to work with non-native English speakers (or ESL) students.

Services for Re-entry Adults

All counselors are sensitive to the special needs of the mature student who may be reentering the educational system. Ohlone College offers a wide range of programs and services relating to academic, career, and personal needs.

Extended Opportunity Programs and Services (EOPS)

Fremont campus, Building 7, Third Level
510-659-6152
www.ohlone.edu/eops

The Extended Opportunity Programs and Services (EOPS) provides educational opportunities and support to low income, educationally disadvantaged, and non-traditional students in their efforts to succeed in their educational and career goals.

To be eligible for EOPS, students must meet the following criteria:
- be a California resident;
- be enrolled as a full-time student (12 or more units per semester);
- have completed fewer than 70-degree applicable semester units;
- qualify for a California College Promise Grant; and
- meet income and educational requirement guidelines.

As participants in EOPS, students receive a range of services such as academic advising and vocational and career counseling from EOPS counselors who are sensitive to multi-cultural issues and the unique needs of EOPS students. This counseling also includes the development of an education plan for each student which meets the student’s specific educational goals.

Other EOPS services include priority registration; guidance in completing registration and financial aid forms; progress reports; book grants; and tutoring. Students planning on transferring to baccalaureate institutions can receive assistance in completing the transfer process, filling Transfer Admission Guarantees (TAG), guidance in college selection, letters of recommendation, and fee waivers for University of California and California State University applications. EOPS students may also participate in a range of other activities such as campus tours; student development conferences and workshops; the EOPS Awards Ceremony; and other educationally enriching events.

Applications for entry into the EOPS program are accepted throughout the year, but students are encouraged to apply during their first semester at Ohlone. Applications are available in Building 7, Third Level on the Fremont campus during regular business hours.

Cooperative Agencies Resources for Education Program (CARE)

CARE is a program within EOPS specifically designed for single parents who are participating in Alameda County’s CalWORKs program; receiving Temporary Assistance for Needy Families (TANF) benefits; and who have children. The CARE Program is a unique educational program that represents a cooperative effort between the Department of Social Services, the Employment Development Department, and Ohlone College. The goal of the CARE Program is to assist single parents in achieving their educational and/or career goals.

In addition to all EOPS services and opportunities, CARE offers additional services including support groups, peer advising, and special workshops. CARE students also receive car service vouchers; parking permits or assistance with their transportation; and assistance with child care expenses.

Students interested in receiving CARE services must first be EOPS students, participate in the county’s CalWORKs program, and receive TANF benefits. Interested students need to complete the EOPS application available in Building 7, Room 7359 on the Fremont campus.
## Types of Financial Aid

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Amount (per year)</th>
<th>Student Eligibility</th>
<th>Required Forms</th>
<th>Must Apply By</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRANTS</strong></td>
<td></td>
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</tr>
<tr>
<td>California College Promise Grant (CCPG)</td>
<td>Enrollment fee</td>
<td>California resident, financial need</td>
<td>FAFSA or CCPG application</td>
<td>On-going throughout academic year</td>
</tr>
<tr>
<td>Federal Pell Grant</td>
<td>Up to $6,195 depending upon need and enrollment status</td>
<td>Financial need based on Expected Family Contribution (EFC)</td>
<td>FAFSA and other documents required by Financial Aid Office</td>
<td>On-going throughout academic year</td>
</tr>
<tr>
<td>Federal Supplemental Educational Opportunity Grant (FSEOG)</td>
<td>Up to $400</td>
<td>Exceptional financial need, enrolled at least half time</td>
<td>FAFSA and other documents required by Financial Aid Office</td>
<td>Depending upon availability of funds</td>
</tr>
<tr>
<td>State Cal Grant A</td>
<td>Awarded after transfer to baccalaureate institution</td>
<td>California resident, financial need, GPA criteria, enrolled at least half time</td>
<td>FAFSA, GPA verification, other documents required by Financial Aid Office</td>
<td>March 2, September 2 (competitive only)</td>
</tr>
<tr>
<td>State Cal Grant B</td>
<td>Up to $1,656</td>
<td>California resident, financial need, GPA criteria, enrolled at least half time</td>
<td>FAFSA, GPA verification, other documents required by Financial Aid Office</td>
<td>March 2, September 2 (competitive only)</td>
</tr>
<tr>
<td>State Cal Grant C</td>
<td>Up to $576</td>
<td>California resident, financial need, GPA criteria, vocational program, enrolled at least half time</td>
<td>FAFSA, GPA verification, other documents required by Financial Aid Office</td>
<td>March 2, September 2 (competitive only)</td>
</tr>
<tr>
<td>Student Success Completion Grant</td>
<td>Up to $4,000</td>
<td>Awarded to students who receive full-time payment for Cal Grant</td>
<td>FAFSA, GPA verification, other documents required by Financial Aid Office</td>
<td>March 2, September 2 (competitive only)</td>
</tr>
<tr>
<td>AB19: California College Promise</td>
<td>$1440 and $500 book grant</td>
<td>First-time, full-time students, high school graduate</td>
<td>FAFSA or Dream Act application</td>
<td>On-going throughout academic year</td>
</tr>
<tr>
<td><strong>SELF-HELP AID</strong></td>
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</tr>
<tr>
<td>Federal Work-Study</td>
<td>Up to $5,000 depending upon hours worked and eligibility</td>
<td>Financial need, enrolled at least half time</td>
<td>FAFSA and other documents required by Financial Aid Office</td>
<td>Dependent upon available positions</td>
</tr>
<tr>
<td><strong>LOAN</strong></td>
<td></td>
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</tr>
<tr>
<td>Federal Direct Stafford Loan - Subsidized</td>
<td>Base amount up to $3,500 for first year; $4,500 for second year</td>
<td>Financial need, enrolled at least half time. U.S. Dept. of Education pays interest while borrower is in school</td>
<td>FAFSA, other documents required by Financial Aid Office, loan counseling, loan application</td>
<td>On-going throughout academic year</td>
</tr>
<tr>
<td>Federal Direct Stafford Loan - Unsubsidized</td>
<td>Base amount not subsidized eligible, or additional $2,000 for independent students, up to $6,000</td>
<td>Enrolled at least half time. Interest begins accruing at the time of the loan</td>
<td>FAFSA, other documents required by Financial Aid Office, loan counseling, loan application</td>
<td>On-going throughout academic year</td>
</tr>
<tr>
<td>Emergency Short-Term Loan</td>
<td>Up to $300 per semester</td>
<td>Enrolled at least half time, Pell Grant or loan eligible. Must be repaid before semester ends.</td>
<td>Emergency Short-Term Loan Application</td>
<td>Fall and Spring Semesters only</td>
</tr>
<tr>
<td><strong>SCHOLARSHIPS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohlone College Foundation</td>
<td>Amounts vary</td>
<td>Based on criteria established by donor organization</td>
<td>Foundation Scholarship Application</td>
<td>Deadlines vary</td>
</tr>
</tbody>
</table>
CalWORKs Program (California Work Opportunity and Responsibility to Kids)

The CalWORKs program at Ohlone encourages personal responsibility and accountability. The CalWORKs program is committed to helping individuals receive education and instruction that will provide employment opportunities. CalWORKs promotes short-term training as well as lifelong learning. The ultimate goal of the program is to assist CalWORKs students with vocational and educational training programs that will lead to self-sufficiency. The CalWORKs program at Ohlone has been developed in partnership with the Alameda County Department of Social Services.

CalWORKs students receive the following services: assessment of academic, vocational, and/or career choices; academic advising and the development of a county approved education plan; academic and career advising; child care assistance; and short-term and long-term job placement assistance.

To be eligible for CalWORKs services, students must participate in Alameda County’s CalWORKs program and have signed a welfare-to-work plan. For more information please call 510-659-6152 or 510-979-7551 or visit Building 7, Room 7359 on the Fremont campus.

Financial Aid

Fremont campus, Building 7, Second Level
510-659-6150
Newark campus, Room NC1312
510-742-2340
www.ohlone.edu/finaid

The Financial Aid Office assists students in meeting educational costs while attending Ohlone. Financial aid at Ohlone is administered in accordance with policies established by the United States Department of Education. In addition, Ohlone College is required by state and federal regulations to ensure that funds are awarded to students who demonstrate the greatest financial need.

Ohlone participates in Title IV federal and California student financial aid programs. There are basically two types of financial aid: grant and self-help (such as work-study and loans). Grants are awarded based on financial need and do not require repayment. Work-study students earn financial aid by working a part-time job. Loans are aid that must be repaid at a low interest rate. In addition, private and institutional scholarships are available.

Students are encouraged to apply early for financial aid, as some financial aid funds are limited. Students apply for financial aid by using the Free Application for Federal Student Aid (FAFSA), which is available online at https://fafsa.ed.gov. The priority deadline is March 2.

Students who have graduated from high school or received a GED; have a declared academic program; and are enrolled in classes may qualify for some type of financial aid. Most programs require a student to be enrolled in a minimum of six units. Financial aid students are expected to maintain satisfactory academic progress toward their educational goal. To do so, students must complete a minimum of 67% of their attempted units and earn a cumulative grade point average of 2.00 or higher. For assistance or information, students should visit the Financial Aid web page at www.ohlone.edu/finaid or send an email to financial_aid@ohlone.edu. Please see the Types of Financial Aid chart on the previous page for the financial aid available at Ohlone.

Community Contributors

Many community groups and individuals contribute to scholarships and loan programs for Ohlone College students. The following is a partial listing, presented with appreciation:

- American Association for University Women Scholarship
- ASCO Leadership Scholarship
- County Club of Washington Township Women’s Club Nursing Scholarship
- Deaf Studies Scholarship
- Josephine Butala Scholarship
- Ohlone Promise Scholarship
- Ohlone Theatre and Broadcasting Scholarship
- Osher Initiative for California Community College Students
- Pilar Lewis Multimedia Scholarship
- Scott Fuerniss Entrepreneur Scholarship
- Thomas Faria Environmental Studies Scholarship

International Programs and Services

Fremont campus, Building 7, Second Level, Room 7217
510-659-6439
www.ohlone.edu/international

Students from many different countries around the world pursue academic degrees and English language studies at Ohlone College. The International Programs and Services Office serves international students who are applying to and attending Ohlone on the F-1 Student Visa. Students holding B1/B2 visas are restricted from enrolling in noncredit courses. The International Programs and Services Office assists international students and their families with international admissions; international student application processing; United States Citizenship and Immigration Services (USCIS) regulations advisement; international student orientation; Optional Practical Training and Curricular Practical Training coordination; and general advisement about transfer to a baccalaureate university. The office also assists with the administration of Ohlone College’s Study Abroad programs for United States and international students.

For more information, please refer to the International Student Admission section in Chapter 2 of this catalog, visit www.ohlone.edu/international, or call 510-659-6439.

Ombudsperson

Fremont campus, Building 7, Third Level
510-659-7376
www.ohlone.edu/ombudsperson

The Office of the Ombudsperson assists students in garnering disputes (academic and otherwise) as well as administrative complaints. The Office of the Ombudsperson can direct students to the appropriate channel(s) to be used in requesting a review of an action or decision. The Office of the Ombudsperson provides a safe and comfortable environment for students to confidentially discuss complaints, concerns, or problems. When appropriate, the office will initiate an informal intervention with the goal of facilitating a resolution that is acceptable to all parties involved.
Student Accessibility Services (SAS)

Fremont campus, Building 7, First Level
510-659-6079
www.ohlone.edu/sas

Student Accessibility Services (SAS) is designed to open the doors to educational and vocational opportunities for students with disabilities. Specialized services and educational accommodations are provided to students with disabilities to help them achieve their educational and vocational goals. Services available include counseling, priority registration, and mobility orientations. Educational accommodations provided are based on individual student needs and include American Sign Language interpreting, real time captioning, extended time for tests, note takers, amplification systems, e-text, an adaptive computer lab, and a variety of other alternate media. SAS maintains a close working relationship with the Department of Rehabilitation (DOR) through frequent contacts with students’ DOR counselors.

Students with disabilities are encouraged to use the resources of SAS and should contact SAS as soon as they decide to come to Ohlone so that services and accommodations can be arranged. In order to receive services, students must provide current documentation indicating the diagnosis of the disability. The SAS staff is happy to assist students toward success as Ohlone students, in their careers, and in community life.

Student Health Center

Fremont campus, Building 7, Third Level
510-659-6258
www.ohlone.edu/healthcenter

The Ohlone Student Health Center is provided through a collaborative effort by Washington Township Health Care District and the Ohlone Community College District. The Student Health Center is supported in whole by the student Health Services Fee. Services include preventative care including immunization and physical exams, as well as the treatment of minor illness and injuries. The Student Health Center also offers an extensive reproductive health and family planning program that is free of cost to registered students.

The Student Health Center has locations on both campuses: on the Fremont campus in Building 7, third level, and on the Newark campus in Room NC1214. Hours of operation are Monday-Thursday, 9:00am-6:00pm. Please call 510-659-6258 or visit www.ohlone.edu/healthcenter for appointments or information.

Student Health Center Personal and Mental Health Counseling

The Student Health Center offers free assessment; short-term personal counseling and life coaching; and community referral to individuals, couples, and support groups. These services focus on assisting individuals to discover how best to address and manage personal concerns and make positive change to enhance academic and personal success. These counseling opportunities build on personal strengths and promote emotional well-being. To make an appointment to see a personal counselor please call the Student Health Center at 510-659-6258 or drop by Building 7, Third Level on the Fremont campus.

Common reasons why students seek counseling include:

- Anger Management
- Anxiety
- Assertiveness
- Depression
- Eating Disorders/Body Image
- Grief and Loss
- Interpersonal Communication
- Relationship Conflicts
- Self-Esteem
- Sexual Identity
- Stress Management
- Substance Abuse
- Success
- Time Management

Student Life

Fremont campus, Building 7, Second Level, Room 7210
510-659-6553
www.ohlone.edu/studentlife

The Office of Student Life exists to provide co-curricular experiences for Ohlone students. The Office of Student Life offers students a place to meet new people, gain leadership skills, and have fun. Student Life provides opportunities for student involvement at Ohlone College through social and cultural programs, student leadership training, and annual college events such as Welcome Day, Science Night, and many others. The Student Life staff advises student government (ASOC) and Inter-Club Council (ICC); assists student clubs; and produces co-curricular activities. The Office of Student Life serves as the hub for all student-hosted events and activities, done through collaboration with other departments, programs, and organizations. By visiting the Office of Student Life students can learn how to join several student organizations at Ohlone College. For more information about organized student programs and clubs, check with the Student Life Office in Building 7, Room 7210 on the Fremont campus; call 510-659-6553; or visit www.ohlone.edu/studentlife.

Student Government (ASOC)

Student Government, also known as the Associated Students of Ohlone College (ASOC), is the voice of the students in the shared governance of the College. Every Spring the executive board of President, Vice President, Treasurer, Secretary, Representative at Large, Legislative Representative, and Student Trustee are elected by a majority vote of the student body. During the Fall and Spring Semesters students can choose to participate in student government by filling out the petition to be a Senator. All students are encouraged to participate. Meetings and leadership training are mandatory and are held every Friday from 10:00am-12:00pm (times are subject to change). For more information, stop by Student Life in Building 7, Second Level on the Fremont campus or go online to www.ohlone.edu/asoc or to www.asocohlone.org.

Clubs and Co-curricular Activities

Clubs and co-curricular activities are a great way to become involved and meet people with similar interests. Participation offers opportunities to learn leadership and life skills that enrich the educational experience at Ohlone College. For a list of Ohlone student clubs, along with their advisor and student leader, please visit the Student Life web page at www.ohlone.edu/studentlife/studentclubs; contact the Student Life Office in Building 7, Second Level on the Fremont campus; or call 510-659-6553.

The Ohlone Pantry

The Ohlone Pantry (TOP) is a food assistance program for any Ohlone student in need. TOP has been helping feed students in need since May 2013. The Ohlone Pantry is free for all Ohlone students and is stocked with canned food and non-perishable items. To receive food assistance students only need to present their student ID card or student ID number. TOP is located inside the Office of Student Life (Building 7, Second Level) on the Fremont campus and in the ASOC Recreation Room on the First Level of the Newark campus. TOP is open Monday through Thursday from 9:00am-4:00pm. Students may call 510-659-6553 for more information.

ASOC Recreation Room

The ASOC Recreation Room is a fun place for all students to gather and play air hockey, pool, foosball, video games, and more. ASOC provided funding for the room and continues to maintain and purchase equipment to enhance the student experience at Ohlone College. The ASOC Recreation Room is open Monday through Thursday from 10:00am-4:00pm and is located at the Newark campus in Room NC1200 on the First Level. For questions please call 510-659-6553.
Food and Vending Services
Fremont campus, Food Trucks between Building 5 and Building 6
www.ohlone.edu/foodservices
Newark campus, Room NC1201, First Level, Wing 2
www.ohlone.edu/food-services-ohlone-college-newark-center-health-sciences-and-technology

Ohlone contracts with a food service company, a food vending machine company, and a beverage vending company to provide food to Ohlone students. Commissions are given to ASOC to help provide co-curricular events.

Food trucks are available on the Fremont campus Monday through Thursday from 7:00am-6:00pm during the 2020-2021 academic year while the cafeteria is undergoing renovation. Café service on the Newark campus is provided Monday through Thursday from 7:30am-6:00pm. These hours are tentative and students can call 510-979-7913 for complete hours of operation. The food trucks and Café are closed during holidays and semester breaks. Students needing refunds from the food and beverage vending machines need to contact the vending provider.

Transfer Center
Fremont campus, Building 7, Third Level
510-659-6241
www.ohlone.edu/transfer

The Transfer Center provides resources to students wishing to explore college and university transfer. College and university recruiters come to Ohlone to meet with prospective students. Students can make an appointment through the Transfer Center to meet individually with a recruiter.

Ohlone’s Transfer Center also includes a resource library with current catalogs from California State University (CSU) campuses, University of California (UC) campuses, and other colleges and universities. Workshops are available on topics such as “The Application Process,” “How to Write Your Personal Insight Questions,” and “Transfer Admission Guarantee.”

While at Ohlone, students may complete their lower division (freshman and sophomore) general education requirements and major courses prior to transfer. Many courses offered at Ohlone have been articulated with campuses of the California State University, University of California, and private institutions. Students are encouraged to meet with a counselor every semester in order to develop a specific transfer plan.

Ohlone College has also established various programs with specific universities such as Transfer Admission Guarantee and Cross Registration with California State University, East Bay and Cross Enrollment with UC Berkeley. For more information about these or other programs, please refer to Chapter 6 of this catalog or go to www.ohlone.edu/transfer.

Transfer Planning
Students should see a counselor to develop a student education plan and determine which general education courses are appropriate for their specific goals. It is important to note that some sequenced courses (such as ENGL-101A and ENGL-101B, MATH-101A and MATH-101B) may not be accepted in transfer if they have been taken out of sequence.

Before transferring to either a California State University (CSU) or University of California (UC) campus, students need to apply for an official General Education Certification which reflects completion of General Education requirements. This request needs to be made at the Office of Admissions and Records on the Fremont campus during the last term prior to enrollment at the university. In addition, students need to request that an official, final transcript is sent to the transfer institution.

Tutoring Services
The Ohlone tutoring system is college-wide, featuring a central tutorial services operation and numerous other discipline or location-specific tutoring sites. All sites give academic support to students needing extra help in understanding the concepts presented in the instructional process. Tutoring is provided for no charge to enrolled students to help them meet their academic goals.

The Tutoring Center is located in Building 3, Fifth Level on the Fremont campus (Rooms 3509 and 3511). At the Newark campus, English tutoring is located in NC1124 and Math tutoring is located in NC1102. Subject-specific tutoring is also available on both campuses.

Subject specific tutoring is offered in the following areas:

- Accounting
- Biology
- Biotechnology
- Chemistry
- Communication Studies
- Computers, Networks, and Emerging Technology; Computer Applications; Computer Science
- Deaf Studies (including English and Math for Deaf students, and American Sign Language for hearing students)
- Engineering
- English
- English as a Second Language
- Foreign Languages
- Math
- Physical Therapist Assistant
- Physics
- Registered Nursing
- Respiratory Therapist Assistant

Please refer to the Tutoring Services web page at www.ohlone.edu/tutoring for up-to-date information regarding location and available times.
Veterans’ Educational Benefits

Fremont campus, Building 7, Second Level
510-659-6199
www.ohlone.edu/veterans

Veterans, service members, or dependents of veterans may be eligible for VA education and training assistance program:

- Post 9/11 GI Bill® (Chapter 33)
- Post 9/11 GI Bill® Transfer of Entitlement (Chapter 33 TOE)
- Montgomery GI Bill®-Active Duty (Chapter 30)
- Montgomery GI Bill®-Selected Reserve (Chapter 1606)
- Survivors and Dependents Educational Assistance Program (Chapter 35)
- Vocational Rehabilitation Program (Chapter 31)

To apply for benefits, all eligible veterans, service members, and dependents need to complete an Initial Application, along with any other applicable forms such as the VA Form 22-1900 (for veterans, reservists), 22-1990E (Transfer of Entitlement), VA Form 22-5490 (for dependents), or the online form for Vocational Rehabilitation at www.benefits.va.gov/vocerehab/index.asp. Applications are available online at www.benefits.va.gov/gibill or at the Veterans Affairs Office on the Fremont campus (Building 7, Second Level).

Educational benefits eligibility is determined by the Department of Veterans Affairs, not by Ohlone College. Students must check in with the School Certifying Official to go over the process and policy.

Students applying for VA benefits must have an Ohlone counselor review all previous academic transcripts to evaluate allowable credits and to prepare a comprehensive Student Education Plan (cSEP) within the student’s first semester at Ohlone.

Students receiving VA benefits must follow the comprehensive Student Education Plan and stay in good standing. Students who change their academic program; add or drop classes; or withdraw from the College must notify the Veterans Affairs Office. Students must request for their enrollment to be submitted for certification each semester or term to receive the benefit. Students who do not want to receive the benefit must pay the balance in full prior to enrolling in the next semester or by the end of current semester. A fee may be charged to the student’s account if the student does not pay the balance in full.

Veterans Resource Center

The Veterans Resource Center (VRC) opened in April 2016 and is located in Hyman Hall, Second Level, Room HH-216 on the Fremont campus. The VRC allows veterans to meet with other veterans at Ohlone, learn about various resources, and get help with classes and coursework.

Priority Registration

New students: In order to receive priority registration, veterans, reservists, and active duty members must complete Orientation and the Math and English placement models (if applicable); meet with a counselor for the comprehensive Student Education Plan (cSEP); and provide a copy of the DD-214 (other than dishonorable), NOBE, or military orders to the Ohlone Veterans Affairs Office.

Continuing/Returning Students: Priority registration will be lost if students are not in good standing with Ohlone for two consecutive terms and have completed 100 or more degree applicable units at Ohlone.

Students should contact the Veterans Affairs Office at veteransaffairs@ohlone.edu with any questions.

Waiver of Non-Resident Tuition for Covered Individual

A student who lives in California and is eligible for education benefits under Chapter 30, 31, or 33 is granted a waiver of non-resident tuition regardless of the student’s formal state of residence. A covered individual is defined as:

- a veteran who enrolls in school within three years of discharge from a period of active duty service of 90 days or more; or
- a spouse or dependent child using transferred benefits who enrolls within three years of the transferor’s discharge from a period of active duty service of 90 days or more; or
- anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship; or
- a spouse or dependent child using transferred benefits and the transferor is serving on active duty effective for courses, semesters, or terms beginning after July 1, 2017; or
- an individual using educational assistance under Chapter 31, Vocational Rehabilitation and Employment (VR&E) (regardless of the student’s formal State of residence) effective for courses, semesters, or terms beginning after March 1, 2019.

Students who initially qualify under the applicable requirements above maintain “covered individual” status as long as they remain continuously enrolled.

To request the waiver, students must submit the Non-Resident Tuition Exemption Request for Military/Veteran/Dependent form together with supporting documents (Certificate of Eligibility for Chapter 30, 33; or VAF 28-1905 authorization form for Chapter 31).

Delay in Payment from the Veterans Affairs Office

A student who provides a copy of the DD-214 Honorable Discharge with the Application for GI Bill®, a copy of the Certificate of Eligibility, or VAF 28-1905 authorization form will:

- be exempted from the five day payment requirement. No late fee will be charged to the student’s account for up to 90 days from the date the college submits the enrollment certification or until the end of the period of enrollment, whichever comes later.
- not be denied access to any resources (such as classes, libraries, or other institutional facilities) available to other students who have paid their balance or set up a payment plan.
- not be required to borrow additional funding to cover the tuition and fees while waiting for the payment.

Chapter 31 and Chapter 33 students who have a balance—which then prevents them from requesting an official transcript—can contact the Ohlone Veterans Affairs Office to request the transcript be released due to the delay in the payment from Veterans Affairs.

“GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at www.benefits.va.gov/gibill.”
Chapter Four
FEES AND REFUNDS

Cashier/Student Receivable Department
Fremont campus, Building 19
510-659-6073
www.ohlone.edu/cashier

Fees

Enrollment Fee
Enrollment fees are required of all students except kindergarten-12th grade students, students who qualify for a fee waiver, and students exclusively taking noncredit classes. Enrollment fees and refunds vary based upon residency, non-resident, and/or non-citizen status.

Electronic Access Fee
The Electronic Access Fee is required of all students who use WebAdvisor (https://webadvisor.ohlone.edu). WebAdvisor is the website for all Ohlone online registration, payments, and review of grades and academic records. The fee is non-refundable except for students who do not access WebAdvisor and submit a refund request to the Cashier’s Office on the Fremont campus. The Electronic Access Fee is not charged to students exclusively taking noncredit classes, kindergarten-12th grade students taking an Ohlone class on their high school campus, and Consortium students. Kindergarten-12th grade students taking a class on an Ohlone campus are charged the Electronic Access Fee.

Student Activity Fee/Student ID Card
Every student is encouraged to support the optional, non-refundable Student Activity Fee supporting co-curricular activities and student events. Kindergarten-12th grade students taking a class on an Ohlone campus are charged the Student Activity Fee.

The Student Activity Fee is not charged to students exclusively taking noncredit classes, kindergarten-12th grade students taking an Ohlone class on their high school campus, and Consortium students; additionally, students registered exclusively in online classes, students registered in classes meeting on Sundays only, or students registered in in-person classes meeting at off-campus locations are not charged the Student Activity Fee.

Included in the Student Activity Fee is the ability to receive a Student ID card. The Student ID card entitles students to a number of benefits including free or discounted admission to Ohlone and ASOC sponsored events; easy library book checkout; reduced rates for events held in the Gary Soren Smith Center for the Fine and Performing Arts; identification for the English Learning Center; and special discounts in the community. In addition to these discounts, students are encouraged to check with symphonies, amusement parks, and theaters about established student discount programs. For a complete list of local merchants participating in the discount program and other ID card benefits, please visit the Student Life Office in Building 7, Second Level, Room 7210 on the Fremont campus or call 510-659-6553.
Health Services Fee
Ohlone College provides health services for students through the Student Health Center. In accordance with California Community College regulations, all credit students are charged a Health Services Fee. Effective Summer 2020, students registered exclusively in online classes are charged the Health Services Fee. Kindergarten-12th grade students taking a class on an Ohlone campus or an online class are charged the Health Services Fee.

The Health Services Fee is not charged to students exclusively taking noncredit classes, Kindergarten-12th grade students taking an Ohlone class on their high school campus, and Consortium students; additionally, students registered in classes meeting on Sundays only or students registered in in-person classes meeting at off-campus locations are not charged the Student Activity Fee. These students are only eligible for health services if they elect to pay the Health Services Fee.

Additionally, students who rely only on prayer for healing in accordance with teachings of a bonaﬁde religious sect, denomination, or organization are exempt from the Health Services Fee. To apply for a waiver, students must provide a statement of such reliance from an ofﬁcial of the sect, denomination, or organization to the Student Health Center on the Fremont campus at least one week prior to their registration date. Waivers are not processed after a student has registered and exemptions are not accepted after the second week of the term.

Transportation Fee
This non-refundable fee is required of all students. This fee provides funds for transportation between the Fremont campus and the Newark campus, with a stop at the Warm Springs BART Station.

Instructional Materials Fees
In accordance with revised California Code of Regulations, Title 5, Part VI, sections 59400 through 59408, the policy for requiring students to provide instructional and other materials and establishing the provisions for assessing the students a fee for a credit or noncredit course shall conform to the following guidelines:

A. The materials shall be tangible personal property that are owned or primarily controlled by an individual student.

B. The material is of a continuing value to the student outside of the classroom setting and is not wholly consumed, used up, or rendered valueless as it is applied in achieving the required course objectives that are to be accomplished under the supervision of an instructor during class hours.

C. The material shall not be solely or exclusively available from the District except if it is provided to the student at the District’s actual cost, and
1. the material is otherwise generally available, but is provided by the District for health and safety reasons, or
2. the material is provided in lieu of other generally available, but more expensive, material that would otherwise be required.

D. Any materials not meeting these guidelines will be provided by the District to students at no cost to the student.

Unpaid Financial Obligations
The Ohlone Community College District may through its ofﬁcers withhold transcripts, diplomas, and registration privileges, or any combination thereof, from any student who has been provided with written notice (via letter or email) that the student has failed to pay a proper ﬁnancial obligation due to the District. Any item or items withheld shall be released when the student satisfactorily meets the ﬁnancial obligation. This policy is authorized by the California Code of Regulations Section 72237.

Students who do not pay fees or ﬁnes or who pay by check or credit card with insufﬁcient funds are subject to an additional 33.3% collection fee based on the ﬁnancial obligation due. Unpaid ﬁnancial obligations including the collection service fee may be referred to the State of California for deduction of debt from individual tax refunds. This process includes, but is not limited to, unpaid library ﬁnes; enrollment and class related fees; unpaid short-term loans; and unpaid restitution costs.

Payment
Payment is due at the time of registration. Students have ﬁve calendar days from the time of their most recent registration activity to complete their tuition and fee payment arrangements. Students must either pay at the time of registration or select within the ﬁve day period a payment option from the list on the following page. Students who do not take one of these actions may be dropped from their classes for non-payment. For a listing of student programs that will not be dropped due to non-payment or to see the Frequently Asked Questions please visit the Cashier’s Ofﬁce web page at www.ohlone.edu/studentrec/faqnonpayment.

Students need to make sure when they choose a payment plan that they have dropped any classes they do not plan on attending. Students who do not drop classes are held ﬁnancially responsible for those classes.
Payment Options
1. Pay with a credit card.
   Students may pay with a credit card via their WebAdvisor account (https://webadvisor.ohlone.edu) or at the Cashier’s Office (Fremont campus, Building 19) during open window hours. Students may use a debit card for this option if the debit card has a Visa, MasterCard, Discover, or American Express logo.

2. Pay in full with a checking or savings account.
   Students may pay in full with a checking or savings account through WebAdvisor (https://webadvisor.ohlone.edu) on e-Cashier. e-Cashier is a third party vendor. There is no charge for paying in full using e-Cashier and an e-check.

3. Sign up for a payment plan.
   Students may sign up for a payment plan through WebAdvisor (https://webadvisor.ohlone.edu) on e-Cashier with a credit card, checking account, or savings account. e-Cashier is a third party vendor that allows students to sign up for a monthly payment plan. There is a $20 non-refundable fee for this payment plan option. For details about the payment plan (including target dates to enroll) please visit the Cashier’s Office Frequently Asked Questions web page at www.ohlone.edu/studentrec/faqnonpayment.

4. Pay at the Cashier’s Office.
   Students have five calendar days from the time of their most recent registration activity to pay through the Cashier’s Office (Fremont campus, Building 19) during open window hours (www.ohlone.edu/studentrec/#windowhours). Students may pay in person with cash, check, or credit card. Mailed checks must be received in the Cashier’s Office within five days of registration. Checks may be mailed to Ohlone College Cashier, 43600 Mission Boulevard, Fremont, CA 94539.

(continued on next column)

Refunds
Students who feel they have extenuating financial circumstances and cannot meet any of the above payment options within the five days of their registration need to contact the Counseling Office at 510-659-6110 or the Electronic Counselor at www.ohlone.edu/counseling/onlinecounseling to discuss their situation.

Refund dates for Fall, Spring, and Summer full-term classes are provided on the academic calendar, which is available on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar). Non-semester length classes are eligible for a 100% refund if dropped before the first 10% of the class meeting time. If any class, in any semester, meets for 10 or fewer meetings, students must drop the class before the first meeting in order to be eligible to request a refund for that class. Students are responsible for dropping a class by the refund deadline in order to be eligible for a refund. Students are required to pay fees if they drop classes after the refund deadline.

The Cashier’s Office accepts refund requests for any term after the add period for that term has ended. The refund date is based on the date the Cashier’s Office receives the student’s complete and accurate Refund Request Form or receives a complete and accurate email request. Up-to-date refund process dates and information and the current Refund Time Table is available online at the Cashier’s Office web page at www.ohlone.edu/studentrec/refunds.
# 2020-2021 Fees

<table>
<thead>
<tr>
<th>FEE</th>
<th>AMOUNT</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Fee</td>
<td>$46 per unit</td>
<td>Required of all students except Kindergarten-12th grade students, students who qualify for a fee waiver, and students exclusively taking noncredit classes.</td>
</tr>
<tr>
<td>Electronic Access Fee</td>
<td>$5 per term</td>
<td>Required of all credit students who use WebAdvisor, except those students with exceptions as listed in the Electronic Access Fee section in this chapter. Non-refundable except for students who do not access WebAdvisor and submit a refund request to the Cashier’s Office on the Fremont campus.</td>
</tr>
<tr>
<td>Parking Permit</td>
<td>$40 for Fall Semester;</td>
<td>Required of all students who park on the Fremont campus or on the Newark campus. Parking permits may be purchased through WebAdvisor (<a href="https://webadvisor.ohlone.edu">https://webadvisor.ohlone.edu</a>). Fuel Efficient permits must be purchased at the Campus Police Services Office in Building 20 on the Fremont campus. Parking Permit fees are non-refundable.</td>
</tr>
<tr>
<td></td>
<td>$40 for Spring Semester;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$23 for Summer Term.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$28 for fuel efficient vehicle parking permit.</td>
<td></td>
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<tr>
<td></td>
<td>$20 per vehicle for California College Promise Grant waivers.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$18 for motorcycles for Fall Semester;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$18 for motorcycles for Spring Semester;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$10 for motorcycles for Summer Term.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$4 daily rate</td>
<td></td>
</tr>
<tr>
<td>Transportation Fee</td>
<td>$15 full-time students;</td>
<td>Required of all students. Transportation Fee is non-refundable.</td>
</tr>
<tr>
<td></td>
<td>$8 part-time students</td>
<td></td>
</tr>
<tr>
<td>Non-resident Tuition</td>
<td>$290 per unit, in addition to Enrollment Fee (includes $2 per unit Capital Outlay Fee)</td>
<td>Required of all out-of-state students</td>
</tr>
<tr>
<td>Non-resident, Non-citizen Tuition</td>
<td>$290 per unit, in addition to Enrollment Fee (includes $2 per unit Capital Outlay Fee)</td>
<td>Required of all non-resident, non-citizen students including those who hold C, D, F, H-2, H-3, J, M, P, Q, TD, and TN visas. Holders of B visitor visas may not enroll. Students holding B1/B2 visas are restricted from enrolling in noncredit courses.</td>
</tr>
<tr>
<td>International Student Application Fee</td>
<td>$50 on initial application, one time</td>
<td>Non-refundable fee for new international student applications</td>
</tr>
<tr>
<td></td>
<td>$50 mailing fee, one time</td>
<td></td>
</tr>
<tr>
<td>International Student Health Insurance Fee</td>
<td>$627.73 for Fall 2020 Semester; $694.70 for Spring 2021 Semester; $359.85 for Summer 2021 Term</td>
<td>Required of all F-1 Visa-holding international students of Ohlone College possessing a Form I-20 issued by Ohlone College</td>
</tr>
<tr>
<td>Student Activity Fee</td>
<td>$5 for Fall Semester;</td>
<td>Required of all credit students except those students with exceptions as listed in the Student Activity Fee section in this chapter or unless students decline in writing on or before the last day to drop a full-term class and be eligible for a refund. Refundable when the student withdraws from all classes on or before census.</td>
</tr>
<tr>
<td></td>
<td>$5 for Spring Semester;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$2.50 for Summer Term</td>
<td></td>
</tr>
<tr>
<td>Health Services Fee</td>
<td>$21 for Fall Semester;</td>
<td>Required of all credit students except those students with exceptions as listed in the Health Services Fee section in this chapter.</td>
</tr>
<tr>
<td></td>
<td>$21 for Spring Semester;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$18 for Summer Term</td>
<td></td>
</tr>
<tr>
<td>Printing Fees</td>
<td>10¢ per printed black and white page, 60¢ per printed color page. PCounter account based printing system with $1 minimum/$25 maximum deposit. Regardless of deposit amount, each deposit has a 30¢ transaction fee.</td>
<td>Required for printed copies in all computer labs and classrooms. There are no refunds for PCounter account balances.</td>
</tr>
<tr>
<td>Copying Fees</td>
<td>15¢ per page (black and white); 60¢ per page (color)</td>
<td>Payment for copies is required in Hyman Hall and the Learning Resource Center</td>
</tr>
<tr>
<td>Transcripts – Normal Processing</td>
<td>$5 per copy</td>
<td>First two copies are free.</td>
</tr>
<tr>
<td>Transcripts - Express Service</td>
<td>$10 per copy</td>
<td></td>
</tr>
<tr>
<td>Transcripts - Unofficial</td>
<td>Free</td>
<td>Available only through student’s WebAdvisor account</td>
</tr>
<tr>
<td>Enrollment Verification</td>
<td>$4</td>
<td>First two copies are free</td>
</tr>
<tr>
<td>Audit Fee</td>
<td>$15 per unit, per term</td>
<td>Non-refundable fee</td>
</tr>
</tbody>
</table>

**ALL FEES ARE SUBJECT TO CHANGE BASED ON STATE BUDGET ADJUSTMENTS.** Additional fees may be added at a later date, subject to approval by the Ohlone Community College District Board of Trustees. Fees are accurate at the time of catalog publication; however, fees may be increased and could result in additional charges after registration has been completed.
Academic Standing

A student’s status may fall within several categories ranging from the acknowledgment of highest honors to dismissal, the latter resulting in separation from Ohlone College. The categories include Honors (With Honors, With Highest Honors), Clear Standing, Probation (Academic and Progress), Subject to Dismissal (Academic and Progress), and Dismissal (Academic and Progress).

Honors
A student with a cumulative grade point average in all college work applied toward the degree between 3.20 and 3.49 inclusive graduates “With Honors.” A student with a cumulative GPA between 3.50 and 4.00 inclusive graduates “With Highest Honors.” These notations are included on the diploma and the transcript.

Clear Standing
A student whose last completed semester GPA and cumulative GPA are 2.00 or higher and whose accumulated units of W (Withdrawal), NP (No Pass), and/or I (Incomplete) do not reach or exceed 50 percent is in Clear Standing.

Probation
- Academic
A student who has attempted 12 or more semester units is placed on Probation the following semester when a cumulative GPA of less than 2.00 is earned during the Fall or Spring Semester. A student is removed from probationary status when the cumulative GPA reaches 2.00 or higher. Any student whose cumulative GPA remains below 2.00 continues to be on Academic Probation as long as the GPA is 1.75 or higher.

- Progress
A student who has attempted 12 or more semester units is placed on Probation when the percentage of all units attempted for which entries of W (Withdrawal), I (Incomplete), and/or NP (No Pass) are recorded reaches or exceeds 50%. A student is removed from probationary status when the percentage of all units in which the student has enrolled, for which entries of W, I, and/or NP are recorded, is below 50%.

Subject to Dismissal
- Academic
A student is subject to dismissal when 12 or more semester units have been attempted and a cumulative grade point average at Ohlone College of less than 1.75 has been earned for two consecutive semesters.

- Progress
A student is subject to dismissal when the percentage of all units attempted for which entries of W, I, and/or NP are recorded reach or exceed 50% for two consecutive semesters.
Dismissal
Any student who has been dismissed after having been placed on Dismissal status may petition for reinstatement under certain conditions; students should refer to the following Reinstatement section for details.

- Academic
  A student who has attempted 12 or more units and has earned a cumulative GPA of less than 1.75 for three consecutive semesters is dismissed.

- Progress
  A student who has attempted 12 or more semester units is dismissed when the percentage of all units attempted and for which entries of W, I, and/or NP are recorded reach or exceed 50% for three consecutive semesters.

Notification of Academic/Progress Probationary Status
Students who are on Probation, Subject to Dismissal, or Dismissal have such statuses printed on their academic records (transcripts).

Counseling/Academic Advising for Probationary Students
Students who are on Probation and/or Subject to Dismissal need to meet with a counselor to determine the cause of the below average performance and to take steps to ensure the below average performance does not continue. The Student Success Program was created to assist students with this process. Steps to prevent recurrence of further work below average include a probation or Student Success workshop; and may include taking a Personal Development (PD) course; further aptitude and/or interest assessment; a change of objective; and greater diligence on the part of the student.

Reinstatement
Students who have been dismissed after having been placed on Dismissal status may petition for reinstatement under the following conditions.

- Students who are on dismissal status because of a cumulative GPA of less than 1.75 for three consecutive semesters may petition for reinstatement if the semester grade point average during the last semester is 2.00 or higher.

- Returning or transfer students on Academic Dismissal who have not attended college for one or more semesters may petition for reinstatement even if the cumulative grade point average is still below 2.00.

Students also may petition for reinstatement in cases of extreme extenuating circumstances not reflected in the above conditions. Petitions are available from and submitted to the Counseling Department. Approval of this petition may require one or more of the following stipulations:

- attending a Student Success Workshop;
- completing a comprehensive Student Education Plan approved by a counselor;
- limiting the number of units in which the student may enroll;
- completing successfully a Personal Development (PD) course;
- submitting midterm progress reports from instructors of all currently enrolled classes;
- achieving a grade point average of 2.00 or higher at the end of each semester.

Students readmitted by petition continue to be on Dismissal status for their readmitted semester of enrollment. Students must continue to follow the procedures for readmission each semester that they are on Dismissal status.

Disciplinary Dismissal from Class or the College
Ohlone College, guided by the California Code of Regulations, regards the following as causes for disciplinary measures which may lead to dismissal from class or from the College: excessive absences; serious lack of academic effort; unsatisfactory conduct; violation of any state law or municipal ordinance on the College campuses; and action detrimental to the best interests of the College. Readmission of a student dismissed for disciplinary reasons is dependent upon favorable administrative action. The Student Code of Conduct can be viewed at www.ohlone.edu/studentservices/studentcodeofconduct.

Academic Renewal
Students may petition to have their academic record reviewed for academic renewal of substandard academic performance under the following conditions:

- Students must have completed, at a regionally accredited college, at least 12 degree applicable semester units with a grade point average of 3.00; at least 18 degree applicable semester units with a grade point average of 2.50; or at least 24 degree applicable semester units with a grade point average of 2.00. These units must be earned subsequent to any grade of D or F to be excluded.

AND

- At least two years must have elapsed since the last D or F grade to be excluded was recorded.

- A maximum of 24 units can be excluded from the grade point average, and academic renewal will only be granted once.

Only courses for which substandard grades (D, F, or NP) were assigned are eligible for academic renewal. Academic renewal actions are irreversible. When academic renewal has been approved, previously recorded substandard coursework is disregarded in the computation of a student’s grade point average; the student’s permanent academic record is annotated in such a way to ensure an accurate record of all coursework and a complete academic history.

Only courses taken at Ohlone College qualify for academic renewal. The work to be removed does not include courses previously used to establish eligibility for transfer, graduation, certificates, or honors at graduation. Once an associate degree has been awarded by Ohlone College, courses taken prior to the awarding of the degree cannot be excluded. Academic renewal is an internal procedure and is not binding on other institutions that may receive a student who has had work excluded through the academic renewal process. Requests for academic renewal are initiated by petition to the Office of Admissions and Records.

Student Classifications
Students are classified in terms of the number of units they have completed and the number of units in which they are currently enrolled.

Freshman: A student who has earned from 0 to 29.5 semester units of college credit

Sophomore: A student who has earned from 30 to 60 semester units of college credit

Full-time: A student enrolled in 12 or more semester units

Part-time: A student enrolled in 11.5 or fewer semester units
Student Load/Overload Guidelines

A student load is defined as the total number of units carried in any one semester. Fifteen units constitute the normal semester load. Permission to carry a load of more than 17.5 units during Fall or Spring Semesters may be granted by a counselor for students with the recommended minimum GPA. Students requesting an overload must have a cumulative grade point average of 3.20 or higher and must have completed at least 15 units of college or university coursework after graduation from high school. Student enrollment history will also be considered. For example, students who have withdrawn from several classes, especially during terms in which previous overloads have been granted, may be denied permission to enroll in an overload for the following term.

<table>
<thead>
<tr>
<th></th>
<th>Part-Time Load</th>
<th>Full-Time Load</th>
<th>Overload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semesters</td>
<td>6-11.5 units</td>
<td>12-17.5 units</td>
<td>18+ units</td>
</tr>
<tr>
<td>Summer Term</td>
<td>3-5.5 units</td>
<td>6-8.5 units</td>
<td>9+ units</td>
</tr>
</tbody>
</table>

Grades

In any course offered at Ohlone College, the instructor of the class determines the grade earned by each student in accordance with grading symbols authorized for use by the California Code of Regulations and adopted by the Board of Trustees of Ohlone College. The awarding of a grade to a student is the responsibility of the instructor of the class in which the student is registered. The earned grade as assigned by the instructor shall be final and shall become a part of the student’s permanent record. Per §§55025 of the California Code of Regulations, “The determination of the student’s grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetence.” Grades are available to students online via WebAdvisor (https://webadvisor.ohlone.edu) within approximately 10 days after the semester ends.

Grading System (per California Code of Regulations, Title 5, §55023)

Ohlone College uses the following letter grade system for evaluating the quality of students’ work:

**Evaluative Grades**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Less than satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass (At least satisfactory; units awarded not counted in GPA. Has the same meaning as CR as that symbol was defined prior to June 30, 2007.)</td>
<td>0</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (Less than satisfactory, or failing; units not counted in GPA. NP has the same meaning as NC as that symbol was defined prior to June 30, 2007.)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Non-Evaluative Grades**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Definition</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>0</td>
</tr>
<tr>
<td>RD</td>
<td>Report Delayed</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>MW</td>
<td>Military Withdrawal</td>
<td>0</td>
</tr>
</tbody>
</table>

Grade Point Average (GPA)

The grade point average is computed using the following formula: divide the number of grade points earned in classes where grades were awarded by the number of units attempted in those classes. Units earned in Pass/No Pass classes or any units earned in non-evaluative graded classes are not included.

Pass/No Pass Grading

The Pass grade is awarded to indicate the completion of a course with a C or better grade. A Pass grade applies toward the 60 units required for graduation, but does not affect the student’s grade point average. Courses in which a No Pass grade is earned receive no units, do not apply toward graduation, and do not affect the student’s grade point average.

Students are limited to one Pass/No Pass course per semester in addition to Basic Skills, guidance, and Physical Education courses, and/or to courses offered only for Pass/No Pass. A maximum of 15 units of Pass/No Pass courses may be attempted.

Some Ohlone courses are offered solely for a Pass/No Pass grade, while some Ohlone courses offer students the option of choosing between a letter grade or a Pass/No Pass grade. Choosing to take a course for a Pass/No Pass grade allows students the opportunity to explore courses outside their current major without undue concern for the grade point average. A maximum of 15 units of Pass/No Pass graded courses may be applied towards general education for the associate degree. Courses taken on a Pass/No Pass basis may not be accepted for transfer by baccalaureate institutions, so students are advised to carefully choose the Pass/No Pass option. The decision to take a course for Pass/No Pass grading is irreversible after the deadline listed on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar).

Courses that are offered solely for a Pass/No Pass grade are identified by the code CR in the course description in this catalog and WebAdvisor.

Courses in which students may choose to complete the course for either a Pass/No Pass grade or for a standard letter grade are identified by the code GC in the course description in this catalog and WebAdvisor.

With courses that have the Pass/No Pass option (GC), students are required to commit to their grading option by the deadline posted on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar). Students may not change their grading option once the deadline has passed. Students who do not submit the Pass/No Pass Authorization to the Office of Admissions and Records on the Fremont campus or the Student Services Center on the Newark campus by the deadline posted on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar) are awarded a standard letter grade.

Incomplete Grades

An Incomplete grade may be assigned by the instructor only when a student is unable to complete the final examination, a final class project, or a term paper because of illness or an unforeseen personal emergency. It is the student’s responsibility to contact the instructor in such cases.

When such conditions exist, the instructor and student must complete an Incomplete Grade Contract which outlines the work to be completed within one academic year. The completed Incomplete Grade Contract must then be submitted to the Office of Admissions and Records on the Fremont campus. When the work has been completed as outlined on the contract the instructor submits a Change of Grade form to the Office of Admissions and Records on the Fremont campus. Students who do not complete the Incomplete Grade Contract are assigned a grade of F after the end of the term in which the Incomplete was given.

Students may not re-enroll in a course in which they have an Incomplete grade. Students may present evidence of extenuating circumstances to support a request for an extension of the Incomplete time limit. Petitions must be received before or by the end of the term in which the one year time limit expires.
Auditing

Students wishing to audit a credit class may do so under the following conditions:

- Registration as an audit student is permitted only after students desiring to register in the class for credit toward a certificate or degree have had an opportunity to register.
- Registration as an audit student is permitted only after approval has been obtained from the instructor of the class.
- The Audit Application Form must be submitted to the Office of Admissions and Records by the add deadline for the class. However, Audit Application Forms are not processed until all students who wish to register for credit have had the opportunity to do so.
- The class must be eligible to be audited; not all Ohlone classes allow audit students. The class listing in WebAdvisor indicates if the class can be audited.
- No students auditing a class are permitted to change their enrollment in that class to receive credit for the class.
- Students have paid the appropriate enrollment and/or audit fees at the Cashier’s Office on the Fremont campus.
- Units associated with auditing are not counted toward minimum requirements for financial aid, student employment, etc.

Please refer to Chapter 4 of this catalog for the audit fee. The audit fee is not refundable. Students enrolled in credit classes for 10 or more units per semester are not charged a fee to audit three or fewer units per term. To obtain this credit, students must contact the Cashier’s Office after the third week of the term.

Repetition of Courses

For Credit

Generally, courses are not repeatable for credit. Some specified courses may be repeated for credit. These courses are designated by the word “Repeatable” in the catalog and WebAdvisor (https://webadvisor.ohlone.edu). The number after the word Repeatable indicates the number of times the course may be repeated for credit.

Once a non-repeatable course is completed with a satisfactory grade (A, B, C, or P) the course cannot be taken again at Ohlone. Enrollments are also not allowed in a course that has already been taken the maximum times allowed, per §§55040 of the California Code of Regulations. All repeat policies are enforced through WebAdvisor and students are blocked from registering for courses when the maximum number of enrollments has already been attained. A course with a letter grade, including a W, counts as an enrollment, per California Code of Regulations §58161.

Students who receive a substandard grade (D, F, or NP) at Ohlone are allowed to enroll in that same course again in order to successfully complete the course. Students are allowed three attempts, including Ws, to successfully complete the course. The third enrollment in the course at Ohlone is the final enrollment at Ohlone, regardless of the grade earned. For example: During Fall 2019 a student received a W in ENGL-101A. During Summer 2020 the same student received an F in ENGL-101A. The next time that the student takes ENGL-101A, regardless of the grade (A, B, C, D, F, P, NP, or W), is the last time that ENGL-101A can be taken at Ohlone College.

To Improve a Grade

Any course may be repeated one time to improve a substandard grade (D, F, or NP), provided that the student has not already reached the maximum enrollments for the course. If a student earns a substandard grade twice at Ohlone and wants to repeat the course at Ohlone then the student needs to get permission from the academic dean in order to repeat the course again at Ohlone. The student needs to submit a Student Petition Form with the academic dean’s signature to the Office of Admissions and Records on the Fremont campus. If the academic dean approves the petition then Admissions and Records staff registers the student into the course.

When a course is repeated to raise a substandard grade only the most recent grade—which or not it is higher than the previous grade—is computed in the grade point average. However, all grades, including substandard grades, whether counted in the grade point average or not, must remain legible on the student’s permanent record, per the California Code of Regulations.

A course in which a substandard grade was earned at another accredited college or university may be repeated as specified above. Grades earned as a result of course repetition at other accredited colleges or universities are acceptable at Ohlone College.

Under special circumstances, repetition of courses in which other than a substandard grade has been earned may be permitted with the prior approval of the President of the College or designee.

Unit of Credit Definitions

Credit is assigned to courses based on the “Carnegie unit,” which expects students to complete three hours of work a week during an 18-week semester for one unit of credit. Usually this equates to one hour of lecture or discussion led by the instructor and appropriate assignments that would compel students to complete two hours of outside preparation. Courses that require a laboratory component require three or more hours of work in the laboratory each week for one unit of credit.

Ohlone College is on a 16-week semester. Therefore, a three unit lecture course requires a minimum of 3.40 clock hours (3 hours and 10 minutes) of classroom work each week for sixteen weeks, in addition to any homework assigned by the instructor.

Semester units carry a different value than quarter units. For students who come to Ohlone with units earned at a college or university on a quarter system, or for students who intend to attend a college or university on a quarter system, the number of units earned will need to be converted. To convert semester units to quarter units, multiply the number of semester units by 1.50 to obtain the comparable number of quarter units; to convert from quarter to semester units, multiply the number of quarter units by 0.66 to get comparable semester units.
Credit by Examination

Students who have achieved knowledge elsewhere or who have an understanding equivalent to that required by one or more college courses may receive academic credit by successfully completing a comprehensive course examination. To apply for Credit by Examination students must be registered at Ohlone and be in good academic standing. Not all Ohlone College courses are offered for Credit by Examination. Final determination of which courses are available for Credit by Examination is made by the faculty member(s) who teaches the course and the appropriate academic dean. Credit may only be granted for a course listed in the Ohlone College catalog.

Credit by Examination shall not be used to establish the 12 unit residency requirement for graduation nor be considered Ohlone College credit for the purpose of meeting the six unit requirement for a certificate of achievement and the 50% requirement for a certificate of accomplishment.

Units awarded through Credit by Examination are so annotated on the transcript and assigned a grade of Pass (P). Credit is not given for any course which students have previously attempted and failed or for which students have previously sought Credit by Examination.

Students seeking advanced standing in Registered Nursing or Respiratory Therapist based on certificates or licenses already held in those fields may challenge a maximum of 19 units (first year major courses in each program). Applications to qualify for Credit by Examination in Registered Nursing or Respiratory Therapist are made directly to the Health Sciences Division Office on the Newark campus. R.N.'s seeking Credit by Examination for transfer to a baccalaureate college or university may challenge first and second year major courses in Nursing after completing six or more units at Ohlone College. Please contact the Health Sciences Division Office for further information.

Credit for Military and Non-collegiate Courses/Training

Students seeking credit for military service and/or non-collegiate courses need to meet with a counselor to determine procedure for verification of credit and applicability of such credit to their educational goals.

Veterans who have completed basic training, have been honorably discharged, and submit a DD-214 form to the Office of Admissions and Records on the Fremont campus are eligible for six elective credits and satisfy the Physical Education/Wellness requirement (Area V) for the associate degree using the Ohlone College General Education (Plan A) option. Veterans who have completed service school training beyond basic training may be eligible for additional credit after the Office of Admissions and Records evaluates an official AARTS or SMART transcript. In addition to basic training credit, a maximum of 16 semester credits may be granted for military service and training.

Other non-collegiate courses as recommended by the American Council on Education (ACE) may be accepted for credit. A maximum of 16 semester units may be granted in this category.

Any combination of the above cannot exceed a total of 22 semester units.

Advanced Placement (AP) Credit

Ohlone College recognizes the Advanced Placement program of the College Entrance Examination Board. Course credit for general education requirements, including certification for CSU GE (Plan B) and IGETC (Plan C), is granted for Advanced Placement examinations with a score of three or higher, if the appropriate Ohlone College Division Office has determined that the material covered in the Advanced Placement course is comparable to a specific Ohlone course offered within that division. Advanced Placement credit may be granted for fulfillment of Ohlone College’s major requirements. However, when a student transfers to another college or university that institution routinely re-evaluates Advanced Placement units in accordance with its own internal policies.

Please refer to the following chart to determine which Advanced Placement exams may be counted toward Ohlone General Education (Plan A) and major requirements, and which Advanced Placement exams may be counted toward CSU GE (Plan B) or IGETC (Plan C) requirements. Students are encouraged to consult with a counselor for specific questions and concerns regarding Advanced Placement credit.

Students must submit an official copy of their Advanced Placement scores to the Office of Admissions and Records on the Fremont campus in order to receive Advanced Placement credit. Units for which credit is given for Advanced Placement examinations are not counted in determining the residency requirement for certificates and/or associate degrees.

Basic Skills Courses

As long as a student has completed relevant coursework in high school, Ohlone College is dedicated to placing students into transferable college-level courses. However, the College continues to offer Basic Skills courses in English, Mathematics, and English as a Second Language (ESL) to support students who want to take such courses as they prepare for transfer-level coursework. Students who have questions about Basic Skills courses and their readiness for college-level courses should meet with a counselor.

Basic Skills courses are non-transferable and are not applicable to an associate degree. Some ESL and Mathematics courses are offered as noncredit. Units attempted, units completed, and grade points for these courses are not included in a student’s cumulative totals nor are they used in calculation of the grade point average. All units, grades, and grade points still appear on the student’s permanent record; however, these courses are identified by an asterisk in the note code column. Per §55035(a) of the California Code of Regulations, students may not receive more than 30 semester units of credit for Basic Skills coursework.

Final Examinations

Final examinations are given at the end of each semester. Students are required to take the final examinations for the classes in which they are enrolled. No examinations are administered prior to the regular schedule except under extraordinary circumstances. The Final Exams Schedule appears on the Admissions and Records web page (www.ohlone.edu/admissions/academicalendar#finalexams).

Catalog Rights Policy

Pursuant to California Code of Regulations §40401, a student pursuing an associate degree, a certificate of achievement, or a certificate of accomplishment may follow the general education and major requirements which are published in the catalog in effect at the time in which the student first began attendance at Ohlone College, or regulations current at the time the student files for and receives a degree or certificate. Exceptions to this policy are by the petition process. Students pursuing academic programs that require a separate application process are assigned to the catalog year that the student was accepted into the program.

A course in which a student receives a W is not considered to have been completed. The preceding catalog rights are subject to the following limitation: students who do not complete an Ohlone course(s) during a period of six consecutive terms, including Summer Term, forfeit the right to follow the degree or certificate requirements set forth in any catalog prior to their resumption of studies. For the purposes of this section, the effective period of a catalog extends from the beginning of a Fall Semester to the close of the subsequent Summer Term. Please note that Ohlone may require substitutions for required courses that have been discontinued.
### Advanced Placement (AP) Credit Chart

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Ohlone GE (Plan A) Applicability</th>
<th>CSU GE (Plan B) Applicability</th>
<th>IGETC (Plan C) Applicability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum Score</td>
<td>Total Semester Units Awarded</td>
<td>Units/GE Area</td>
</tr>
<tr>
<td>Art History</td>
<td>3, 4</td>
<td>6</td>
<td>3 units/Area IIIA</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>6</td>
<td>4 units/Area I</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>3</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>6</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>6</td>
<td>4 units/Area I</td>
</tr>
<tr>
<td>Chinese Language and Culture</td>
<td>3</td>
<td>6</td>
<td>3 units/Area IIIIB</td>
</tr>
<tr>
<td>Comparative Government and Politics</td>
<td>3</td>
<td>3</td>
<td>3 units/Area II</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>3</td>
<td>3</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>3</td>
<td>6</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>Computer Science Principles</td>
<td>3</td>
<td>6</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>English Language</td>
<td>3</td>
<td>6</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>3, 4</td>
<td>6</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>English Literature</td>
<td>3</td>
<td>6</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3</td>
<td>4</td>
<td>4 units/Area I</td>
</tr>
<tr>
<td>European History</td>
<td>3</td>
<td>6</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>French Language and Culture</td>
<td>3</td>
<td>6</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>German Language and Culture</td>
<td>3</td>
<td>6</td>
<td>3 units/Area I</td>
</tr>
<tr>
<td>Human Geography</td>
<td>3</td>
<td>3</td>
<td>3 units/Area II</td>
</tr>
<tr>
<td>Italian Language and Culture</td>
<td>3</td>
<td>6</td>
<td>3 units/Area IIIIB</td>
</tr>
<tr>
<td>Japanese Language and Culture</td>
<td>3</td>
<td>6</td>
<td>3 units/Area IIIIB</td>
</tr>
<tr>
<td>Latin</td>
<td>3</td>
<td>6</td>
<td>3 units/Area IIIIB</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3</td>
<td>3</td>
<td>3 units/Area II</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3</td>
<td>3</td>
<td>3 units/Area II</td>
</tr>
<tr>
<td>Music Theory</td>
<td>3</td>
<td>3</td>
<td>N/A</td>
</tr>
<tr>
<td>Physics 1</td>
<td>3</td>
<td>4</td>
<td>4 units/Area I</td>
</tr>
<tr>
<td>Physics 2</td>
<td>3</td>
<td>3</td>
<td>4 units/Area I</td>
</tr>
<tr>
<td>Physics C (mechanics)</td>
<td>3</td>
<td>4</td>
<td>4 units/Area I</td>
</tr>
<tr>
<td>Physics C (electricity/magnetism)</td>
<td>3</td>
<td>4</td>
<td>4 units/Area I</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>3</td>
<td>3 units/Area II</td>
</tr>
</tbody>
</table>

1 If a student passes more than one exam in calculus or computer science, only one exam may be applied to a degree.
2 If a student passes more than one exam in physics, only 6 units may be applied to the degree and only 4 units applied to CSU/GE certification and only 3 units applied to IGETC certification.
3 Only 2.6 units are awarded toward the degree, but the successful completion of the exam will meet the 3-unit requirement of the IGETC area.
4 3 units maximum for all exams.
5 A score of 3 or higher is required to meet Ohlone GE (Plan A) requirements; to meet major requirements requires a score of 4 or higher.
## Advanced Placement (AP) Credit Chart

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Ohlone GE (Plan A) Applicability</th>
<th>CSU GE (Plan B) Applicability</th>
<th>IGETC (Plan C) Applicability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum Score Total Semester Units Awarded Units/GE Area Ohlone Equivalent</td>
<td>Minimum Score Total Semester Units Awarded Units/GE Area</td>
<td>Minimum Score Total Semester Units Awarded Units/GE Area</td>
</tr>
<tr>
<td>Seminar</td>
<td>3 3 N/A</td>
<td>3 3 N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>3 6 3 units/Area IIIB SPAN-101A</td>
<td>3 6 3 units/Area C2</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Language and Culture</td>
<td>3 6 3 units/Area IIIB SPAN-101A</td>
<td>3 6 3 units/Area C2</td>
<td>3 5.3 3 units/Area 3B and Area 6</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>3 6 3 units/Area IIIB</td>
<td>3 6 3 units/Area C2</td>
<td>N/A</td>
</tr>
<tr>
<td>Spanish Literature and Culture</td>
<td>3 6 3 units/Area IIIB</td>
<td>3 6 3 units/Area C2</td>
<td>3 5.3 3 units/Area 3B and Area 6</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 3 3 units/Area IVB and Area IVC MATH-159</td>
<td>3 3 3 units/Area B4</td>
<td>3 2.6 ³ 3 units/Area 3B or Area 4</td>
</tr>
<tr>
<td>Studio Art - 2D Design</td>
<td>3 3 3 units/Area IIIB</td>
<td>3 3 N/A</td>
<td>3 5.3 ³ 3 units/Area B4</td>
</tr>
<tr>
<td>Studio Art - 3D Design</td>
<td>3 3 3 units/Area IIIB</td>
<td>3 3 N/A</td>
<td>3 5.3 ³ 3 units/Area B4</td>
</tr>
<tr>
<td>Studio Art - Drawing</td>
<td>3 3 3 units/Area IIIB</td>
<td>3 3 N/A</td>
<td>3 5.3 ³ 3 units/Area B4</td>
</tr>
<tr>
<td>US Government and Politics</td>
<td>3,4 ³ 3 3 units/Area III PS-102</td>
<td>3 3 3 units/Area D and US-2</td>
<td>3 2.6 ³ 3 units/Area 3B or Area 4</td>
</tr>
<tr>
<td>US History</td>
<td>3 6 3 units/Area II or Area IIIB HIST-117A and HIST-117B</td>
<td>3 6 3 units/Area C2 or Area D, and US-1</td>
<td>3 5.3 ³ 3 units/Area 3B or Area 4</td>
</tr>
<tr>
<td>World History</td>
<td>3 6 3 units/Area II or Area IIIB</td>
<td>3 6 3 units/Area C2 or Area D</td>
<td>3 5.3 ³ 3 units/Area 3B or Area 4</td>
</tr>
<tr>
<td>World History - Modern</td>
<td>3 3 3 units/Area II or Area IIIB</td>
<td>3 3 3 units/Area C2 or Area D</td>
<td>3 5.3 ³ 3 units/Area 3B or Area 4</td>
</tr>
</tbody>
</table>

1 If a student passes more than one exam in calculus or computer science, only one exam may be applied to a degree.
2 If a student passes more than one exam in physics, only 6 units may be applied to the degree and only 4 units applied to CSU/GE certification and only 3 units applied to IGETC certification.
3 Only 2.6 units are awarded toward the degree, but the successful completion of the exam will meet the 3-unit requirement of the IGETC area.
4 5.3 units maximum for all exams
5 A score of 3 or higher is required to meet Ohlone GE (Plan A) requirements; to meet major requirements requires a score of 4 or higher.
Family Educational Rights and Privacy Act (FERPA)

Students at Ohlone College are guaranteed certain rights regarding their school records and information that they provide to the College, as granted by the Family Educational Rights and Privacy Act of 1974 (FERPA), Section 438, Public Law 93-380. These rights include:

1. The right to inspect and review official college records directly related to the student;
2. The right to challenge the correctness of these records;
3. The right to have some control over the disclosure of personally identifiable information from the education records.

These federal rights are designed to protect the privacy of all students. It is the policy of the College that—except as permitted by state or federal law—no record, file, document, or other materials, or personally identifiable information contained therein, shall be released to any individual, agency, or organization without the express written consent of the student. The Dean, Enrollment Services has been designated as Records Officer, as required by the Family Educational Rights and Privacy Act.

Kindergarten-12th grade Parent/Guardian Information

According to the Family Educational Rights and Privacy Act (FERPA) of 1974, when a student turns 18 years old or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student. Students who are enrolled at Ohlone College are covered by the Family Educational Rights and Privacy Act of 1974. According to this legislation, Ohlone College personnel cannot release a student’s records or speak with parents and/or guardians about any student’s academic records without the student completing the Release of Information Waiver. The exception to this policy is if the student is claimed as a dependent by either parent for tax purposes. Ohlone College reserves the right to require documents verifying a student’s status as a dependent. The Release of Information Waiver is available online at www.ohlone.edu/admissions/docindex.

Directory Information

Community college districts identify categories of directory information that may be released to the public. Pursuant to Board Policy 5040, Ohlone College identifies the following categories of directory information that it may release: (1) names of students participating in officially recognized activities and sports including weight, height, and high school of graduation of athletic team members; and (2) names of students receiving degrees and awards, including honors, scholarship awards, athletic awards, and Dean’s List recognition. Ohlone College may release this Directory Information unless a student files a “Restriction to Access” document with the Ohlone College Office of Admissions and Records.

Student Responsibilities

Academic Progress: Financial Aid Recipients

There are specific academic progress regulations for students who receive financial aid. These regulations are listed on the Financial Aid Office’s web page at www.ohlone.edu/finaid/sap.

(continued on next column)
Successful completion of approved programs at Ohlone College may lead to:

- an Associate in Arts for Transfer or Associate in Science for Transfer (ADT) degree;
- an Associate in Arts (AA) or Associate in Science (AS) degree;
- a Certificate of Achievement;
- a Certificate of Accomplishment;
- a Certificate of Competency;
- a Certificate of Completion;
- completion of lower division (freshman and sophomore) requirements for transfer to upper division (junior) standing at a baccalaureate college or university.

Although these objectives are listed separately, it is possible to achieve multiple goals concurrently during the freshman and sophomore years of college. For example, it is possible to use the coursework completed for a certificate program as a major for an associate degree. Similarly, students completing lower division requirements for transfer to a baccalaureate college or university may find it possible to meet the requirements for an associate degree from Ohlone College.

It is important for students to declare an academic program as early as possible in their academic career, but no later than by the time that 15 degree applicable units are completed. Students must have a declared program in order to be eligible to receive financial aid, and students who have declared programs are given earlier registration appointments. Students may declare multiple programs and may change their declared program at any time; however, no student should remain undeclared after completing 15 degree applicable units. Students can declare or change an academic program by submitting a Change or Declare Major Form to the Office of Admissions and Records on the Fremont campus or the Student Services Center on the Newark campus. A Change or Declare Major Form is available online at www.ohlone.edu/sites/default/files/documents/imported/declaremajor.pdf.

**Transfer Credit from Another Institution**

Ohlone College accepts credit for lower division coursework previously completed at a college accredited by one of the six regional accrediting associations. Students must have official transcripts sent to the Office of Admissions and Records on the Fremont campus. To be official, the transcripts must be sent from college to college or be hand-delivered in a sealed, unopened college or university envelope. An Ohlone counselor will review the coursework to determine how it may be applied to the comprehensive Student Education Plan.

Students who have completed courses at non-regionally accredited institutions need to meet with an Ohlone counselor to petition for individual courses to be accepted for major requirements. The credit is non-transferable toward a baccalaureate degree. Students who want to use coursework completed at a foreign institution must have their transcripts evaluated by an approved foreign evaluation service. Students must meet with a counselor to petition to use any of this coursework toward the associate degree. Coursework from a foreign institution cannot be used to certify CSU GE or IGETC.
Steps in Choosing Your Ohlone College Academic Program

It is always best to consult an Ohlone College counselor before making any decisions about your academic future. Counselors are available for appointments in Building 7, Third Level on the Fremont campus and in the Student Services Center on the Newark campus. Counseling appointments may be made online at www.ohlone.edu/counseling/onlineappt.

1. Determine if
   a. you want to earn a noncredit certificate of completion or certificate of competency, which consists of zero units. Go to #2.
   b. you want to earn a certificate of accomplishment, which consists of 6-15.5 units. Go to #3.
   c. you want to earn a certificate of achievement, which consists of 16 or more units. Go to #4.
   d. you want to earn an associate degree from Ohlone College. Go to #5.
   e. you want to transfer to a baccalaureate college/university without an associate degree from Ohlone College. Go to #7.
   f. you want to transfer to a baccalaureate college/university without an associate degree from Ohlone College. Go to #7.

2. Certificate of competency or certificate of completion
   a. Select a certificate of competency or certificate of completion from the list of programs on pages 61-62.
   b. Complete all of the courses required for the certificate of competency or certificate of completion. The requirements are listed on the curriculum guides on pages 151-154.
   c. Apply for awarding of the certificate by submitting an application to the Office of Admissions and Records on the Fremont campus by the date published in the class schedule and on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar). The application is available at www.ohlone.edu/admissions/docindex.

3. Certificate of accomplishment
   a. Select a certificate of accomplishment from the list of programs on pages 61-62.
   b. Complete all of the courses required for the certificate of accomplishment. The requirements are listed on the curriculum guides on pages 132-150.
   c. Complete all of the required courses with the minimum grade point average and residency requirement.
   d. Apply for awarding of the certificate by submitting an application to the Office of Admissions and Records on the Fremont campus by the date published on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar). The application is available at www.ohlone.edu/admissions/docindex.

4. Certificate of achievement
   a. Select a certificate of achievement from the list of programs on pages 61-62.
   b. Complete all of the courses required for the certificate of achievement. The requirements are listed on the curriculum guides on pages 69-129.
   c. Complete all of the required courses with the minimum grade point average and residency requirement.
   d. Apply for awarding of the certificate by submitting an application to the Office of Admissions and Records on the Fremont campus by the date published in the class schedule and on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar). The application is available at www.ohlone.edu/admissions/docindex.

5. Associate degree
   a. Read the associate degree requirements on pages 49-50.
   b. Determine which General Education Plan best corresponds with your academic goals. Ohlone College General Education (Plan A) cannot be used for students earning an associate degree for transfer (ADT).
   c. Select an associate degree from the list of programs on pages 61-62. The associate degree requirements are listed on the curriculum guides on pages 69-131.
   d. Fulfill all the requirements for General Education and the major in order to earn an associate degree. If the courses you complete do not total at least 60 degree applicable semester units you must select additional degree applicable elective courses to reach a total of 60 semester units.
   e. Complete all of the required courses with the minimum grade point average and residency requirement.
   f. Apply for graduation by submitting an application to the Office of Admissions and Records on the Fremont campus by the date published in the class schedule and on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar). The application is available at www.ohlone.edu/admissions/docindex.

6. Transfer with an associate degree
   a. Refer to the transfer information on pages 54-56.
   b. Determine which General Education Plan best corresponds with your academic goals. Ohlone College General Education (Plan A) cannot be used for students earning an associate degree for transfer (ADT).
   c. Select an associate degree from the list of programs on pages 61-62. The associate degree requirements are listed on the curriculum guides on pages 69-131.
   d. Consult ASSIST at www.assist.org for the most current information regarding transferable courses and articulation agreements between Ohlone and UC and CSU campuses.
   e. Fulfill all the requirements for General Education and for the major in order to earn an associate degree. If the courses you complete do not total at least 60 degree applicable semester units, you must select additional degree applicable elective courses to reach a total of 60 semester units.
   f. Complete all of the required courses with the minimum grade point average and residency requirement.
   g. Apply for graduation by submitting an application to the Office of Admissions and Records on the Fremont campus by the date published in the class schedule and on the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar). The application is available at www.ohlone.edu/admissions/docindex.
   h. Request a General Education Certification from the Office of Admissions and Records on the Fremont campus. The form is available at www.ohlone.edu/admissions/docindex.
   i. Request that your final, official Ohlone College transcripts are sent to your transfer institution.

7. Transfer without a degree
   a. Refer to the transfer information on pages 54-56.
   b. Follow the CSU General Education Breadth requirements (Plan B) on page 59 to transfer to the California State University or follow the IGETC requirements (Plan C) on page 60 to transfer to the University of California, California State University, or private/out-of-state institutions. Follow the IGETC requirements (Plan C) on page 60 if you have not yet decided between a CSU or UC campus. You should also see a counselor to help you make decisions about campuses, majors, and General Education options.
   c. Consult ASSIST at www.assist.org for the most current information regarding transferable courses and articulation agreements between Ohlone and UC and CSU campuses.
   d. Fulfill the General Education requirements of either CSU GE (Plan B) or IGETC (Plan C).
   e. Complete the courses with at least the minimum required grade point average.
   f. Meet with a counselor to determine if you can also earn an associate degree before you transfer.
   g. Request a General Education Certification from the Office of Admissions and Records on the Fremont campus. The form is available at www.ohlone.edu/admissions/docindex.
   h. Request that your final, official Ohlone College transcripts are sent to your transfer institution.
Associate in Arts and Associate in Science Degrees

According to §55061(a) of the California Code of Regulations, “The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.”

Students are provided with several options for fulfilling the requirements for an associate degree at Ohlone. Each option is designed to meet specific educational goals. It is imperative for students to meet early and often with a counselor to both plan and maintain their educational plan. The four categories of majors and three patterns of general education are described below and can be combined to meet various educational goals.

Students are eligible for graduation upon the completion of a general education pattern, a major, and an accumulative total of 60 semester units in degree applicable courses with a minimum of a 2.0 grade point average (GPA) and with a minimum grade of C in all courses in the major field (including major field electives and supporting courses).

Associate Degree for Transfer to CSU

The Student Transfer Achievement Reform Act (Senate Bill 1440, codified in California Code of Regulations 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 or the associate in science for transfer (ADT) are intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. Students completing these degrees 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. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. The associate degree for transfer may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. Students should consult with a counselor when planning to complete the associate degree for transfer for more information on university admission and transfer requirements.

Associate Degree for Transfer to CSU (ADT)

California Community Colleges offer associate degrees for transfer to the CSU. These degrees include associate in arts for transfer or associate in science for transfer degrees (ADT). These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an ADT are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses.

Ohlone College currently has twenty-seven approved associate degrees for transfer. For 2020-2021 Ohlone’s approved associate degrees for transfer are in Administration of Justice; Anthropology; Art History; Biology; Business Administration; Communication Studies; Computer Science; Early Childhood Education; Economics; English; Film, Television, and Electronic Media; Geography; Geology; Global Studies; History; Kinesiology; Mathematics; Music; Philosophy; Physics; Political Science; Psychology; Social Justice Studies; Sociology; Spanish; Studio Arts; and Theatre Arts. Students graduating with an associate degree for transfer cannot use Ohlone College (Plan A) General Education.

To find out which CSU campuses accept each associate degree for transfer, please go to www.degreewithaguarantee.com/Degrees.aspx. Current 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.

Majors for Students Intending to Transfer

Some associate degrees are designed to prepare students for a baccalaureate major by fulfilling many of the lower division major and general education requirements at the California State University (CSU) and University of California (UC) campuses. While the core courses required in these degrees for students intending to transfer fulfill many of the lower division requirements, students are advised to meet with a counselor to assess the core requirements for specific universities. Upon verified completion of these majors; the general education requirements specific for Ohlone College (Plan A), CSU GE (Plan B), or IGETC (Plan C); and any necessary elective requirements, students are awarded an associate in arts or an associate in science degree in the specified major.

Multidisciplinary Majors

Students may fulfill a major in one of five general areas (Business, Fine Arts, Liberal Arts, Natural Science, or Social Science) by completing a minimum of 18-20 units selected from the designated departments and courses listed in the curriculum guides in this catalog. Upon verified completion of these 18-20 units; the general education requirements specific for Ohlone College (Plan A), CSU GE (Plan B), or IGETC (Plan C); and any necessary elective requirements, students will be awarded an associate in arts in the specified area.

Career Education Majors

Career education programs are available to students interested in preparing for employment in the fields listed on pages 61-62. Career education majors are designed to prepare students for entry-level employment, but these majors can also prepare students for transfer into a comparable baccalaureate major. Students are advised to consult with a counselor if they wish to consider transfer possibilities. Most of the career-oriented programs lead either to an associate degree or to a certificate of achievement, the latter usually taking one year to complete. It is possible for students to enroll in specific individual courses from many of these programs for personal benefit without completing a total program; however, some programs have separate admissions requirements and many courses have prerequisites. Upon verified completion of the general career education major; the general education requirements specific for Ohlone College (Plan A), CSU GE (Plan B), or IGETC (Plan C); and any necessary elective requirements, students are awarded an associate in arts or an associate in science degree in the specified major.
Associate Degree: Graduation Information

The successfully completed General Education pattern may be applied to one or more associate degrees. Upon verified completion of graduation requirements, the major appears on the student's permanent record, all transcripts, and on the diploma. Please see the Catalog Rights Policy in Chapter 5 of this catalog for information regarding which catalog year students may use to satisfy graduation requirements. Whichever catalog year is selected, all graduation requirements must be completed within that year. Of the 60 semester units required for graduation, 12 semester units must be completed at Ohlone College.

An Application for a Degree/Certificate must be submitted no later than the deadline posted on the academic calendar in the semester in which the student expects to complete requirements. Please refer to the academic calendar on the Admissions and Records web page (www.ohlone.edu/admissions/academiccalendar) for the specific date. College transcripts of all prior work must be on file in the Office of Admissions and Records on the Fremont campus before the Application for a Degree/Certificate can be processed.

The student's transcript certifies the student's graduation as either the last day of Fall Semester, Spring Semester, or Summer Term, as appropriate. Ohlone has one formal commencement ceremony each year at the end of the Spring Semester. All graduates who complete requirements during the academic year or the ensuing Summer Term are encouraged to participate in the commencement ceremony.

Students with a cumulative grade point average in all college work applied toward the associate degree between 3.20 and 3.49 inclusive graduate “With Honors.” All students with a cumulative GPA between 3.50 and 4.00 inclusive graduate “With Highest Honors.” These notations are included on the diploma.

General Education

General Education Description/Philosophy
The General Education Program at Ohlone College reflects the values of the college, its students, and community, and is intended to prepare students to live and work in a dynamic, multicultural, and global society. The college is committed to providing students with learning experiences both grounded in theory and application which are meant to develop the abilities to think critically; to communicate clearly and ethically in both oral and in written form; and to use mathematics, science, and technology practically while acquiring quality physical health. Furthermore, the college guides students in understanding the modes of inquiry of the major disciplines and provides activities and experiences in the appreciation of performing arts, the sustainability of the physical environment, and value of multicultural and diverse perspectives. Insights gained from experiences of others and themselves guide self-understanding and promote the lifelong learning process.

General Education: Ohlone College General Education Pattern (Plan A)
The Ohlone College (Plan A) General Education pattern requires a minimum of 18 units in completing an Ohlone-specific general education pattern, including intercultural/international studies, wellness, and information competency components. Ohlone College (Plan A) requirements may also be met through the reciprocity agreement explained in this chapter. The Ohlone College (Plan A) General Education pattern is recommended for students whose immediate goal is to complete an associate degree with either a general or occupational major. Students who desire to complete an associate in arts for transfer or an associate in science for transfer (ADT) cannot use Ohlone College General Education (Plan A). In some majors students may be required to complete more than 60 semester units to obtain an associate degree. Students are advised to consult with a counselor.

(continued on next page)
The following information presents the General Education Philosophy and Student Learning Outcomes for the Ohlone College General Education (Plan A) pattern. The major areas include:

I. Natural Sciences
II. Social and Behavioral Sciences
III. Fine Arts Theory and Humanities and Participatory Arts
IV. Language and Rationality
V. Physical Education/Wellness
VI. Intercultural/International Studies
VII. Information Competency

Area I Natural Sciences
Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education requirement in natural sciences, a course shall be designed to help students develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

Upon receipt of an associate degree from Ohlone College, students will be able to:
1) Analyze and apply concepts of biological and/or physical science obtained through the scientific method.

Area II Social and Behavioral Sciences
Social and behavioral sciences courses increase the understanding of individual and group-influenced behavior in a variety of contexts: geographic location, economic structures, historical background, political institutions, social groups, societies, and the individual person.

Courses challenge students to think critically about these contexts and should promote appreciation of how societies and social subgroups operate within them. Courses also develop the students’ abilities to recognize and apply appropriate methods of inquiry to the particular social science areas that is being studied.

Upon receipt of an associate degree from Ohlone College, students will be able to:
1) Identify and apply the major theories and methods of inquiry of the relevant social or behavioral science to a variety of contexts in order to investigate, analyze, or predict individual or group behavior.
2) Describe how individuals and/or groups are influenced by their social, cultural, and/or historical contexts.
3) Apply disciplinary knowledge from the social or behavioral sciences to contemporary ethical or social dilemmas.

Area III Fine Arts Theory and Humanities and Participatory Arts
Courses in the fine arts and humanities area cultivate intellect, imagination, sensibility, and sensitivity. Courses fulfilling this requirement study great works of the human imagination; increase awareness and appreciation of the traditional humanistic disciplines such as fine and performing arts, literature, music, philosophy, history, and communications; impart an understanding of the interrelationship between creative art, the humanities, and the self; provide exposure to both Western and non-Western cultures; and may include a foreign language course that contains a cultural component as opposed to a course that focuses solely on skills acquisition. Fine Arts Theory courses include courses that are historical. In addition to the traditional lecture classes in humanities, the humanities and participatory arts area includes arts courses that are experiential or participatory.

Upon receipt of an associate degree from Ohlone College, students will be able to:

A. Fine Arts Theory
   1) Analyze and value modes and/or theories of artistic expression.

B. Humanities and Participatory Arts
   1) Identify the influence of the cultural, social, economic, or political forces on human experience, thought, or expression; or participate in human expression through the creation of art.

Area IV Language and Rationality
Courses in language and rationality provide students with the opportunity to develop their critical thinking and communication skills, as well as their computational skills. Courses in these areas focus on writing, argument, analysis, problem solving, and verbal communication.

Upon receipt of an associate degree from Ohlone College, students will be able to:

A. English Composition
   1) Write a well-organized paper in Standard English which presents a main idea supported by effective documentation and details.
   2) Demonstrate the ability to write effectively for a variety of purposes, using correct grammar and appropriate style.

B. Analytical Thinking and Oral Communication
   1) Think logically and critically to solve problems, draw conclusions, and evaluate evidence.
   2) Communicate an idea clearly, either verbally or in written form.

C. Math Proficiency
   1) Demonstrate the ability to think analytically by applying the concepts and techniques of algebra to the solution of real world math applications.

Did you know???
The Frank DiMino Academic Core Complex on the Fremont campus—comprised of the new Buildings 1, 2, and 3—is named after Mr. DiMino in recognition of his generous contribution to Ohlone College, which is the largest in Ohlone’s history and the fifth largest donation ever given to a California Community College.
Area V  Physical Education/Wellness
Physical education courses are activity-based. Wellness courses are not necessarily activity-based and have a focus on such topics as nutrition, stress management, weight management, fitness, and personal wellness.

Upon receipt of an associate degree from Ohlone College, students will be able to:

A. Physical Education
   1) Value the importance of and develop a regular regimen of physical activity and/or exercise.
   2) Demonstrate fundamental skills incorporating the techniques, rules, and strategies of the activity.

B. Wellness
   1) Formulate a personal wellness plan incorporating the basic principles of a healthful lifestyle.

Area VI  Intercultural/International Studies
The Intercultural/International Studies requirement is intended to instill in students an appreciation of peoples and cultures other than their own. Students who fulfill this requirement should be able to empathize with and respect those from different cultural backgrounds and realize the interconnectedness of all peoples. The requirement is meant to help ensure that Ohlone College graduates acquire the perspective necessary for an enlightened, diverse global citizenry. Students taking a course in this area are able to recognize and negotiate the complex ethics and politics of construing meaning and building social relationships across differences; e.g., ethnocentrism, nationalism, cultural imperialism, cultural appropriation, and homogenization of nations and cultures.

Courses which satisfy the Intercultural/International Studies requirement shall be courses wholly focused on the following cultural topics: race, ethnicity, gender, religion, age, sexual orientation, disability, and/or socioeconomic background. Courses that satisfy the Intercultural/International Studies requirement may focus on any of the aforementioned topics within a U.S. context, or within an international or global context such as technology, economic development, cross national communication, cultural relations, and world art and literature.

Upon receipt of an associate degree from Ohlone College, students will be able to:

1) Analyze the ways historical, cultural, and/or social conditions impact a particular intercultural/international group or culture.
2) Develop sensitivity and skills for living and working in a culturally diverse world.

Area VII  Information Competency
Information Competency is the ability to identify an information need, find the needed information efficiently, and use information effectively and ethically. Information Competency combines aspects of library literacy, research methods, critical thinking, and technological literacy.

Upon receipt of an associate degree from Ohlone College, students will be able to:

1) Develop effective research strategies.
2) Locate, retrieve, evaluate, and use information ethically and legally.

General Education: California State University General Education Breadth Requirements (CSU GE; Plan B)
The California State University General Education Breadth pattern (CSU GE; Plan B) requires a minimum of 39 semester units in completing a specific CSU-approved General Education pattern. This option is especially for students whose immediate goal is to transfer to a CSU campus. The California State University (CSU GE; Plan B) pattern is recommended for students completing an associate degree and the pattern enables students to meet lower division general education requirements at a CSU. California State University (CSU GE; Plan B) may also be coupled with either the transfer or career education majors; however, students may be required to complete more than 60 semester units to obtain an associate degree. Students are advised to consult with a counselor.

General Education: Intersegmental General Education Transfer Curriculum (IGETC; Plan C)
The Intersegmental General Education Transfer Curriculum pattern (IGETC; Plan C) requires a minimum of 37 semester units in completing a General Education pattern acceptable at either a UC or CSU campus. This option is recommended for students whose immediate goal is to transfer to a UC or CSU campus, or for students who intend to transfer but are not yet sure if they will be going to a UC or CSU campus. Intersegmental General Education Transfer Curriculum (IGETC; Plan C) is generally combined with an associate degree and it enables students to meet the lower division general education requirements at either a UC or CSU campus. Intersegmental General Education Transfer Curriculum (IGETC; Plan C) may also be coupled with either the transfer or career education majors; however, students may be required to complete more than 60 semester units to obtain an associate degree. Students are advised to consult with a counselor.

General Education: Intersegmental General Education Transfer Curriculum for STEM for CSU (IGETC for STEM for CSU; Plan C)
IGETC for STEM for CSU is applicable only to students pursuing the Associate in Science in Biology for Transfer at Ohlone. IGETC for STEM for CSU may not be used for any other degrees or GE certification at Ohlone College. IGETC for STEM for CSU requires 31 semester units in completing a General Education pattern acceptable at a CSU. Students are advised to consult with a counselor.

For IGETC for STEM for CSU certification students must complete the following courses before transfer:
- All courses in Area 1, (English Communication); Area 2 (Mathematical Concepts and Quantitative Reasoning); and Area 5 (Physical and Biological Sciences).
- One course in Area 3A (Arts); one course in Area 3B (Humanities); and two courses in Area 4 (Social and Behavioral Sciences) from two different disciplines.

For IGETC for STEM for CSU students must complete the following courses after transfer:
- One remaining lower division general education course in Area 3 (Arts or Humanities);
- One remaining lower division general education course in Area 4 (Social and Behavioral Sciences).
General Education: Reciprocity with Community Colleges
The Ohlone Community College District has entered into a mutual agreement with twelve other local community colleges to accept the General Education of these colleges as completed. The participating colleges are Cabrillo College (Santa Cruz), Chabot College (Hayward), De Anza College (Cupertino), Evergreen Valley College (San Jose), Foothill College (Los Altos Hills), Gavilan College (Gilroy), Hartnell College (Salinas), Las Positas College (Livermore), Mission College (Santa Clara), Monterey Peninsula College (Monterey), San Jose City College (San Jose), and West Valley College (Saratoga).

Therefore, students who obtain a certification of completion of Associate Degree General Education or who complete an associate degree at any of the participating colleges will have both their General Education coursework and graduation proficiencies accepted as completed at any of the participating colleges. No additional general education coursework will be required if the certification is officially presented. Students will still be required to complete all courses or prerequisites needed for a major. The agreement also means that the other colleges will accept the Ohlone College General Education pattern if a certification is presented to the member colleges. The agreement will be reviewed periodically.

General Education: Exemptions for Students with Baccalaureate Degrees
A student who has an earned baccalaureate degree from a regionally accredited college or university is not required to fulfill the general education requirements to earn an associate degree from Ohlone College.

Certificate Programs
In addition to degree programs, Ohlone offers four kinds of certificate programs—the certificate of achievement, the certificate of accomplishment, the certificate of competency, and the certificate of completion.

Certificate of Achievement
Certificates of achievement are awarded for the completion of an organized series of courses in a particular emphasis area. These certificates have been approved by the Ohlone Curriculum Committee, Ohlone Community College District Board of Trustees, and the California Community Colleges Chancellor's Office. Certificates of achievement consist of 16 or more semester units. Most certificates of achievement are occupational in nature, and many are pathways leading to completion of the associate degree. Thus, students often have the option of completing the additional general education, elective, and supporting course requirements to complete an associate degree as well.

A certificate of achievement is granted to students who meet the following requirements:

1. Maintain a 2.0 grade point average in the specified courses.
2. Complete satisfactorily a specific curriculum or recognized sequence of courses as prescribed by selected faculty and/or an occupational advisory committee; and approved by the Ohlone College Curriculum Committee, Ohlone Community College District Board of Trustees; and California Community Colleges Chancellor's Office; and published in the applicable curriculum guide.
3. Complete at least six units at Ohlone College for the certificate to be awarded by Ohlone.

An application for the certificate of achievement must be submitted no later than the deadline posted on the academic calendar in the semester in which the student expects to complete requirements. Please refer to the academic calendar on the Admissions and Records website (www.ohlone.edu/admissions/academiccalendar) for specific dates. Official college transcripts of all prior work must be on file in the Office of Admissions and Records before the application can be processed.
Certificate of Accomplishment

Certificates of accomplishment are awarded for the completion of an organized course of study for a specific purpose, usually career or job related. These certificates have been approved by the Ohlone College Curriculum Committee and Ohlone Community College District Board of Trustees. Certificates of accomplishment can consist of a maximum of 15.5 semester units. Certificates of accomplishment are designed to allow students to finish a program in a shorter period of time. Although not as comprehensive as certificates of achievement, these certificates do serve to recognize student achievement in a particular emphasis area. However, per Title 5 of the California Code of Regulations (§55070.b), a certificate of accomplishment cannot appear on a student’s transcript.

A certificate of accomplishment is granted to students who meet the following requirements:

1. Maintain a 2.0 grade point average in the specified courses.
2. Complete satisfactorily a specific curriculum or recognized sequence of courses as prescribed by selected faculty and/or an occupational advisory committee; and approved by the Ohlone College Curriculum Committee and Ohlone Community College Board of Trustees; and published in the applicable curriculum guide.
3. Complete at least 50% of the required units at Ohlone College.

Certificate of Competency

Pursuant to the California Code of Regulations (§55151), a certificate of competency may be awarded to students completing noncredit courses in a prescribed pathway that prepares students to take non-degree applicable credit coursework, including basic skills and English as a second language, or to take degree applicable credit coursework leading to completion of a credit certificate, an associate in arts degree, or transfer to a baccalaureate institution. A noncredit certificate of competency recognizes that students have demonstrated achievement in a set of competencies that prepares them to progress in a career path or to take degree applicable or non-degree applicable credit courses. These noncredit certificates of competency have been approved by the Ohlone College Curriculum Committee, Ohlone Community College District Board of Trustees, and the California Community Colleges Chancellor’s Office.

A certificate of competency is granted to students who meet the following requirements:

1. Complete satisfactorily a specific curriculum or recognized sequence of courses as prescribed by selected faculty; and approved by the Ohlone College Curriculum Committee, Ohlone Community College Board of Trustees, and California Community Colleges Chancellor’s Office; and published in the applicable curriculum guide.
2. Complete all of the required courses at Ohlone College.

Certificate of Completion

Pursuant to the California Code of Regulations (§55151), a certificate of completion may be awarded to students completing noncredit courses in a prescribed pathway leading to improved employability or job opportunities. A noncredit certificate of completion recognizes that students have completed a noncredit educational program of noncredit courses that prepares them to progress in a career path or to take degree applicable credit courses. These noncredit certificates of completion have been approved by the Ohlone College Curriculum Committee, Ohlone Community College District Board of Trustees, and the California Community Colleges Chancellor’s Office.

A certificate of completion is granted to students who meet the following requirements:

1. Complete satisfactorily a specific curriculum or recognized sequence of courses as prescribed by selected faculty; and approved by the Ohlone College Curriculum Committee, Ohlone Community College Board of Trustees, and California Community Colleges Chancellor’s Office; and published in the applicable curriculum guide.
2. Complete all of the required courses at Ohlone College.

University Transfer

Many of Ohlone’s students transfer to a college or university after completing lower-division (freshman and sophomore level) courses at Ohlone College. Students who are preparing to transfer need to decide where they will transfer and what their major will be. Students who have not yet made these decisions should meet with a counselor to explore their options, obtain relevant information, and get help making a decision. Students are also encouraged to utilize the publications and services available in the Transfer Center. Counselors work with students to complete a comprehensive Student Education Plan that can streamline the time and number of courses students need to complete their educational goals.

Transfer to the California State University (CSU)

Students are eligible for admission as a CSU upper division transfer student if they complete 60 or more transferable semester units and

- have a college grade point average of 2.00 or higher (2.40 for non-California residents) in all transferable college units attempted;
- are in good standing at the last college or university attended;
- have completed or will complete prior to transfer at least 30 semester units of courses equivalent to general education requirements with the grade of C or higher. The 30 semester units must include all of the general education requirements for communication in the English language (English composition, oral communication, and critical thinking) and at least one course of at least three semester units in college-level mathematics.

Students who have not met the aforementioned requirements may qualify for transfer with less than 60 transferable semester units if they

- have a college grade point average of 2.00 or higher (2.40 for non-California residents) in all transferable college units attempted;
- are in good standing at the last college or university attended prior to transfer;
- meet the admission requirements for a first-time freshman or have successfully completed necessary courses to make up the CSU subject deficiencies from high school;
- meet the eligibility index required for a CSU freshman.

Students should always contact the CSU campus of choice to determine whether there are limits on admission as a lower division transfer student. Students should consult ASSIST (www.assist.org) and/or the catalog of the CSU campus of their choice to find out specific details regarding transfer, major, and breadth requirements.

(continued on next page)
Many majors have specific course requirements that must be met to be eligible for admission. A higher grade point average than the minimum may also be required. Since requirements for a particular major may differ from one CSU campus to the next and because requirements may change yearly, students should consult regularly with a counselor when selecting classes.

Students who have completed a minimum of 39 semester units of general education coursework required by the CSU can request that Ohlone College certify the completion of CSU General Education. (See CSU General Education requirements in this chapter.) After students transfer they must also complete any additional upper division or other additional units specifically required by the CSU campus. Requests for general education certification may be obtained at the Office of Admissions and Records on the Fremont campus or online at www.ohlone.edu/sites/default/files/documents/imported/csugeigetccertificationrequest.pdf, and should be submitted at the end of the student’s final semester at Ohlone College, prior to beginning courses at the transfer institution.

Students who meet specified subject area minimum requirements may request that Ohlone certify their partial completion of CSU General Education. Students would then be required to complete the remaining general education requirements at the transfer campus according to its own procedures and rules.

Students who have completed courses at other institutions should meet with a counselor to determine if those courses meet general education requirements for transfer. To determine whether courses meet the requirements, the counselor needs an unofficial transcript and the course descriptions (such as catalog descriptions or class syllabi).

Students who intend to use courses from other institutions to earn an Ohlone College degree or certificate need to bring their official transcripts to the Office of Admissions and Records to be evaluated for Ohlone certification.

Courses that are transferable to the CSU have a notation in the catalog and WebAdvisor (https://webadvisor.ohlone.edu) identifying them as “Accepted For Credit: CSU” or “Accepted For Credit: CSU & UC.” Courses may be accepted for general electives, for general education requirements, or for lower division major requirements; students should see a counselor to determine how each course will transfer. Courses without that notation are not guaranteed to be transferable to the CSU.

The term “impacted,” when applied to a program or major, means that the major usually attracts many more applicants than it can accept. Consequently, there are special requirements and selection procedures for admission. Students intending to transfer and pursue these majors are strongly recommended to consult with a counselor and research the transfer institution’s most recent admissions information.

Impacted programs at a CSU campus can vary from year to year. Students should check with the CSU of their choice to see if their major is impacted before submitting an application. Updated information regarding impacted programs is available online at www2.calstate.edu/attend/impaction-at-the-csu.

**Transfer to the University of California (UC)**

Students are eligible for admission as a UC upper division transfer student if they complete 60 or more transferable semester units and

- have a college grade point average of 2.40 or higher (2.80 for non-California residents) in all UC transferable college units attempted;
- are in good standing at the last college or university attended;
- have completed or will complete prior to transfer with a grade of C or better:
  - two transferable English courses
  - one mathematical concepts and quantitative reasoning course
  - four UC transferable courses from at least two of the following subject areas:
    - Arts and humanities
    - Social and behavioral sciences
    - Physical and biological sciences

Admission is competitive at most UC campuses and a grade point average higher than the 2.40 minimum is required. In most cases, students may transfer up to 70 semester units of credit from a community college. Many UC campuses do not accept lower division transfers (students with less than 60 units of transferable college credit). No more than 14 of the UC transferable units may be graded Pass. All required courses in a major must be taken for a letter grade.

Course requirements vary from one UC campus to the next; therefore, students should work with a counselor to first select a particular UC campus and then formulate a strategy (or comprehensive Student Education Plan) for completing that campus’ admissions requirements, major preparation requirements, and appropriate general education requirements.

Students should consult ASSIST (www.assist.org) and/or the catalog of the UC campus of their choice to find out specific details regarding transfer, major, and breadth requirements. UC transfer information can be found online at http://admission.universityofcalifornia.edu/transfer/index.html.

Students who have completed IGETC General Education (Plan C) requirements (see IGETC General Education requirements in this chapter) can request that Ohlone College certify the completion of that general education pattern. After students transfer they must also complete any additional upper division or other additional units specifically required by the UC campus. Requests for general education certification may be obtained at the Office of Admissions and Records on the Fremont campus or online at www.ohlone.edu/sites/default/files/documents/imported/csugeigetccertificationrequest.pdf, and should be submitted at the end of the student’s final semester at Ohlone College, prior to beginning courses at the transfer institution.

Students who are missing no more than two courses from the IGETC pattern may request that Ohlone partially certify their general education. Students would then be required to complete the remaining general education requirements at the transfer campus according to its own policies and procedures.

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**Did you know??**

Twenty-nine percent of University of California and 51 percent of California State University graduates started at a California community college.

*Source: California Community Colleges Chancellor’s Office*
Students who have completed courses at other institutions should meet with a counselor to determine if those courses meet general education requirements for transfer. To determine whether courses will meet the requirements, the counselor needs an unofficial transcript and the course descriptions (such as catalog descriptions or class syllabi).

Students who intend to use courses from other institutions to earn an Ohlone College degree or certificate need to bring their official transcripts to the Office of Admissions and Records to be evaluated for Ohlone certification. Courses that are transferable to the UC have a notation in the catalog and WebAdvisor (https://webadvisor.ohlone.edu) identifying them as “Accepted For Credit: CSU & UC.” Some courses have credit limitations. Courses may be accepted for general electives, for general education requirements, or for lower division major requirements; students should see a counselor to determine how each course will transfer.

The term “selective,” when applied to a program or major, means that the program usually attracts many more applicants than it can accept. Consequently, there are special requirements and selection procedures for admission. Students should contact the Admissions Office at the UC campus or see an Ohlone College counselor for admission requirements to the UC campus and desired major.

**Transfer to Private and/or Out-of-State Colleges and Universities**

Each year many Ohlone students transfer to private and/or out-of-state institutions to pursue their fields of interest and earn their bachelor’s degree. Admissions requirements and general education requirements vary from institution to institution. To make transferring to a private or out-of-state institution as smooth as possible, students should obtain a catalog from that institution and work closely with a counselor to plan a course of study. Most catalogs can be found on the institution’s website.

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

The Intersegmental General Education Transfer Curriculum (IGETC, Plan C) is a general education pattern that community college transfer students can use to fulfill lower division general education requirements in the CSU or many colleges in the UC system. IGETC is designed for use by California community college students. Students who completed transfer units at a CSU, UC, or private college should consult with a counselor to determine if they are eligible to use IGETC. (See IGETC requirements in this chapter). IGETC is only one way to fulfill the lower division general education requirements of the UC or CSU.

IGETC is not recommended for certain majors and certain colleges; some colleges do not accept IGETC. IGETC is not appropriate for UC Berkeley’s College of Chemistry, College of Engineering, College of Environmental Design, College of Natural Resources, and the Haas School of Business; UC San Francisco; UC San Diego’s Eleanor Roosevelt College and Revelle College; and engineering departments at several UC campuses. Also, students pursuing majors that require extensive lower division major preparation may not find the IGETC option to be advantageous and may be better served by taking courses that fulfill the general education requirements of the UC or CSU campus to which they plan to transfer.

IGETC is probably most useful for students who want to keep their options open before making a final decision about transferring to a particular CSU or UC campus or choosing a particular major. IGETC does not guarantee admission to the university. Students must meet admissions requirements, major prerequisites, and transferable unit requirements.

(continued on next page)
To be certified under IGETC, all courses must be completed with a grade of C or better (C– is not acceptable). Students who do not complete three or more of the IGETC breadth and general education requirements before transferring will be subject to the regulations regarding breadth and general education requirements at the campus to which they have been admitted. Students must request that the IGETC certification be sent to the university they will be attending. The IGETC certification may be obtained through the Office of Admissions and Records on the Fremont campus or online at www.ohlone.edu/sites/default/files/documents/imported/csugeigetccertificationrequest.pdf, and should be submitted at the end of the student’s final semester at Ohlone College, prior to beginning courses at the transfer institution.

Transfer Programs

While at Ohlone College students may complete their lower division (freshman and sophomore) general education requirements and lower division major field courses prior to transfer. Many courses offered at Ohlone have been articulated with the University of California, California State University, and private institutions. Students may access ASSIST at www.assist.org to see which courses transfer, to which CSU and UC campuses, for which majors, and how courses are applied. Students are encouraged to meet with a counselor in order to develop a specific transfer plan. For information on any of these transfer programs, students should contact Ohlone’s Counseling Department and/or Transfer Center.

Transfer Admission Guarantees (TAGs)

Transfer students have an opportunity to secure a seat at a specific college or university prior to the regular admission application period through the Transfer Admission Guarantee (TAG) program. By signing a TAG agreement and meeting TAG requirements, admission to the chosen university is granted. Please visit www.ohlone.edu/transfer/tag for more information.

Participating Universities:

University of California, Davis
University of California, Irvine
University of California, Merced
University of California, Riverside
University of California, Santa Barbara
University of California, Santa Cruz

Cross Registration/Cross Enrollment

Students may choose to take a course at UC Berkeley through the Cross Enrollment program and/or at CSU East Bay through the Cross Registration program. The program has eligibility requirements, and gives students an opportunity to attend a university while being an Ohlone student. See a counselor for details and refer to www.ohlone.edu/transfer/crossenrollment for more information.

Historically Black Colleges and Universities

Historically Black Colleges and Universities (HBCUs) have an excellent academic track record. While only about 17 percent of Black undergraduate students attend an HBCU, more than 28 percent of Black students who receive bachelor’s degrees obtain them from an HBCU. These colleges and universities are also leading institutions in awarding degrees to Black students in the life sciences, physical sciences, mathematics, and engineering programs. HBCUs were established primarily to serve the higher education needs of the Black community, however they are open to students of all ethnicities. There are more than 100 HBCUs in the United States, with most located in the South and on the East Coast. Most HBCUs award bachelor’s degrees in many fields; some also award master’s and doctorate degrees.

Thanks to an agreement signed March 17, 2015 between the California Community Colleges and many HBCUs, California Community College students who complete certain academic requirements are guaranteed transfer to a participating HBCU. There are currently 37 HBCUs participating in this agreement. More information about the HBCU agreement is available at https://ccctransfer.org/hbcu/.

The objective of the California Community Colleges Historically Black Colleges and Universities (HBCUs) Transfer Program is the development of Transfer Guarantee Agreements that will facilitate a smooth transition for students from all of the California Community Colleges to partnered HBCUs. These agreements simplify the transfer process and reduce students’ need to take unnecessary courses, thereby shortening the time to degree completion with a cost savings. The agreement with the 37 HBCU partners means that California Community College students are now guaranteed transfer to any of these campuses should they complete the academic requirements, which are similar to those required by University of California or California State University for transfer.

Association of Independent California Colleges and Universities

A new agreement was signed on July 25, 2018 by the California Community Colleges Chancellor’s Office and the Association of Independent California Colleges and Universities (AICCU) to accept associate degrees for transfer (ADTs) and receive guaranteed acceptance to 36 private, non-profit baccalaureate colleges and universities. The purpose of this agreement is to ensure acceptance of prior coursework and to facilitate the transfer to an AICCU participating institution of California community college students who have completed an ADT.

Did you know???

Ohlone’s logo honors the college’s heritage. The feather serves as both a link to the indigenous Ohlone people and as a reference to the hillside home of the college. The sunrise represents the dawn of a new day, as well as the potential and hope that comes with renewal.
6 | DEGREE, CERTIFICATE, AND TRANSFER INFORMATION

Ohlone College General Education: Plan A
The general education breadth requirements for this plan are unique to Ohlone.
Students can use this plan to fulfill the General Education (GE) requirements for an associate in arts or science degree (AA or AS) at Ohlone.
This GE plan may not be used for the associate degree for transfer (ADT).
Please note:

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A letter grade of C or better must be earned for each course used to fulfill Area IV.
Courses used to satisfy Areas I-V with an * may also be used in Areas VI and/or VII.

Completed In Progress
AREA I

NATURAL SCIENCES AA Degree (complete 3 units)
AS Degree (complete 6 units)
130, 141, 142; BIOT 100, 105, 114; CHEM 101A, 101B, 102, 106A, 106B, 108, 109, 112A, 112B; CFS 109; CNET 114;
ENGI 101, 114; ENVS 107, 108, 110, 142; ETEC 106, 107; GEOG 101, 121; GEOL 101, 102, 103, 103 & 103L, 104, 104 & 104L;
PHYS 106, 108, 120, 121, 140, 141, 142; PSY 120
AREA II
SOCIAL AND BEHAVIORAL SCIENCES
AA, AS Degree (complete 3 units)
CHS 101*, 102A*, 102B*, 112*; COMM 100*, 113, 115*, 118*, 122; ECS 309; ENVS 103*, 105*, 107, 108, 109, 110; GEOG 102,
108*; WS 101*, 108*
AREA III FINE ARTS AND HUMANITIES

AA Degree (complete 3 units from A and 1-4 units from B)
AS Degree (complete 3 units from A or B)

A. FINE ARTS THEORY: ART 100, 101, 103A*, 103B*, 103C, 131, 135A; ASL 155*; HIST 141, 142, 143; IS 100; MM 100; MUS 100,
101, 102, 103, 104*, 121, 125; TD 100, 102, 103*, 109
181B; BRDC 123A, 141, 142, 148, 155; CHIN 101A, 101B, 102A, 102B; CHS 106A*; COMM 130, 132, 134, 193; ECS 310, 314;
114A, 115A, 117, 119, 120A3, 120B4, 124, 125, 126, 127, 129, 130, 132, 134, 150, 152, 159, 190; WS 101, 115*
AREA IV LANGUAGE AND RATIONALITY

AA, AS Degree (complete 3 units from A and 3 units from B; complete C)

A letter grade of C or better must be earned for each course used to fulfill this area.
A. ENGLISH COMPOSITION: ENGL 101A
B. ANALYTICAL THINKING AND ORAL COMMUNICATION: BA 123; COMM 111*, 112, 114, 116; CS 113; ENGL 101C; GA 101;
JOUR 101A; MATH 101A, 101B, 101C, 152 or 152A & 152B, 153, 155, 156, 167, 181, 188; MM 101; PHIL 104, 107
Completion of the RN Program satisfies this requirement.

AREA V

PHYSICAL EDUCATION/WELLNESS

AA, AS Degree (complete one of the following options)

A. PHYSICAL EDUCATION: Complete any two activity courses: ATHL 220-225, 228-231, 250, 251; HLTH 140, 141; PE 250,
B. WELLNESS: HLTH 101, 125, 140, 141, 150*, 160, 170; KIN 240, 251, 257, 258; PE 250; WS 150*
C. Present DD214 Form (Military Service) to the Office of Admissions and Records. (See a counselor for more details.)
AREA VI

INTERCULTURAL/INTERNATIONAL STUDIES
AA, AS Degree (complete 3 units)
Note: Courses used in this area may also be used in other applicable General Education Areas. Completion of the RN
Program satisfies this requirement.

ANTH 102, 104, 106; ARBC 101A, 101B; ART 103A, 103B; ASL 140, 142, 145, 155; CHS 101, 102A, 102B, 106A, 112; COMM 115,
118; DEAF 330; ECS 309; ENGL 115, 123, 130; ENVS 103; GEOG 106, 107, 108; HIST 106A, 106B, 109, 110, 113, 114A, 114B, 115,
116, 119A, 119B; HLTH 150; IS 110; MUS 104; NUR 303; PHIL 109A, 109B, 110, 112, 114, 117; PTA 303; RT 107; SOC 101, 102,
106, 108; TD 103; WS 101, 108, 115, 150
AREA VII INFORMATION COMPETENCY
AA, AS Degree (complete one of the following options)
COMM 100, 111, 116; CS 151; HIST 119A, 119B; LS 101, 151; SOC 103
Additional information:
An associate degree requires a minimum of 60 units. After completing all Major and GE requirements some students may need
additional elective units to fulfill this 60 unit requirement. AP (Advanced Placement) exams may be used to satisfy Ohlone College
General Education Plan A Requirements (see an Ohlone counselor).

Note: Students who have satisfied the General Education requirement for one of the colleges participating in the reciprocity
agreement (Cabrillo, Chabot, De Anza, Evergreen Valley, Foothill, Gavilan, Hartnell, Las Positas, Mission, Monterey Peninsula, San
Jose City, West Valley) OR students who have completed a BA/BS from a regionally accredited college and university do not need to
fulfill Ohlone’s GE.

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2020-2021 OHLONE COLLEGE CATALOG

Need


CSU GE (California State University General Education Breadth): Plan B

Students can use this plan to fulfill lower division GE requirements for CSU and Ohlone College associate in arts or science degrees (AA, AS) and the associate degree for transfer (ADT).

Please note: • A letter grade of C or better must be earned in Areas A1, A2, A3, and B4.
• For Areas A-E, if a course is listed in more than one area it may only be counted in one area.

<table>
<thead>
<tr>
<th>AREA A</th>
<th>ENGLISH LANGUAGE, COMMUNICATION, AND CRITICAL THINKING (3 courses)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Complete one course from A1; one course from A2; one course from A3.</td>
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<tr>
<td></td>
<td>All courses must be completed with a grade of C or better.</td>
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<tr>
<td>A2</td>
<td>WRITTEN COMMUNICATION: ENGL 101A</td>
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<tr>
<td>A3</td>
<td>CRITICAL THINKING: COMM 112, 114, 116; ENGL 101C, PHIL 104, 107</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>AREA B</th>
<th>SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING (3 courses)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Complete one course from B1; one course from B2 (at least one of the two courses must include a laboratory); and</td>
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<td></td>
<td>one course from B4. Lab courses are underlined.</td>
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<tr>
<th>AREA C</th>
<th>ARTS AND HUMANITIES (3 courses)</th>
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<tbody>
<tr>
<td></td>
<td>Complete three courses, one course from C1 (Arts); one course from C2 (Humanities); and a third course from C1 (Arts) or C2 (Humanities). Completion of ENGL-101B is highly recommended if a student does not plan on completing ENGL-101C to fulfill Area A3. Students should contact a counselor for more information.</td>
</tr>
<tr>
<td>C1</td>
<td>ARTS: ART 100, 101, 103A, 103B, 131, 161A; COMM 132; GA 161A; HIST 107, 141, 142, 143; IS 100, 142, 143; MUS 100, 101, 102, 104, 110A, 122, 123, 125; TD 100, 102, 107, 109, 110, 114A, 115A, 120A3, 126, 132, 150, 152, 154, 159, 161, 162, 163, 164</td>
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<tr>
<td></td>
<td>HIST 108, 109, 110, 114, 115A, 115B, 120A3, 126, 132, 150, 152, 154, 159, 161, 162, 163, 164</td>
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<tr>
<th>AREA D</th>
<th>SOCIAL SCIENCES (3 courses)</th>
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<tr>
<td></td>
<td>Complete three courses from at least two different disciplines.</td>
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<tr>
<td>A2</td>
<td>PSY 102; BA 139; BIOL 109; CHEM 101A, 101B, 102, 104; COMM 100; ENVS 103, 105, 107; ECS 105; ENVS 109; IS 110; JOUR 155; MM 103; PS 102, 103, 104, 105; PSY 101, 102, 105, 106, 108, 112, 115, 120; SOC 101, 102, 103, 105, 106, 108; WS 101, 108</td>
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<tr>
<th>AREA E</th>
<th>LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT (1 course)</th>
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<tbody>
<tr>
<td></td>
<td>Complete one course from the following: ANTH 102; JOUR 10B; PSY 101, 102, 105, 106, 108, 112, 115, 120; SOC 101, 102, 103, 105, 106, 108; WS 101, 108</td>
</tr>
</tbody>
</table>

| U.S. HISTORY, CONSTITUTION, AND AMERICAN IDEALS REQUIREMENT (2 courses) |

Required for CSU graduation only. Completion is recommended prior to transfer. Courses may also count toward Area C (Humanities) and/or Area D. Students should consult a counselor for efficiency of course selection(s).

Complete Option 1, Option 2, or Option 3 below by:

1. HIST 117A and one course from the following: HIST 105, PS 102
2. HIST 117B and one course from the following: HIST 105, PS 102
3. PS 102 and one course from the following: HIST 117A, 117B, 117C, 119A, 119B

Additional information:

Completion of CSU GE Breadth Requirements (Plan B) is optional for transfer and may not be recommended for all colleges and majors (please see a counselor).

AP (Advanced Placement) exams may be used to satisfy CSU GE Breadth Requirements (see an Ohlone counselor).
### IGETC (Intersegmental General Education Transfer Curriculum): Plan C

Students can use this plan to fulfill lower division GE requirements for CSU, UC, some private/out-of-state universities; Ohlone College associate in arts or science degrees (AA, AS) and the associate degree for transfer (ADT).

**Please note:**
- A letter grade of C or better must be earned in Areas 1-5.
- For Areas 1-5, if a course is listed in more than one area it may only be counted in one area.

**IGETC is not recommended for certain colleges and majors. Please see a counselor for more details.**

<table>
<thead>
<tr>
<th>Area</th>
<th>Requirement</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AREA 1</strong></td>
<td><strong>ENGLISH COMMUNICATION</strong> (2 or 3 courses)</td>
<td>Complete two courses for UC or three courses for CSU.</td>
</tr>
<tr>
<td><strong>1A</strong></td>
<td><strong>ENGLISH COMPOSITION:</strong> ENGL 101A</td>
<td></td>
</tr>
<tr>
<td><strong>1B</strong></td>
<td><strong>CRITICAL THINKING:</strong> ENGL 101C</td>
<td></td>
</tr>
<tr>
<td><strong>1C</strong></td>
<td><strong>ORAL COMMUNICATION:</strong> COMM 111 (only required for CSU IGETC)</td>
<td></td>
</tr>
<tr>
<td><strong>AREA 2</strong></td>
<td><strong>MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING</strong> (1 course)</td>
<td>Complete one course from the following:</td>
</tr>
<tr>
<td>****</td>
<td><strong>MATH</strong> 101A, 101B, 101C, 103, 104, 156, 159, 167, 186, 187, 188</td>
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</tr>
<tr>
<td><strong>AREA 3</strong></td>
<td><strong>ARTS AND HUMANITIES</strong> (3 courses)</td>
<td>Complete three courses; one course from <strong>3A (Arts)</strong>; one course from <strong>3B (Humanities)</strong>; and a <strong>third course from 3A (Arts)</strong> or <strong>3B (Humanities)</strong>.</td>
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<td><strong>3A</strong></td>
<td><strong>ARTS:</strong> ART 100, 101, 103A, 103B, 103C, 131; HIST 141, 142, 143; IS 100, 101, 102, 104, 110A, 122, 123, 125; TD 100, 102, 109</td>
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<tr>
<td><strong>AREA 4</strong></td>
<td><strong>SOCIAL AND BEHAVIORAL SCIENCES</strong> (3 courses)</td>
<td>Complete three courses from at least two different disciplines.</td>
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<td><strong>AREA 5</strong></td>
<td><strong>PHYSICAL AND BIOLOGICAL SCIENCES</strong> (2 courses)</td>
<td>Complete one course from <strong>5A</strong> and <strong>one course from 5B</strong>. One course must include a laboratory and laboratory courses are underlined.</td>
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<td><strong>5A</strong></td>
<td><strong>PHYSICAL SCIENCE</strong> (1 course)</td>
<td>Lab: ASTR 101A &amp; 102, 101B &amp; 102; CHEM 101A; 101B, 102, 106A, 106B, 109, 112A, 112B; GEOG 101; GEOL 101, 102 &amp; 102L, 103 &amp; 103L; 104 &amp; 104L; PHYS 120, 121, 140, 141, 142; Non-Lab: ASTR 101A, 101B; CHEM 108; ENVS 110; GEOL 102, 103, 104; PHYS 108</td>
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<td><strong>5B</strong></td>
<td><strong>BIOLOGICAL SCIENCE</strong> (1 course)</td>
<td>Lab: ANTH 101; BIOL 101A, 101B, 102, 103A, 103B, 104, 106, 130, 142; ENVS 142; Non-Lab: BIOL 105, 107, 109, 141; ENVS 108</td>
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<tr>
<td><strong>AREA 6</strong></td>
<td><strong>LANGUAGE OTHER THAN ENGLISH</strong> (Required for UC IGETC Certification only)</td>
<td>Proficiency equivalent to two years of high school study in the same language with a grade of C– or better OR take one course below OR see counselor for other options that fulfill this requirement.</td>
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**US HISTORY, CONSTITUTION, AND AMERICAN IDEALS**

Required for CSU graduation only. Completion is recommended prior to transfer. Courses may also count toward **Area 3B (Humanities)** and/or **Area 4**. Students should consult a counselor for efficiency of course selection(s).

1. HIST 117A and **one course from the following:** HIST 105, PS 102
2. HIST 117B and **one course from the following:** HIST 105, PS 102
3. PS 102 and **one course from the following:** CHS 102A, CHS 102B, HIST 102A, HIST 102B, HIST 114A, HIST 114B, HIST 115, HIST 117A, HIST 117B, HIST 119A, HIST 119B

**Additional information:**

IGETC may not be advisable for all majors and is not a transfer requirement. See an Ohlone counselor for more information on which CSU, UC, or private/out-of-state universities accept IGETC.

AP (Advanced Placement) exams may be used to satisfy IGETC Requirements (see an Ohlone counselor).

Transfer credit may be limited by either the UC or CSU. Visit www.assist.org for specific limitations.
Ohlone College Academic Programs

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<td>MCITP Server Administrator</td>
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<td>Molecular Biology Research Techniques</td>
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Chapter Seven

ADVISORY COMMITTEES

In addition to transferable courses, Ohlone has programs that meet the needs of the local community in vocational, technical, and career areas. To assist the College in determining the needs of the various facets of the community, representatives from business, the professions, labor, and industry are invited to participate in curriculum planning.

ACCTOUNTING

James Andrews, Ed.D.; CPA
Accounting/Business Administration Faculty, Ohlone College

Evelyn Choi, CPA
Senior Associate, PwC

Terry Exner, CPA
Retired Accounting/Business Administration Faculty, Ohlone College

Stephen A. Goveia, MBA, CPA, GPHR
Partner/Co-founder, Madeira Ventures LLC

Andrew LaManque
Executive Dean, Academic Affairs and Newark Center, Ohlone College

Stephen Lanza, CMA
Vice President, Lam Research

Robert Lin, Ph.D.; CMA
Associate Professor, Department of Accounting and Finance, California State University, East Bay

Jim McCamish, CPA
Retired Partner, Hood and Strong, LLP

Long Nguyen
Accounting/Business Administration Faculty, Ohlone College

Ken Shepard
Vice President of Young Professionals, Institute of Management Accountants, East Bay – Northern California Chapter

BIOENGINEERING

Shawn Adams
Production Manager, Penumbra

Tamia Brown
Program Financial Specialist, WIB Alameda County

Patti Castro
Executive Director, Alameda County Workforce Development Board

Terri Delima
Supervisor, Lawrence Livermore National Laboratory

David Gruber
Director, Growth Sector

Gabe Hanzel-Sello
Student Support Specialist, Growth Sector

Gregory J. Ahern
Alameda County Sheriff/Coroner

Anthony Ciaburro
Assistant General Manager of Public Safety/Chief of Police, East Bay Regional Park District Police

Armando Corpuz
Chief of Police, City of Milpitas

Nancy O’Malley
District Attorney, Alameda County

Kimberly Petersen
Chief of Police, City of Fremont

Marie Ver Harr
Adjunct Faculty, Ohlone College

Brendon D. Woods
Public Defender, Alameda County
BIOTECHNOLOGY

Christina Briggs
Economic Development Director, City of Fremont

Patti Castro
Executive Director, Alameda County Workforce Development Board

Joseph Duque
Protein Expression Leader, Denali Therapeutics; Adjunct Faculty, Ohlone College

Mark Fox
Director, Expression Technologies at ATUM

Sara Goldware
Director, Strong Workforce and Career Pathways, Ohlone College

Laurie Issel-Tarver
Biology/Biotechnology Faculty, Coordinator, Ohlone College

Mark Kaufmann
CFO, Ardelyx

Iqbal Khan
Scientist, Thermo Fisher-Life Technologies

Natira Matthews
Manufacturing Specialist, Boehringer Ingelheim

Richard Mead
Senior Manager, Aseptic Filling and Visual Inspection, Boehringer Ingelheim; Adjunct Faculty, Ohlone College

Jadine Moi
Manager, TM Operations, Clovis Oncology

Michelle Nemitis
Director of Business Development, Biocom

Deepal Pandya
Adjunct Faculty, Ohlone College

Christian Reyes
Research Associate, Advanced Cell Diagnostics

Jagdish Saini
Vice President of Operations, DiscoverX

Josie Sette
Director, Bay Area Region, California Biotechnology Initiative of California Community Colleges; Chancellor’s Office

Nita Sharma
Adjunct Faculty, Ohlone College

Anne Stedler
Economic Development Director, City of Newark

Robert To
Senior Manager of Method Validation, Bayer

Stefan Zavala
Process Operations Manager, DuPont

BROADCASTING (TELEVISION AND FILM)

Dominic Bonavolonta
Broadcast Television Director

Belva Davis
Retired News Anchor/Reporter, KPIX TV, KRON TV, KQED TV

Gary Kauf
Director, Television Operations, Ohlone College

Fred Zehnder
Publisher, San Leandro Times, Castro Valley Forum Newspapers

BROADCASTING (RADIO)

Marc Acton
Air Personality, KEZR Radio

Bob Dochterman
Retired Director, Radio Operations, Ohlone College

Kirk Peffer
Music Director, KEZR Radio

Dave Shakes
Chief Programming Officer, Results Radio; President, Shakes Radio Consulting

Michael Stockwell
Chief Engineer, KEZR Radio/KBAY Radio

Eric Tucker
Program Director/Air Personality, KEZR Radio

BUSINESS SUPERVISION MANAGEMENT

Melorie Acevedo
Global Technical Program Manager, IT Infrastructure

Coellen Camat
ManPower Group

Ryan Dacayanan
ManPower Group

Amit Goel
COO, Droisys

Amber Hatter
Broker/Owner, Look Realty; Adjunct Faculty, Ohlone College

Margaret Jackson
Director, Small Business Development Center

Andrew LaManque
Executive Dean, Academic Affairs and Newark Center, Ohlone College

Susanne McHone
Vice President, Manpower Services

Rebecca Ozoa
Business Administration Faculty, Ohlone College

Sheida Parvani
Adjunct Faculty, Ohlone College

Steven Rizzuto, MBA
Finance Banker

Kyle Rosenthal
CEO, TachTech

Bhavesh Shah
VP IT, Guidewire Software
COMPUTER APPLICATIONS AND OCCUPATIONAL TECHNOLOGY

Melorie Acevedo  
Global Technical Program Manager, IT Infrastructure

Mike Aquilina  
Adjunct Faculty, Ohlone College

Coellen Camat  
ManPower Group

Ryan Dacayanan  
ManPower Group

Weiyang (Wendy) Lin  
Alternative Media/Assistive Technology Specialist, Ohlone College

Sonia Martin  
Counselor, Santa Clara Unified School District

Heidi McFadden  
Principal, Adult Education, Fremont

Susanne McHone  
Vice President, Manpower Services

Rebecca Ozaa  
Business Administration Faculty, Ohlone College

Loretta Silverman  
Academic Dean, Science, Engineering, and Mathematics; Ohlone College

Elisa Webb  
Academic Director, South Bay, Year Up

COMPUTERS, NETWORKS, AND EMERGING TECHNOLOGY

Eric Jacobs  
COO, Aligned Energy

Prakash Kota  
Vice President and CIO, Autodesk

Dean Lane  
Senior Vice President, Cyber Intelligence Institute of World Politics

Mike McAlpen  
8x8 Head of Cyber Security, FBI Cyber InfraGard Board Member

John Millican  
President, Silicon Valley Information System Security Association

Kyle Rosenthal  
CEO, TaichiTech

Jimmy Sanders  
Netflix Information Security and President of San Francisco Information System Security Association

Ron Sha  
Computers, Networks, and Emerging Technology Faculty, Ohlone College

Bhavesh Shah  
VP IT, Guidewire Software

Loretta Silverman  
Academic Dean, Science, Engineering, and Mathematics; Ohlone College

Tony Young  
Vice President and CIO, Sophos

DEAF PREPARATORY PROGRAM/DEAF EDUCATION

Debbie Bemis  
Deaf Program Counselor, Santa Clara County Office of Education

Ann Burdett  
Director, Student Accessibility Services, Ohlone College

Lisa Gonzales  
Director, DEAF Plus

Charles Farr  
Career Technical Education Principal, California School for the Deaf

Dr. Thomas K. Holcomb  
Deaf Preparatory Program, Deaf Education Program, Interpreter Preparation Program Faculty, Ohlone College

Marta Ordaz  
Multicultural and Client Support Specialist, Deaf Counseling Advocacy and Referral Agency (DCARA)

Nancy Pauliukonis  
Retired Deaf Studies Faculty, Ohlone College

Sam Sepah  
Technical Recruiter, Google Inc.

Pamela Snedigar  
Regional Director, Gallaudet; Ohlone College

Roberto Solorzano  
Rehabilitation Supervisor, Department of Rehabilitation

EARLY CHILDHOOD STUDIES

Lisa Brown  
Student and ECS Peer Tutor, Ohlone College

Janice Fonteno  
Adjunct Faculty, ECS Mentor Coordinator, Chabot College

Jan Green  
Owner, Jan’s Greenhouse for Kids; Alameda County ECE Mentor

Mitchell Ha  
VP, Child Development Division, Hayward Unified School District

Dr. Janice Jones  
Early Childhood Studies Faculty, CDTC Coordinator, Ohlone College

Fauzia Kamal  
Alameda County ECE Mentor, Kidango Site Supervisor

Anna Kehl  
Former Student, Ohlone College

Michele McDowell  
Early Childhood Studies Faculty, Ohlone College

Priya Sethi  
The Greenhouse for Kids; former Ohlone student

Anjali Tambwekar  
Former Student, Ohlone College

Ramon Thomas  
Adjunct Faculty, Ohlone College; Former Alameda County ECE Mentor

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

Joanna Cody Aguilar  
Academic and Career Counselor Coordinator, California State University, East Bay

Sandy Bennett  
EOPS/CARE Program Coordinator, Ohlone College

Ann Burdett  
Director, Student Accessibility Services, Ohlone College

Nancy T. Chieng  
EOPS/CalWORKS Counselor, Ohlone College

Shawn Domingo  
Financial Aid Supervisor, Ohlone College

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Interim Supervisor, Admissions and Records, Ohlone College

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Latoya Reed  
Management Analyst, Alameda County Workforce Development Board

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IT Support Technician II, Ohlone College

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Associate Superintendent, Educational Services, Newark Unified School District

Judy Schwartz  
Administrator, Fremont Family Resource Center

Robert Smith  
Student Success Coordinator, Ohlone College

Matthew Stowe  
EOP Academic Advisor, Educational Opportunity Program (EOP), San José State University

Emerald Templeton  
Director, Computer Sciences Undergraduate Affairs, University of California, Berkeley

Andre Thomas  
Dean, Counseling, Student Support, and Success; Ohlone College

Spencer Washington  
Financial Aid Specialist I, Ohlone College

Dr. Kenn Waters  
Emeritus Counselor, Ohlone College

Jackie Welch  
Professional Development Coach
INTERIOR DESIGN

Judith Clark
Designer; Leader for International Furnishings and Design Association; California Council for Interior Design Certification Board Member

Marie Cooley
Professor and Department Co-Chair, American River College

Jose Figueroa
Designer; Interior Design Program Alumnus, Ohlone College

Ania Gonzalez
Designer; Student, Ohlone College

Adrian W. Huang
Professor and Chair, Architecture and Interior Design Academy, School of the Arts, Chabot College

Anna Jacoby
Anna Jacoby Interiors; Former Student, Ohlone College

Sara Jaffe
Designer; Instructor, San Francisco State University

Deborah Ogden
California Council for Interior Design Certification Board Member; Adjunct Faculty, Ohlone College

Denise Owen
Retired Interior Design Faculty, Ohlone College

Arti Prashar
Designer; Interior Design Program Alumnus, Ohlone College

Toune Saengsoury
Designer; Interior Design Program Alumnus, Ohlone College

Eileen Tumlin
Designer

Gus Vouchilas, Ed.D.
American Society of Interior Designers; Department Head, San Francisco State University

Christina Wang
Designer

Christopher Warden
Academic Dean, Kinesiology, Athletics, and Arts; Ohlone College

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Center Manager, Purple Communications, Inc.

Steve McClelland
Partner, Business Manager, Bay Area Communication Access

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David Weiss
California Relay Service Department Manager, California Communications Access Foundation

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Physical Education Faculty, Athletic Trainer, Ohlone College

Ineke Rush
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Christopher Warden
Academic Dean, Kinesiology, Athletics, and Arts; Ohlone College

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Muffy Kibbey
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Paul Mueller
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Craig Weiss
Photography Lab Technician, Ohlone College

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Owner, Neuro Sport Rehabilitation Associates

Kathy Utchen, P.T.A.
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Jim Brune
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Mia Kelley
Bock Center Manager, Sorenson, Inc.

Aundrea Love
Professional Confidential Interpreter/Coordinator, Ohlone College

Denise Madland
Center Manager, Purple Communications, Inc.

Steve McClelland
Partner, Business Manager, Bay Area Communication Access

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Dan Veltri, CSC
Certified Freelance Interpreter

David Weiss
California Relay Service Department Manager, California Communications Access Foundation

KINESIOLOGY

Sheryl Einfalt
Physical Therapist Assistant Program Faculty, Program Director, Ohlone College

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Jeffrey Roberts
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Ineke Rush
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Christopher Warden
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Paul Mueller
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Craig Weiss
Photography Lab Technician, Ohlone College

PHYSICAL THERAPIST ASSISTANT

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Pediatric Physical Therapist, Lucille Packard Children’s Hospital

Donald Chu, P.T., Ph.D.
Owner, Athercare Fitness and Rehabilitation

Kelli Davis, M.P.T.
Physical Therapist, John Muir Medical Center; Adjunct Faculty, Ohlone College

Sheryl Einfalt, M.P.T.
Physical Therapist Assistant Program Faculty, Program Director, Ohlone College

Robert Gabriel, Ph.D., PT
Academic Dean, Health Sciences, Ohlone College

Robin Kurotori
Health/Fitness and Wellness Faculty, Ohlone College

Barry Rose, M.D.
Orthopedic Surgeon, Palo Alto Medical Foundation, Fremont Center

Matt Silva, P.T.A.
Physical Therapist Assistant, Webster Orthopedics; Interim Director of Clinical Education, Ohlone College

Rodney Silveira, M.S., P.T.
Owner, Neuro Sport Rehabilitation Associates

Kathy Utchen, P.T.A.
Physical Therapist Assistant, John Muir Medical Center; Adjunct Faculty, Ohlone College

MULTIMEDIA AND GRAPHIC ARTS

Mary Clark-Miller
Department Chair, Multimedia Arts, Berkeley City College

Jeff Finkelstein
Head of Product, Entertainment, GoPro

Michael Henninger
Professor, Department of Art, California State University, East Bay

Dee Hibbert-Jones
Associate Professor, Art Department, University of California, Santa Cruz

Alejandro Jauco
Principal Architect, Infor Silicon Valley Innovation Labs

Derek Lindner
Lead Architect, Autodesk

Isabel Reichert
Multimedia and Graphic Arts Faculty, Ohlone College

Ben Schrom
Product Manager, Google

Luther Thie
Art Director, Sony Entertainment

INTERPRETER PREPARATION PROGRAM (IPP)

Sandra Ammons
ASL and Deaf Studies Program Faculty, Ohlone College

Rob Balaam, CI/CT
Co-Owner, Partners in Communication, LLC

Jim Brune
Certified Deaf Interpreter; Adjunct Faculty, Ohlone College

Dr. Thomas K. Holcomb
Deaf Preparatory Program, Deaf Education Program, Interpreter Preparation Program Faculty, Ohlone College

Mia Kelley
Bock Center Manager, Sorenson, Inc.
REAL ESTATE

Hilda Furtado  
Office Manager, Better Homes and Gardens

Tina Hand  
Real Estate Agent, Intero Realty

Thomas Handley  
Real Estate Agent, Intero Realty

Amber Hatter  
Broker/Owner, Look Realty; Adjunct Faculty, Ohlone College

Andrew LaManque  
Executive Dean, Academic Affairs and Newark Center, Ohlone College

Ron Lyster  
Real Estate Agent, Realty Experts

Long Nguyen  
Accounting/Business Administration Faculty, Ohlone College

Donna Smyth  
Business Development Manager, Golden Valley Loans

Ming Wong  
Appraiser, Quick Quality Appraisals

STUDENT ACCESSIBILITY SERVICES

Mandep Gill  
Community Member

Stacia Law  
Clinical Affiliate, John Muir Medical Center, Walnut Creek

Shaun Mathews  
Respiratory Therapy Program Alumnus, Ohlone College

Carol McNamee-Cole, MA, RRT, RCP  
Adjunct Faculty, Ohlone College

Rebecca Mikolai  
Clinical Affiliate, Washington Hospital

Rebecca Ponce  
Respiratory Therapy Program Alumnus, Ohlone College

Edward Saliba, RRT-ACCS, RCP  
Program Director, Respiratory Therapy, Ohlone College

Harleen Toor, RRT-ACCS, RCP  
Director of Clinical Education, Respiratory Therapy, Ohlone College

Thomas Wagner  
Board Member, Respiratory Care Board

Ednalee Warnecke, MSc, RRT-ACCS, NPS  
Adjunct Faculty, Ohlone College

RESPIRATORY THERAPIST

Carmen Apcaooli, MD  
Medical Director, Respiratory Therapy Program, Ohlone College

Peggy Bartram  
Clinical Affiliate, Kaiser Oakland

Ricardo De Guzman  
Educator, Napa Valley College

Byron Decuir  
Clinical Affiliate, Zuckerberg, San Francisco General Hospital

Robert Gabriel, Ph.D., PT  
Academic Dean, Health Sciences, Ohlone College

Did you know???

On April 12, 1967 the Board of Trustees approved the recommendation from the Student Advisory Committee for the official school colors: Forest Green, Green Bay Gold, and White.
Chapter Eight
CURRICULUM GUIDES

Associate Degrees for Transfer (ADT)

California Community Colleges now offer associate degrees for transfer to the CSU. These degrees include associate in arts for transfer or associate in science for transfer degrees (ADT). These degrees are designed to provide a clear pathway to a CSU major and baccalaureate degree. California Community College students who are awarded an ADT degree are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU campus or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or campuses. Students may not use Ohlone College General Education (Plan A) for an associate degree for transfer. Associate degrees for transfer require 60 semester units.

Associate degrees for transfer are approved by Ohlone’s Curriculum Committee, the Ohlone Community College District Board of Trustees, and the California Community Colleges Chancellor’s Office. Accordingly, associate degrees may appear on a student’s transcript.

Associate Degrees

Ohlone offers associate degrees that are designed for students intending to transfer; with a general focus for students whose immediate educational goal may be to complete an associate degree or to transfer; and with an occupational focus for students interested in preparing for employment in certain fields, although these degrees may also be used by students intending to transfer. These associate degrees combine the focus of an emphasis or major within a discipline and the breadth of general education. Associate degrees require a minimum of 60 semester units.

Associate degrees are approved by Ohlone’s Curriculum Committee, the Ohlone Community College District Board of Trustees, and the California Community Colleges Chancellor’s Office. Accordingly, associate degrees may appear on a student’s transcript.

Certificates of Achievement

Certificates of achievement do not include the breadth of general education but allow students to focus primarily on their program. Most certificates of achievement are occupational in nature, and many are pathways leading to completion of the associate degree. Certificates of achievement consist of 16 or more semester units. Certificates of achievement are approved by Ohlone’s Curriculum Committee, the Ohlone Community College District Board of Trustees, and the California Community Colleges’ Chancellor’s Office. Accordingly, certificates of achievement may appear on a student’s transcript.
3D FOUNDATIONS IN ART
Certificate of Achievement in 3D Foundations in Art

The 3D Foundations in Art Certificate of Achievement signifies that students have acquired skills in the fundamentals of three dimensional art. This certificate provides a firm foundation for continued study in any field of 3D arts: sculpture, glass, ceramics, or installation arts. In addition, students explore self, identity, culture, and the history of 3D arts. Attaining this certificate of achievement is the foundation for completion of the Associate in Arts in Studio Arts for Transfer.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES

1. Evaluate and critique art objects for contextual, formal, and technical success.
2. Demonstrate an understanding of the historical and contemporary aspects of 3D art and apply that knowledge to the students’ own work.
3. Apply the basic techniques presented to the media selected for a particular project and integrate history, theory, and criticism.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<td>ART-103A</td>
<td>Survey of Western Art from Prehistory Through the Middle Ages OR</td>
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</tr>
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<td>ART-103B</td>
<td>Survey of Western Art from Renaissance to Contemporary</td>
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<td>ART-104B</td>
<td>3D Design</td>
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<td>ART-105A</td>
<td>Glass Art and Design</td>
<td>3</td>
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<tr>
<td>ART-116A</td>
<td>Basic Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART-121A</td>
<td>Introductory Ceramics I</td>
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</tr>
<tr>
<td>ART-127</td>
<td>Site Specific Socially Engaged Installation Art</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 19

ACCOUNTING
Certificate of Achievement in Accounting

The goal and objective of this program is to prepare students for entry-level accounting positions in business, industry, or government. There is a large and growing need for this skill-set in the community. Graduates often start as a beginning level accountant in a small business or enter a specialty field in industry. Such opportunities include working in payroll, accounts receivable/payable, and general ledger. The qualified individual often advances rapidly to a professional accounting position, particularly in small business.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES

1. Apply knowledge of the activities of business and government and of the environments in which they operate.
2. Demonstrate knowledge of financial accounting, including content, concepts, and structure of the various statements, both for internal and external use.
3. Understand the process of identifying, gathering, measuring, summarizing, and analyzing financial data in business organizations, including the use of computer based information.

(continued on next column)
STUDENT LEARNING OUTCOMES

1. Examine the role of police within the United States.
2. Apply appropriate investigative and forensic techniques to analyze crime scenes; collect and preserve evidence for laboratory analysis; and maintain and preserve chain of evidence to prepare for testimony and to provide prosecution with evidence to convict.
3. Examine the workings of the criminal justice system by applying key definitions, concepts, and principles to law enforcement, courts, and correctional settings.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AI-101</td>
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<td>AI-102</td>
<td>Criminal Law</td>
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<td><strong>Total</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

LIST A

Complete two courses from the following courses. Courses cannot be counted more than once to apply towards requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>AI-104</td>
<td>Criminal Evidence</td>
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</tr>
<tr>
<td>AI-107</td>
<td>Criminal Investigation</td>
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</tr>
<tr>
<td>AI-117</td>
<td>Police and Society</td>
<td>3</td>
</tr>
<tr>
<td>AI-131</td>
<td>Administration of Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

LIST B

Complete two courses from the following courses. Courses cannot be counted more than once to apply towards requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>AI-104</td>
<td>Criminal Evidence</td>
<td>3</td>
</tr>
<tr>
<td>AI-107</td>
<td>Criminal Investigation</td>
<td>3</td>
</tr>
<tr>
<td>AI-117</td>
<td>Police and Society</td>
<td>3</td>
</tr>
<tr>
<td>AI-131</td>
<td>Administration of Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>PSY-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

Total Required Units: 18

ADMINISTRATIVE ASSISTANT WITH SUPERVISORY FOCUS

Certificate of Achievement in Administrative Assistant with Supervisory Focus

This program prepares students to pursue entry-level careers in today's fast-paced business environment. The program includes in-depth instruction in computer applications, effective business communication skills, financial record keeping, and essential workplace “soft skills” (customer service, project development, time management). Students with this certificate will be suited for careers in small business, doctor's offices, schools, law offices, corporations, and more. This certificate allows students to move seamlessly into the Associate in Arts in Administrative Assistant with Supervisory Focus.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES

2. Apply intermediate to advanced knowledge of Microsoft Office Suite applications: Word, Excel, Access, and PowerPoint, as well as applications based in the cloud.
3. Illustrate knowledge of the fundamentals of business analytics.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-123</td>
<td>Math for Accounting and Business</td>
<td>3</td>
</tr>
<tr>
<td>BA-125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BSM-102</td>
<td>Interpersonal Relations in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BSM-103</td>
<td>Management of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>CAOT-101A</td>
<td>Computer Applications I</td>
<td>2</td>
</tr>
<tr>
<td>CAOT-101B</td>
<td>Computer Applications II</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Required Units: 16
# Administrative Assistant with Supervisory Focus

Associate in Arts in Administrative Assistant with Supervisory Focus

This program prepares students to pursue entry-level careers in today’s fast-paced business environment. The program includes in-depth instruction in computer applications, effective business communication skills, financial record keeping, and essential workplace “soft skills” (customer service, project development, time management). Students with this degree will be suited for careers in small business, doctor’s offices, schools, law offices, corporations, and more.

### Requirements for Associate in Arts Degree

1. Complete Major Field courses with a grade of C or better.
2. Complete Ohlone College General Education (Plan A) or CSU GE (Plan B) requirements. These requirements are specified in the Ohlone College catalog.
3. Complete at least 60 degree-applicable units with a 2.0 grade point average.
4. Complete at least 12 units at Ohlone College.

### Student Learning Outcomes

2. Apply intermediate to advanced knowledge of Microsoft Office Suite applications: Word, Excel, Access, and PowerPoint, as well as applications based in the cloud.
3. Illustrate knowledge of the fundamentals of business analytics.

### Major Field

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-101A</td>
<td>Financial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>BA-116</td>
<td>Business English and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA-123</td>
<td>Math for Accounting and Business</td>
<td>3</td>
</tr>
<tr>
<td>BA-125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BSM-101</td>
<td>Fundamentals of Supervision OR</td>
<td>3</td>
</tr>
<tr>
<td>BSM-108</td>
<td>Leadership in Organizations</td>
<td>3</td>
</tr>
<tr>
<td>BSM-102</td>
<td>Interpersonal Relations in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BSM-103</td>
<td>Management of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>ASL-101A</td>
<td>Principles of American Sign Language I</td>
<td>5</td>
</tr>
<tr>
<td>ASL-102A</td>
<td>Principles of American Sign Language II</td>
<td>5</td>
</tr>
<tr>
<td>ASL-103A</td>
<td>Principles of American Sign Language III</td>
<td>5</td>
</tr>
<tr>
<td>ASL-104A</td>
<td>Principles of American Sign Language IV</td>
<td>5</td>
</tr>
<tr>
<td>ASL-140</td>
<td>Deaf Education OR</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-330</td>
<td>Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-311</td>
<td>Introduction to American Deaf Culture</td>
<td>3</td>
</tr>
<tr>
<td>ASL-150</td>
<td>Linguistics of ASL OR</td>
<td>3</td>
</tr>
<tr>
<td>ASL-312</td>
<td>Linguistics of ASL</td>
<td>3</td>
</tr>
<tr>
<td>ASL-152</td>
<td>Advanced Fingerspelling</td>
<td>3</td>
</tr>
<tr>
<td>ASL-154</td>
<td>Advanced American Sign Language Vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>ASL-156</td>
<td>Advanced Reception of ASL</td>
<td>3</td>
</tr>
<tr>
<td>ASL-160</td>
<td>American Sign Language Field Work OR</td>
<td>3</td>
</tr>
<tr>
<td>ASL-161</td>
<td>American Sign Language Field Work</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 34

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# American Sign Language and Deaf Studies

Certificate of Achievement in American Sign Language and Deaf Studies

This curriculum is designed to prepare students for paraprofessional positions in areas of Deaf education (instructional aides, dorm counselors, etc.), research, human services, or community services. This program will also help students with other majors and with their personal and/or professional contacts with Deaf persons.

### Requirements for Certificate of Achievement

1. Complete Major Field and Major Field Electives.
2. Complete at least six units at Ohlone College.
3. Maintain a 2.0 grade point average in Major Field and Major Field Electives.

### Student Learning Outcomes

1. Employ the knowledge and skills in ASL that will support the undertaking of study and employment in education of the Deaf, interpreting, and in various professional and paraprofessional occupations in which the ability to communicate using American Sign Language is essential.
2. Demonstrate the ability to effectively communicate in ASL with diverse members of the Deaf Community in all types of settings.
3. Acquire and apply their knowledge of the Deaf Community, Deaf Culture, Deaf Education, and all aspects of Deaf Life so that the student will become an effective advocate working with the Deaf to advance understanding and support for Deaf related issues which impact the lives of Deaf children and adults worldwide.

### Major Field

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL-101A</td>
<td>Principles of American Sign Language I</td>
<td>5</td>
</tr>
<tr>
<td>ASL-102A</td>
<td>Principles of American Sign Language II</td>
<td>5</td>
</tr>
<tr>
<td>ASL-103A</td>
<td>Principles of American Sign Language III</td>
<td>5</td>
</tr>
<tr>
<td>ASL-104A</td>
<td>Principles of American Sign Language IV</td>
<td>5</td>
</tr>
<tr>
<td>ASL-140</td>
<td>Deaf Education OR</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-330</td>
<td>Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-311</td>
<td>Introduction to American Deaf Culture</td>
<td>3</td>
</tr>
<tr>
<td>ASL-150</td>
<td>Linguistics of ASL OR</td>
<td>3</td>
</tr>
<tr>
<td>ASL-312</td>
<td>Linguistics of ASL</td>
<td>3</td>
</tr>
<tr>
<td>ASL-152</td>
<td>Advanced Fingerspelling</td>
<td>3</td>
</tr>
<tr>
<td>ASL-154</td>
<td>Advanced American Sign Language Vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>ASL-156</td>
<td>Advanced Reception of ASL</td>
<td>3</td>
</tr>
<tr>
<td>ASL-160</td>
<td>American Sign Language Field Work OR</td>
<td>3</td>
</tr>
<tr>
<td>ASL-161</td>
<td>American Sign Language Field Work</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 36-37

### Major Field Electives

Complete at least two of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL-145</td>
<td>Deaf History</td>
<td>3</td>
</tr>
<tr>
<td>ASL-155</td>
<td>ASL Literature</td>
<td>3</td>
</tr>
<tr>
<td>ASL-157</td>
<td>ASL Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>ASL-158</td>
<td>Classifiers in ASL</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 42-43

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Did you know???

Attending or graduating from a California Community College nearly doubles your chance of finding a job compared to those who failed to complete high school.

Source: California Community Colleges Chancellor’s Office
## AMERICAN SIGN LANGUAGE AND DEAF STUDIES

Associate in Arts in American Sign Language and Deaf Studies

This curriculum is designed to prepare students for paraprofessional positions in areas of Deaf education (instructional aides, dorm counselors, etc.), research, human services, or community services. This program will also help students with other majors and with their personal and/or professional contacts with Deaf persons.

### REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field, Major Field Electives, and Supporting Courses with a grade of C or better.

b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete at least 60 degree-applicable units with a 2.0 grade point average.

d) Complete at least 12 units at Ohlone College.

### STUDENT LEARNING OUTCOMES

1. Employ the knowledge and skills in ASL that will support the undertaking of study and employment in education of the Deaf, interpreting, and in various professional and paraprofessional occupations in which the ability to communicate using American Sign Language is essential.

2. Demonstrate the ability to effectively communicate in ASL with diverse members of the Deaf Community in all types of settings.

3. Acquire and apply their knowledge of the Deaf Community, Deaf Culture, Deaf Education, and all aspects of Deaf Life so that the student will become an effective advocate working with the Deaf to advance understanding and support for Deaf related issues which impact the lives of Deaf children and adults worldwide.

### MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL-101A</td>
<td>Principles of American Sign Language I</td>
<td>5</td>
</tr>
<tr>
<td>ASL-102A</td>
<td>Principles of American Sign Language II</td>
<td>5</td>
</tr>
<tr>
<td>ASL-103A</td>
<td>Principles of American Sign Language III</td>
<td>5</td>
</tr>
<tr>
<td>ASL-104A</td>
<td>Principles of American Sign Language IV</td>
<td>5</td>
</tr>
<tr>
<td>ASL-140</td>
<td>Deaf Education OR</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-330</td>
<td>Deaf Education</td>
<td>(3)</td>
</tr>
<tr>
<td>ASL-142</td>
<td>Deaf Culture OR</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-311</td>
<td>Introduction to American Deaf Culture OR</td>
<td>(3)</td>
</tr>
<tr>
<td>ASL-150</td>
<td>Linguistics of ASL OR</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-312</td>
<td>Linguistics of ASL</td>
<td>(3)</td>
</tr>
<tr>
<td>ASL-152</td>
<td>Advanced Fingerspelling</td>
<td>1</td>
</tr>
<tr>
<td>ASL-154</td>
<td>Advanced American Sign Language Vocabulary</td>
<td>2</td>
</tr>
<tr>
<td>ASL-156</td>
<td>Advanced Reception of ASL</td>
<td>3</td>
</tr>
<tr>
<td>ASL-160</td>
<td>American Sign Language Field Work OR</td>
<td>1</td>
</tr>
<tr>
<td>ASL-161</td>
<td>American Sign Language Field Work</td>
<td>(2)</td>
</tr>
</tbody>
</table>

**Total: 36-37**

### MAJOR FIELD ELECTIVES

Complete at least two of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL-145</td>
<td>Deaf History</td>
<td>3</td>
</tr>
<tr>
<td>ASL-155</td>
<td>ASL Literature</td>
<td>3</td>
</tr>
<tr>
<td>ASL-157</td>
<td>ASL Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>ASL-158</td>
<td>Classifiers in ASL</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total: 6**

### SUPPORTING COURSES

These supporting courses are approved California State Education Requirements for the California School for the Deaf.

Complete a minimum of three units in at least three different areas from the following courses:

#### Child Growth and Development

Complete three units from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS-301</td>
<td>Childhood Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECS-303</td>
<td>Child, Family, and Community</td>
<td>3</td>
</tr>
<tr>
<td>ECS-306</td>
<td>Guidance and Discipline of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECS-316</td>
<td>Curriculum and Strategies for Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>ECS-327</td>
<td>School Age Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY-105</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY-106</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY-108</td>
<td>Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Education Techniques:

Complete three units from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS-101</td>
<td>Chicano/Latino Culture</td>
<td>3</td>
</tr>
<tr>
<td>ECS-300</td>
<td>Principles and Practices of Teaching Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECS-302</td>
<td>Introduction to Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>ECS-321</td>
<td>Administration II: Personnel and Leadership in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>ECS-328</td>
<td>Curriculum for the School Age Child</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114B</td>
<td>African American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>IS-110</td>
<td>Introduction to Ethnic Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

#### English Composition or Report Writing:

Complete three units from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL-15S</td>
<td>ASL Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-101A</td>
<td>Reading and Written Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENGL-101B</td>
<td>Reading and Composition (Introduction to Literature)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL-101C</td>
<td>Critical Thinking and Composition</td>
<td>3</td>
</tr>
</tbody>
</table>

(continued on next page)
Health, Science, and Hygiene:
Complete three units from the following courses:
- BIOL-103A Human Anatomy and Physiology (4)
- BIOL-103B Human Anatomy and Physiology (4)
- BIOL-104 Basic Human Anatomy and Physiology (4)
- HLTH-101 Contemporary Health Issues (3)
- HLTH-150 Women’s Health Issues (3)
- HLTH-160 Human Sexuality (3)
- KIN-251 Fitness for Life (3)
- KIN-257 Prevention and Care of Athletic Injuries (4)
- KIN-258 Exercise Prescription (3)

Psychology, Sociology, Behavioral Sciences, Handicapping Conditions, Family Life, Social Work, or Rehabilitation:
Complete three units from the following courses:
- PSY-101 General Psychology (3)
- PSY-112 Social Psychology (3)
- SOC-101 Introduction to Sociology (3)
- SOC-102 Social Problems (3)

Recreational Planning and/or Physical Education
Methodology for Children:
Complete three units from the following courses:
- PE-342A3 Circuit Training (1)
- PE-344A3 Total Fitness (1)
- PE-350A3 Learning to Swim (1)
- PE-351A3 Aquatic Conditioning (1)
- PE-360A3 Beginning Badminton (1)
- PE-362A3 Beginning Tennis (1)
- PE-374A3 Kickboxing (1)
- PE-376A3 Yoga (1)
- PE-377A3 Pilates (1)

Total Supporting Courses Units: 9
Total Required Units: 51-52

**ANTHROPOLOGY FOR TRANSFER**
Associate in Arts in Anthropology for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Anthropology for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

Completion of the requirements for the Associate in Arts in Anthropology for Transfer prepares students for transfer to a California State University to engage in upper-division work toward a bachelor’s degree in Anthropology. Students who complete this associate degree will be able to apply anthropological perspectives to the biological and cultural study of humankind, including the prehistory of humans, human forms of communication, and human cultural diversity.

**REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE**

- a) Complete Required Core, List A, List B, and List C courses with a grade of C or better.
- b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
- c) Complete 60 CSU-transferable semester units.
- d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
- e) Complete 22 semester units in the Anthropology major.
- f) Complete at least 12 units at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Critically analyze and interpret anthropological data.
2. Apply anthropological principles and methods of inquiry to the study of human diversity locally, regionally, and globally.
3. Apply anthropological knowledge and demonstrate intercultural sensitivity to contemporary issues within a culture and cross-culturally.
4. Demonstrate an understanding of science, the scientific method, the concept of culture, and major anthropological concepts related to human biological and cultural evolution.

**REQUIRED CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-101</td>
<td>Biological Anthropology</td>
<td>4</td>
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<tr>
<td>ANTH-102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-103</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
</tbody>
</table>

**LIST A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-159</td>
<td>Introduction to Statistics</td>
<td>5</td>
</tr>
</tbody>
</table>

**LIST B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL-101</td>
<td>Introduction to Geology</td>
<td>4</td>
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</tbody>
</table>

**LIST C**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-103L</td>
<td>Field Archaeology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ANTH-104</td>
<td>Survey of North American Indian Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-106</td>
<td>Magic, Witchcraft, and Religion</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-107</td>
<td>Introduction to Linguistic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-108</td>
<td>Introduction to Forensic Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 22

(continued on next column)
APPLIED MATHEMATICS
Certificate of Achievement in Applied Mathematics

The Certificate of Achievement in Applied Mathematics provides students with the mathematical background required to succeed in subsequent courses in math, physics, and engineering. Completion of a certificate in applied mathematics demonstrates that students possess good critical thinking skills and the ability to process complicated ideas. By earning this certificate, students have demonstrated that they possess the mathematical skills that are necessary to begin upper division coursework in applied mathematics. Completion of the Certificate of Achievement in Applied Mathematics represents a completion of 18 units applicable towards an Associate in Science in Physics for Transfer or an Associate in Science in Engineering.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses.
b) Complete at least six units at Ohlone College
c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES

1. Learn the foundation mathematics necessary for further studies in engineering, mathematics, and science.
2. Demonstrate proficiency at problem solving techniques.
3. Apply problem solving techniques towards the solution of problems in engineering and science.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGI-130</td>
<td>Electric Circuit Analysis OR</td>
<td>4</td>
</tr>
<tr>
<td>ENGI-140</td>
<td>Materials Engineering OR</td>
<td>(4)</td>
</tr>
<tr>
<td>PHYS-141</td>
<td>Electricity and Magnetism OR</td>
<td>(4)</td>
</tr>
<tr>
<td>PHYS-142</td>
<td>Optics, Heat, and Modern Physics</td>
<td>(4)</td>
</tr>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-140</td>
<td>Mechanics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 18

ART
Associate in Arts in Art

The Associate in Arts in Art offered by Ohlone College is designed to prepare students for studying Fine Arts at most universities. While the core courses required in the Associate in Arts in Art will fulfill the lower division major requirements at many universities, students are advised to meet with their counselor to assess the course requirements for specific universities. This program will enable students to develop a strong foundation in art.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field and Supporting Courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Analyze and express conceptual and physical qualities of works of art.
2. Communicate basic objectives of design and/or plan of work of art.
3. Evaluate and discuss various forms of art within a social, cultural, and aesthetic perspective.
4. Create or manufacture finished works of art based on initial designs.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-103A</td>
<td>Survey of Western Art from Prehistory Through the Middle Ages OR</td>
<td>4</td>
</tr>
<tr>
<td>ART-103B</td>
<td>Survey of Western Art from Renaissance to Contemporary</td>
<td>(4)</td>
</tr>
<tr>
<td>ART-104A</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART-104B</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART-104C</td>
<td>Color</td>
<td>3</td>
</tr>
<tr>
<td>ART-106A</td>
<td>Beginning Descriptive Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART-117A</td>
<td>Museum and Gallery Techniques (Exhibition Production)</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Required Units: 18

SUPPORTING COURSES

Complete 8-10 units from the following courses; courses may not be duplicated from the Major Field courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-103A</td>
<td>Survey of Western Art from Prehistory Through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>ART-103B</td>
<td>Survey of Western Art from Renaissance to Contemporary</td>
<td>4</td>
</tr>
<tr>
<td>ART-106B</td>
<td>Intermediate Descriptive Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART-107A</td>
<td>Life Drawing</td>
<td>3</td>
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<tr>
<td>ART-108</td>
<td>Perspective Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART-111A</td>
<td>Beginning Painting – Color and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ART-116A</td>
<td>Basic Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART-121A</td>
<td>Introductory Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART-133A</td>
<td>Photo I</td>
<td>3</td>
</tr>
<tr>
<td>ART-139A</td>
<td>Beginning Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>GA-109A</td>
<td>Beginning Graphic Design I (Letter Forms and Typography)</td>
<td>3</td>
</tr>
<tr>
<td>GA-160A</td>
<td>Computer Graphics I</td>
<td>4</td>
</tr>
<tr>
<td>GA-161A</td>
<td>Digital Graphics I</td>
<td>2</td>
</tr>
<tr>
<td>ID-150A</td>
<td>Interior Design Concepts</td>
<td>3</td>
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</tbody>
</table>

Total Required Units: 8-10
ART HISTORY FOR TRANSFER

Associate in Arts in Art History for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Art History for Transfer is intended for students who plan to complete a bachelor's degree in a similar major 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.

Art History courses emphasize the study of cultural and 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. Students may obtain an Associate in Arts in Art History for Transfer and optimize preparation for a baccalaureate degree in Art History at a CSU campus.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core, List A, and List B courses with a grade of C or better.

b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete 60 CSU-transferable semester units.

d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete a minimum of 21 semester units in the Art History major.

ADT Total Required Units: 21-22

STUDENT LEARNING OUTCOMES

1. Identify, examine, and assess representative works of art and architecture.

2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values.

3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist form the art historical periods covered in the sequence of required art history courses.

RECOMMENDED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ART-103A</td>
<td>Survey of Western Art from Prehistory Through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>ART-103B</td>
<td>Survey of Western Art from Renaissance to Contemporary</td>
<td>4</td>
</tr>
<tr>
<td>ART-106A</td>
<td>Beginning Descriptive Drawing</td>
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LIST A

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<tr>
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<th>Units</th>
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<tbody>
<tr>
<td>ART-103C</td>
<td>Survey of Non-European Art</td>
<td>4</td>
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(continued on next column)

LIST B

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<td>ART-104A</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART-104B</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART-107A</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART-116A</td>
<td>Basic Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART-121A</td>
<td>Introductory Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART-133A</td>
<td>Photo I OR</td>
<td>3</td>
</tr>
<tr>
<td>ART-139A</td>
<td>Beginning Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>GA-160A</td>
<td>Computer Graphics I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6-7</td>
</tr>
</tbody>
</table>

ASL-ENGLISH INTERPRETER PREPARATION PROGRAM

Certificate of Achievement in ASL-English Interpreter Preparation Program

The ASL-English Interpreter Preparation Program (IPP) is limited in the number of students it can admit to each class. Students must fulfill minimum requirements listed below prior to applying to the Interpreter Preparation Program.

MINIMUM REQUIREMENTS

1. All pre-interpreter students are required to take the placement test or provide sufficient proof of college-level English and Math coursework to waive this requirement:
   a. Completion of ENGL-101A or equivalent with a grade of C or better.
   b. Reading Clearance: Clearing ENGL-163 through the Ohlone College English Placement Test or completion of ENGL-163 or substitute reading course from an approved list.
   c. Completion of MATH-151 or any higher level Math course or Math clearance on the Ohlone Math Placement Test.
   d. Completion of 30 General Education units (one year of college-level work) with a cumulative GPA of 2.70 or higher.

2. Students must attend an all day screening. All applications must be evaluated regardless of previous coursework in ASL.

3. A separate application, found online, must be submitted to the Deaf Studies Division by mid-April. The exact deadline is provided online at www.ohlone.edu/inst/deafstudies/ipp/#eligibility.

Students have met the requirements and taken and passed all courses satisfactorily.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses.

b) Complete at least six units at Ohlone College.

c) Maintain a 2.0 grade point average in Major Field courses. (continued on next page)
STUDENT LEARNING OUTCOMES
1. Display the ability to create and maintain professional relationships and appropriate cultural sensitivities with various stakeholders including members of the Deaf community, professional interpreters, and interpreter agencies through effective interpersonal and cross-cultural communication skills.
2. Demonstrate critical thinking skills by assessing potential demands of various interpreting situations and constructing appropriate responses to mitigate those demands; and applying and defending appropriate decision-making skills when ethical dilemmas arise.
3. Perform entry-level Sign Language Interpreting skills in post-secondary educational and/or community settings.

The courses listed are part of the special application-only curriculum for the Interpreter Preparation Program (IPP). Other courses are open to students not in the Interpreter Preparation Program and are offered regularly. Please refer to a current class schedule or the Ohlone College Deaf Studies Division web page at www.ohlone.edu/deafstudies.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT-106</td>
<td>Discourse Analysis: ASL</td>
<td>3</td>
</tr>
<tr>
<td>INT-107</td>
<td>Interpreter Orientation</td>
<td>3</td>
</tr>
<tr>
<td>INT-112</td>
<td>Comparative Linguistics: ASL and English</td>
<td>3</td>
</tr>
<tr>
<td>INT-115</td>
<td>Interpreting Preparation Skills</td>
<td>2</td>
</tr>
<tr>
<td>INT-116</td>
<td>Discourse Analysis: English</td>
<td>3</td>
</tr>
<tr>
<td>INT-127</td>
<td>Ethics I</td>
<td>1</td>
</tr>
<tr>
<td>INT-145</td>
<td>Practicum: Deaf Mentorship</td>
<td>4.5</td>
</tr>
<tr>
<td>INT-147</td>
<td>Introduction to Interpreting for People Who Are Deaf/Blind</td>
<td>2</td>
</tr>
<tr>
<td>INT-153</td>
<td>Interpreting: ASL to English</td>
<td>6</td>
</tr>
<tr>
<td>INT-199A</td>
<td>Introduction to Multicultural Issues in Interpreting</td>
<td>1</td>
</tr>
<tr>
<td>INT-227</td>
<td>Ethics II: Interpreting Ethics and Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>INT-24S</td>
<td>Phantom Interpreting</td>
<td>1</td>
</tr>
<tr>
<td>INT-253</td>
<td>Interpreting: English to ASL</td>
<td>6</td>
</tr>
<tr>
<td>INT-263</td>
<td>Interpreting Across the Language Continuum</td>
<td>4</td>
</tr>
<tr>
<td>INT-295</td>
<td>Interpreting Internship</td>
<td>4.5</td>
</tr>
<tr>
<td>INT-299</td>
<td>Capstone Course</td>
<td>1</td>
</tr>
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<td></td>
<td>*Total Required Units: 48</td>
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</table>

Complete 3.5 units from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>INT-199B</td>
<td>Introduction to Oral Facilitation</td>
<td>.5</td>
</tr>
<tr>
<td>INT-199C</td>
<td>Introduction to Medical Interpreting</td>
<td>1</td>
</tr>
<tr>
<td>INT-199D</td>
<td>Introduction to Educational Interpreting K-12</td>
<td>1</td>
</tr>
<tr>
<td>INT-199E</td>
<td>Introduction to Post-Secondary Interpreting</td>
<td>.5</td>
</tr>
<tr>
<td>INT-199F</td>
<td>Introduction to Social Service and Employment</td>
<td>.5</td>
</tr>
<tr>
<td>INT-199G</td>
<td>Introduction to Telephone and Video Relay Interpreting</td>
<td>.5</td>
</tr>
<tr>
<td>INT-199H</td>
<td>Introduction to Mental Health Interpreting</td>
<td>.5</td>
</tr>
<tr>
<td>INT-199I</td>
<td>Introduction to Deaf/Hearing Team Interpreting</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>*Total Required Units: 3.5</td>
<td></td>
</tr>
</tbody>
</table>

Total Required Units: 51.5

ASL-ENGLISH INTERPRETER PREPARATION PROGRAM

Associate in Arts in ASL-English Interpreter Preparation Program

The ASL-English Interpreter Preparation Program (IPP) is limited in the number of students it can admit to each class. Students must fulfill minimum requirements listed below prior to applying to the Interpreter Preparation Program.

MINIMUM REQUIREMENTS
1. All pre-interpreter students are required to take the placement test or provide sufficient proof of college-level English and Math coursework to waive this requirement:
   a. Completion of ENGL-101A or equivalent with a grade of C or better.
   b. Reading Clearance: Clearing ENGL-163 through the Ohlone College English Placement Test or completion of ENGL-163 or substitute reading course from an approved list.
   c. Completion of MATH-151 or any higher level Math course or Math clearance on the Ohlone Math Placement Test.
   d. Completion of 30 General Education units (one year of college-level work) with a cumulative GPA of 2.70 or higher.
2. Students must attend an all day screening. All applications must be evaluated regardless of previous coursework in ASL.
3. A separate application, found online, must be submitted to the Deaf Studies Division by mid-April. The exact deadline is provided online at www.ohlone.edu/instr/deafstudies/ipp/#eligibility.

Students have met the requirements and taken and passed all courses satisfactorily.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE
a) Complete Major Field courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Display the ability to create and maintain professional relationships and appropriate cultural sensitivities with various stakeholders including members of the Deaf community, professional interpreters, and interpreter agencies through effective interpersonal and cross-cultural communication skills.
2. Demonstrate critical thinking skills by assessing potential demands of various interpreting situations and constructing appropriate responses to mitigate those demands; and applying and defending appropriate decision-making skills when ethical dilemmas arise.
3. Perform entry-level Sign Language Interpreting skills in post-secondary educational and/or community settings.

The courses listed are part of the special application-only curriculum for the Interpreter Preparation Program (IPP). Other courses are open to students not in the Interpreter Preparation Program and are offered regularly. Please refer to a current class schedule or the Ohlone College Deaf Studies Division web page at www.ohlone.edu/deafstudies.

(continued on next page)
## BIOENGINEERING

**Associate in Science in Bioengineering**

This associate degree program in Bioengineering is designed to prepare students for entry-level positions in the bioengineering industry such as those in local national laboratories. Students will develop a strong foundation in the sciences (chemistry, biology, physics) and engineering. The theoretical knowledge and laboratory skills acquired by students in this program will enhance their success with obtaining entry-level jobs that require two years of college-level science and engineering.

### REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

1. **Complete Major Field courses and either Biomechanics Track or Statistical Track with a grade of C or better.**

2. **Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.**

3. **Complete at least 60 degree-applicable units with a 2.0 grade point average.**

4. **Complete at least 12 units at Ohlone College.**

### STUDENT LEARNING OUTCOMES

1. **Apply the scientific method, scientific reasoning, engineering principles, and/or formulas to problems related to biology, chemistry, physics, and engineering.**

2. **Demonstrate critical thinking, effective communication, and teamwork by contributing productively to the success of team-based science and engineering projects.**

3. **Demonstrate the proper techniques, safety procedures, and correct use of equipment used in science and engineering laboratories.**

### MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-101A</td>
<td>Principles of Biology - Molecular and Cellular Biology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL-101B</td>
<td>Principles of Biology - Organisms and Systems</td>
<td>5</td>
</tr>
<tr>
<td>BIOT-113</td>
<td>GMP/GLP and Writing SOPs</td>
<td>1.5</td>
</tr>
<tr>
<td>BIOT-121</td>
<td>Biotechnology Careers</td>
<td>1</td>
</tr>
<tr>
<td>CHEM-101A</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-101B</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>ENGI-101</td>
<td>Introduction to Engineering</td>
<td>3</td>
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<tr>
<td>ENGI-115</td>
<td>Engineering Graphics and Design</td>
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<tr>
<td>ETEC-107</td>
<td>Properties of Materials</td>
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### Biomechanics Track

<table>
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<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>CS-102</td>
<td>Introduction to Computer Programming Using C++ <strong>OR</strong></td>
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<tr>
<td>ETEC-106</td>
<td>Electronics for Technology</td>
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<tr>
<td>ENGI-116</td>
<td>Programming and Problem-Solving in MATLAB</td>
<td>3</td>
</tr>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-140</td>
<td>Mechanics</td>
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### Statistical Track

<table>
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<th>Course Code</th>
<th>Course Description</th>
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<td>CS-133</td>
<td>Introduction to Statistical Software Programming</td>
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<td>MATH-159</td>
<td>Introduction to Statistics</td>
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<td>PHYS-120</td>
<td>Introduction to Physics I</td>
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**Total Required Units: 43-46**

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**MAJOR FIELD**

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<td>INT-106</td>
<td>Discourse Analysis: ASL</td>
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<td>INT-107</td>
<td>Interpreter Orientation</td>
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</tr>
<tr>
<td>INT-112</td>
<td>Comparative Linguistics: ASL and English</td>
<td>3</td>
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<tr>
<td>INT-115</td>
<td>Interpreting Preparation Skills</td>
<td>2</td>
</tr>
<tr>
<td>INT-116</td>
<td>Discourse Analysis: English</td>
<td>3</td>
</tr>
<tr>
<td>INT-127</td>
<td>Ethics I</td>
<td>1</td>
</tr>
<tr>
<td>INT-145</td>
<td>Practicum: Deaf Mentorship</td>
<td>4.5</td>
</tr>
<tr>
<td>INT-147</td>
<td>Introduction to Interpreting for People Who Are Deaf/Blind</td>
<td>2</td>
</tr>
<tr>
<td>INT-153</td>
<td>Interpreting: ASL to English</td>
<td>6</td>
</tr>
<tr>
<td>INT-199A</td>
<td>Introduction to Multicultural Issues in Interpreting</td>
<td>1</td>
</tr>
<tr>
<td>INT-227</td>
<td>Ethics II: Interpreting Ethics and Decision-Making</td>
<td>3</td>
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<td>INT-245</td>
<td>Phantom Interpreting</td>
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<td>INT-253</td>
<td>Interpreting: English to ASL</td>
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</tr>
<tr>
<td>INT-263</td>
<td>Interpreting Across the Language Continuum</td>
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<td>INT-295</td>
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<td>INT-299</td>
<td>Capstone Course</td>
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Complete 3.5 units from the following courses:

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<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Units</th>
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<tbody>
<tr>
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<td>Introduction to Oral Facilitation</td>
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<td>INT-199C</td>
<td>Introduction to Medical Interpreting</td>
<td>1</td>
</tr>
<tr>
<td>INT-199D</td>
<td>Introduction to Educational Interpreting K-12</td>
<td>1</td>
</tr>
<tr>
<td>INT-199E</td>
<td>Introduction to Post-Secondary Interpreting</td>
<td>.5</td>
</tr>
<tr>
<td>INT-199F</td>
<td>Introduction to Social Service and Employment Interpreting</td>
<td></td>
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<tr>
<td>INT-199G</td>
<td>Introduction to Telephone and Video Relay Interpreting</td>
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<tr>
<td>INT-199H</td>
<td>Introduction to Mental Health Interpreting</td>
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</tr>
<tr>
<td>INT-199I</td>
<td>Introduction to Deaf/Hearing Team Interpreting</td>
<td>.5</td>
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</tbody>
</table>

**Total Required Units: 41.5**
BIOLOGY FOR TRANSFER

Associate in Science in Biology for Transfer (ADT)

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 Science in Biology for Transfer is intended for students who plan to complete a bachelor's degree in a similar major 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 are strongly advised to consult with a counselor prior to pursuit of this degree to ascertain campus-specific CSU requirements. Completion of the requirements for the Associate in Science in Biology for Transfer assists students in transferring to a CSU to pursue upper division study towards a bachelor's degree in Biology. This program provides a strong foundation in the life sciences as well as in the supporting sciences of chemistry, physics, and mathematics. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this program will also enhance their success with obtaining entry-level jobs that require two years of college-level science and math.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE

a) Complete Required Core, List A, and List B courses with a grade of C or better.
b) Complete IGETC for STEM for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Complete a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete 38 semester units in the Biology major.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate the correct operating procedures in the use of common lab equipment such as compound and dissecting microscopes, spectrophotometers, pH meter, electrophoresis gel apparatus, micropipetters, and centrifuges.
2. Demonstrate an understanding of the scientific method through the performance of experiments and the subsequent analysis of the experimentally obtained data.
3. Comply with common laboratory safety guidelines.
4. Explain and evaluate the major scientific themes in biology, chemistry, and physics.
5. Explain and evaluate the major concepts of modern evolutionary theory.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL-101A</td>
<td>Principles of Biology - Molecular</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>and Cellular Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL-101B</td>
<td>Principles of Biology - Organisms</td>
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<td></td>
<td>and Systems</td>
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LIST A

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<td>General Chemistry</td>
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<td>CHEM-101B</td>
<td>General Chemistry</td>
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<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-120</td>
<td>Introduction to Physics I</td>
<td>4</td>
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<tr>
<td>PHYS-121</td>
<td>Introduction to Physics II</td>
<td>4</td>
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<tr>
<td>PHYS-140</td>
<td>Mechanics</td>
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<tr>
<td>PHYS-141</td>
<td>Electricity and Magnetism</td>
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(continued on next column)

LIST B

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BIOL-106</td>
<td>Microbiology</td>
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<tr>
<td>CHEM-112A</td>
<td>Organic Chemistry</td>
<td>5</td>
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</table>

Total Required Units: 43

BIOLOGY

Associate in Science in Biology

The Associate in Science in Biology offered by Ohlone College is designed to prepare students for studying the Biological Sciences at most universities. The core courses required in the Associate in Science in Biology will fulfill the lower division requirements for most campuses of the UC and CSU systems. This program will enable students to develop a strong foundation in the life sciences, physical sciences, and mathematics. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this program will also enhance their success with obtaining entry-level jobs that require two years of college-level science and math.

Since some curriculum requirements may vary among transfer universities, it is imperative that students entering Ohlone’s Associate in Science degree program in Biology meet with a counselor at the start of their academic work. Counselors will assist students in preparing a comprehensive Student Education Plan that will prepare them to transfer to the university of their choice. Counselors will also advise students on the general education plan that best prepares them for future transfer.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

a) Complete Major Field courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.
e) Complete either BIOL-101A or BIOL-101B at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate an understanding of the scientific method through the performance of experiments and the subsequent analysis of the experimentally obtained data.
2. Demonstrate the correct operating procedures in the use of common lab equipment such as compound and dissecting microscopes, spectrophotometers, pH meter, electrophoresis gel apparatus, micropipetters, and centrifuges.
3. Explain and evaluate the major scientific themes in biology, chemistry, and physics.
4. Explain and evaluate the major concepts of modern evolutionary theory.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-101A</td>
<td>Principles of Biology - Molecular</td>
<td>5</td>
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<tr>
<td></td>
<td>and Cellular Biology</td>
<td></td>
</tr>
<tr>
<td>BIOL-101B</td>
<td>Principles of Biology - Organisms</td>
<td>5</td>
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<tr>
<td></td>
<td>and Systems</td>
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</tr>
<tr>
<td>CHEM-101A</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-101B</td>
<td>General Chemistry</td>
<td>5</td>
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<tr>
<td>CHEM-112A</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-112B</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-120</td>
<td>Introduction to Physics I</td>
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</tr>
<tr>
<td>PHYS-121</td>
<td>Introduction to Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 43
THE ASSOCIATE IN SCIENCE IN BIOTECHNOLOGY

The Associate in Science in Biotechnology is a program designed to train students in the methods and techniques used in biotechnology. Courses in this program train students in standard biotechnology laboratory techniques and record keeping. The program prepares students for entry-level positions in biotechnology and pharmaceutical companies, for jobs as laboratory assistants, biological technicians, and biomanufacturing technicians.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

1. Complete Major Field courses with a grade of C or better.
2. Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
3. Complete at least 60 degree-applicable units with a 2.0 grade point average.
4. Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate the use of common laboratory equipment such as micropipettes, spectrophotometers, electrophoresis equipment, pH meters, thermocyclers, bioreactors, etc.
2. Employ the correct mathematical rules of operation, and be able to apply these to the preparation of reagents, buffers, pH adjustments, etc.
3. Practice proper laboratory safety.
4. Demonstrate an understanding of key concepts in molecular biology and biotechnology as they relate to the biotechnology industry.

MAJOR FIELD

<table>
<thead>
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<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOT-101</td>
<td>Biotechnology Research Projects OR</td>
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</tr>
<tr>
<td>BIOT-114</td>
<td>Introduction to Plant Biology OR</td>
<td></td>
</tr>
<tr>
<td>BIOT-118</td>
<td>Biotechnology Operations OR</td>
<td>3</td>
</tr>
<tr>
<td>CS-133</td>
<td>Introduction to Statistical Software Primer</td>
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<td>BIOT-104A</td>
<td>HPLC</td>
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<td>BIOT-105</td>
<td>Introduction to Cell and Molecular Biology</td>
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<tr>
<td>BIOT-110A</td>
<td>DNA and Protein Purification and Analysis</td>
<td>3</td>
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<tr>
<td>BIOT-111A</td>
<td>Genomic and cDNA Library Construction and Analysis</td>
<td>1</td>
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<tr>
<td>BIOT-111B</td>
<td>PCR Primer Design and Optimization and Reverse Transcription PCR</td>
<td>1</td>
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<tr>
<td>BIOT-112</td>
<td>Introduction to Bioinformatics</td>
<td>2</td>
</tr>
<tr>
<td>BIOT-113</td>
<td>GMP/GLP and Writing SOPs</td>
<td>1.5</td>
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<tr>
<td>BIOT-115A</td>
<td>Mammalian Cell Culture Techniques</td>
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</tr>
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<td>BIOT-115B</td>
<td>Bioreactor Cell Culture Techniques</td>
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</tr>
<tr>
<td>BIOT-119</td>
<td>Clean Room Operations</td>
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<td>BIOT-121</td>
<td>Biotechnology Careers</td>
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<tr>
<td>CAOT-148</td>
<td>Computer Applications in Biotechnology</td>
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<tr>
<td>CHEM-109</td>
<td>Biochemistry for Health Science and Biotechnology</td>
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</tbody>
</table>

Total Required Units: 33.5

BIOTECHNOLOGY: BIO-MANUFACTURING

Certificate of Achievement in Biotechnology: Bio-Manufacturing

The Certificate of Achievement in Biotechnology: Bio-Manufacturing provides students with excellent preparation in various protocols and hands-on laboratory skills used in many biotechnology companies. A goal of the program is to prepare students for entry-level positions in biotech and pharmaceutical companies. This certificate prepares students as laboratory assistants and biomanufacturing technicians.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

1. Complete Major Field courses.
2. Complete at least six units at Ohlone College.
3. Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES

1. Apply industrial standards in recording laboratory procedures and results in a laboratory notebook.
2. Demonstrate the use of common laboratory equipment such as micropipettes, spectrophotometers, electrophoresis equipment, pH meters, thermocyclers, bioreactors, etc.
3. Prepare buffers and other laboratory stock and working solutions to proper specifications.
4. Practice proper laboratory safety.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
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<tr>
<td>BIOT-110A</td>
<td>DNA and Protein Purification and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOT-113</td>
<td>GMP/GLP and Writing SOPs</td>
<td>1.5</td>
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<tr>
<td>BIOT-115A</td>
<td>Mammalian Cell Culture Techniques</td>
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<tr>
<td>BIOT-115B</td>
<td>Bioreactor Cell Culture Techniques</td>
<td>1</td>
</tr>
<tr>
<td>BIOT-119</td>
<td>Clean Room Operations</td>
<td>0.5</td>
</tr>
<tr>
<td>BIOT-121</td>
<td>Biotechnology Careers</td>
<td>1</td>
</tr>
<tr>
<td>CAOT-148</td>
<td>Computer Applications in Biotechnology</td>
<td>0.5</td>
</tr>
<tr>
<td>CHEM-109</td>
<td>Biochemistry for Health Science and Biotechnology</td>
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</tbody>
</table>

Total Required Units: 16.5

BIOTECHNOLOGY: BIOSTATISTICS

Certificate of Achievement in Biotechnology: Biostatistics

The Certificate of Achievement in Biotechnology: Biostatistics is a program designed to train students in methods and techniques used in biotechnology statistical analysis. Courses in this program train students in DNA and protein laboratory techniques and assays, laboratory record keeping, sterile techniques, and mathematical analysis of laboratory outcomes. The program prepares students for entry-level positions in bio-manufacturing, biostatistician assistant, clinical data assistant/associate, validation assistant/technician, production planner/scheduler, and research assistant/associate positions requiring skills in statistics.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

1. Complete Major Field courses.
2. Complete at least six units at Ohlone College.
3. Maintain a 2.0 grade point average in Major Field courses.

(continued on next page)
STUDENT LEARNING OUTCOMES
1. Apply industrial standards in recording laboratory procedures and results in a laboratory notebook.
2. Demonstrate the use of common laboratory equipment such as micropipettes, spectrophotometers, electrophoretic equipment, pH meters, thermocyclers, bioreactors, etc.
3. Prepare buffers and other laboratory stock and working solutions to proper specifications.
4. Apply mathematical analysis to laboratory outcomes.
5. Practice proper laboratory safety.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOT-105</td>
<td>Introduction to Cell and Molecular Biology</td>
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</tr>
<tr>
<td>BIOT-110A</td>
<td>DNA and Protein Purification and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOT-112</td>
<td>Introduction to Bioinformatics</td>
<td>2</td>
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<tr>
<td>BIOT-113</td>
<td>GMP/GLP and Writing SOPs</td>
<td>1.5</td>
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<tr>
<td>BIOT-115A</td>
<td>Mammalian Cell Culture Techniques</td>
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<tr>
<td>BIOT-115B</td>
<td>Bioreactor Cell Culture Techniques</td>
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<td>BIOT-119</td>
<td>Clean Room Operations</td>
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<td>BIOT-121</td>
<td>Biotechnology Careers</td>
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<tr>
<td>CAOT-148</td>
<td>Computer Applications in Biotechnology</td>
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<td>CHEM-109</td>
<td>Biochemistry for Health Science and Biotechnology</td>
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<tr>
<td>ENGL-156</td>
<td>Introduction to Report and Technical Writing</td>
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Total Required Units: 29.5

BIOTECHNOLOGY: BIOTECHNOLOGY RESEARCH ASSOCIATE

Certificate of Achievement in Biotechnology: Biotechnology Research Associate

The Certificate of Achievement in Biotechnology: Biotechnology Research Associate is designed to train students in methods and techniques used in research settings. Courses in this program train students in DNA and protein laboratory techniques and assays, laboratory record keeping, sterile techniques, advanced PCR procedures, and genomic/cDNA library construction and analytical skills. The program prepares students for entry-level positions in biotechnology/pharmaceutical companies as research assistants and laboratory assistants/technicians.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT
a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES
1. Apply industrial standards in recording laboratory procedures and results in a laboratory notebook.
2. Demonstrate the use of common laboratory equipment such as micropipettes, spectrophotometers, electrophoretic equipment, pH meters, thermocyclers, bioreactors, etc.
3. Prepare buffers and other laboratory stock and working solutions to proper specifications.
4. Analyze and interpret data from experiments.

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**BUSINESS**

Associate in Arts in Business

The Associate in Arts in Business is designed to provide graduates with the skills and knowledge required to work effectively in a variety of business settings. The curriculum provides a solid foundation in areas of business management, information technology, economics, international business, and legal and ethical issues. Graduates from the associate degree in Business program will be able to communicate effectively for informal, formal, and quantitative tasks and will be conversant with the values and terminology of the field. Graduates will be able to access information resources, evaluate them for credibility and relevance, and use the sources to present a wide range of alternatives. Having utilized academic processes such as feedback from faculty and self-reflection, graduates will be situated for lifelong learning. It is strongly encouraged that students entering Ohlone’s Associate in Arts in Business meet with a counselor at the start of their academic work. Counselors will assist students in preparing a Student Education Plan (SEP) that will prepare them to achieve their academic goals.

**REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE**

a) Complete Major Field courses and Supporting Course with a grade of C or better.

b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete at least 60 degree-applicable units with a 2.0 grade point average.

d) Complete at least 12 units at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Demonstrate understanding of business functions, practices, and related theories and be able to integrate this functional knowledge in order to address business problems.

2. Possess quantitative and technological skills enabling them to analyze and interpret business data and to improve business performance.

3. Demonstrate knowledge of today’s domestic and global business environment (e.g., legal, regulatory, political, cultural, and economic).

**MAJOR FIELD**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BA-101A</td>
<td>Financial Accounting</td>
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<tr>
<td>BA-101B</td>
<td>Managerial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>BA-102A</td>
<td>Principles of Economics-Macroeconomics</td>
<td>3</td>
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<tr>
<td>BA-102B</td>
<td>Principles of Economics-Microeconomics</td>
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<td></td>
<td><strong>Total</strong></td>
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**SUPPORTING COURSES**

Complete one course from the following courses:

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
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<td>3</td>
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<tr>
<td>BA-116</td>
<td>Business English and Communication</td>
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<tr>
<td>BA-123</td>
<td>Math for Accounting and Business</td>
<td>3</td>
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<tr>
<td>BA-125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>BA-139</td>
<td>Psychology in the Workplace</td>
<td>3</td>
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<td>BA-141A</td>
<td>Business Law</td>
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<tr>
<td>CS-101</td>
<td>Introduction to Computers and Information</td>
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<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
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<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
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<tr>
<td>MATH-156</td>
<td>Math for Liberal Arts</td>
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<tr>
<td>MATH-159</td>
<td>Introduction to Statistics</td>
<td>5</td>
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<tr>
<td>MATH-167</td>
<td>Calculus for Business and Social Science</td>
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<td>PHIL-106</td>
<td>Ethics</td>
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### BUSINESS SUPERVISION/MANAGEMENT

Certificate of Achievement in Business Supervision/Management

This program is designed to prepare students for managerial and leadership positions in various industries such as, but not limited to, Service Manager, Retail Sales Manager, Customer Services Manager, and Operations Manager. Students will learn the fundamentals of basic business administration, with an emphasis on leadership, management, and human resource management.

#### REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

1. Complete Major Field courses.
2. Complete at least six units at Ohlone College.
3. Maintain a 2.0 grade point average in Major Field courses.

#### STUDENT LEARNING OUTCOMES

1. Identify the challenges and opportunities which define the job of being a leader, manager, or supervisor in today’s high-tech global economy.
2. Demonstrate proficiency in using the latest Project Management technology tools.
3. Evaluate skill set needed for being a successful leader, manager, or supervisor in today's industries.

### MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
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<td>BA-125</td>
<td>Introduction to Business</td>
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<td>BSM-101</td>
<td>Fundamentals of Supervision</td>
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<tr>
<td>BSM-102</td>
<td>Interpersonal Relations in the Workplace</td>
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<tr>
<td>BSM-103</td>
<td>Management of Human Resources</td>
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<tr>
<td>BSM-105</td>
<td>Operations Management</td>
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<td>BSM-106</td>
<td>Communication for Supervisors</td>
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<tr>
<td>BSM-108</td>
<td>Leadership in Organizations</td>
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<td>BSM-110A</td>
<td>Communications in the Workplace</td>
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<td>BSM-110G</td>
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<tr>
<td>CNET-108</td>
<td>IT Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 35

### SUPPORTING COURSES

Complete a minimum of three units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-101B</td>
<td>Managerial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>BA-102B</td>
<td>Principles of Economics-Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>CAOT-101A</td>
<td>Computer Applications I</td>
<td>2</td>
</tr>
<tr>
<td>CS-101</td>
<td>Introduction to Computers and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>MM-105</td>
<td>Web Site Design</td>
<td>4</td>
</tr>
<tr>
<td>WEX-185A3</td>
<td>General Work Experience Education OR</td>
<td>3</td>
</tr>
<tr>
<td>WEX-195A3</td>
<td>Occupational Work Experience Education</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Total Required Units: 3-5
CHEMISTRY
Associate in Science in Chemistry

The Associate in Science in Chemistry offered by Ohlone College is designed to prepare students for studying Chemistry at most universities. The core courses required in the Associate in Science in Chemistry will fulfill the lower division requirements for most campuses of the UC and CSU systems. This program will enable students to develop a strong foundation in chemistry, physics, and mathematics. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this program will also enhance their success with obtaining entry-level jobs that require two years of college-level science and math.

Since some curriculum requirements may vary among transfer universities, it is imperative that students entering Ohlone’s Associate in Science degree program in Chemistry meet with a counselor at the start of their academic work. Counselors will assist students in preparing a comprehensive Student Education Plan that will prepare them to transfer to the university of their choice. Counselors will also advise students on the general education plan that best prepares them for future transfer.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

a) Complete Major Field courses with a grade of C or better.

b) Complete major field courses with a grade of C or better.

c) Complete at least 60 degree-applicable units with a 2.0 grade point average.

d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Apply the major chemical concepts including atomic theory, conservation of mass, reactions, stoichiometry, energy, solutions, materials, acids and bases, electrochemistry and catalysts, including mathematical treatment, in the context of the scientific method.

2. Demonstrate proper safety practices and protocols in the laboratory.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM-101A</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-101B</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-112A</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-112B</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101C</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-140</td>
<td>Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-141</td>
<td>Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-142</td>
<td>Optics, Heat, and Modern Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 47

COMMUNICATION STUDIES FOR TRANSFER
Associate in Arts in Communication Studies for Transfer (ADT)

The Communication Studies Department at Ohlone College offers a wide range of communication studies courses that meet students’ general education requirements, lower division transfer requirements for CSU and UC Communication Studies Departments, requirements for Communication Studies certificates, and the Associate in Arts in Communication Studies for Transfer. This department strives to help students gain knowledge of theoretical perspectives of communication and learn to speak, think, and write clearly and concisely, critically and creatively. Students study the necessary skills to prepare them for transfer in communication studies or related majors. Finally, the department encourages students to use their communication expertise ethically and in service to the larger community and to enhance their relationships and their own personal growth.

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Communication Studies for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core, List A, List B, and List C courses with a grade of C or better.

b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete 60 CSU-transferable semester units.

d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete a minimum of 18 semester units in the Communication Studies major.

f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.

2. Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.

3. Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.

4. Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

LIST A

Complete two courses from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-112</td>
<td>Small Group Communication/Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>COMM-113</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-116</td>
<td>Critical Thinking/Argumentation and Debate</td>
<td>3</td>
</tr>
</tbody>
</table>

(continued on next page)
LIST B

Complete two courses from the following courses. Courses cannot be counted more than once to apply towards List A and List B.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-100</td>
<td>Introduction to Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM-112</td>
<td>Small Group Communication/Critical Thinking OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-113</td>
<td>Interpersonal Communication OR</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-116</td>
<td>Critical Thinking/Argumentation and Debate</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-114</td>
<td>Critical Thinking/Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COMM-115</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-191A3</td>
<td>Forensics Competition OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-192A3</td>
<td>Competitive Argumentation and Debate OR</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-193</td>
<td>Oral Interpretation Competition</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Total Required Units: 6

LIST C

Complete one course from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>COMM-117</td>
<td>Leadership Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-118</td>
<td>Gender, Sexual Identity, and Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-122</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-124</td>
<td>Introduction to Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-125</td>
<td>Career Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-130</td>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>COMM-132</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>COMM-134</td>
<td>Introduction to Performance Studies</td>
<td>3</td>
</tr>
<tr>
<td>COMM-190C</td>
<td>Communication Lab Consultant</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-101B</td>
<td>Reading and Composition (Introduction to Literature)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL-101C</td>
<td>Critical Thinking and Composition</td>
<td>3</td>
</tr>
<tr>
<td>JOUR-101A</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>PSY-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 3-4

| Total Required Units: 18-19 |

COMMUNICATION STUDIES

Associate in Arts in Communication Studies

The Associate in Arts in Communication Studies is designed to provide students with the fundamental understanding of the principles of speech communication as well as experience in the application of these principles. Courses prepare students for transfer to baccalaureate institutions and entry into careers in which effective communication skills are important, such as teaching, public relations, and law. This program fulfills typical lower division requirements at baccalaureate institutions. Some variation in requirements may exist at a particular baccalaureate college or university; therefore, it is essential that students also refer to the catalog of the prospective transfer institution and consult a counselor.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field and Supporting Courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

(continued on next column)

STUDENT LEARNING OUTCOMES

1. Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.
2. Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.
3. Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.
4. Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.

MAJOR FIELD

COMM-190A-C, and/or COMM-191A1-A3, and/or COMM-192A1-A3, and/or COMM-193 should be taken for a minimum of two units and a maximum of 12 units.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-100</td>
<td>Introduction to Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM-112</td>
<td>Small Group Communication/Critical Thinking OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-114</td>
<td>Critical Thinking/Persuasion OR</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-116</td>
<td>Critical Thinking/Argumentation and Debate</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-113</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-115</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-130</td>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>COMM-132</td>
<td>Voice and Diction</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-126</td>
<td>Listening Techniques OR</td>
<td>1</td>
</tr>
<tr>
<td>COMM-190A</td>
<td>Communication Lab Consultant OR</td>
<td>(1)</td>
</tr>
<tr>
<td>COMM-190B</td>
<td>Communication Lab Consultant OR</td>
<td>(2)</td>
</tr>
<tr>
<td>COMM-190C</td>
<td>Communication Lab Consultant OR</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-191A1</td>
<td>Introductory Forensics Workshop OR</td>
<td>(1)</td>
</tr>
<tr>
<td>COMM-191A2</td>
<td>Forensics Workshop OR</td>
<td>(2)</td>
</tr>
<tr>
<td>COMM-191A3</td>
<td>Forensics Competition OR</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-192A1</td>
<td>Argumentation and Debate Workshop OR</td>
<td>(1)</td>
</tr>
<tr>
<td>COMM-192A2</td>
<td>Argumentation and Debate Workshop OR</td>
<td>(2)</td>
</tr>
<tr>
<td>COMM-192A3</td>
<td>Competitive Argumentation and Debate OR</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-193</td>
<td>Oral Interpretation Competition</td>
<td>(3)</td>
</tr>
</tbody>
</table>

SUPPORTING COURSES

COMM-112, COMM-114, COMM-116, COMM-130, and COMM-132 cannot be double-counted to apply towards Major Field and Supporting Courses.

Complete a minimum of three units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC-141</td>
<td>Live TV News</td>
<td>3</td>
</tr>
<tr>
<td>COMM-112</td>
<td>Small Group Communication/Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>COMM-114</td>
<td>Critical Thinking/Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COMM-116</td>
<td>Critical Thinking/Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>COMM-117</td>
<td>Leadership Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-118</td>
<td>Gender, Sexual Identity, and Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-122</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-125</td>
<td>Career Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-130</td>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>COMM-132</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>JOUR-155</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>PSY-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>TD-110</td>
<td>Introduction to Acting</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 3-4

Total Required Units: 22-25
COMPUTER SCIENCE FOR TRANSFER

Associate in Science in Computer Science for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 Science in Computer Science for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

The goals and objectives of the Associate in Science in Computer Science for Transfer are to prepare students for seamless transfer to a CSU. The Computer Science program prepares students for employment in careers in Information Technology such as computer programming and for transfer to baccalaureate institutions in order to pursue an advanced degree. Transfer students need to focus on integrating theory and the hands-on skills using current tools and technologies.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE

a) Complete Required Core courses with a grade of C or better.
b) Complete IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete 30 semester units in the Computer Science major.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Design an algorithm using pseudocode and implement a computer program to solve the problem. Demonstrate debugging techniques to find and resolve logic errors discovered during testing.
2. Demonstrate knowledge of fundamental computer science concepts such as software and hardware architecture, logic, and discrete structures.
3. Demonstrate knowledge of the basic data structures: stacks, lists, trees, graphs, queues, and sets. Analyze which of several methods involving data structures is most appropriate for solving a particular problem, then implement them in appropriate applications, such as sorting and searching.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS-102</td>
<td>Introduction to Computer Programming Using C++</td>
<td>3</td>
</tr>
<tr>
<td>CS-113</td>
<td>Discrete Structures</td>
<td>3</td>
</tr>
<tr>
<td>CS-118</td>
<td>Introduction to Assembly Language Programming</td>
<td>3</td>
</tr>
<tr>
<td>CS-124</td>
<td>Programming with Data Structures</td>
<td>3</td>
</tr>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-140</td>
<td>Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-141</td>
<td>Electricity and Magnetism</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 30

DATABASE ADMINISTRATION

Certificate of Achievement in Database Administration

The Certificate of Achievement in Database Administration prepares students to either enter the workforce as an entry-level information and communication technologies (ICT) professional or to pursue a baccalaureate degree in computer science. Graduates of the associate degree in Database Administration are prepared and eligible to sit for Microsoft and/or Oracle certification exams. Topics addressed include database administration, Structured Query Language (SQL), programming practices, desktop databases, and information systems management. Database design, installation, programming, security, recovery, and backup are also addressed.

As the use of technology expands throughout the economy, available positions in database administration are expected to grow 9% from 2018 to 2028, according to the Bureau of Labor Statistics (www.bls.gov).

Earning this certificate of achievement is advantageous for students who already have a degree but are looking to update their existing skills. The courses required in this certificate can also be used toward the Associate in Science in Database Administration.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES

1. Support the data management needs of business through the design, implementation, and maintenance of relational databases.
2. Demonstrate appreciation of the ICT career field and the need to be lifelong learners.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-135</td>
<td>Oracle Database Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-137</td>
<td>Introduction to SQL</td>
<td>4</td>
</tr>
<tr>
<td>CNET-142</td>
<td>Introduction to Programming with Python</td>
<td>4</td>
</tr>
<tr>
<td>CNET-146</td>
<td>Introduction to UNIX/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CNET-162</td>
<td>Windows Server Installation and Configuration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-170</td>
<td>Network Security (Security+)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 19

DATABASE ADMINISTRATION

Associate in Science in Database Administration

The Associate in Science in Database Administration prepares students to either enter the workforce as an entry-level information and communication technologies (ICT) professional or to pursue a baccalaureate degree in computer science. Graduates of the Associate in Science in Database Administration are prepared and eligible to sit for Microsoft and/or Oracle certification exams. Topics addressed include database administration, Structured Query Language (SQL), programming practices, desktop databases, and information systems management. Database design, installation, programming, security, recovery, and backup are also addressed.

Generally, no courses beyond a high school diploma are needed to be admitted into these programs. However, most courses recommend a background in computer science, information systems, and information and communication technologies.

(continued on next page)
Most graduates who enter the workforce work as database administrators or database associates. Other possible careers open to graduates of an associate degree in database administration include database program designer, database programmer (application developer), and database analyst.

As the use of technology expands throughout the economy, available positions in database administration are expected to grow 9% from 2018-2028, according to the Bureau of Labor Statistics (www.bls.gov).

**REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE**

a) Complete Major Field and Supporting Courses with a grade of C or better.

b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete at least 60 degree-applicable units with a 2.0 grade point average.

d) Complete at least 12 units at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Support the data management needs of business through the design, implementation, and maintenance of relational databases.

2. Demonstrate appreciation of the ICT career field and the need to be lifelong learners.

3. Demonstrate a basic database computer programming language knowledge and skills.

### MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-103</td>
<td>Introduction to Business Intelligence</td>
<td>4</td>
</tr>
<tr>
<td>CNET-135</td>
<td>Oracle Database Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-137</td>
<td>Introduction to SQL</td>
<td>4</td>
</tr>
<tr>
<td>CNET-146</td>
<td>Introduction to UNIX/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CNET-162</td>
<td>Windows Server Installation and Configuration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-170</td>
<td>Network Security (Security+)</td>
<td>4</td>
</tr>
</tbody>
</table>

*Total Required Units: 19*

### SUPPORTING COURSES

Complete a minimum of six units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-108</td>
<td>IT Program Management</td>
<td>3</td>
</tr>
<tr>
<td>CNET-120</td>
<td>VMWare: Install, Configure, Manage</td>
<td>2</td>
</tr>
<tr>
<td>CNET-142</td>
<td>Introduction to Programming with Python</td>
<td>4</td>
</tr>
<tr>
<td>CNET-147</td>
<td>UNIX/Linux Shell Scripting</td>
<td>4</td>
</tr>
<tr>
<td>CNET-155A</td>
<td>Introduction to Networks (CCNA1)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-164</td>
<td>Windows Server Administration</td>
<td>2</td>
</tr>
</tbody>
</table>

*6-8 Total Required Units: 6-8*

Complete 1-4 units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEX-195A1</td>
<td>Occupational Work Experience Education OR</td>
<td>1</td>
</tr>
<tr>
<td>WEX-195A2</td>
<td>Occupational Work Experience Education OR</td>
<td>(2)</td>
</tr>
<tr>
<td>WEX-195A3</td>
<td>Occupational Work Experience Education OR</td>
<td>(3)</td>
</tr>
<tr>
<td>WEX-195A4</td>
<td>Occupational Work Experience Education OR</td>
<td>(4)</td>
</tr>
</tbody>
</table>

*1-4 Total Required Units: 1-4*

Complete a minimum of four units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-105</td>
<td>IT Essentials (CompTIA A+)</td>
<td>4</td>
</tr>
<tr>
<td>CNET-107</td>
<td>IT Service Management (ITIL)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-122A</td>
<td>Information Storage and Management - EMC</td>
<td>2</td>
</tr>
<tr>
<td>CNET-122B</td>
<td>Cloud Infrastructure and Services</td>
<td>2</td>
</tr>
<tr>
<td>CNET-172</td>
<td>CCNA Security</td>
<td>3</td>
</tr>
<tr>
<td>CNET-175</td>
<td>Cloud Security Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>CS-102</td>
<td>Introduction to Computer Programming Using C++</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total Required Units: 30-38*

---

**EARLY CHILDHOOD EDUCATION FOR TRANSFER**

Associate in Science in Early Childhood Education for Transfer (ADT)

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 Science in Early Childhood Education for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

The program also meets the requirements for the Child Development Permit issued by the California Commission on Teacher Credentialing. All Early Childhood Studies majors should plan to follow the suggested flow of courses, beginning with ECS-300. Specialization in a particular area of child development involves the completion of an additional six to nine units in courses specific to the area of specialization.

**REQUIREMENTS FOR ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE**

a) Complete Required Core courses with a grade of C or better.

b) Complete CSU GE (Plan B) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete 60 CSU-transferable semester units.

d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete 27 semester units in the Early Childhood Education major.

f) Complete at least 12 units at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Examine factors affecting child development in family relationships, while demonstrating an understanding of diverse family and cultural groups, their rituals, and traditions in the United States of America.

2. Demonstrate understanding, application, and implementation of Developmentally Appropriate Practices (DAP) in the Early Childhood Environment (ECE) and reporting to agencies as needed within a variety of curriculum philosophies; and development of child and professional portfolios.

3. Demonstrate the ability to identify and describe typical development, basic needs, major theories, problem areas, and the impact of familial, community, and social influences on a child’s development.

4. Demonstrate the ability to identify and describe typical development, basic needs, major theories, problem areas, and the impact of familial, community, and social influences on a child’s development.

5. Demonstrate knowledge of a variety of observation and assessment methods and tools used to assess children’s typical and atypical development and behavior. Apply assessment data to develop developmentally appropriate classroom and individual curriculum plans, guidance and discipline plans, develop mentally appropriate environments, and the development of both child and professional portfolios.

### REQUIRED CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS-300</td>
<td>Principles and Practices of Teaching Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECS-301</td>
<td>Childhood Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECS-302</td>
<td>Introduction to Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>ECS-303</td>
<td>Child, Family, and Community</td>
<td>3</td>
</tr>
<tr>
<td>ECS-304</td>
<td>Observation and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ECS-305</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ECS-307A4</td>
<td>Practicum - Field Experience</td>
<td>4</td>
</tr>
<tr>
<td>ECS-309</td>
<td>Teaching in a Diverse Society</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total Required Units: 27*
The Early Childhood Studies Certificate of Achievement at Ohlone College prepares students for employment in child development programs including preschools, children's centers, family childcare centers, school age programs, and infant and toddler programs. The Ohlone College program meets or exceeds the requirements for teachers in centers and programs licensed in the State of California by the Department of Social Services. The program also meets the requirements for the Child Development Permit issued by the California Commission on Teacher Credentialing. All Early Childhood Studies majors should plan to follow the suggested flow of courses, beginning with ECS-300. Options in a particular area of child development involve the completion of an additional six to nine units in courses specific to that area. The Certificate of Achievement is also aligned with the Associate in Arts in Early Childhood Studies, allowing students to easily pursue the associate degree if they choose to do so.

**REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT**

a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

d) Complete at least 12 units at Ohlone College.

e) Complete 60 degree-applicable units with a 2.0 grade point average.

**STUDENT LEARNING OUTCOMES**

1. Demonstrate knowledge of a variety of observation and assessment methods.
2. Illustrate the understanding of biological, psychological, physical, and linguistic development processes of children from conception through adolescence.
3. Demonstrate the ability to identify and describe typical development, basic needs, major theories, problem areas, and the impact of familial and cultural groups, and social influences on a child's development.
4. Examine factors affecting child development in family relationships, while demonstrating an understanding of diverse family groups, their rituals and traditions in the United States of America.
5. Demonstrate understanding, application, and implementation of Developmentally Appropriate Practices (DAP) in the Early Childhood Environment (ECE) and reporting to agencies as needed within a variety of curriculum philosophies; and development of child and professional portfolios.
6. Demonstrate the ability to identify and describe normal development, basic needs, major theories, problem areas, and the impact of familial, community, and social influences on a child's development.

**MAJOR FIELD**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECS-300</td>
<td>Principles and Practices of Teaching Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECS-301</td>
<td>Childhood Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECS-302</td>
<td>Introduction to Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>ECS-303</td>
<td>Child, Family, and Community</td>
<td>3</td>
</tr>
<tr>
<td>ECS-304</td>
<td>Observation and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ECS-305</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>ECS-306</td>
<td>Guidance and Discipline of Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECS-307A4</td>
<td>Practicum – Field Experience</td>
<td>4</td>
</tr>
<tr>
<td>ECS-309</td>
<td>Teaching in a Diverse Society</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 30

(continued on next page)
SUPPORTING COURSES

Complete 6-8 additional units in Early Childhood Studies to complete Major Field requirement. For an option, select from the categories provided.

ECS-308  Administration I: Programs in Early Childhood Education  3
ECS-310  Music and Movement Curriculum for Young Children  3
ECS-311  Art for the Young Child  3
ECS-312  The Development of Literacy in Early Childhood Education  3
ECS-313  Science and Math Curriculum for Young Children  3
ECS-314  Literature for the Young Child  3
ECS-316  Curriculum and Strategies for Children with Special Needs  3
ECS-317  Infant and Toddler Development  3
ECS-320  Introduction to Family Child Care Homes  1
ECS-321  Administration II: Personnel and Leadership in Early Childhood Education  3
ECS-322  Adult Supervision and Mentoring in Early Care and Education Childhood Programs  2
ECS-323  Care and Education for Infants and Toddlers  3
ECS-324  Parenting  3
ECS-327  School Age Child Development  3
ECS-328  Curriculum for the School Age Child  3
ECS-330  Second Helping for Family Childcare Providers  2

Total Required Units: 36-38

ECS Options: The following options meet the requirements of the Commission on Teacher Credentialing for a specialization. To meet the Master Teacher requirements students must complete six units in a specialized field and complete ECS-322, Mentoring and Supervision in Early Childhood Programs.

The State of California, Commission on Teacher Credentialing, requires a specialization of 6-8 units in a specific area to meet the qualifications for the Master Teacher level of the Child Development Permit. These options have been designed to meet the needs reflected by the community. Students may create their own specialization. Check with the ECS Professional Development Coordinator at 510-979-7496 for information.

Family Child Care

ECS-320  Introduction to Family Child Care Homes  1
ECS-324  Parenting  3
ECS-330  Second Helping for Family Childcare Providers  2

Infant and Toddler

ECS-317  Infant and Toddler Development  3
ECS-323  Care and Education for Infants and Toddlers  3

Administrative (Required for Site Supervisor and Program Directors)

ECS-308  Administration I: Programs in Early Childhood Education  3
ECS-321  Administration II: Personnel and Leadership in Early Childhood Education  3
ECS-322  Adult Supervision and Mentoring in Early Care and Education Childhood Programs  2

Family and Community Partnership

ECS-309  Teaching in a Diverse Society  3

Creative Activities

ECS-310  Music and Movement Curriculum for Young Children  3
ECS-311  Art for the Young Child  3
ECS-312  The Development of Literacy in Early Childhood Education  3
ECS-313  Science and Math Curriculum for Young Children  3
ECS-314  Literature for the Young Child  3

Working with Special Needs

ECS-304  Observation and Assessment  4
ECS-316  Curriculum and Strategies for Children with Special Needs  3

School Age Programs

ECS-327  School Age Child Development  3
ECS-328  Curriculum for the School Age Child  3

ECONOMICS FOR TRANSFER

Associate in Arts in Economics for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Economics for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

The goal and objective of the Associate in Arts in Economics for Transfer is to prepare students for seamless transfer to a CSU. The degree is designed to provide students with the common core of lower division courses required for transfer that will facilitate their pursuit of a baccalaureate degree in Economics. Upon completion of the appropriate baccalaureate degree, students will be prepared to enter occupations such as the following: Economist (Financial, Political, Environmental, and Research and Education), Financial Advisor, Business Analyst, Actuary, Economic Affairs Officer, Accountant, Stock Broker, Investment Advisor, Banker, Economic Analyst, Budget Analyst, Industry Analyst, Loan Officer, Project Administrator, Research Assistant, State Policy Analyst, Statistician, Systems Analyst, Financial Examiner, and Auditor. Occupational competencies students will acquire are analytical, conceptual, technical, human relations, employability, and general education skills.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core and List A courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete 26 semester units in the Economics major.
f) Complete at least 12 units at Ohlone College.

(continued on next page)
STUDENT LEARNING OUTCOMES

1. Explain the current economic conditions in the United States and identify appropriate fiscal and monetary policy options in relation to the US economy.
2. Demonstrate an understanding of the major elements of the world of business and its related terminology.
3. Apply managerial and financial accounting principles.
4. Explain and apply fundamental economic concepts, including the construction of the primary economic models.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-102A</td>
<td>Principles of Economics-Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BA-102B</td>
<td>Principles of Economics-Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry OR</td>
<td>5</td>
</tr>
<tr>
<td>MATH-167</td>
<td>Calculus for Business and Social Science</td>
<td>5</td>
</tr>
<tr>
<td>MATH-159</td>
<td>Introduction to Statistics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

LIST A

Complete two courses from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-101A</td>
<td>Financial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>BA-101B</td>
<td>Managerial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Total Required Units: 26

ENGINEERING

Associate in Science in Engineering

The Associate in Science in Engineering offered by Ohlone College is designed to prepare students for studying Engineering at most universities. The core courses required in the Associate in Science in Engineering will fulfill the lower division requirements for most campuses of the UC and CSU systems. This program will enable students to develop a strong foundation in engineering, physics, and mathematics. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this program will also enhance their success with obtaining entry-level jobs that require two years of college-level science and math. Since some curriculum requirements may vary among transfer universities, it is imperative that students entering Ohlone’s Associate in Science degree program in Engineering meet with a counselor at the start of their academic work. Counselors will assist students in preparing a Student Education Plan that will prepare them to transfer to the university of their choice. Counselors will also advise students on the general education plan that best prepares them for future transfer.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

a) Complete Major Field courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.
e) Complete at least two of the following courses at Ohlone College: ENGI-120, ENGI-130, and ENGI-140.

(continued on next column)
ENGLISH FOR TRANSFER

Associate in Arts in English for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in English for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

Completion of the requirements for the Associate in Arts in English for Transfer prepares a student for transfer to a California State University to engage in upper-division work towards a bachelor’s degree in English. Students who complete this associate degree will be able to analyze and interpret various kinds of literary texts, including poems, short stories, essays, novels, and plays; effectively express their interpretations of literary texts in clear, coherent prose; and demonstrate knowledge of works, genres, and periods of American, English, and world literature.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core, List A, List B, and List C courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete 19 semester units in the English major.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Analyze and interpret various kinds of literary texts, including poems, short stories, essays, novels, and plays.
2. Effectively express their interpretations of literary texts in clear, coherent prose.
3. Demonstrate knowledge of works, genres, and periods of American, English, and world literature.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-101B</td>
<td>Reading and Composition (Introduction to Literature)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL-101C</td>
<td>Critical Thinking and Composition</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

LIST A

Complete two courses from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-120A</td>
<td>Survey of American Literature: Beginning to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-120B</td>
<td>Survey of American Literature: 1865 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-125A</td>
<td>English Literature: From the Middle Ages to the Restoration/18th Century</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-125B</td>
<td>English Literature: From Romanticism to Modernism</td>
<td>3</td>
</tr>
</tbody>
</table>

(continued on next column)

LIST B

Complete one course from the following courses. Courses cannot be double-counted to apply towards both List A and List B.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-111A</td>
<td>Beginning Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-111B</td>
<td>Intermediate Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-112</td>
<td>Modern Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-113</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-114</td>
<td>World Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-118</td>
<td>Introduction to Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-120A</td>
<td>Survey of American Literature: Beginning to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-120B</td>
<td>Survey of American Literature: 1865 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-123</td>
<td>Contemporary World Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-125A</td>
<td>English Literature: From the Middle Ages to the Restoration/18th Century</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-125B</td>
<td>English Literature: From Romanticism to Modernism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-130</td>
<td>American Stories: Multicultural Autobiography and Memoir</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-131</td>
<td>Hip Hop/Slam Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-141</td>
<td>Advanced Novel and Short Story Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

(continued on next page)

LIST C

Complete one course from the following courses. Courses cannot be double-counted to apply towards List A, List B, and/or List C.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL-104</td>
<td>The Short Story</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-106</td>
<td>Reading Banned Books</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-107</td>
<td>Literature and Film</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-109</td>
<td>The Graphic Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-111A</td>
<td>Beginning Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-111B</td>
<td>Intermediate Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-112</td>
<td>Modern Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-113</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-114</td>
<td>World Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-115</td>
<td>Women in Literature</td>
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<td>ENGL-118</td>
<td>Introduction to Shakespeare</td>
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<tr>
<td>ENGL-120A</td>
<td>Survey of American Literature: Beginning to 1865</td>
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<td>Survey of American Literature: 1865 to Present</td>
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<td>ENGL-121</td>
<td>The Mystery: Unlocking Its Secrets</td>
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<td>ENGL-122</td>
<td>Environmental Literature</td>
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<td>ENGL-123</td>
<td>Contemporary World Literature</td>
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<td>ENGL-125A</td>
<td>English Literature: From the Middle Ages to the Restoration/18th Century</td>
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<td>ENGL-125B</td>
<td>English Literature: From Romanticism to Modernism</td>
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<td>Autobiography: Writing Journals and Memoirs</td>
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<td>ENGL-130</td>
<td>American Stories: Multicultural Autobiography and Memoir</td>
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<td>ENGL-131</td>
<td>Hip Hop/Slam Poetry</td>
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<tr>
<td>ENGL-141</td>
<td>Advanced Novel and Short Story Writing</td>
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ENGLISH

Associate in Arts in English

The Associate in Arts in English is designed to provide students with the skills necessary to think critically and write persuasively about literary works in poetry, fiction, and drama. Students can survey major writers in English or American literature, or explore their interest in specific forms such as the novel, poetry, or Shakespeare. The program emphasizes critical analysis and interpretation in all of its courses. The associate degree in English prepares students for upper division academic work in literature and for careers in fields requiring critical thinking and persuasive writing, such as teaching, journalism, business, and law.

(continued on next page)
REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field, Supporting Courses, and Electives with a grade of C or better.

b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete at least 60 degree-applicable units with a 2.0 grade point average.

d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Analyze and interpret various kinds of literary texts, including poems, short stories, essays, novels, and plays.

2. Effectively express their interpretations of literary texts in clear, coherent prose.

3. Demonstrate knowledge of works, genres, and periods of American, English, and world literature.

MAJOR FIELD

ENGL-101A Reading and Written Composition 4
ENGL-101B Reading and Composition (Introduction to Literature) 4

SUPPORTING COURSES

Complete three courses from the following courses:

ENGL-112 Modern Fiction 3
ENGL-113 Poetry 3
ENGL-118 Introduction to Shakespeare 3
ENGL-120A Survey of American Literature: Beginning to 1865 3
ENGL-120B Survey of American Literature: 1865 to Present 3
ENGL-125A English Literature: From the Middle Ages to the Restoration/18th Century 3
ENGL-125B English Literature: From Romanticism to Modernism 3

ELECTIVES

Complete one of the following courses. Courses may not be double-counted to apply towards Supporting Courses and Electives requirements.

ENGL-101C Critical Thinking and Composition 3
ENGL-104 The Short Story 3
ENGL-106 Reading Banned Books 3
ENGL-107 Literature and Film 3
ENGL-109 The Graphic Novel 3
ENGL-111A Beginning Creative Writing 3
ENGL-111B Intermediate Creative Writing 3
ENGL-113 Poetry 3
ENGL-114 World Mythology 3
ENGL/WS-115 Women in Literature 3
ENGL-118 Introduction to Shakespeare 3
ENGL-120A Survey of American Literature: Beginning to 1865 3
ENGL-120B Survey of American Literature: 1865 to Present 3
ENGL-121 The Mystery: Unlocking Its Secrets 3
ENGL-122 Environmental Literature 3
ENGL-123 Contemporary World Literature 3
ENGL-125A English Literature: From the Middle Ages to the Restoration/18th Century 3
ENGL-125B English Literature: From Romanticism to Modernism 3
ENGL-127 Autobiography: Writing Journals and Memoirs 3
ENGL-129 Psychology and Literature 3
ENGL-130 American Stories: Multicultural Autobiography and Memoir 3
ENGL-131 Hip Hop/Slam Poetry 3
ENGL-141 Advanced Novel and Short Story Writing 3

ENTERTAINMENT DESIGN AND TECHNOLOGY

Certificates of Achievement in Entertainment Design and Technology

This curriculum is designed to prepare students for the various fields of the Entertainment Design and Technology industry. Special competency areas can be directed toward lighting, audio, live event management, scenery, or costumes. The program offers certificates of achievement for students intending to go directly into the workplace, as well as for entertainment industry professionals desiring to enhance their skills.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses and one of the six Options.

b) Complete at least six units at Ohlone College.

c) Maintain a 2.0 grade point average in Major Field courses and one of the six Options.

STUDENT LEARNING OUTCOMES

1. Demonstrate a basic knowledge of Technical Theatre, as it relates to sound, stagecraft, and stage lighting and as working knowledge of their chosen area of concentration.

2. Demonstrate a basic understanding of how to creatively express ideas in terms of design and operation of scenery, lighting, and sound as it relates to the entertainment industries of stage, television, and live and recorded events with a working knowledge of their chosen concentration to enter the job market.

3. Demonstrate an understanding of how Entertainment Design is an art as well as a craft that can creatively transform a given space into anything one can imagine and in that regard, have a basic knowledge of how to do that through scenery, lighting, and sound.

MAJOR FIELD

ART-104A 2D Design OR
ID-155A Architectural Drafting for Interior Design (3)
CS-101 Introduction to Computers and Information Technology 3
TD-100 Survey of the Arts 3
TD-150 Technical Theatre 3
TD-152 Introduction to Stage Lighting and Sound 3
TD-170 Survey of Entertainment Design 3

OPTION 1: STAGE CRAFT

BRDC-142 Live TV Studio Production OR
BRDC-152 Advanced Film and Video Production (3)
CS-152 Data Communications 2
TD-153 Scenic Painting 3
TD-161 Stagecraft Lab (Theatre, Television, Dance) OR
TD-162 Stagecraft Lab (Theatre, Television, Dance) OR
TD-163 Stagecraft Lab (Theatre, Television, Dance) OR
TD-164 Stagecraft Lab (Theatre, Television, Dance) OR
TD-171 3D Entertainment Design for Lighting 3
TD-178 Fundamentals of Rigging 2
WEX-195A1 Occupational Work Experience Education OR
WEX-195A2 Occupational Work Experience Education (2)
WEX-195A3 Occupational Work Experience Education OR
WEX-195A4 Occupational Work Experience Education (4)

Welding Competency*

Total Stage Craft Required Units: 33-39

*The welding competency requirement may be met by successful completion (with a grade of C or better) of a welding course at any accredited institution (such as Welding Technology at Chabot College or Mission Valley Regional Occupational Program) or by obtaining a certificate of accomplishment from a certified professional program.

(continued on next page)
OPTION 2: COSTUMING

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<td>BRDC-152</td>
<td>Advanced Film and Video Production</td>
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<td>TD-154</td>
<td>Theatrical Makeup for Stage, TV, and Dance</td>
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<td>TD-155A</td>
<td>Costume Construction I</td>
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<td>Costume Construction II</td>
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<td>Theatrical Costuming</td>
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Total Costuming Required Units: 37-42

OPTION 3: AUDIO TECHNICIAN

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<td>BRDC-152</td>
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<td>Digital Sound Editing for Stage and TV</td>
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Total Audio Technician Required Units: 37-42

OPTION 4: LIVE EVENT MANAGEMENT

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<td>BSM-101</td>
<td>Fundamentals of Supervision</td>
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<td>Interpersonal Relations in the Workplace</td>
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<td>Directing for the Stage</td>
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<td>TD-179</td>
<td>Introduction to Stage Management</td>
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Total Live Event Management Required Units: 37.5-42.5

OPTION 5: THEATRICAL AND TV LIGHTING TECHNICIAN

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<td>BRDC-152</td>
<td>Advanced Film and Video Production</td>
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<td>Data Communications</td>
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Total Theatrical and TV Lighting Technician Required Units: 17-22

OPTION 6: MOVING LIGHT TECHNICIAN

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<td>Intermediate Lighting for Stage, Video, and Live Events</td>
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<td>TD-173</td>
<td>Introduction to Moving Lights</td>
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Total Moving Light Technician Required Units: 31-36

ENTERTAINMENT DESIGN AND TECHNOLOGY

Associate in Arts in Entertainment Design and Technology

This curriculum is designed to prepare students for the various fields of the Entertainment Design and Technology industry. Special competency areas can be directed toward lighting, audio, live event management, scenery, or costumes. The program offers certificates of achievement for students intending to go directly into the workplace, as well as for entertainment industry professionals desiring to enhance their skills.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field courses and one of the six Options with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate a basic knowledge of Technical Theatre, as it relates to sound, stagecraft, and stage lighting and as working knowledge of their chosen area of concentration.
2. Demonstrate a basic understanding of how to creatively express ideas in terms of design and operation of scenery, lighting, and sound as it relates to the entertainment industries of stage, television, and live recorded events with a working knowledge of their chosen concentration to enter the job market.
3. Demonstrate an understanding of how Entertainment Design is an art as well as a craft that can creatively transform a given space into anything one can imagine and in that regard, have a basic knowledge of how to do that through scenery, lighting, and sound.

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### MAJOR FIELD

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**Total Stage Craft Required Units: 33-39**

*The welding competency requirement may be met by successful completion (with a grade of C or better) of a welding course at any accredited institution (such as Welding Technology at Chabot College or Mission Valley Regional Occupational Program) or by obtaining a certificate of accomplishment from a certified professional program.

### OPTION 1: STAGE CRAFT

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**Total Costuming Required Units: 37-42**

### OPTION 2: COSTUMING

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<td>Costume Construction II</td>
<td>3</td>
</tr>
<tr>
<td>TD-156</td>
<td>Theatrical Costuming</td>
<td>3</td>
</tr>
<tr>
<td>TD-161</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>1</td>
</tr>
<tr>
<td>TD-162</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
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<tr>
<td>TD-163</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>3</td>
</tr>
<tr>
<td>TD-164</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>4</td>
</tr>
<tr>
<td>WEX-195A1</td>
<td>Occupational Work Experience Education</td>
<td>1</td>
</tr>
<tr>
<td>WEX-195A2</td>
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<tr>
<td>WEX-195A3</td>
<td>Occupational Work Experience Education</td>
<td>3</td>
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</table>

**Total Costuming Required Units: 37-42**

### OPTION 3: AUDIO TECHNICIAN

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BRDC-132/MUS-113</td>
<td>Studio Recording</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-142</td>
<td>Live TV Studio Production OR</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-152</td>
<td>Advanced Film and Video Production</td>
<td>3</td>
</tr>
<tr>
<td>CS-152</td>
<td>Data Communications</td>
<td>2</td>
</tr>
<tr>
<td>MUS-112A</td>
<td>Introduction to Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>TD-161</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>1</td>
</tr>
<tr>
<td>TD-162</td>
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<td>TD-163</td>
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<td>TD-164</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
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<tr>
<td>TD-175</td>
<td>Intermediate Sound for Stage, Television, and Live Events</td>
<td>3</td>
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</table>

(continued on next column)

### OPTION 4: LIVE EVENT MANAGEMENT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BA-109B</td>
<td>Computerized Accounting for Small Business</td>
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<tr>
<td>BSM-101</td>
<td>Fundamentals of Supervision</td>
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</tr>
<tr>
<td>BSM-102</td>
<td>Interpersonal Relations in the Workplace</td>
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</tr>
<tr>
<td>TD-119</td>
<td>Directing for the Stage</td>
<td>4</td>
</tr>
<tr>
<td>TD-159</td>
<td>Theatre Management</td>
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</tr>
<tr>
<td>TD-161</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>1</td>
</tr>
<tr>
<td>TD-162</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>2</td>
</tr>
<tr>
<td>TD-163</td>
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</tr>
<tr>
<td>TD-164</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>4</td>
</tr>
<tr>
<td>TD-179</td>
<td>Introduction to Stage Management</td>
<td>3</td>
</tr>
<tr>
<td>WEX-195A1</td>
<td>Occupational Work Experience Education</td>
<td>1</td>
</tr>
<tr>
<td>WEX-195A2</td>
<td>Occupational Work Experience Education</td>
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</tr>
<tr>
<td>WEX-195A3</td>
<td>Occupational Work Experience Education</td>
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</table>

**Total Live Event Management Required Units: 37.5-42.5**

### OPTION 5: THEATRICAL AND TV LIGHTING TECHNICIAN

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BRDC-142</td>
<td>Live TV Studio Production OR</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-152</td>
<td>Advanced Film and Video Production</td>
<td>2</td>
</tr>
<tr>
<td>CS-152</td>
<td>Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>TD-161</td>
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<tr>
<td>TD-162</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
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<tr>
<td>TD-163</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
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<tr>
<td>TD-164</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>4</td>
</tr>
<tr>
<td>TD-171</td>
<td>Intermediate Lighting Design for Lighting</td>
<td>3</td>
</tr>
<tr>
<td>TD-172</td>
<td>Intermediate Lighting for Stage, Video, and Live Events</td>
<td>3</td>
</tr>
<tr>
<td>TD-173</td>
<td>Introduction to Moving Lights</td>
<td>2</td>
</tr>
<tr>
<td>TD-178</td>
<td>Fundamentals of Rigging</td>
<td>2</td>
</tr>
<tr>
<td>WEX-195A1</td>
<td>Occupational Work Experience Education</td>
<td>1</td>
</tr>
<tr>
<td>WEX-195A2</td>
<td>Occupational Work Experience Education</td>
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</tr>
<tr>
<td>WEX-195A3</td>
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</tbody>
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**Total Theatrical and TV Lighting Technician Required Units: 35-40**

### OPTION 6: MOVING LIGHT TECHNICIAN

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CS-152</td>
<td>Data Communications</td>
<td>2</td>
</tr>
<tr>
<td>TD-161</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>1</td>
</tr>
<tr>
<td>TD-162</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>2</td>
</tr>
<tr>
<td>TD-163</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>3</td>
</tr>
<tr>
<td>TD-164</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>4</td>
</tr>
<tr>
<td>TD-172</td>
<td>Intermediate Lighting for Stage, Video, and Live Events</td>
<td>3</td>
</tr>
<tr>
<td>TD-173</td>
<td>Introduction to Moving Lights</td>
<td>2</td>
</tr>
<tr>
<td>TD-174</td>
<td>Intermediate Moving Lights</td>
<td>2</td>
</tr>
<tr>
<td>TD-178</td>
<td>Fundamentals of Rigging</td>
<td>2</td>
</tr>
<tr>
<td>WEX-195A1</td>
<td>Occupational Work Experience Education</td>
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</tr>
<tr>
<td>WEX-195A2</td>
<td>Occupational Work Experience Education</td>
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</tr>
<tr>
<td>WEX-195A3</td>
<td>Occupational Work Experience Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Moving Light Technician Required Units: 31-36**

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(continued on next column)
ENVIRONMENTAL STUDIES
Certificate of Achievement in Environmental Studies

The Certificate of Achievement in Environmental Studies is intended to offer students an opportunity to develop and appreciate a deeper and more meaningful understanding of environmental issues, all designed within the context of a diverse, flexible, and interdisciplinary curriculum. Courses deal with topics as diverse as environmental justice; economics; globalization; capitalism; consumption patterns as they pertain to food, energy, resources, and sustainability; social justice; human rights; global health; social movements; and the role of culture and its impact on the landscape. The Certificate of Achievement in Environmental Studies is also aligned with the Associate in Arts in Environmental Studies, allowing students to easily pursue the associate in arts if they choose to do so.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT
a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES
1. Recognize the social, economic, and environmental impacts of humans on the earth.
2. Apply an understanding of science and ecological principles to modern life so students may critically analyze and understand information affecting the environment.
3. Describe the effects of current, past, and future energy and resource use, and compare and contrast possible solutions to environmental problems.
4. Evaluate environmental policies, laws, and regulations and their value, implementation, and effects.
5. Examine the inherent environmental, social, and economic outcomes of living sustainably on current and future generations.
6. Explore a variety of environmental field and laboratory techniques that will emphasize different fields of environmental studies.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS-108</td>
<td>Introduction to the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVS-142</td>
<td>Environmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG-101</td>
<td>Physical Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG-106</td>
<td>Economic Geography: Resources and Society</td>
<td>3</td>
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</tbody>
</table>

14

Complete one course from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS-103</td>
<td>The Environment and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVS-105</td>
<td>Energy: The Environment, Humans, and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENVS-107</td>
<td>Food, Culture, and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVS-109</td>
<td>Sustainable Urban Design and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVS-110</td>
<td>Climate Change: Science, The Environment, and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

3

Total Required Units: 17

ENVIRONMENTAL STUDIES
Associate in Arts in Environmental Studies

The Associate in Arts in Environmental Studies offered by Ohlone College is designed to prepare students for studying Environmental Studies at most universities. The core courses in the associate degree in Environmental Studies will fulfill the lower division requirements for most campuses of the UC and CSU systems. This program will enable students to develop a strong foundation in the social and physical sciences. Students will gain a strong foundation in the functioning of living systems, demography, climatology, food systems, urbanization, ecology, toxicology, geologic processes, energy resources, pollution, and human attitudes towards nature. Through these courses students will gain a better understanding of how humans are intimately connected with the environment and how human activities impact and are impacted by the environment. Careers in natural resource management, land use planning, business, energy development and management, environmental consulting, waste/energy management, pollution control, ecologist, law, environmental administration, and environmental activist/lobbyist all require knowledge of environmental issues and the functioning of ecosystems.

Since some curriculum requirements may vary among transfer universities, it is imperative that students entering Ohlone’s associate degree program in Environmental Studies meet with a counselor at the start of their academic work. Counselors will assist students in preparing a comprehensive Student Education Plan that will prepare them to transfer to the university of their choice. Counselors will also advise students on the general education plan that best prepares them for the future transfer.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE
a) Complete Major Field courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Recognize the social, economic, and environmental impacts of humans on the earth.
2. Apply an understanding of science and ecological principles to modern life so students may critically analyze and understand information affecting the environment.
3. Describe the effects of current, past, and future energy and resource use, and compare and contrast possible solutions to environmental problems.
4. Evaluate environmental policies, laws, and regulations and their value, implementation, and effects.
5. Examine the inherent environmental, social, and economic outcomes of living sustainably on current and future generations.
6. Explore a variety of environmental field and laboratory techniques that will emphasize different fields of environmental studies.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS-108</td>
<td>Introduction to the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVS-142</td>
<td>Environmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>GEOG-101</td>
<td>Physical Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG-106</td>
<td>Economic Geography: Resources and Society</td>
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14

Complete three courses from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ENVS-103</td>
<td>The Environment and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>ENVS-105</td>
<td>Energy: The Environment, Humans, and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENVS-107</td>
<td>Food, Culture, and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVS-109</td>
<td>Sustainable Urban Design and the Environment</td>
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</tr>
<tr>
<td>ENVS-110</td>
<td>Climate Change: Science, The Environment, and Society</td>
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</tr>
</tbody>
</table>

9

Total Required Units: 23
FILM, TELEVISION, AND ELECTRONIC MEDIA FOR TRANSFER

Associate in Science in Film, Television, and Electronic Media for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 Science in Film, Television, and Electronic Media for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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 major at a CSU campus. Students completing this degree are guaranteed admission to a California State University (CSU) campus for any community college student is intended for students who plan to complete a bachelor's degree in a similar degree for more information on university admission and transfer requirements.

Successful completion of the Ohlone College Associate in Science in Film, Television, and Electronic Media for Transfer will prepare students for upper division coursework, and encourage more students to earn a baccalaureate degree by providing a clear and accessible path from community college to university. This academic pathway leads directly into the baccalaureate degree in Television; Film and Media Studies; Film and Electronic Arts; and Cinema and Television Arts. Knowledge and skills that will be obtained by the students will focus on technical and aesthetic aspects of video production and editing. Students will also be able to write a clear and concise script that will follow the components of video production. Technically, students will also gain hands-on experience in areas such as video control room activities, video equipment, and lighting controls.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE

a) Complete Required Core, List A, List B, and List C courses with a grade of C or better.

b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) General Education requirements. These requirements are specified in the Ohlone College catalog.

c) Complete 60 CSU-transferable semester units.

d) Complete all CSU-transferable coursework with a minimum grade point average (GPA) of at least 2.0. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete 18 units in the Film, Television, and Electronic Media major.

f) Complete at least 12 units at Ohlone College.

<table>
<thead>
<tr>
<th>REQUIRED CORE</th>
<th>LIST A</th>
<th>LIST B</th>
<th>LIST C</th>
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<tbody>
<tr>
<td>BRDC-120 Introduction to Electronic Media OR 3</td>
<td>BRDC-123A Radio Operations I OR 3</td>
<td>BRDC-141 Live TV News 3</td>
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<tr>
<td>BRDC-155 Mass Media and Society (3)</td>
<td>BRDC-131 Audio Production (3)</td>
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<td>BRDC-143 Writing for Media 3</td>
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<td>6</td>
<td>3</td>
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</table>

Area 1: Audio

<table>
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<th>LIST A</th>
<th>LIST B</th>
<th>LIST C</th>
</tr>
</thead>
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<tr>
<td>BRDC-148 Beginning TV Studio Production OR 3</td>
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<td></td>
<td></td>
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<tr>
<td>BRDC-150 Introductory Film and Video Production (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Area 2: Video or Film Production

<table>
<thead>
<tr>
<th>REQUIRED CORE</th>
<th>LIST A</th>
<th>LIST B</th>
<th>LIST C</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC-141 Live TV News 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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Completed one course from the following courses:

<table>
<thead>
<tr>
<th>REQUIRED CORE</th>
<th>LIST A</th>
<th>LIST B</th>
<th>LIST C</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC-134 Video Editing for Film, TV, and Electronic Media 3</td>
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<td></td>
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<tr>
<td>BRDC-136 Digital Video and Lighting 3</td>
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<td></td>
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<tr>
<td>BRDC-137 Video Field Production 3</td>
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<tr>
<td>BRDC-142 Live TV Studio Production 3</td>
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<tr>
<td>BRDC-160 Internship – Film, Television, and Electronic Media 3</td>
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<tr>
<td>GA-112 Motion Graphics 3</td>
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<td>3</td>
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</tbody>
</table>

Total Required Units: 18

STUDENT LEARNING OUTCOMES

1. Demonstrate both technical and aesthetic aspects of video production and knowledge of basic production techniques.
2. Conceive and execute basic approaches to editing footage into cohesive form.
3. Demonstrate the ability to write a clear and concise script regardless of medium or format, using video if necessary, and present that story to an audience.
4. Operate digital video equipment in a studio, a television control room, or outdoors, including the ability to identify and evaluate lighting needs and set up and calibrate video lighting instruments.
5. Recognize the basic physics of sound; recognize qualities of the sound wave, frequency, pitch.
6. Identify acoustic principles related to recording sound, and demonstrate recording, editing, mixing and balancing techniques; and recognize and demonstrate the skills needed for successful teamwork in film, television or electronic media.

Did you know???

The solar carports at the Newark campus make the campus completely self-sufficient in power needs and provide about 90% of its excess energy to the Fremont campus.
FINE ARTS
Associate in Arts in Fine Arts

The Associate in Arts in Fine Arts has three concentrations: Art; Music; and Theatre and Dance. Students may choose one of the concentrations to earn a degree in Fine Arts. These courses emphasize the study of cultural and 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. It is imperative that students entering Ohlone’s Associate in Arts in Fine Arts meet with a counselor at the start of their academic work. Counselors will assist students in preparing a Student Education Plan that will prepare them to achieve their academic goals.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field courses with a grade of C or better.

b) Complete a minimum of twenty transferable units in Art, Music, or Theatre and Dance, including a minimum of twelve units in one of the concentrations and an additional eight units from any of the remaining concentrations.

c) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog. Students who do not intend to transfer may complete Ohlone College General Education; students who intend to transfer may complete either CSU GE or IGETC. Counselors will advise students on the general education plan that best prepares them for pursuing an associate degree and/or transfer.

d) Complete at least 60 degree-applicable units with a 2.0 grade point average.

e) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate an understanding of the two-dimensional and three-dimensional design concepts (i.e. line, shape and form, color, value, scale, perspective) presented in class lectures.

2. Describe works of art and period styles with vocabulary used specifically for the study of art history.

3. Demonstrate an ability to appraise and evaluate the development of Western music based on its relevance to musical evolution in the rest of the world.

4. Demonstrate the ability to comprehend and integrate the language of written, oral, and conceptual music.

5. Define and discuss the various performance and design elements of live theatre and dance performances.

6. Evaluate and discuss the live performance experience within a social, cultural, and aesthetic perspective.

MAJOR FIELD

Art Concentration

Complete a minimum of twelve units from the following courses and an additional eight units from the remaining concentrations.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-111</td>
<td>Intermediate Painting – Color and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ART-116A</td>
<td>Basic Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART-116B</td>
<td>Advanced Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>ART-121A</td>
<td>Introductory Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART-121B</td>
<td>Introductory Ceramics II</td>
<td>3</td>
</tr>
<tr>
<td>ART-133A</td>
<td>Photo I</td>
<td>3</td>
</tr>
<tr>
<td>ART-133B</td>
<td>Photo II</td>
<td>3</td>
</tr>
<tr>
<td>ART-133C</td>
<td>Photo III</td>
<td>3</td>
</tr>
<tr>
<td>ART-139A</td>
<td>Beginning Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART-139B</td>
<td>Intermediate Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART-151</td>
<td>Visualization and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>ART-156</td>
<td>Architectural Modelmaking for Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ART-161A</td>
<td>Digital Graphics I</td>
<td>2</td>
</tr>
<tr>
<td>ART-161B</td>
<td>Digital Graphics II</td>
<td>2</td>
</tr>
</tbody>
</table>

Music Concentration

Complete a minimum of twelve units from the following courses and an additional eight units from the remaining concentrations.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART/IS/MUS/TD-100</td>
<td>Survey of the Arts</td>
<td>3</td>
</tr>
<tr>
<td>MUS-101</td>
<td>Music Appreciation: Western Classical Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS-102</td>
<td>Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS-103</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS-104</td>
<td>Music of World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>MUS-108</td>
<td>Songwriting</td>
<td>2</td>
</tr>
<tr>
<td>MUS-110A</td>
<td>Music Theory and Harmony</td>
<td>2</td>
</tr>
<tr>
<td>MUS-110B</td>
<td>Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS-110C</td>
<td>Advanced Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS-110D</td>
<td>Advanced Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS-111A</td>
<td>Music Theory IV</td>
<td>1</td>
</tr>
<tr>
<td>MUS-111B</td>
<td>Music Theory II</td>
<td>1</td>
</tr>
<tr>
<td>MUS-111C</td>
<td>Music Theory III</td>
<td>1</td>
</tr>
<tr>
<td>MUS-111D</td>
<td>Music Theory IV</td>
<td>1</td>
</tr>
<tr>
<td>MUS-121</td>
<td>The History of Jazz</td>
<td>3</td>
</tr>
<tr>
<td>MUS-122</td>
<td>History of Rock and Roll: Music and Culture of the 1950's</td>
<td>3</td>
</tr>
<tr>
<td>MUS-123</td>
<td>History of Rock and Roll: Music and Culture of the 1960's</td>
<td>3</td>
</tr>
<tr>
<td>MUS-125</td>
<td>History of Rock and Roll: Music and Culture Since 1970</td>
<td>3</td>
</tr>
<tr>
<td>MUS-160A</td>
<td>Beginning Class Piano</td>
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</tr>
<tr>
<td>MUS-160B</td>
<td>Class Piano</td>
<td>1</td>
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<tr>
<td>MUS-160C</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160D</td>
<td>Class Piano</td>
<td>1</td>
</tr>
</tbody>
</table>

Theatre and Dance Concentration

Complete a minimum of twelve units from the following courses and an additional eight units from the remaining concentrations.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART/IS/MUS/TD-100</td>
<td>Survey of the Arts</td>
<td>3</td>
</tr>
<tr>
<td>TD-102</td>
<td>Introduction to Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>TD-107</td>
<td>History of Film</td>
<td>3</td>
</tr>
<tr>
<td>TD-109</td>
<td>Theatre for Today</td>
<td>3</td>
</tr>
<tr>
<td>TD-110</td>
<td>Introduction to Acting</td>
<td>4</td>
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<tr>
<td>TD-112</td>
<td>Acting Styles—Classical</td>
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<tr>
<td>TD-130</td>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>TD-141A</td>
<td>Introduction to Ballet</td>
<td>2</td>
</tr>
<tr>
<td>TD-141B</td>
<td>Intermediate Ballet</td>
<td>2</td>
</tr>
<tr>
<td>TD-142A</td>
<td>Introduction to Jazz Dance</td>
<td>2</td>
</tr>
<tr>
<td>TD-142B</td>
<td>Intermediate Jazz Dance</td>
<td>2</td>
</tr>
<tr>
<td>TD-142C</td>
<td>Advanced Jazz Dance</td>
<td>2</td>
</tr>
<tr>
<td>TD-143A</td>
<td>Introduction to Tap</td>
<td>2</td>
</tr>
<tr>
<td>TD-143B</td>
<td>Intermediate Tap</td>
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<tr>
<td>TD-143C</td>
<td>Advanced Tap Dance</td>
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<tr>
<td>TD-144A</td>
<td>Introduction to Contemporary Dance</td>
<td>2</td>
</tr>
<tr>
<td>TD-144B</td>
<td>Intermediate Contemporary Dance</td>
<td>2</td>
</tr>
<tr>
<td>TD-150</td>
<td>Technical Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>
The Certificate of Achievement in Geography allows students to receive basic training in regional variations of the world, as well as human modification of the physical environment. Students gain lab experience with map analysis, weather, and landform features, and are educated in current theories of how different cultures use, abuse, or otherwise change the Earth. The certificate offers an excellent background for careers in both physical and cultural geography, public policy, humanities, and environmental studies. The certificate is also aligned with the Associate in Arts in Geography for Transfer, allowing students to easily pursue the associate in arts for transfer if they choose to do so.

**REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT**

a) Complete Major Field courses.
b) Complete at least six units at Ohlone College
c) Maintain a 2.0 grade point average in Major Field courses.

**STUDENT LEARNING OUTCOMES**

1. Assess the preservation of natural resources and the potential impact of societies overusing natural resources.
2. Discuss and describe the origins, diversity, and distribution of basic cultural patterns, with particular attention given to language; religion; urbanization; political and economic patterns; and human-environment interactions.

**MAJOR FIELD**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ANTH-102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-101</td>
<td>Physical Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG-102</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-104</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-105</td>
<td>California Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-101</td>
<td>Introduction to Geology</td>
<td>4</td>
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</table>

Total Required Units: 20

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**GEOGRAPHY FOR TRANSFER**

Associate in Arts in Geography for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Geography for Transfer is intended for students who plan to complete a bachelor's degree in a similar major 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.

The Associate in Arts in Geography for Transfer establishes a clear pathway to transfer. Students will have received basic training in regional variations of the world, as well as human modification of the physical environment. Students will gain lab experience with map analysis, weather, and landform features, and will be educated in current theories of how different cultures use, abuse, or otherwise change the Earth. The degree offers an excellent background for careers in public policy, humanities, and environmental studies.

**REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE**

a) Complete Required Core, List A, and List B courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete 20 semester units in the Geography major.
f) Complete at least 12 units at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Assess the preservation of natural resources and the potential impact of societies overusing natural resources.
2. Discuss and describe the origins, diversity, and distribution of basic cultural patterns, with particular attention given to language, religion, urbanization, political and economic patterns, and human-environment interactions.

**REQUIRED CORE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>GEOG-101</td>
<td>Physical Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG-102</td>
<td>Cultural Geography OR</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-104</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-105</td>
<td>California Geography</td>
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</table>

Total Required Units: 7

**LIST A**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>GEOG-105</td>
<td>California Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-121</td>
<td>Introduction to Geographic Information Systems</td>
<td>3</td>
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</table>

Total Required Units: 6

**LIST B**

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>ANTH-102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-101</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 7
GEOLOGY FOR TRANSFER
Associate in Science in Geology for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 Science in Geology for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

Upon successful completion of the Associate in Science in Geology for Transfer, students will acquire fundamental knowledge of geology as well as laboratory and field experience and be better prepared for seamless transfer into baccalaureate programs in geosciences at a CSU. In addition, this degree will facilitate their careers in academic research, natural resource exploration, hydrology, environmental remediation, climate studies, natural hazard assessment, state and federal regulation, hazardous materials disposal, and industries such as geotechnical engineering and computer mapping (GIS).

REQUIREMENTS FOR ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE
a) Complete Required Core courses with a grade of C or better.

b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete 60 CSU-transferable semester units.

d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete 28 semester units in the Geology major.

f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Demonstrate scientific literacy by defining and explaining the major steps in the scientific method such as empirical data, testable hypothesis, and theory, applying general math skills such as metric unit conversion, solving rate problems, and producing and interpreting data in tables and graphs.

2. Identify and classify the earth materials, such as most common minerals, rocks, and major groups of fossils in the lab and the field and their basic relationship to common natural resources.

3. List, explain, and evaluate global and local geological hazards such as earthquakes, volcanoes, landslides, and seismic sea waves in terms of appropriate geological processes and the theory of plate tectonics.

4. Demonstrate an understanding of the geologic time scale and relative and numerical methods of measuring geologic time, age of the Earth, and major events in its history.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHEM-101A</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-101B</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>GEOI-101</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOI-104</td>
<td>The Changing Earth: Historical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOI-104L</td>
<td>Historical Geology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Required Units: 28

GLOBAL STUDIES
Certificate of Achievement in Global Studies

The Certificate of Achievement in Global Studies is intended to offer students an opportunity to develop and appreciate a deeper and more meaningful understanding of global issues, all designed within the context of a diverse, flexible, and interdisciplinary curriculum. Courses deal with topics as diverse as colonialism, globalization, capitalism, migration and immigration, environmental justice, human rights, global health, social movements, and the role of culture and its impact on the landscape.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT
a) Complete Major Field courses.

b) Complete at least six units at Ohlone College.

c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES
1. Discuss and describe the significant issues in the natural and human world based on articulating one’s identity in a global context.

2. Relate and question concepts as they pertain to political, economic, cultural and ecological globalization.

3. Discuss and describe the impact of international events and systems at the regional, national, and local levels.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BA-102B</td>
<td>Principles of Economics-Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-123</td>
<td>Contemporary World Literature</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-102</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-104</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-107</td>
<td>Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-108</td>
<td>Global Problems and Issues</td>
<td>3</td>
</tr>
<tr>
<td>PS-103</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 24
GLOBAL STUDIES FOR TRANSFER
Associate in Arts in Global Studies for Transfer (ADT)

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 in Global Studies for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

Completion of the requirements for the Associate in Arts in Global Studies for Transfer prepares students for transfer to a California State University to engage in upper division work towards a baccalaureate degree in Global Studies. Students will learn how to relate their knowledge of a particular part of the world to the larger trends and issues that affect all societies: perceived as cultural and economic homogenization on a global scale; and the search for social justice, environmental justice, and a peaceful world.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core and List A courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) General Education requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Complete all CSU-transferable coursework with a minimum grade point average (GPA) of at least 2.0. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete 21 units in the Global Studies major.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Discuss and describe information about the environment, cultures, histories, politics, arts, and economics of people around the globe and explain their interdependence and interconnectedness.
2. Illustrate cultural competence through the ability to interact effectively in international and multicultural settings based on an integrated understanding of global issues and perspectives.
3. Access and analyze the concept of global interdependence with reference to various characteristics of globalization and to specific global problems.
4. Recognize and connect concepts related to political, economic, cultural, and ecological globalization with events discussed in contemporary news.

REQUIRED CORE
GEOG-107 Introduction to Global Studies 3
GEOG-108 Global Problems and Issues 3
6

LIST A
Area 1: Culture and Society
ANTH-102 Cultural Anthropology 3
3

LIST A
Area 2: Geography
GEOG-102 Cultural Geography 3
GEOG-104 World Regional Geography 3
6

(continued on next column)

LIST
Area 3: Economics
BA-102B Principles of Economics-Microeconomics 3

LIST
Area 4: Politics
PS-103 Introduction to International Relations 3
3

Total Required Units: 21

GRAPHIC ARTS/COMPUTER GRAPHICS
Certificate of Achievement in Graphic Arts/Computer Graphics
This curriculum is designed to prepare students as graphic artists for careers with graphic design printing companies and other media firms. Students are encouraged to develop a wide variety of skills in order to be better prepared for a range of job opportunities. Placement often depends upon the portfolio of completed work, willingness to move to a different area, and job availability.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT
a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in the Major Field courses.

STUDENT LEARNING OUTCOMES
1. Employ skills and process required for working in both traditional graphics arts and digital graphics arts.
2. Demonstrate a variety of fundamental graphic imaging and sketching techniques.
3. Utilize problem solving techniques in developing creative graphic designs.
4. Prepare a professional quality graphic art presentation.
5. Deliver a verbal presentation of prepared graphic art solutions to a group.
6. Produce a high quality student portfolio of graphic arts projects.
7. Demonstrate personal growth as an artist using graphics arts.

MAJOR FIELD
ART-103A Survey of Western Art from Prehistory Through the Middle Ages OR 4
ART-103B Survey of Western Art from Renaissance to Contemporary ( 4 )
ART-104A 2D Design 3
ART-104C Color 3
ART-106A Beginning Descriptive Drawing 3
ART-133A Photo I OR 3
ART-138A Photoshop I OR ( 3 )
ART-139A Beginning Digital Photography ( 3 )
GA/ART-109A Beginning Graphic Design I (Letter Forms and Typography) 3
GA/ART-109B Beginning Graphic Design II 3
GA/ART-110A Advanced Graphic Design I 3
GA/ART-110B Advanced Graphic Design II 3
GA/ART-160A Computer Graphics I 4
GA/ART-161A Digital Graphics I 2

Total Required Units: 34
# GRAPHIC ARTS/COMPUTER GRAPHICS

**Associate in Arts in Graphic Arts/Computer Graphics**

This curriculum is designed to prepare students as graphic artists for careers with graphic design printing companies and other media firms. Students are encouraged to develop a wide variety of skills in order to be better prepared for a range of job opportunities. Placement often depends upon the portfolio of completed work, willingness to move to a different area, and job availability.

**REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE**

a) Complete Major Field and Supporting Course with a grade of C or better.

b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete at least 60 degree-applicable units with a 2.0 grade point average.

d) Complete at least 12 units at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Employ skills and process required for working in both traditional graphic arts and digital graphics arts.

2. Demonstrate a variety of fundamental graphic imaging and sketching techniques.

3. Utilize problem solving techniques in developing creative graphic designs.

4. Prepare a professional quality graphic art presentation.

5. Deliver a verbal presentation of prepared graphic art solutions to a group.

6. Produce a high quality student portfolio of graphic arts projects.

7. Demonstrate personal growth as an artist using graphics arts.

## MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-103A</td>
<td>Survey of Western Art from Prehistory Through the Middle Ages OR</td>
<td>4</td>
</tr>
<tr>
<td>ART-103B</td>
<td>Survey of Western Art from Renaissance to Contemporary</td>
<td>4</td>
</tr>
<tr>
<td>ART-104A</td>
<td>2D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART-104C</td>
<td>Color</td>
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<tr>
<td>ART-106A</td>
<td>Beginning Descriptive Drawing</td>
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<tr>
<td>ART-133A</td>
<td>Photo I OR</td>
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<tr>
<td>ART-138A</td>
<td>Photoshop I OR</td>
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<tr>
<td>ART-139A</td>
<td>Beginning Digital Photography</td>
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<tr>
<td>GA/ART-109A</td>
<td>Beginning Graphic Design I (Letter Forms and Typography)</td>
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<tr>
<td>GA/ART-109B</td>
<td>Beginning Graphic Design II</td>
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**SUPPORTING COURSE**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOUR-146</td>
<td>Beginning Photography/Graphic Arts Newspaper Staff OR</td>
<td>1</td>
</tr>
<tr>
<td>JOUR-147</td>
<td>Advanced Photography/Graphic Arts Newspaper Staff OR</td>
<td>2</td>
</tr>
<tr>
<td>JOUR-148</td>
<td>Photography/Graphic Arts Newspaper Editor</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 35-37

---

# HISTORY FOR TRANSFER

**Associate in Arts in History for Transfer (ADT)**

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in History for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

Historians analyze the events and processes of the past, both to gain more understanding of human nature, in any place and at any time, and to explain the distinctive dynamics of particular societies, usually in regional and chronological contexts. Moreover, historical study is a fundamental contribution to liberal, humanistic education and the development of critical intelligence. Hence Ohlone’s history courses are intended to strengthen critical reading, writing, and thinking skills that students will use in any field of study and/or profession. In addition, studying the past will prepare students to better discharge the responsibilities of citizenship. Most careers in history require education beyond the associate degree and some require a graduate degree. The most common career options for students with history preparation include archivist, business person, diplomatic corps, government analyst, historian, journalist, lawyer, librarian, museum curator, park historian, professor, teacher, and writer.

**REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE**

a) Complete Required Core, List A, and List B (Areas 1 and 2) courses with a grade of C or better.

b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete 60 CSU-transferable semester units.

d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete 18 semester units in the History major.

f) Complete at least 12 units at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Demonstrate knowledge of and assess the significance of the cause and effect relationship among various issues, groups, and events; key social, political, and economic forces; and major concepts and theoretical perspectives in history.

2. Understand the interpretive nature of the field of history by analyzing, interpreting, and differentiating between primary and secondary sources used by each discipline.

3. Construct hypotheses demonstrating critical thinking, reading, and writing skills.

(continued on next page)
### REQUIRED CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-117A</td>
<td>History of the United States</td>
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</tr>
<tr>
<td>HIST-117B</td>
<td>History of the United States</td>
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</tr>
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Total Required Units: 6

### LIST A

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIST-106A</td>
<td>World History to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST-106B</td>
<td>World History Since 1500</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 6

### LIST B

#### Area 1

Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS-102A</td>
<td>Chicana/o History I</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102B</td>
<td>Chicana/o History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST-109</td>
<td>History of Modern East Asia</td>
<td>3</td>
</tr>
<tr>
<td>HIST-110</td>
<td>History of Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114A</td>
<td>African American History 1619 to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114B</td>
<td>African American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST-115</td>
<td>Asian-American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST-116</td>
<td>Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIST-119A</td>
<td>Bad Girls: Women in America Before 1890</td>
<td>3</td>
</tr>
<tr>
<td>HIST-119B</td>
<td>Bad Girls: Women in America From 1890</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 3

#### Area 2

Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.

<table>
<thead>
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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CHS-102A</td>
<td>Chicana/o History I</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102B</td>
<td>Chicana/o History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST-104A</td>
<td>Western Civilization with a World Perspective Until 1600</td>
<td>3</td>
</tr>
<tr>
<td>HIST-104B</td>
<td>Western Civilization with a World Perspective From 1600</td>
<td>3</td>
</tr>
<tr>
<td>HIST-105</td>
<td>History of California</td>
<td>3</td>
</tr>
<tr>
<td>HIST-109</td>
<td>History of Modern East Asia</td>
<td>3</td>
</tr>
<tr>
<td>HIST-110</td>
<td>History of Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114A</td>
<td>African American History 1619 to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114B</td>
<td>African American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST-115</td>
<td>Asian-American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST-116</td>
<td>Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td>3</td>
</tr>
<tr>
<td>HIST-118</td>
<td>Contemporary U.S. History: 1945 -</td>
<td>3</td>
</tr>
<tr>
<td>HIST-119A</td>
<td>Bad Girls: Women in America Before 1890</td>
<td>3</td>
</tr>
<tr>
<td>HIST-119B</td>
<td>Bad Girls: Women in America From 1890</td>
<td>3</td>
</tr>
<tr>
<td>HIST-141</td>
<td>History of Rock and Roll: Music and Culture of the 1950's</td>
<td>3</td>
</tr>
<tr>
<td>HIST-142</td>
<td>History of Rock and Roll: Music and Culture of the 1960's</td>
<td>3</td>
</tr>
<tr>
<td>PS-102</td>
<td>Introduction to American Politics</td>
<td>3</td>
</tr>
<tr>
<td>PS-103</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PS-105</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 3

### HUMAN DEVELOPMENT STUDIES

**Associate in Arts in Human Development Studies**

The associate degree in Human Development Studies offered by Ohlone College is designed to prepare students for studying Anthropology, Environmental Studies, Psychology, Sociology, and other related subjects at most colleges and universities. While the core courses required in the associate degree in Human Development Studies will fulfill the lower division major requirements at most universities, students are advised to meet with academic counselors to assess the course requirements for specific universities. This program will enable students to develop a strong foundation in life and social sciences and how they connect to other disciplines.

The Associate in Arts in Human Development Studies prepares students for a baccalaureate major in Human Development, Sociology, Psychology, or Anthropology. By fulfilling many of the lower division major requirements at the CSU and UC campuses, this program will enhance student awareness in ecological, historical, political, social, service/community learning issues as well as facilitate successful student transfer. The goal is also to excite, ignite, and inspire students to learn and serve their respective communities.

### REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field courses with a grade of C or better.

b) Complete a minimum of twenty units selected from the following four areas.

c) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog. Students who do not intend to transfer may complete either CSU GE or IGETC. Counselors will advise students on the general education plan that best prepares them for pursuing an associate degree and/or transfer.

d) Complete at least 60 degree-applicable units with a 2.0 grade point average.

e) Complete at least 12 units at Ohlone College.

### STUDENT LEARNING OUTCOMES

1. Demonstrate the social, economic, and psychological impacts of human beings in their various environments.

2. Apply an understanding of social and cultural concepts and principles to modern life so they may critically analyze and understand information affecting human development.

3. Compare and contrast possible solutions to environmental, cultural, and evolutionary developments through the study of current, past, and future development of the human condition.

4. Evaluate policies, laws, and regulations and compare their value, implementation, and effects to social work and life in general.

5. Consider the inherent social and economic outcomes of living altruistically in environmentally sustainable areas for current and future generations.

(continued on next page)

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**Did you know??**

On September 25, 1974 the permanent campus on Mission Boulevard in Fremont opened for classes.
## MAJOR FIELD

### Complete one course from Social and Behavioral Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-103</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-104</td>
<td>Survey of North American Indian Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-106</td>
<td>Magic, Witchcraft, and Religion</td>
<td>3</td>
</tr>
<tr>
<td>CHS-101</td>
<td>Chicano/Latino Culture</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102A</td>
<td>Chicano/o History I</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102B</td>
<td>Chicano/o History II</td>
<td>3</td>
</tr>
<tr>
<td>ENV-103</td>
<td>The Environment and Human Health</td>
<td>3</td>
</tr>
<tr>
<td>ENV-105</td>
<td>Energy: The Environment, Humans, and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-102</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-104</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-105</td>
<td>California Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIST-104A</td>
<td>Western Civilization with a World Perspective Until 1600</td>
<td>3</td>
</tr>
<tr>
<td>HIST-104B</td>
<td>Western Civilization with a World Perspective from 1600</td>
<td>3</td>
</tr>
<tr>
<td>HIST-105</td>
<td>History of California</td>
<td>3</td>
</tr>
<tr>
<td>HIST-106A</td>
<td>World History to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST-106B</td>
<td>World History Since 1500</td>
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</tr>
<tr>
<td>HIST-114A</td>
<td>African American History 1619 to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114B</td>
<td>African American History 1877 to Present</td>
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<td>HIST-115</td>
<td>Asian-American History</td>
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<tr>
<td>HIST-117A</td>
<td>History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIST-117B</td>
<td>History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIST-119A</td>
<td>Bad Girls: Women in America Before 1890</td>
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<tr>
<td>HIST-119B</td>
<td>Bad Girls: Women in America From 1890</td>
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<tr>
<td>PS-102</td>
<td>Introduction to American Politics</td>
<td>3</td>
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<tr>
<td>PSY-101</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>PSY-102</td>
<td>Introduction to Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY-105</td>
<td>Child Development</td>
<td>3</td>
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<tr>
<td>PSY-106</td>
<td>Adolescent Development</td>
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<tr>
<td>PSY-108</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY-112</td>
<td>Social Psychology</td>
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<td>PSY-115</td>
<td>Abnormal Psychology</td>
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<tr>
<td>PSY-139</td>
<td>Psychology in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>SOC-101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-102</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC-105</td>
<td>Marriage and Family</td>
<td>3</td>
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</tbody>
</table>

### Complete one course from Physical and Life Sciences

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ANTH-101</td>
<td>Biological Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-104</td>
<td>Basic Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-105</td>
<td>Heredity, Evolution, and Society</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-107</td>
<td>Microbiology and Infectious Diseases</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-109</td>
<td>Biology of Sexual Reproduction</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-130</td>
<td>Essential Biology</td>
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</tr>
<tr>
<td>BIOL-141</td>
<td>Marine Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-102</td>
<td>Preparation for General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-109</td>
<td>Biochemistry for Health Science and Biotechnology</td>
<td>4</td>
</tr>
<tr>
<td>ENVS-108</td>
<td>Introduction to the Environment</td>
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<tr>
<td>ENVS-142</td>
<td>Environmental Biology</td>
<td>4</td>
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<tr>
<td>GEOG-101</td>
<td>Physical Geography</td>
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<tr>
<td>GEOL-101</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL-102</td>
<td>Introduction to Oceanography</td>
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<tr>
<td>GEOL-103</td>
<td>Paleontology and Dinosaurs</td>
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<td>GEOL-104</td>
<td>The Changing Earth: Historical Geology</td>
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(continued on next column)

## COMPLETE ONE COURSE FROM COMMUNICATION STUDIES

<table>
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<tbody>
<tr>
<td>COMM-100</td>
<td>Introduction to Communication Theory</td>
<td>3</td>
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<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM-112</td>
<td>Small Group Communication/Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>COMM-113</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-114</td>
<td>Critical Thinking/Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COMM-115</td>
<td>Intercultural Communication</td>
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</tr>
<tr>
<td>COMM-116</td>
<td>Critical Thinking/Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>COMM-117</td>
<td>Leadership Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-118</td>
<td>Gender, Sexual Identity, and Communication</td>
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<tr>
<td>COMM-122</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-124</td>
<td>Introduction to Health Communication</td>
<td>3</td>
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</tbody>
</table>

### Complete 10-11 units from any remaining course listed in sections 1-3 or listed below.

<table>
<thead>
<tr>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BA-102A</td>
<td>Principles of Economics-Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BA-102B</td>
<td>Principles of Economics-Microeconomics</td>
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</tr>
<tr>
<td>BRDC-155</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>CFS-109</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-108</td>
<td>Survey of Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CNET-114</td>
<td>How Technology Works</td>
<td>4</td>
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<tr>
<td>ECS-301</td>
<td>Childhood Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>ECS-303</td>
<td>Child, Family, and Community</td>
<td>3</td>
</tr>
<tr>
<td>ECS-305</td>
<td>Health, Safety, and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HLT-101</td>
<td>Contemporary Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>HLT-150</td>
<td>Women’s Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>IS-110</td>
<td>Introduction to Ethnic Studies</td>
<td>3</td>
</tr>
<tr>
<td>KIN-240</td>
<td>Introduction to Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN-251</td>
<td>Fitness for Life</td>
<td>3</td>
</tr>
<tr>
<td>MATH-156</td>
<td>Math for Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>MATH-159</td>
<td>Introduction to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>MATH-167</td>
<td>Calculus for Business and Social Science</td>
<td>5</td>
</tr>
<tr>
<td>MATH-181</td>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>MUS-104</td>
<td>Music of World Cultures</td>
<td>3</td>
</tr>
<tr>
<td>PD-103</td>
<td>Transfer Success in Life Transitions</td>
<td>3</td>
</tr>
<tr>
<td>PD-105</td>
<td>College Success</td>
<td>3</td>
</tr>
<tr>
<td>PD-113</td>
<td>Strategies for Succeeding in College</td>
<td>3</td>
</tr>
<tr>
<td>PD-150</td>
<td>Career and Life Planning</td>
<td>2</td>
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<tr>
<td>TD-102</td>
<td>Introduction to Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>TD-114A</td>
<td>Acting for the Camera I</td>
<td>4</td>
</tr>
<tr>
<td>WEX-195A1</td>
<td>Occupational Work Experience Education</td>
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<tr>
<td>WEX-195A2</td>
<td>Occupational Work Experience Education</td>
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<tr>
<td>WEX-195A3</td>
<td>Occupational Work Experience Education</td>
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</tr>
<tr>
<td>WEX-195A4</td>
<td>Occupational Work Experience Education</td>
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</tr>
</tbody>
</table>

Total Required Units: 20
INFORMATION TECHNOLOGY
Certificate of Achievement in Information Technology

The Certificate of Achievement in Information Technology prepares students to either enter the workforce as an IT support technician or IT system administrator, or pursue a bachelor's degree in managing information systems.

IT support technicians provide technical assistance to computer users. They may answer questions or resolve computer problems for clients in person, 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. They perform network maintenance to ensure networks operate correctly with minimal interruption.

Earning this certificate of achievement is advantageous for students who already have a degree but are looking to update their existing skills. The courses required in this certificate can also be used towards the Associate in Science in Information Technology.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field and Elective Courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field and Elective Courses.

STUDENT LEARNING OUTCOMES

1. Apply fundamental knowledge of computing and the current use of technology techniques, skills, and tools necessary for the computing practice.
2. Demonstrate the ability to locate, critically evaluate, and solve business problems with technology solutions using qualitative and quantitative information.
3. Demonstrate a fundamental ability to identify and analyze user needs in the selection, creation, evaluation, and administration of computer-based systems.
4. Provide information technology technical assistance to computer and network users.
5. Demonstrate appreciation of the IT career field and the need to be lifelong learners.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-146</td>
<td>Introduction to UNIX/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CNET-155A</td>
<td>Introduction to Networks (CCNA1)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-162</td>
<td>Windows Server Installation and Configuration Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-170</td>
<td>Network Security (Security+)</td>
<td>4</td>
</tr>
</tbody>
</table>

12

ELECTIVE COURSES

Complete a minimum of six units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-105</td>
<td>IT Essentials (CompTIA A+)</td>
<td>4</td>
</tr>
<tr>
<td>CNET-108</td>
<td>IT Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CNET-135</td>
<td>Oracle Database Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-137</td>
<td>Introduction to SQL</td>
<td>4</td>
</tr>
<tr>
<td>CNET-142</td>
<td>Introduction to Programming with SQL</td>
<td>4</td>
</tr>
<tr>
<td>CNET-173</td>
<td>Ethical Hacking</td>
<td>3</td>
</tr>
<tr>
<td>CNET-174</td>
<td>Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CNET-175</td>
<td>Cloud Security Fundamentals</td>
<td>4</td>
</tr>
</tbody>
</table>

6-9

Total Required Units: 18-21

INFORMATION TECHNOLOGY
Associate in Science in Information Technology

The Associate in Science in Information Technology prepares students to either enter the workforce as an IT support technician or IT system administrator, or pursue a bachelor's degree in managing information systems.

IT support technicians provide technical assistance to computer users. They may answer questions or resolve computer problems for clients in person, 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. They perform network maintenance to ensure networks operate correctly with minimal interruption.

Graduates of the Associate in Science in Information Technology are prepared and eligible to sit for CompTIA's A+ and Network+ certification exams. Optional elective courses prepare students for CompTIA's Server+ and Security+ exams.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

a) Complete Major Field, Elective Courses, and Supporting Courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Apply fundamental knowledge of computing and the current use of technology techniques, skills, and tools necessary for the computing practice.
2. Demonstrate the ability to locate, critically evaluate, and solve business problems with technology solutions using qualitative and quantitative information.
3. Demonstrate a fundamental ability to identify and analyze user needs in the selection, creation, evaluation, and administration of computer-based systems.
4. Provide information technology technical assistance to computer and network users.
5. Demonstrate appreciation of the IT career field and the need to be lifelong learners.
6. Demonstrate a basic knowledge and skills of computer programming language.
7. Demonstrate broad understanding of Information Technology related knowledge in the area of networking, operating systems, cyber security, and programming languages.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-137</td>
<td>Introduction to SQL</td>
<td>4</td>
</tr>
<tr>
<td>CNET-142</td>
<td>Introduction to Programming with Python</td>
<td>4</td>
</tr>
<tr>
<td>CNET-146</td>
<td>Introduction to UNIX/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CNET-155A</td>
<td>Introduction to Networks (CCNA1)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-162</td>
<td>Windows Server Installation and Configuration Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-170</td>
<td>Network Security (Security+)</td>
<td>4</td>
</tr>
</tbody>
</table>

20

(continued on next page)
# ELECTIVE COURSES

Courses cannot be counted more than once to apply towards both Elective Courses and Supporting Courses. Complete a minimum of six units from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-105</td>
<td>IT Essentials (CompTIA A+)</td>
<td>4</td>
</tr>
<tr>
<td>CNET-108</td>
<td>IT Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CNET-135</td>
<td>Oracle Database Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-155B</td>
<td>Routing and Switching Essentials (CCNA2)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-172</td>
<td>CCNA Security</td>
<td>3</td>
</tr>
<tr>
<td>CNET-173</td>
<td>Ethical Hacking</td>
<td>3</td>
</tr>
<tr>
<td>CNET-174</td>
<td>Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CNET-175</td>
<td>Cloud Security Fundamentals</td>
<td>4</td>
</tr>
</tbody>
</table>

**6-9**

# SUPPORTING COURSES

Courses cannot be counted more than once to apply towards both Elective Courses and Supporting Courses. Complete a minimum of nine units from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-103</td>
<td>Introduction to Business Intelligence</td>
<td>4</td>
</tr>
<tr>
<td>CNET-105</td>
<td>IT Essentials (CompTIA A+)</td>
<td>4</td>
</tr>
<tr>
<td>CNET-108</td>
<td>IT Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CNET-120</td>
<td>VMware: Install, Configure, Manage</td>
<td>2</td>
</tr>
<tr>
<td>CNET-122A</td>
<td>Information Storage and Management – EMC</td>
<td>2</td>
</tr>
<tr>
<td>CNET-122B</td>
<td>Cloud Infrastructure and Services</td>
<td>2</td>
</tr>
<tr>
<td>CNET-132</td>
<td>Introduction to Data Analytics</td>
<td>2</td>
</tr>
<tr>
<td>CNET-135</td>
<td>Oracle Database Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-172</td>
<td>CCNA Security</td>
<td>3</td>
</tr>
</tbody>
</table>

**9-12**

Total Required Units: 35-41

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# STUDENT LEARNING OUTCOMES

1. Identify, analyze, and evaluate design criteria and synthesize appropriate and creative design solutions.
2. Develop graphic, written, and verbal communication skills to illustrate design ideas and processes.

# MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-104B</td>
<td>3D Design</td>
<td>3</td>
</tr>
<tr>
<td>ART-104C</td>
<td>Color</td>
<td>3</td>
</tr>
<tr>
<td>ART-106A</td>
<td>Beginning Descriptive Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART-108</td>
<td>Perspective Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ID/ART-150A</td>
<td>Interior Design Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ID/ART-150B</td>
<td>Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID/ART-151</td>
<td>Visualization and Presentation</td>
<td>3</td>
</tr>
<tr>
<td>ID/ART-153</td>
<td>History of Decorative Arts</td>
<td>3</td>
</tr>
<tr>
<td>ID/ART-154</td>
<td>Contemporary Home Design OR \ Applied Design: Residential Lighting AND</td>
<td>2</td>
</tr>
<tr>
<td>ID/ART-159A</td>
<td>Applied Design: Color for the Home</td>
<td>1</td>
</tr>
<tr>
<td>ID/ART-159B</td>
<td>Applied Design: Color for the Home</td>
<td>1</td>
</tr>
<tr>
<td>ID/ART-155A</td>
<td>Architectural Drafting for Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID/ART-155B</td>
<td>CAD for Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID/ART-156</td>
<td>Architectural Modelmaking for Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID/ART-157</td>
<td>Professional Practice for Interior Design</td>
<td>3</td>
</tr>
<tr>
<td>ID/ART-158</td>
<td>Textiles</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 41
INTERIOR DESIGN
Associate in Arts in Interior Design

This curriculum is designed to prepare creative students in the various fields of Interior Design. The job market is varied and offers positions such as Interiors Salespersons, Product Representatives, and Interior Design Services (self-employed or associated with small shops or consultants for large department stores and furniture outlets). Special competency areas can be directed toward textiles/fabrics, furniture and floor covering, remodeling and space design, corporate office space decorating, model homes, etc. This program includes courses that will give graduates the professional skills needed to secure an entry-level job, as well as the option of continuing to study Interior Design at the university level.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field and Supporting Courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Identify, analyze, and evaluate design criteria and synthesize appropriate and creative design solutions.
2. Develop graphic, written, and verbal communication skills to illustrate design ideas and processes.

MAJOR FIELD

| ART-104B | 3D Design | 3 |
| ART-104C | Color | 3 |
| ART-106A | Beginning Descriptive Drawing | 3 |
| ART-108 | Perspective Drawing | 3 |
| ID/ART-150A | Interior Design Concepts | 3 |
| ID/ART-150B | Interior Design | 3 |
| ID/ART-151 | Visualization and Presentation | 3 |
| ID/ART-153 | History of Decorative Arts | 3 |
| ID/ART-154 | Contemporary Home Design OR | 2 |
| ID/ART-159A | Applied Design: Residential Lighting AND | 1 |
| ID/ART-159B | Applied Design: Color for the Home AND | 1 |
| ID/ART-155A | Architectural Drafting for Interior Design | 3 |
| ID/ART-155B | CAD for Interior Design | 3 |
| ID/ART-156 | Architectural Modelmaking for Interior Design | 3 |
| ID/ART-157 | Professional Practice for Interior Design | 3 |
| ID/ART-158 | Textiles | 3 |

SUPPORTING COURSE

| ART-103A | Survey of Western Art from Prehistory Through the Middle Ages OR | 4 |
| ART-103B | Survey of Western Art from Renaissance to Contemporary (4) | 4 |

Total Required Units: 45

IT SERVICE AND SUPPORT
Certificate of Achievement in IT Service and Support

IT service and support technicians provide a single point of contact for end users to receive support and maintenance within the organization's desktop computing environment. This includes installing, diagnosing, repairing, maintaining, and upgrading all PC hardware and equipment to ensure optimal workstation performance.

Earning this certificate of achievement is advantageous for students who already have a degree but are looking to update their existing skills to enhance their current career or change to a new career. The courses required in this certificate can also be used toward the Associate in Science in IT Service and Support.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field and Supporting Courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field and Supporting Courses.

STUDENT LEARNING OUTCOMES

1. Demonstrate confidence to work independently to setup, configure, and maintain a desktop computer (client or server); stand-alone application; and/or computer system.
2. Demonstrate techniques to troubleshoot situations that impact the operation of a desktop computer (client or server); stand-alone application; and/or computer system.
3. Demonstrate appreciation of the ICT career field and the need to be lifelong learners.

MAJOR FIELD

| CNET-105 | IT Essentials (CompTIA A+) | 4 |
| CNET-146 | Introduction to UNIX/Linux | 3 |
| CNET-162 | Windows Server Installation and Configuration Administration | 2 |
| CNET-170 | Network Security (Security+) | 4 |

Total Required Units: 13

SUPPORTING COURSES

Complete a minimum of five units from the following courses:

| CNET-104 | Introduction to Emerging Technologies | 3 |
| CNET-108 | IT Project Management | 3 |
| CNET-120 | VMware: Install, Configure, Manage | 2 |
| CNET-122A | Information Storage and Management – EMC | 2 |
| CNET-142 | Introduction to Programming with Python | 4 |
| CNET-147 | UNIX/Linux Shell Scripting | 4 |
| CNET-155A | Introduction to Networks (CCNA1) | 3 |
| CNET-156B | Connecting Networks (CCNA4) | 2 |

Total Required Units: 5-8

Certificate of Achievement in IT Service and Support
## IT SERVICE AND SUPPORT

**Associate in Science in IT Service and Support**

IT service and support technicians provide a single point of contact for end users to receive support and maintain within the organization’s desktop computing environment. This includes installing, diagnosing, repairing, maintaining, and upgrading all PC hardware and equipment to ensure optimal system performance. The technician will also troubleshoot problem areas (in person, by telephone, or via email) in a timely and accurate fashion, and provide end-user assistance where required.

Computer support technicians provide technical assistance to computer users. They may answer questions or resolve computer problems for clients in person, 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. They perform network maintenance to ensure networks operate correctly with minimal interruption.

Graduates with an Associate in Science in IT Service and Support are prepared and eligible to sit for CompTIA's A+ and Network+ certification exams. Optional elective courses prepare students for CompTIA's Server+ and Security+ exams.

The Associate in Science in IT Service and Support prepares students to either enter the workforce as an entry-level computer or network support technician or pursue a bachelor's degree in managing information systems.

### REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

- **a)** Complete Major Field, Supporting Courses, and Internship with a grade of C or better.
- **b)** Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
- **c)** Complete at least 60 degree-applicable units with a 2.0 grade point average.
- **d)** Complete at least 12 units at Ohlone College.

### STUDENT LEARNING OUTCOMES

1. Demonstrate confidence to work independently to setup, configure, and maintain a desktop computer (client or server); stand-alone application; and/or computer system.
2. Demonstrate techniques to troubleshoot situations that impact the operation of a desktop computer (client or server); stand-alone application; and/or computer system.
3. Demonstrate appreciation of the ICT career field and the need to be lifelong learners.
4. Demonstrate the understanding of IT service management concepts such as IT processes, procedures, tasks, and checklists as part of ITIL framework.

### MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-105</td>
<td>IT Essentials (CompTIA A+)</td>
<td>4</td>
</tr>
<tr>
<td>CNET-107</td>
<td>IT Service Management (ITIL)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-120</td>
<td>VMware: Install, Configure, Manage</td>
<td>2</td>
</tr>
<tr>
<td>CNET-142</td>
<td>Introduction to Programming with Python</td>
<td>4</td>
</tr>
<tr>
<td>CNET-146</td>
<td>Introduction to UNIX/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CNET-162</td>
<td>Windows Server Installation and Configuration Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-170</td>
<td>Network Security (Security+)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

(continued on next column)

### SUPPORTING COURSES

Complete a minimum of five units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-104</td>
<td>Introduction to Emerging Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CNET-108</td>
<td>IT Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CNET-122A</td>
<td>Information Storage and Management – EMC</td>
<td>2</td>
</tr>
<tr>
<td>CNET-155A</td>
<td>Computer Network Fundamentals (Network+)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-156B</td>
<td>Connecting Networks (CCNA4)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>5-7</strong></td>
</tr>
</tbody>
</table>

### INTERNSHIP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEX-195A4</td>
<td>Occupational Work Experience Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

**Total Required Units: 31-33**

## KINESIOLOGY: FITNESS PROFESSIONAL

**Certificate of Achievement in Kinesiology: Fitness Professional**

The Certificate of Achievement in Kinesiology: Fitness Professional prepares students to pursue careers in a variety of health sciences professions including, but not limited to, personal training, physical therapy, exercise physiology, exercise biology, fitness instruction, physical education, coaching, athletics, and more. The courses required in the certificate of achievement fulfill many of the course requirements for the Associate in Arts in Kinesiology for Transfer.

Students are advised to meet with their counselor to assess the course requirements for specific institutions. This program enables students to build a strong foundation in exercise science and kinesiology, which will enhance their success in obtaining entry-level jobs in the fitness industry. Students receiving this certificate will have the knowledge and skills necessary to complete national certification tests in the vocational areas (group fitness instruction and/or personal training) of this discipline.

### REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

- **a)** Complete Major Field courses.
- **b)** Complete at least six units at Ohlone College.
- **c)** Maintain a 2.0 grade point average in Major Field courses.

### STUDENT LEARNING OUTCOMES

1. Administer assessment techniques to gather baseline data with respect to cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.
2. Analyze the basic structure of the cardiorespiratory and musculoskeletal systems and how they respond to fitness training.
3. Design an appropriate individual fitness plan considering client health history, goals, and abilities.
4. Appreciate the value and importance of regular fitness activity in decreasing the risk factors associated with chronic diseases.

### MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS-109</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HLTH-101</td>
<td>Contemporary Health Issues <strong>OR</strong></td>
<td>(3)</td>
</tr>
<tr>
<td>HLTH-150</td>
<td>Women's Health Issues</td>
<td>3</td>
</tr>
<tr>
<td>KIN-240</td>
<td>Introduction to Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN-250</td>
<td>First Aid and CPR</td>
<td>3</td>
</tr>
<tr>
<td>KIN-258</td>
<td>Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>WEX-195A1</td>
<td>Occupational Work Experience Education <strong>OR</strong></td>
<td>1</td>
</tr>
<tr>
<td>WEX-195A2</td>
<td>Occupational Work Experience Education</td>
<td>(2)</td>
</tr>
</tbody>
</table>

(continued on next page)
MOVEMENT-BASED COURSES
Complete one course maximum from two of the following areas. 2

**Combatives**
PE-374A3 Kickboxing OR PE-375A3 Beginning Tai Chi (1) (1)

**Fitness**
PE-336A3 Express Cardio OR PE-342A3 Circuit Training OR (1)
PE-343A3 Strength and Cardio Training OR PE-344A3 Total Fitness OR (1)
PE-346A3 Guts and Butts OR PE-372A3 Conditioning OR (1)
PE-378A3 Indoor Cycling (1)

**Individual Sports**
PE-360A3 Beginning Badminton OR PE-362A3 Beginning Tennis (1) (1)

**Mind-Body Fitness**
PE-375C3 Qigong Meditation OR PE-37D3 Walking Meditation OR (1)
PE-376A3 Yoga OR PE-376B3 Fitness Yoga OR (1)
PE-376C3 Yoga and Meditation (1)

Total Required Units: 18-19

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KINESIOLOGY: SPORTS MEDICINE
Certificate of Achievement in Kinesiology: Sports Medicine

The Certificate of Achievement in Kinesiology: Sports Medicine prepares students to pursue academic and professional careers in allied healthcare professions including, but not limited to, Athletic Training and Physical Therapy. Completion of the requirements for this certificate provides students with a strong foundation in Kinesiology and Sports Medicine. The theoretical knowledge, laboratory, and clinical experience skills required for this certificate, especially if combined with the Associate in Arts in Kinesiology for Transfer degree and/or a bachelor’s degree, fulfill many of the prerequisite courses for admission to graduate-level education programs in allied healthcare professions.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

(continued on next column)
REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core and List A courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete a minimum of 21 units in the Kinesiology major.
f) Complete at least 12 units from Ohlone College.

STUDENT LEARNING OUTCOMES
1. Assess and critique the depth and breadth of Kinesiology as an academic discipline and identify future career opportunities.
2. Identify the role of regular physical activity in the maintenance of health and wellness in today’s society.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-103A</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-103B</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>KIN-240</td>
<td>Introduction to Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

Movement-Based Courses
Complete one course maximum from three of the following areas.

Aquatics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE-350A3</td>
<td>Learning to Swim OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-350D3</td>
<td>Competitive Swimming OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-351A3</td>
<td>Aquatic Conditioning (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

Combatives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE-374A3</td>
<td>Kickboxing OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-375A3</td>
<td>Beginning Tai Chi (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

Fitness

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE-336A3</td>
<td>Express Cardio OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-342A3</td>
<td>Circuit Training OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-343A3</td>
<td>Strength and Cardio Training OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-344A3</td>
<td>Total Fitness OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-346A3</td>
<td>Guts and Butts OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-372A3</td>
<td>Conditioning OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-372B3</td>
<td>Boot Camp OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-376A3</td>
<td>Yoga OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-376B3</td>
<td>Fitness Yoga OR</td>
<td>1</td>
</tr>
</tbody>
</table>

Individual Sports

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE-360A3</td>
<td>Beginning Badminton OR</td>
<td>1</td>
</tr>
<tr>
<td>PE-362A3</td>
<td>Beginning Tennis (1)</td>
<td>1</td>
</tr>
</tbody>
</table>

LIST A

Complete two courses from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-102</td>
<td>Introduction to Biology for Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-101A</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>KIN-250</td>
<td>First Aid and CPR</td>
<td>3</td>
</tr>
<tr>
<td>MATH-159</td>
<td>Introduction to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-120</td>
<td>Introduction to Physics I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7-10</td>
</tr>
</tbody>
</table>

Total Required Units: 21-24

LIBERAL ARTS

Associate in Arts in Liberal Arts

The Associate in Arts in Liberal Arts has three areas of emphasis: Language, Humanities, and Communication. A liberal arts education allows students to explore any number of career possibilities. Employment prospects are generally strong after graduation; often employers prefer to hire people with the education in the right skills (critical thinking, writing, and analysis) rather than the right subjects. Liberal arts degrees are also an excellent choice for students who want to pursue a higher degree, as universities often prefer candidates with a proven ability to learn and succeed. A liberal arts education offers much more than career-specific training, because it teaches students to understand problems, develop solutions, and lead a balanced and well-rounded life.

It is imperative that students entering Ohlone’s Associate in Arts in Liberal Arts meet with a counselor at the start of their academic work. Counselors will assist students in preparing a comprehensive Student Education Plan that will prepare them to achieve their academic goals.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete a minimum of twenty units selected from the following areas of emphasis.
b) Complete at least 60 degree-applicable units with a 2.0 grade point average.

c) Complete 60 CSU-transferable semester units. This includes completing a minimum of 21-24 units in the Associate in Arts in Liberal Arts.

d) Complete the required major courses with a grade of C or better.
e) Complete at least 12 units from Ohlone College.

STUDENT LEARNING OUTCOMES
1. Enrich and deepen self-knowledge by exploring different academic experiences.
2. Articulate and understand their experiences through effective writing, reading, speaking, and various modes of artistic expression.
3. Demonstrate fundamental knowledge and basic skills appropriate to their personal and professional goals in their chosen area of specialization.

MAJOR FIELD

Communication Emphasis

This area of emphasis is designed to help students to communicate with diverse audiences in multiple contexts; describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality; identify, evaluate, and utilize evidence to support claims used in presentations and arguments; and demonstrate through performance and analysis the importance of both verbal and nonverbal communication. Courses prepare students for entry into careers in which effective communication skills are important, such as education, public relations, and law.

Complete a minimum of twenty units from the following courses. Students may only take a maximum of four units total for COMM-191A, COMM-191A1, COMM-191A2, COMM-192A1, COMM-192A2, COMM-192A3, COMM-193. Students may also only take a maximum of three units of COMM-190A, COMM-190B, and COMM-190C.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-100</td>
<td>Introduction to Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM-112</td>
<td>Small Group Communication/Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>COMM-113</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-114</td>
<td>Critical Thinking/Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COMM-115</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-116</td>
<td>Critical Thinking/Argumentation and Debate</td>
<td>3</td>
</tr>
</tbody>
</table>

(continued on next page)
**Humanities Emphasis**

This area of emphasis is designed to help students develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help students develop aesthetic understanding and an ability to make value judgments. Courses prepare students for entry into a variety of careers in which effective critical thinking and effective writing skills are important.

Complete a minimum of twenty units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-103A</td>
<td>Survey of Western Art from Prehistory Through the Middle Ages</td>
<td>4</td>
</tr>
<tr>
<td>ART-103B</td>
<td>Survey of Western Art from Renaissance to Contemporary</td>
<td>4</td>
</tr>
<tr>
<td>ART-103C</td>
<td>Survey of Non-European Art</td>
<td>4</td>
</tr>
<tr>
<td>CHS-102A</td>
<td>Chicana/o History I</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102B</td>
<td>Chicana/o History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST-102A</td>
<td>Chicana/o History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST-102B</td>
<td>Chicana/o History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST-104A</td>
<td>Western Civilization with a World Perspective Until 1600</td>
<td>3</td>
</tr>
<tr>
<td>HIST-104B</td>
<td>Western Civilization with a World Perspective From 1600</td>
<td>3</td>
</tr>
<tr>
<td>HIST-106A</td>
<td>World History to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST-106B</td>
<td>World History Since 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST-107</td>
<td>History of Film</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114A</td>
<td>African American History 1619 to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114B</td>
<td>African American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST-115</td>
<td>Asian-American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST-119A</td>
<td>Bad Girls: Women in American Before 1890</td>
<td>3</td>
</tr>
<tr>
<td>HIST-119B</td>
<td>Bad Girls: Women in American From 1890</td>
<td>3</td>
</tr>
<tr>
<td>HIST-141</td>
<td>History of Rock and Roll: Music and Culture of the 1950's</td>
<td>3</td>
</tr>
<tr>
<td>HIST-142</td>
<td>History of Rock and Roll: Music and Culture of the 1960's</td>
<td>3</td>
</tr>
<tr>
<td>HIST-143</td>
<td>History of Rock and Roll: Music and Culture Since 1970</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-100</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-101</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-102</td>
<td>Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-104</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-106</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-107</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-109A</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-109B</td>
<td>Understanding the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-110</td>
<td>Introduction to Asian Religions</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-112</td>
<td>Introduction to Western Religions</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-114</td>
<td>Introduction to Islam</td>
<td>3</td>
</tr>
<tr>
<td>SPAN-101A</td>
<td>Elementary Spanish</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-101B</td>
<td>Elementary Spanish</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-102A</td>
<td>Intermediate Spanish</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-102B</td>
<td>Intermediate Spanish</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-101A</td>
<td>Elementary Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-101B</td>
<td>Elementary Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-102A</td>
<td>Intermediate Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-102B</td>
<td>Intermediate Japanese</td>
<td>5</td>
</tr>
<tr>
<td>ENGL-111A</td>
<td>Beginning Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-111B</td>
<td>Intermediate Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-112</td>
<td>Modern Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-113</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-114</td>
<td>World Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-115</td>
<td>Women in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-118</td>
<td>Introduction to Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-120A</td>
<td>Survey of American Literature: Beginning to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-120B</td>
<td>Survey of American Literature: 1865 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-127</td>
<td>Autobiography: Writing Journals and Memoirs</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-129</td>
<td>Psychology and Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-130</td>
<td>American Stories: Multicultural Autobiography and Memoir</td>
<td>3</td>
</tr>
<tr>
<td>FREN-101A</td>
<td>Elementary French</td>
<td>5</td>
</tr>
<tr>
<td>FREN-101B</td>
<td>Elementary French</td>
<td>5</td>
</tr>
<tr>
<td>FREN-102A</td>
<td>Intermediate French</td>
<td>5</td>
</tr>
<tr>
<td>FREN-102B</td>
<td>Intermediate French</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-101A</td>
<td>Elementary Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-101B</td>
<td>Elementary Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-102A</td>
<td>Intermediate Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-102B</td>
<td>Intermediate Japanese</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Required Units: 20

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**Language Emphasis**

This area of emphasis is designed to help students demonstrate progressive oral competence of the language; decipher progressively more difficult texts; become more competent in writing ability; and demonstrate rudimentary to more advanced level of cultural and historical understanding of the societies associated with the target language. Courses prepare students for entry into a variety of careers in which effective critical thinking, effective writing skills, and multilingual skills are important.

Complete a minimum of twenty units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARRC-101A</td>
<td>Elementary Arabic</td>
<td>5</td>
</tr>
<tr>
<td>ASL-101A</td>
<td>Principles of American Sign Language I</td>
<td>5</td>
</tr>
<tr>
<td>ASL-101B</td>
<td>Principles of American Sign Language I</td>
<td>5</td>
</tr>
<tr>
<td>ASL-102A</td>
<td>Principles of American Sign Language II</td>
<td>5</td>
</tr>
<tr>
<td>ASL-102B</td>
<td>Principles of American Sign Language II</td>
<td>5</td>
</tr>
<tr>
<td>ASL-103A</td>
<td>Principles of American Sign Language III</td>
<td>5</td>
</tr>
<tr>
<td>ASL-103B</td>
<td>Principles of American Sign Language III</td>
<td>5</td>
</tr>
<tr>
<td>ASL-104A</td>
<td>Principles of American Sign Language IV</td>
<td>5</td>
</tr>
<tr>
<td>ASL-104B</td>
<td>Principles of American Sign Language IV</td>
<td>5</td>
</tr>
<tr>
<td>ASL-140</td>
<td>Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>ASL-142</td>
<td>Deaf Culture</td>
<td>3</td>
</tr>
<tr>
<td>ASL-145</td>
<td>Deaf History, Audism, and Social Justice</td>
<td>2</td>
</tr>
<tr>
<td>ASL-150</td>
<td>Linguistics of ASL</td>
<td>3</td>
</tr>
<tr>
<td>ASL-155</td>
<td>ASL Literature</td>
<td>3</td>
</tr>
<tr>
<td>ASL-158</td>
<td>Classifiers in ASL</td>
<td>3</td>
</tr>
<tr>
<td>CHIN-101A</td>
<td>Elementary Mandarin Chinese I</td>
<td>5</td>
</tr>
<tr>
<td>CHIN-101B</td>
<td>Elementary Mandarin Chinese II</td>
<td>5</td>
</tr>
<tr>
<td>CHIN-102A</td>
<td>Intermediate Mandarin Chinese I</td>
<td>5</td>
</tr>
<tr>
<td>CHIN-102B</td>
<td>Intermediate Mandarin Chinese II</td>
<td>5</td>
</tr>
<tr>
<td>COMM-130</td>
<td>Oral Interpretation of Literature</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-311</td>
<td>Introduction to American Deaf Culture</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-312</td>
<td>Linguistics of ASL</td>
<td>3</td>
</tr>
<tr>
<td>DEAF-330</td>
<td>Deaf Education</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-101A</td>
<td>Reading and Written Composition</td>
<td>4</td>
</tr>
<tr>
<td>ENGL-101B</td>
<td>Reading and Composition (Introduction to Literature)</td>
<td>4</td>
</tr>
<tr>
<td>ENGL-101C</td>
<td>Critical Thinking and Composition</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-104</td>
<td>The Short Story</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-106</td>
<td>Reading Banned Books</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-107</td>
<td>Literature and Film</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-111A</td>
<td>Beginning Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-111B</td>
<td>Intermediate Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-112</td>
<td>Modern Fiction</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-113</td>
<td>Poetry</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-114</td>
<td>World Mythology</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-115</td>
<td>Women in Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-118</td>
<td>Introduction to Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-120A</td>
<td>Survey of American Literature: Beginning to 1865</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-120B</td>
<td>Survey of American Literature: 1865 to Present</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-127</td>
<td>Autobiography: Writing Journals and Memoirs</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-129</td>
<td>Psychology and Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL-130</td>
<td>American Stories: Multicultural Autobiography and Memoir</td>
<td>3</td>
</tr>
<tr>
<td>FREN-101A</td>
<td>Elementary French</td>
<td>5</td>
</tr>
<tr>
<td>FREN-101B</td>
<td>Elementary French</td>
<td>5</td>
</tr>
<tr>
<td>FREN-102A</td>
<td>Intermediate French</td>
<td>5</td>
</tr>
<tr>
<td>FREN-102B</td>
<td>Intermediate French</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-101A</td>
<td>Elementary Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-101B</td>
<td>Elementary Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-102A</td>
<td>Intermediate Japanese</td>
<td>5</td>
</tr>
<tr>
<td>JPNS-102B</td>
<td>Intermediate Japanese</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-101A</td>
<td>Elementary Spanish</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-101B</td>
<td>Elementary Spanish</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-102A</td>
<td>Intermediate Spanish</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-102B</td>
<td>Intermediate Spanish</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Required Units: 20
MATHMATICS FOR TRANSFER

Associate in Science in Mathematics for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 Science in Mathematics for Transfer is intended for students who plan to complete a bachelor’s degree as a math major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students will learn the basic mathematical theory which is needed to study advanced math topics at a baccalaureate university.

Mathematics is a traditional program of university study, with a heritage dating back centuries. In addition to being an academic program worthy of study for its own merits, a degree in mathematics allows a student to enter the workforce in a broad range of areas, including finance, data analysis, and teaching. A degree in mathematics also provides the background for students to pursue graduate programs in many areas such as engineering, law, medicine, and business. A degree in mathematics is often considered as a strong indication that a student possesses good critical thinking skills, the ability to process complicated ideas, and the ability to both follow and create logical processes.

In order to earn the Associate in Science in Mathematics for Transfer, 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.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE

a) Complete Required Core, List A, and List B courses with a grade of C or better.

b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete 60 CSU-transferable semester units.

d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete a minimum of 21 semester units in the Mathematics major.

f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Learn the foundation mathematics necessary for further studies in engineering, mathematics, and science.

2. Demonstrate proficiency at problem solving techniques.

3. Demonstrate a rudimentary level of knowledge for the construction of formal proofs.

4. Apply their knowledge of problem solving techniques towards the solution of problems in engineering and science.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101C</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(continued on next column)</td>
<td></td>
</tr>
</tbody>
</table>

(continued on next column)
### MULTIMEDIA

**Associate in Arts in Multimedia**

This program is designed to provide students with technical skills and a strong foundation in design. Students have the opportunity to explore the many different areas of multimedia while following professional practices and employing industry-standard software.

#### REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field, Graphics/Art Area, and Supporting Courses with a grade of C or better.

b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete at least 60 degree-applicable units with a 2.0 grade point average.

d) Complete at least 12 units at Ohlone College.

#### STUDENT LEARNING OUTCOMES

1. Use technical skills and professional workmanship to demonstrate proficiency using multimedia software.
2. Use conceptual skills by innovating, brainstorming, sketching, problem-solving, building prototypes and scenarios, constructing narratives.
3. Use visual communication by demonstrating the ability to design projects that communicate specific ideas and illustrate concepts of design.
4. Exhibit professional behavior and work ethics.
5. Express recognition of the diverse cultural contributions to art and design.

#### MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM-102A</td>
<td>Introduction to Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>MM-105</td>
<td>Web Site Design</td>
<td>4</td>
</tr>
<tr>
<td>MM-110</td>
<td>Digital Video for the Web and DVD</td>
<td>4</td>
</tr>
<tr>
<td>MM-160</td>
<td>Multimedia Portfolio Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

#### GRAPHICS/ART AREA

Complete one course from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-139A</td>
<td>Beginning Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>GA-109A</td>
<td>Beginning Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>GA-160A</td>
<td>Computer Graphics I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3-4</td>
</tr>
</tbody>
</table>

#### SUPPORTING COURSES

Complete 12-14 units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS-162</td>
<td>XHTML</td>
<td>4</td>
</tr>
<tr>
<td>MM-106</td>
<td>Advanced Interaction Design for Web and Mobile</td>
<td>3</td>
</tr>
<tr>
<td>MM-107</td>
<td>WordPress</td>
<td>.5</td>
</tr>
<tr>
<td>MM-113</td>
<td>Mobile Application Development</td>
<td>3</td>
</tr>
<tr>
<td>MM-118</td>
<td>Introduction to Video Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM-119</td>
<td>Video Game Development</td>
<td>4</td>
</tr>
<tr>
<td>MM-121A</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MM-121B</td>
<td>3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM-121C</td>
<td>Advanced 3D Modeling and Animation</td>
<td>3</td>
</tr>
<tr>
<td>MUS-112A</td>
<td>Introduction to Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>WEX-195A1</td>
<td>Occupational Work Experience Education</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>12-14</td>
</tr>
</tbody>
</table>

**Total Required Units: 29-32**

### MULTIMEDIA: FRONT END DEVELOPMENT/USER EXPERIENCE WEB DESIGN

**Certificate of Achievement in Multimedia:**

**Front End Development/User Experience Web Design**

The field of User Experience Design (UX) is rapidly growing and demand for skilled UX designers and front-end developers has steadily increased. UX designers create interfaces that feel natural to users and build seamless movement between webpages and/or tasks within an application or program. The courses in this certificate introduce students to concepts, digital tools, and platforms including ideation techniques; prototyping; HTML, CSS, and JavaScript; and application development. Students learn how to design vibrant and innovative digital interfaces that communicate with audiences and enhance user experiences. Upon completion, students have acquired the necessary skills for entry-level positions including front-end developer, JavaScript Developer, UX Designer, User Experience Researcher, and others.

#### REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses.

b) Complete at least six units at Ohlone College.

c) Maintain a 2.0 grade point average in Major Field courses.

#### STUDENT LEARNING OUTCOMES

1. Create prototypes and utilize design thinking processes and UX/UI tools to examine, demonstrate, and verify effective user interface design solutions and enhance user experiences.
2. Demonstrate fluency in visual design principles and concepts of user-centric design, usability, and user experience.
3. Effectively work with teams and peers and present ideas and feedback in a precise and persuasive manner.
4. Demonstrate the ability to write well-structured, standards-compliant, and accessible HTML, CSS, and JavaScript code and successfully utilize debugging tools.

#### MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS-175</td>
<td>JavaScript for Web Development</td>
<td>4</td>
</tr>
<tr>
<td>MM-101</td>
<td>Visual Interaction Design</td>
<td>3</td>
</tr>
<tr>
<td>MM-102A</td>
<td>Introduction to Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>MM-105</td>
<td>Introduction to Web Development</td>
<td>3</td>
</tr>
<tr>
<td>MM-106</td>
<td>Advanced Interaction Design for Web and Mobile</td>
<td>3</td>
</tr>
<tr>
<td>MM-107</td>
<td>WordPress</td>
<td>.5</td>
</tr>
<tr>
<td>MM-113</td>
<td>Mobile Application Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>19.5</td>
</tr>
</tbody>
</table>

**Total Required Units: 19.5**

2020-2021 OHLONE COLLEGE CATALOG
MULTIMEDIA: GAME DESIGN AND ANIMATION

Associate in Arts in Multimedia: Game Design and Animation

The Associate in Arts in Multimedia: Game Design and Animation is designed to provide students with a strong foundation in video game design, 3D modeling, and 2D/3D animation. The program incorporates a variety of theoretical and technical aspects of the video game design and development process to help build professional skills relevant in the industry. Game prototyping; character development; 3D modeling and animation; level design; game engines; project management strategies and techniques; interactive storytelling; and basic programming for video game design are among the specialized topics explored through this degree. Students have the opportunity to examine the many careers in interactive digital media related fields while following professional practices and employing industry-standard software. Career opportunities include positions such as Video Game Artist, Game Level Designer, 2D Animator, 3D Animator, QA/Video Game Tester, UI Architect, UX Designer, Technical artist, Visual Designer, Interaction Designer, Junior Producer, Motion Designer, and others. Prior to graduation, students will have assembled a portfolio of game design projects to present to potential employers and will have designed several complete games from start to finish.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field and Supporting Courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Create animations, game design documents, prototypes, game assets, and game levels using industry standard tools and production methods and evaluate user experience.
2. Conceptualize and design compelling narrative structures and gameplays and evaluate audience/player engagement.
3. Develop game content for multiple gaming platforms including desktop, virtual reality, and mobile games.
4. Lead, or participate in, an interdisciplinary team-oriented game production project and manage scheduling, resource allocation, and milestone achievement.
5. Analyze, articulate, and critically evaluate game mechanics, dynamics, and aesthetics.
6. Demonstrate an understanding of the historical, cultural, sociological, ethical, and psychological aspects of computer games and animations.
7. Develop a professional portfolio demonstrating creative and intellectual accomplishments.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA-112</td>
<td>Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>MM-101</td>
<td>Visual and Interaction Design</td>
<td>3</td>
</tr>
<tr>
<td>MM-102A</td>
<td>Introduction to Multimedia OR</td>
<td>3</td>
</tr>
<tr>
<td>MM-105</td>
<td>Web Site Design OR</td>
<td>4</td>
</tr>
<tr>
<td>MM-113</td>
<td>Mobile Application Development</td>
<td>3</td>
</tr>
<tr>
<td>MM-118</td>
<td>Introduction to Video Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM-121A</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MM-121B</td>
<td>3D Animation</td>
<td>3</td>
</tr>
</tbody>
</table>

SUPPORTING COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-104A</td>
<td>2D Design OR</td>
<td>3</td>
</tr>
<tr>
<td>ART-104C</td>
<td>Color</td>
<td>3</td>
</tr>
<tr>
<td>MM-109</td>
<td>2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM-114</td>
<td>Textures for 3D</td>
<td>3</td>
</tr>
<tr>
<td>MM-119</td>
<td>Video Game Development</td>
<td>4</td>
</tr>
<tr>
<td>MM-120</td>
<td>Video Game Design and Development Capstone</td>
<td>3</td>
</tr>
<tr>
<td>MM-121C</td>
<td>Advanced 3D Modeling and Animation</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 37-38
MUSIC FOR TRANSFER
Associate in Arts in Music for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Music for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

The Associate in Arts in Music for Transfer establishes a clear pathway to transfer. The associate degree for transfer in Music offered by Ohlone College is designed to prepare students for studying Music at the California State University. This program will enable students to develop a strong foundation in music.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE
a) Complete Required Core courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete at least 12 units at Ohlone College.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Comprehend and integrate the language of written, aural, and conceptual music.
2. Demonstrate proficiency at an increasing level of mastery of his/her primary instrument.
3. Analyze and categorize extant musical compositions and, in turn, employ appropriate stylistic and historical criteria to synthesize successful original music.
4. Adapt to and coordinate with other musicians in ensemble situations.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-110A</td>
<td>Music Theory and Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS-110B</td>
<td>Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS-110C</td>
<td>Advanced Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS-110D</td>
<td>Advanced Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS-111A</td>
<td>Musicianship I</td>
<td>1</td>
</tr>
<tr>
<td>MUS-111B</td>
<td>Musicianship II</td>
<td>1</td>
</tr>
<tr>
<td>MUS-111C</td>
<td>Musicianship III</td>
<td>1</td>
</tr>
<tr>
<td>MUS-111D</td>
<td>Musicianship IV</td>
<td>1</td>
</tr>
<tr>
<td>MUS-166A</td>
<td>Applied Music (taken four times)</td>
<td>4</td>
</tr>
</tbody>
</table>

Complete four units from any one or more of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-352</td>
<td>Jazz/Rock Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS-355</td>
<td>College Chorus</td>
<td>1</td>
</tr>
<tr>
<td>MUS-356</td>
<td>Chamber Singers</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Required Units: 24
EMPHASIS COURSES

Complete one of the following tracks.

Track 1: Vocal Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-162A</td>
<td>Class Voice-Beginning</td>
<td>1</td>
</tr>
<tr>
<td>MUS-162B</td>
<td>Class Voice-Beginning</td>
<td>1</td>
</tr>
<tr>
<td>MUS-162C</td>
<td>Class Voice-Intermediate</td>
<td>1</td>
</tr>
<tr>
<td>MUS-162D</td>
<td>Class Voice-Intermediate</td>
<td>1</td>
</tr>
<tr>
<td>MUS-166A</td>
<td>Applied Music (taken four times)</td>
<td>4</td>
</tr>
</tbody>
</table>

Complete four units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-351</td>
<td>Performance Ensembles</td>
<td>1</td>
</tr>
<tr>
<td>MUS-352</td>
<td>Jazz/Rock Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS-352B</td>
<td>Advanced Jazz/Rock Combos</td>
<td>1</td>
</tr>
<tr>
<td>MUS-355</td>
<td>College Chorus</td>
<td>1</td>
</tr>
<tr>
<td>MUS-380</td>
<td>Musical Workshop – College Cabaret</td>
<td>1</td>
</tr>
<tr>
<td>MUS-381</td>
<td>Musical Theatre Workshop - Chorus/Ensemble</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Vocal Music Track Required Units: 38

Track 2: Instrumental Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-166A</td>
<td>Applied Music (taken four times)</td>
<td>4</td>
</tr>
</tbody>
</table>

Complete four units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-351</td>
<td>Performance Ensembles</td>
<td>1</td>
</tr>
<tr>
<td>MUS-352</td>
<td>Jazz/Rock Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS-352B</td>
<td>Advanced Jazz/Rock Combos</td>
<td>1</td>
</tr>
<tr>
<td>MUS-355</td>
<td>College Chorus</td>
<td>1</td>
</tr>
<tr>
<td>MUS-382</td>
<td>Musical Theatre Workshop III (Instrumental)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Instrumental Music Track Required Units: 34

Track 3: Piano Performance

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-160B</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160C</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160D</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-166A</td>
<td>Applied Music (taken four times)</td>
<td>4</td>
</tr>
</tbody>
</table>

Complete four units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-351</td>
<td>Performance Ensembles</td>
<td>1</td>
</tr>
<tr>
<td>MUS-352</td>
<td>Jazz/Rock Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS-352B</td>
<td>Advanced Jazz/Rock Combos</td>
<td>1</td>
</tr>
<tr>
<td>MUS-355</td>
<td>College Chorus</td>
<td>1</td>
</tr>
<tr>
<td>MUS-380</td>
<td>Musical Workshop – College Cabaret</td>
<td>1</td>
</tr>
<tr>
<td>MUS-381</td>
<td>Musical Theatre Workshop – Chorus/Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUS-382</td>
<td>Musical Theatre Workshop III (Instrumental)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Piano Performance Track Required Units: 37

Track 4: Commercial Music

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-112A</td>
<td>Introduction to Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>MUS-112B</td>
<td>Intermediate Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>MUS-113</td>
<td>Studio Recording</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Commercial Track Required Units: 35

Total Required Units for Music Major: 34-38

NATURAL SCIENCE

Associate in Arts in Natural Science

The Associate in Arts in Natural Science has three areas of emphasis: Biological Science, Mathematics and Technology, and Physical Science. Students may choose one of these emphases to earn a degree in Natural Science. These emphases will provide students with the knowledge and skills to succeed in a variety of science or technological careers. Graduates with an Associate in Arts in Natural Science will develop a strong foundation in the life sciences, physical sciences, and mathematics. Furthermore, the theoretical knowledge and laboratory skills acquired by students in these programs will also enhance their success with obtaining entry-level jobs that require two years of college-level science and math.

It is imperative that students entering Ohlone’s Associate in Arts in Natural Science meet with a counselor at the start of their academic work. Counselors will assist students in preparing a comprehensive Student Education Plan that will prepare them to pursue their academic goals.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field courses with a grade of C or better.

b) Complete a minimum of twenty transferable units selected from one of the areas of emphasis, including a minimum of twelve units in the same department and an additional eight units from any of the courses within the emphasis.

c) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog. Students who do not intend to transfer may complete Ohlone College General Education; students who intend to transfer may complete either CSU GE or IGETC. Counselors will advise students on the general education plan that best prepares them for pursuing an associate degree and/or transfer.

d) Complete at least 60 degree-applicable units with a 2.0 grade point average.

e) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Gain knowledge and skills to succeed in a variety of science or technological careers.

2. Gain knowledge and skills to succeed in science majors at a baccalaureate university.

MAJOR FIELD

Biological Science Emphasis

This emphasis will enable students to develop a strong foundation in the life sciences. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this emphasis will also enhance their success with obtaining entry-level jobs that require two years of college-level life science and laboratory skills.

Complete a minimum of twenty transferable units selected from this area of emphasis, including a minimum of twelve units from the following Biology courses and an additional eight units from any of the remaining courses within this emphasis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-101</td>
<td>Biological Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH-108</td>
<td>Introduction to Forensic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-101A</td>
<td>Principles of Biology - Molecular and Cellular Biology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL-101B</td>
<td>Principles of Biology - Organisms and Systems</td>
<td>5</td>
</tr>
<tr>
<td>BIOL-103A</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-103B</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-104</td>
<td>Basic Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-105</td>
<td>Heredity, Evolution, and Society</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-106</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>BIOL-109</td>
<td>Biology of Sexual Reproduction</td>
<td>3</td>
</tr>
<tr>
<td>BIOL-130</td>
<td>Essential Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

(continued on next page)
Mathematics and Technology Emphasis

This emphasis will enable students to develop a strong foundation in mathematics and technology. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this emphasis will also enhance their success with obtaining entry-level jobs that require two years of college-level physical science and laboratory skills.

Complete a minimum of twenty transferable units selected from this area of emphasis, including twelve units in the same department (CHEM, GEOL, or PHYS) and an additional eight units from any of the courses within the area of emphasis.

This emphasis will enable students to develop a strong foundation in the physical sciences. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this emphasis will also enhance their success with obtaining entry-level jobs that require two years of college-level physical science and laboratory skills.

Complete a minimum of twenty transferable units selected from this area of emphasis, including twelve units in the same department (CHEM, GEOL, or PHYS) and an additional eight units from any of the courses within the area of emphasis.

**Physical Science Emphasis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR-101A</td>
<td>General Astronomy of the Solar System</td>
<td>3</td>
</tr>
<tr>
<td>ASTR-101B</td>
<td>General Astronomy Beyond the Solar System</td>
<td>3</td>
</tr>
<tr>
<td>ASTR-102</td>
<td>General Astronomy Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHEM-101A</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-101B</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-102</td>
<td>Preparation for General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-108</td>
<td>Survey of Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHEM-109</td>
<td>Biochemistry for Health Science and Biotechnology</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-112A</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-112B</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>GEOG-101</td>
<td>Physical Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOL-101</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL-102</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-103</td>
<td>Paleontology and Dinosaurs</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-103L</td>
<td>Earth History and Paleontology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>GEOL-104</td>
<td>The Changing Earth: Historical Geology</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-108</td>
<td>Survey of Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-120</td>
<td>Introduction to Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-120A</td>
<td>Introduction to Physics I – Calculus Supplement</td>
<td>1</td>
</tr>
<tr>
<td>PHYS-121</td>
<td>Introduction to Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-121A</td>
<td>Introduction to Physics II – Calculus Supplement</td>
<td>1</td>
</tr>
<tr>
<td>PHYS-140</td>
<td>Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-141</td>
<td>Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-142</td>
<td>Optics, Heat, and Modern Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Required Units: 20**

---

**NETWORK ADMINISTRATOR**

Certificate of Achievement in Network Administrator

Network administrators manage all of the day-to-day aspects of a computer network. In addition to configuring networks they are responsible for making the network operational 24 hours a day. Tasks performed include installing and configuring new equipment, including desktop PCs and servers; troubleshooting day-to-day problems and unusual issues with networked equipment; and evaluating the need for upgrades or replacements of current computer hardware and software solutions.

Network administrators manage an organization’s servers and desktop and mobile equipment. They ensure that email and data storage networks work properly. They also make sure that employees’ workstations are working efficiently and stay connected to the central computer network. Some administrators manage telecommunication networks.

Earning this certificate of achievement is advantageous for students who already have a degree but are looking to update their existing skills. The courses required in this certificate can also be used toward the Associate in Science in Network Administrator.

(continued on next page)
REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT
a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES
1. Demonstrate confidence to work independently to setup, configure, and maintain a network; stand-alone or network application; and a network system.
2. Demonstrate techniques to troubleshoot situations that impact a network; stand-alone or network application; and a network system.
3. Demonstrate a basic computer programming language knowledge and skills.

MAJOR FIELD
CNET-146 Introduction to UNIX/Linux 3
CNET-155A Introduction to Networks (CCNA1) 3
CNET-162 Windows Server Installation and Configuration Administration 2
CNET-170 Network Security (Security+) 4

Total Required Units: 18-21

Complete 6-9 units from the following courses:
CNET-142 Introduction to Programming with Python 4
CNET-155B Routing and Switching Essentials (CCNA2) 3
CNET-156A Scaling Networks (CCNA3) 2
CNET-156B Connecting Networks (CCNA4) 2

Total Required Units: 18-21

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE
a) Complete Major Field and Supporting Courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
2. Describe the operations and benefits of the Spanning Tree Protocol (STP).
3. Describe the operations and benefits of link aggregation and Cisco VLAN Trunk Protocol (VTP).
5. Configure and troubleshoot advanced operations of routers and implement RIP, OSPF, and EIGRP routing protocols for IPv4 and IPv6.
6. Manage Cisco IOS* Software licensing and configuration files.

MAJOR FIELD
CNET-142 Introduction to Programming with Python 4
CNET-146 Introduction to UNIX/Linux 3
CNET-155A Introduction to Networks (CCNA1) 3
CNET-155B Routing and Switching Essentials (CCNA2) 3
CNET-156A Scaling Networks (CCNA3) 2
CNET-156B Connecting Networks (CCNA4) 2
CNET-162 Windows Server Installation and Configuration Administration 2
CNET-170 Network Security (Security+) 4

Total Required Units: 29-35

SUPPORTING COURSES
Complete one course from the following courses:
WEX-195A1 Occupational Work Experience Education OR 1
WEX-195A2 Occupational Work Experience Education Education ( 2 )
WEX-195A3 Occupational Work Experience Education Education ( 3 )
WEX-195A4 Occupational Work Experience Education Education ( 4 )

Total Required Units: 1-4

Complete 5-8 units from the following courses:
CNET-105 IT Essentials (CompTIA A+) 4
CNET-107 IT Service Management (ITIL) 3
CNET-108 IT Project Management 3
CNET-120 VMware: Install, Configure, Manage 2
CNET-122A Information Storage and Management – EMC 2
CNET-122B Cloud Infrastructure and Services 2
CNET-135 Oracle Database Administration 2
CNET-137 Introduction to SQL 4
CNET-164 Windows Server Administration 2
CNET-172 CCNA Security 3
CNET-173 Ethical Hacking 3
CNET-174 Computer Forensics 3
CNET-175 Cloud Security Fundamentals 4

Total Required Units: 5-8

(continued on next column)
PERSONAL DEVELOPMENT STUDIES
Certificate of Achievement in Personal Development Studies

The Certificate in Achievement in Personal Development Studies is designed to prepare students for studying Anthropology, Human Services, Psychology, Liberal Studies and Teaching, and Social Services/Sociology. Personal Development Studies offers more than career-specific preparation; it teaches students to utilize critical thinking skills to analyze problems, strategize solutions, and lead an effective and productive life. This program also creates focused exposure to diverse cultural and relational consideration. Students will consult with a counselor when planning to complete the certificate, and will gain information about university admissions and transfer requirements. Counselors will assist students in developing a Student Education Plan that will prepare them to achieve their academic goals.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT
a) Complete Major Field courses.
   b) Complete at least six units at Ohlone College.
   c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES
1. Acquire the skills necessary for career exploration and/or university transfer success through personal development and self-management skills.
2. Demonstrate personal development skills to better understand, recognize, and appreciate personal, social, multicultural, and diversity issues for future jobs and careers.
3. Develop personal awareness, growth, and relational enrichment through the practical application of critical analysis and successful communication techniques and soft skills. Students will be able to effectively utilize problem solving and decision making skills.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-159</td>
<td>Introduction to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PD-103</td>
<td>Transfer Success in Life Transitions</td>
<td>3</td>
</tr>
<tr>
<td>PD-105</td>
<td>College Success</td>
<td>3</td>
</tr>
<tr>
<td>PSY-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC-101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Units:</strong> 14</td>
<td></td>
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</tbody>
</table>

Complete a minimum of four units from the following self-assessment/self-reflection courses. Courses cannot be counted more than once to apply towards requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS-101</td>
<td>Steps to Successful Research</td>
<td>1</td>
</tr>
<tr>
<td>PD-103</td>
<td>Transfer Success in Life Transitions</td>
<td>3</td>
</tr>
<tr>
<td>PD-105</td>
<td>College Success</td>
<td>3</td>
</tr>
<tr>
<td>PD-113</td>
<td>Strategies for Succeeding in College</td>
<td>2</td>
</tr>
<tr>
<td>PD-150</td>
<td>Career and Life Planning</td>
<td>2</td>
</tr>
<tr>
<td>PD-241</td>
<td>College Success for Athletes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Units:</strong> 4.5</td>
<td></td>
</tr>
</tbody>
</table>

Total Required Units: 18-19

PHILOSOPHY FOR TRANSFER
Associate in Arts in Philosophy for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Philosophy for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. 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.

The Philosophy program aims to develop student's critical thinking skills and argumentative rigor; provide a broad background of the discipline; and prepare students for transfer to baccalaureate degree programs in Philosophy and related disciplines. Students may obtain an Associate in Arts in Philosophy for Transfer and optimize preparation for advanced degrees in Philosophy at baccalaureate institutions. Typical employment opportunities in the field are in the areas of education, law, and political service.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE
a) Complete Required Core, List A, List B, and List C courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete 18 semester units in the Philosophy major.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Develop critical thinking skills.
2. Develop rational argumentation skills.
3. Demonstrate a broad knowledge of the field of philosophy.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL-100</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-104</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-106</td>
<td>Ethics</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Total Required Units:</strong> 9</td>
<td></td>
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</tbody>
</table>

LIST A

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL-101</td>
<td>Ancient Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Units:</strong> 3</td>
<td></td>
</tr>
</tbody>
</table>

LIST B

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL-102</td>
<td>Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Units:</strong> 3</td>
<td></td>
</tr>
</tbody>
</table>

LIST C

Complete one course from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL-107</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-109A</td>
<td>Understanding the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-109B</td>
<td>Understanding the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-110</td>
<td>Introduction to Asian Religions</td>
<td>3</td>
</tr>
<tr>
<td>PHIL-112</td>
<td>Introduction to Western Religions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Units:</strong> 3</td>
<td></td>
</tr>
</tbody>
</table>
PHYSICAL THERAPIST ASSISTANT
Associate in Science in Physical Therapist Assistant

The Physical Therapist Assistant (PTA) Program is a two calendar year course of study leading to an Associate in Science degree and eligibility to take the National PTA licensing examination. The degree requirements include general education, supporting courses, and Physical Therapist Assistant theory and clinical courses. Successful completion of the PTA Major Field and Supporting Courses meet the Information Competency graduation requirement.

The PTA Program at Ohlone College is limited to 24 students per class each academic year. Clinical affiliations are an essential part of the program. Students are expected to be able to travel to off-campus locations in the greater Bay Area.

Ohlone College’s PTA program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA).

Physical Therapist Assistants (PTAs) are skilled health care providers who work under the direction of a Physical Therapist (PT). Duties of the PTA include assisting the PT in implementing treatment programs, training patients in exercise and activities of daily living, conducting treatments, and reporting to the PT on the patient’s response.

PTAs work in HMO’s, hospitals, private physical therapy offices, community health centers, corporate and health centers, nursing homes, home health agencies, schools, pediatric centers, and colleges and universities.

(continued on next column)

Program Admission is based on a selective process and involves a special Application for Admission. Applicants are selected once a year and begin the course of study each Fall Semester. For program information and application contact the PTA program office at the Newark campus or see the PTA web page at www.ohlone.edu/pta.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

a) Complete Major Field and Supporting Courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Practice in a variety of settings that serve diverse patient populations.
2. Practice within the laws and regulations of California and the ethical tenets of the American Physical Therapy Association.
3. Apply evidence based knowledge, skills, and demeanor that engender comprehensive assistance to the patient and the supervising physical therapist so that treatment goals may be reached effectively and expeditiously.
4. Self-evaluate learning needs to advance in the profession and improve skills for providing patient care.
5. Effectively communicate with patients, colleagues, and other members of the health care team using oral, written, and non-verbal communication skills.

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MAJOR FIELD

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTA-101</td>
<td>Introduction to Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PTA-102</td>
<td>Pathology</td>
<td>3</td>
</tr>
<tr>
<td>PTA-103</td>
<td>Kinesiology I</td>
<td>3</td>
</tr>
<tr>
<td>PTA-104</td>
<td>Kinesiology II</td>
<td>3</td>
</tr>
<tr>
<td>PTA-105A</td>
<td>Therapeutic Exercise I</td>
<td>3</td>
</tr>
<tr>
<td>PTA-105B</td>
<td>Therapeutic Exercise II</td>
<td>3</td>
</tr>
<tr>
<td>PTA-106</td>
<td>Orthopedics</td>
<td>2</td>
</tr>
<tr>
<td>PTA-108</td>
<td>Advanced Modalities</td>
<td>2</td>
</tr>
<tr>
<td>PTA-109</td>
<td>Physical Therapy Through the Life Span</td>
<td>2</td>
</tr>
<tr>
<td>PTA-110A</td>
<td>Neurological Disorders I</td>
<td>2</td>
</tr>
<tr>
<td>PTA-110B</td>
<td>Neurological Disorders II</td>
<td>2</td>
</tr>
<tr>
<td>PTA-111</td>
<td>Advanced Procedures</td>
<td>2</td>
</tr>
<tr>
<td>PTA-140</td>
<td>PTA Licensure Preparation</td>
<td>1</td>
</tr>
<tr>
<td>PTA-301</td>
<td>Clinical Practicum I</td>
<td>4</td>
</tr>
<tr>
<td>PTA-302</td>
<td>Clinical Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>PTA-303</td>
<td>Clinical Internship</td>
<td>4.5</td>
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</tbody>
</table>

43.5

SUPPORTING COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-103A</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-103B</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>PSY-108</td>
<td>Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

11

Total Required Units: 54.5

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Did you know???

The California Community Colleges is the largest provider of workforce training in the state and nation.

Source: California Community Colleges Chancellor’s Office
PHYSICS FOR TRANSFER

Associate in Science in Physics for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 Science in Physics for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

Completion of the requirements for the Associate in Science in Physics for Transfer assists a student in seamlessly transferring to a California State University to engage in upper-division work towards a bachelor’s degree in Physics. This associate degree will enable students to develop a strong foundation in physics. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this program will also enhance their success with obtaining entry-level jobs that require two years of college-level science and math.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE FOR TRANSFER DEGREE

a) Complete Required Core courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete 27 semester units in the Physics major.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Build critical thinking and quantitative skills by gaining insight into the thought processes of physical approximation and physical modeling, by practicing the appropriate application of mathematics to the description of physical reality, and by searching for a physical interpretation of mathematical results.
2. Demonstrate basic experimental skills by the practice of setting up and conducting an experiment with due regards to minimizing measurement error and by the thoughtful discussion and interpretation of data.
3. Demonstrate basic communication and technical skills by working in groups on a laboratory experiment.
4. Retain information from course to course by aiming at proficiency in the correct use of all the fundamental laws and equations to solve integrated problems.

REQUIRED CORE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101C</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-140</td>
<td>Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-141</td>
<td>Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-142</td>
<td>Optics, Heat, and Modern Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 27

PHYSICS

Associate in Science in Physics

The Associate in Science in Physics offered by Ohlone College is designed to prepare students for studying Physics at most universities. The core courses required in the Associate in Science in Physics will fulfill the lower division requirements for most campuses of the UC and CSU systems. This program will enable students to develop a strong foundation in physics and mathematics. Furthermore, the theoretical knowledge and laboratory skills acquired by students in this program will also enhance their success with obtaining entry-level jobs that require two years of college-level science and math.

Since some curriculum requirements may vary among transfer universities, it is imperative that students entering Ohlone’s Associate in Science in Physics meet with a counselor at the start of their academic work. Counselors will assist students in preparing a comprehensive Student Education Plan that will prepare them to transfer to the university of their choice. Counselors will also advise students on the general education plan that best prepares them for future transfer.

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

a) Complete Major Field courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate a comprehension of physical and environmental reality by understanding how fundamental physical principles underlie the huge variety of natural phenomena and their interconnectedness.
2. Demonstrate a comprehension of biological reality by understanding how physical principles are at work in living organisms.
3. Demonstrate a comprehension of technology by understanding how things work on a fundamental level.
4. Build critical thinking and quantitative skills by gaining insight into the thought processes of physical approximation and physical modeling, by practicing the appropriate application of mathematics to the description of physical reality, and by searching for a physical interpretation of mathematical results.
5. Demonstrate basic experimental skills by the practice of setting up and conducting an experiment with due regards to minimizing measurement error and by the thoughtful discussion and interpretation of data.
6. Demonstrate basic communication and technical skills by working in groups on a laboratory experiment.
7. Retain information from course to course by aiming at proficiency in the correct use of all the fundamental laws and equations to solve integrated problems.

MAJOR FIELD

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM-101A</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-101B</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101C</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-103</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH-104</td>
<td>Differential Equations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-140</td>
<td>Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-141</td>
<td>Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>PHYS-142</td>
<td>Optics, Heat, and Modern Physics</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 45
POLITICAL SCIENCE FOR TRANSFER

Associate in Arts in Political Science for Transfer (ADT)

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 in Political Science for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

The Associate in Arts in Political Science for Transfer introduces students to the major subfields of study in political science (American politics, comparative politics, international relations, and political theory). Completing the requirements prepares students to conduct upper division coursework in pursuit of a Bachelor of Arts in Political Science (or related field, such as International Relations or Public Policy). Through the required and elective courses, students develop an understanding of the systematic study of politics; investigate theories related to the distribution and use of power in domestic and international contexts; analyze the impact of socio-economic, historical, geographical, and cultural factors on political institutions and processes; and learn how to actively apply theories to explain and critique contemporary world affairs.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core, List A, and List B courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete a minimum of 18 semester units in the Political Science major.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Analyze, appraise, and differentiate the development of major theories and concepts in the sub-fields of political science.
2. Assess the cause-and-effect relationship between historical, socio-economic, geographical, and cultural factors on political institutions, groups, events, and processes.
3. Demonstrate critical, analytical, research, and writing skills, and construct original hypotheses.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS-102</td>
<td>Introduction to American Politics</td>
<td>3</td>
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</table>

(continued on next column)

LIST A

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH-159</td>
<td>Introduction to Statistics</td>
<td>5</td>
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<tr>
<td>PS-103</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PS-104</td>
<td>Introduction to Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>PS-105</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
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LIST B

<table>
<thead>
<tr>
<th>List B Courses</th>
<th>Units</th>
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<tbody>
<tr>
<td>BA-102A Principles of Economics – Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BA-102B Principles of Economics – Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102A Chicana/o History I</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102B Chicana/o History II</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-102 Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-104 World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-107 Introduction to Global Studies</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-108 Global Problems and Issues</td>
<td>3</td>
</tr>
<tr>
<td>HIST-105 History of California</td>
<td>3</td>
</tr>
<tr>
<td>HIST-106A World History to 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST-106B World History Since 1500</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114A African American History 1619 to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114B African American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST-115 Asian-American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST-117A History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIST-117B History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>HIST-118 Contemporary U.S. History: 1945 -</td>
<td>3</td>
</tr>
<tr>
<td>SOC-102 Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC-103 Social Science Research Methods</td>
<td>4</td>
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</tbody>
</table>

Total Required Units: 18-21

PSYCHOLOGY FOR TRANSFER

Associate in Arts in Psychology for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Psychology for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

Benefits to students completing the Associate in Arts in Psychology for Transfer are that students will earn an associate degree and transfer to a university. Additionally, the Associate in Arts in Psychology for Transfer establishes a clear pathway to transfer. Students who complete the Associate in Arts in Psychology for Transfer will be prepared for employment in public relations, social work, human resources, education, and recreational therapy, among other careers.

(continued on next page)
REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core, List A, List B, and List C courses with a grade of C or better.

b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete 60 CSU-transferable semester units.

d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete a minimum of 20 semester units in the Psychology major.

f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and/or historical trends in psychology.

2. Recognize the basic principles of the scientific method, will explain the different research methods used in psychology, will be able to locate primary source scholarly documents, and/or will effectively use APA style.

3. Apply psychological principles to better understand, recognize, and appreciate personal, social, and/or multicultural diversity issues.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-159</td>
<td>Introduction to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>PSY-101</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY-102</td>
<td>Introduction to Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
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LIST A

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BIOL-104</td>
<td>Basic Human Anatomy and Physiology OR</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-130</td>
<td>Essential Biology OR</td>
<td>(4)</td>
</tr>
<tr>
<td>PSY-120</td>
<td>Biological Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

LIST B

Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-104</td>
<td>Basic Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-130</td>
<td>Essential Biology</td>
<td>4</td>
</tr>
<tr>
<td>PSY-105</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY-108</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY-112</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY-120</td>
<td>Biological Psychology</td>
<td>3</td>
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<tr>
<td></td>
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<td>3-4</td>
</tr>
</tbody>
</table>

LIST C

Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-104</td>
<td>Basic Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-130</td>
<td>Essential Biology</td>
<td>4</td>
</tr>
<tr>
<td>PSY-105</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY-108</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY-112</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY-115</td>
<td>Abnormal Psychology</td>
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</tr>
<tr>
<td>PSY-120</td>
<td>Biological Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total Required Units: 20-23

PURE MATHEMATICS

Certificate of Achievement in Pure Mathematics

The Certificate of Achievement in Pure Mathematics provides students with the mathematical background required to succeed in subsequent courses in math, physics, computer science, and engineering. This certificate includes Linear Algebra, which is a course that provides students with their first exposure of the theoretical math seen in upper division courses. By earning this certificate, students have demonstrated that they possess the mathematical skills that are necessary to begin upper division coursework in pure mathematics. Completion of the Certificate of Achievement in Pure Mathematics represents a completion of 18 units applicable towards the units needed to attain an Associate in Science in Mathematics for Transfer.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT

a) Complete Major Field courses.

b) Complete at least six units at Ohlone College

c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES

1. Learn the foundation mathematics necessary for further studies in engineering, mathematics, and science.

2. Demonstrate proficiency at problem solving techniques.

3. Demonstrate a rudimentary level of knowledge for the construction of formal proofs.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-101B</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-101C</td>
<td>Calculus with Analytic Geometry</td>
<td>5</td>
</tr>
<tr>
<td>MATH-103</td>
<td>Introduction to Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH-104</td>
<td>Differential Equations</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Required Units: 18
REAL ESTATE SALES AGENT/Broker ASSOCIATE
Certificate of Achievement in Real Estate Sales Agent/Broker Associate

This pathway certificate of achievement helps to prepare students to pursue entry-level careers in today's fast-paced Real Estate industry. Real estate agent responsibilities include marketing listings and providing guidance to buyers and sellers. This curriculum is designed to prepare students for employment in many allied professions such as real estate salesperson, real estate broker, developers, appraisers, title officers, property managers, and mortgage advisor. The goal of the Certificate of Achievement in Real Estate Sales Agent/Broker Associate is to prepare students for the first step toward completing the Associate in Arts in Real Estate Sales Agent/Broker.

REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT
a) Complete Major Field courses.
b) Complete at least six units at Ohlone College.
c) Maintain a 2.0 grade point average in Major Field courses.

STUDENT LEARNING OUTCOMES
1. Communicate contractual obligations to the client and document the various types of alternative dispute resolutions.
2. Define the role and benefit of appraisals and appraisal reports.
3. Explain how the property management field provides a service for property owners.

MAJOR FIELD
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-101A</td>
<td>Financial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>BA-102A</td>
<td>Principles of Economics-Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>RE-121</td>
<td>Real Estate Principles</td>
<td>3</td>
</tr>
<tr>
<td>RE-122</td>
<td>Real Estate Practice</td>
<td>3</td>
</tr>
<tr>
<td>RE-124</td>
<td>Legal Aspects of Real Estate</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 17

REAL ESTATE SALES AGENT/Broker
Associate in Arts in Real Estate Sales Agent/Broker

This program prepares students to pursue entry-level careers in today's fast paced Real Estate industry. The program includes in-depth instruction in computer applications, effective business communication skills, negotiation skills, and essential workplace "soft skills." Students with this Associate in Arts in Real Estate Sales Agent/Broker are well suited for careers in the Real Estate industry such as Real Estate Sales Agent/Broker, Title Officer, Appraiser, Property Manager, etc.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE
a) Complete Major Field and Supporting Courses with a grade of C or better.
b) Complete Ohlone College General Education (Plan A) or CSU GE for CSU (Plan B) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Demonstrate knowledge of basic laws and principles of California real estate.
2. Demonstrate knowledge of real estate listings, deposit receipts, escrows, and financing.
3. Demonstrate knowledge of fundamental math concepts used in real estate.

MAJOR FIELD
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-101A</td>
<td>Financial Accounting</td>
<td>5</td>
</tr>
<tr>
<td>RE-121</td>
<td>Real Estate Principles</td>
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</tr>
<tr>
<td>RE-122</td>
<td>Real Estate Practice</td>
<td>3</td>
</tr>
<tr>
<td>RE-124</td>
<td>Legal Aspects of Real Estate</td>
<td>3</td>
</tr>
<tr>
<td>RE-126</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>RE-128</td>
<td>Real Estate Appraisal</td>
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</tr>
<tr>
<td>RE-149</td>
<td>Real Estate Property Management</td>
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Total Required Units: 23

SUPPORTING COURSES
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BA-102A</td>
<td>Principles of Economics-Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BA-123</td>
<td>Math for Accounting and Business</td>
<td>3</td>
</tr>
<tr>
<td>BA-141A</td>
<td>Business Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Did you know??

Seven in 10 of California’s nurses receive their training at a California community college.

Source: California Community Colleges Chancellor’s Office
The nursing program is an associate in science degree program that can be completed in four semesters and one summer term after admission to the major. The graduates of an associate degree program in nursing are prepared to practice as staff nurses in direct patient care in hospitals and long-term care facilities, clinics, and other agencies where nursing roles and services are structured and well developed. Most classes are held on the Newark campus. Clinical, hospital, and community experiences are provided at a number of sites in Alameda, Santa Clara, and other local counties. During the first year, nursing students take basic nursing and support courses to the major. The development of critical thinking, professional oral and written communications, and ethical practice form the foundation for success in future nursing courses. Beginning in the latter part of the first year and continuing through the second year, nursing courses are more specifically concerned with the care of patients ranging in age from infants to the elderly, with various conditions of health illness problems.

There is no certificate of achievement offered in this major. The program prepares the associate degree graduate to take the NCLEX-RN (licensing exam), leading to practice as a Registered Nurse (R.N.).

The program is based on a selective admission process and involves a special application due in April for admission the following Fall Semester (August) and October for Spring Semester (January). Anatomy, Physiology, Microbiology, English, Intermediate Algebra or higher, Nutrition, Developmental Psychology, and Communication must be completed at the time of application in order to be eligible for the Registered Nursing program. For more information on advanced placement, LVN RN, and the 30-unit option, see Health Sciences web pages.

The program is accredited by the Accreditation Commission for Education in Nursing (3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000; www.acenursing.org) and the California Board of Registered Nurses (1747 N. Market Blvd., Suite 150, Sacramento, California 95834; 916-322-3350; www.rn.ca.gov).

(continued on next column)

REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE

a) Complete Major Field and Admission Requirements with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Qualify for state licensure as a registered nurse by achieving a passing score on the NCLEX-RN.
2. Morally commit to ethical, caring practice in complex health situations with appreciation for diverse perspectives and a holistic view.
3. Synthesize holistic nursing process with multiple ways of knowing, including critical thinking and intuition, to effectively care for self and others.
4. Integrate intentional, respectful communication with caring presence to effectively relate with individuals, families, groups, communities, and colleagues of diverse sociocultural backgrounds in various health care settings.
5. Partner with individuals, families, and communities through teaching/coaching/learning activities to explore patterns and promote positive health changes for humans and their environment.
6. Coordinate and manage seamless nursing care and resources for individuals, families, and/or communities as a collaborative interprofessional leader and team member.
7. Value a commitment to self-care and reflective practice.
8. Internalize lifelong learning using multiple forms of evidence to improve professional caring practice, clinical competence, patient healing, and the profession of nursing.
9. Internalize principles of holistic nursing practice to promote healing and wellness in all life experiences and stages of human development, including the dying process.

MAJOR FIELD

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>NUR-301</td>
<td>Foundations of Nursing</td>
<td>5.5</td>
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<tr>
<td>NUR-302</td>
<td>Nursing Care of the Medical-Surgical Patient I</td>
<td>5.5</td>
</tr>
<tr>
<td>NUR-303</td>
<td>Nursing Care of Women and Children</td>
<td>8</td>
</tr>
<tr>
<td>NUR-304</td>
<td>Nursing Care of the Medical-Surgical Patient II</td>
<td>5</td>
</tr>
<tr>
<td>NUR-305</td>
<td>Nursing Care of the Medical-Surgical Patient III</td>
<td>5</td>
</tr>
<tr>
<td>NUR-306</td>
<td>Nursing Care of the Medical-Surgical Patient V</td>
<td>5</td>
</tr>
<tr>
<td>NUR-307</td>
<td>Nursing Leadership and Preceptorship</td>
<td>5</td>
</tr>
<tr>
<td>STU-390</td>
<td>Professional Oral and Written Communication</td>
<td>3</td>
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<tr>
<td>HUM-111</td>
<td>Introduction to Public Speaking OR</td>
<td>3</td>
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<tr>
<td>COM-133</td>
<td>Interpersonal Communication</td>
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<tr>
<td>ENGL-101A</td>
<td>Reading and Written Composition</td>
<td>4</td>
</tr>
<tr>
<td>MATH-152</td>
<td>Algebra II OR</td>
<td>5</td>
</tr>
<tr>
<td>MATH-153</td>
<td>Intermediate Algebra OR</td>
<td></td>
</tr>
<tr>
<td>MATH-155</td>
<td>Math for the Associate Degree</td>
<td></td>
</tr>
<tr>
<td>PSY-108</td>
<td>Human Development</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL REQUIRED UNITS: 68-70

ADMISSION REQUIREMENTS

All courses must be completed at the time the student applies to the Nursing program.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-103A</td>
<td>Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BIOL-103B</td>
<td>Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BIOL-106</td>
<td>Microbiology</td>
</tr>
<tr>
<td>CFS-109</td>
<td>Nutrition</td>
</tr>
<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking OR</td>
</tr>
<tr>
<td>COMM-113</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>ENGL-101A</td>
<td>Reading and Written Composition</td>
</tr>
<tr>
<td>MATH-152</td>
<td>Algebra II OR</td>
</tr>
<tr>
<td>MATH-153</td>
<td>Intermediate Algebra OR</td>
</tr>
<tr>
<td>MATH-155</td>
<td>Math for the Associate Degree</td>
</tr>
<tr>
<td>PSY-108</td>
<td>Human Development</td>
</tr>
</tbody>
</table>

Total Required Units: 29-31

REGISTERED NURSE

Associate in Science in Registered Nurse

The nursing program is an associate in science degree program that can be completed in four semesters and one summer term after admission to the major. The graduates of an associate degree program in nursing are prepared to practice as staff nurses in direct patient care in hospitals and long-term care facilities, clinics, and other agencies where nursing roles and services are structured and well developed. Most classes are held on the Newark campus. Clinical, hospital, and community experiences are provided at a number of sites in Alameda, Santa Clara, and other local counties. During the first year, nursing students take basic nursing and support courses to the major. The development of critical thinking, professional oral and written communications, and ethical practice form the foundation for success in future nursing courses. Beginning in the latter part of the first year and continuing through the second year, nursing courses are more specifically concerned with the care of patients ranging in age from infants to the elderly, with various conditions of health illness problems.

There is no certificate of achievement offered in this major. The program prepares the associate degree graduate to take the NCLEX-RN (licensing exam), leading to practice as a Registered Nurse (R.N.).

The program is based on a selective admission process and involves a special application due in April for admission the following Fall Semester (August) and October for Spring Semester (January). Anatomy, Physiology, Microbiology, English, Intermediate Algebra or higher, Nutrition, Developmental Psychology, and Communication must be completed at the time of application in order to be eligible for the Registered Nursing program. For more information on advanced placement, LVN RN, and the 30-unit option, see Health Sciences web pages.

The program is accredited by the Accreditation Commission for Education in Nursing (3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; 404-975-5000; www.acenursing.org) and the California Board of Registered Nurses (1747 N. Market Blvd., Suite 150, Sacramento, California 95834; 916-322-3350; www.rn.ca.gov).
REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE
a) Complete Major Field and Admission Requirements with a grade of C or better.
b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete at least 60 degree-applicable units with a 2.0 grade point average.
d) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Demonstrate the cognitive, psychomotor, and affective skills necessary to assist the physician in the diagnosis, treatment, and management of patients with cardiopulmonary diseases and disorders.
2. Demonstrate appropriate critical thinking skills, time management skills, interpersonal communication skills, and technical skills necessary to provide competent respiratory care in multidisciplinary care settings.
3. Qualify for licensure in the state of California.
4. Qualify nationally for Registered Respiratory Therapist status.
5. Integrate intentional, respectful communication with caring presence to effectively relate with individuals, families, groups, communities, and colleagues of diverse sociocultural backgrounds in various healthcare settings.

MAJOR FIELD
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>AH-151</td>
<td>Applied Clinical Pharmacology</td>
<td>2</td>
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<tr>
<td>RT-101</td>
<td>Principles of Respiratory Therapy I</td>
<td>3</td>
</tr>
<tr>
<td>RT-101L</td>
<td>Beginning Clinical Practice</td>
<td>1</td>
</tr>
<tr>
<td>RT-102</td>
<td>Beginning Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>RT-103</td>
<td>Basic Patient Care</td>
<td>.5</td>
</tr>
<tr>
<td>RT-104A</td>
<td>Principles of Respiratory Therapy II</td>
<td>3</td>
</tr>
<tr>
<td>RT-104B</td>
<td>Principles of Respiratory Therapy III</td>
<td>3</td>
</tr>
<tr>
<td>RT-105A</td>
<td>Intermediate Laboratory I</td>
<td>1</td>
</tr>
<tr>
<td>RT-105B</td>
<td>Intermediate Laboratory II</td>
<td>.5</td>
</tr>
<tr>
<td>RT-107</td>
<td>Intermediate Clinical Practice</td>
<td>4</td>
</tr>
<tr>
<td>RT-108</td>
<td>Basic Principles of Respiratory Pathophysiology</td>
<td>1</td>
</tr>
<tr>
<td>RT-130A</td>
<td>Advanced Respiratory Therapy I</td>
<td>2.5</td>
</tr>
<tr>
<td>RT-130B</td>
<td>Advanced Respiratory Therapy II</td>
<td>1.5</td>
</tr>
<tr>
<td>RT-130L</td>
<td>Advanced Clinical Practice</td>
<td>2</td>
</tr>
<tr>
<td>RT-131A</td>
<td>Principles of Mechanical Ventilation I</td>
<td>2.5</td>
</tr>
<tr>
<td>RT-131B</td>
<td>Principles of Mechanical Ventilation II</td>
<td>2.5</td>
</tr>
<tr>
<td>RT-132</td>
<td>Advanced Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>RT-133</td>
<td>Mechanical Ventilation Laboratory</td>
<td>2</td>
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<tr>
<td>RT-134</td>
<td>Neonatal and Pediatric Respiratory Care</td>
<td>1</td>
</tr>
<tr>
<td>RT-134L</td>
<td>Clinical Practicum in Neonatal and Pediatric</td>
<td>1.5</td>
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<tr>
<td>RT-135</td>
<td>Computer Simulation for Respiratory Care</td>
<td>.5</td>
</tr>
<tr>
<td>RT-136</td>
<td>Critical Care Clinical Practice</td>
<td>3.5</td>
</tr>
<tr>
<td>RT-137</td>
<td>Home Respiratory Care and Pulmonary Rehabilitation</td>
<td>.5</td>
</tr>
<tr>
<td>RT-138</td>
<td>Specialty Rotations in Respiratory Care</td>
<td>.5</td>
</tr>
<tr>
<td>RT-139</td>
<td>Pulmonary Function Testing</td>
<td>1</td>
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<tr>
<td>RT-139L</td>
<td>Clinical Practice in Pulmonary Function Testing</td>
<td>.5</td>
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<td><strong>Total Required Units: 74-78</strong></td>
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ADMISSION REQUIREMENTS
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>BIOL-103A</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-103B</td>
<td>Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-106</td>
<td>Microbiology</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-106A</td>
<td>Principles of Chemistry I AND</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-106B</td>
<td>Principles of Chemistry II OR</td>
<td>4</td>
</tr>
<tr>
<td>CHEM-109</td>
<td>Biochemistry for Health Science and Biotechnology</td>
<td>(4)</td>
</tr>
<tr>
<td>ENGL-101A</td>
<td>Reading and Written Composition</td>
<td>4</td>
</tr>
<tr>
<td>MATH-153</td>
<td>Intermediate Algebra</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-106</td>
<td>Physics for Respiratory Therapy OR</td>
<td>3</td>
</tr>
<tr>
<td>PHYS-108</td>
<td>Survey of Physics</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY-108</td>
<td>Human Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Units: 30-34</strong></td>
<td></td>
</tr>
</tbody>
</table>

30-34

One in every four community college students in the nation attends a California community college.

Source: California Community Colleges Chancellor’s Office

(continued on next column)
SOCIAL JUSTICE STUDIES FOR TRANSFER

Associate in Arts in Social Justice Studies for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Social Justice Studies for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

Social Justice Studies explores the important terrain between ideals of justice and everyday local, national, and global realities of injustice. Students in Social Justice Studies analyze social, cultural, and historical developments to understand systems of power, privilege, oppression, and resistance, focusing on four important categories of identity: race, gender, class, and sexuality. Fittingly, Social Justice Studies includes scholarship across a number of traditional fields including art, cultural anthropology, film, history, literature, sociology, and politics. As a result, work in Social Justice Studies is a fundamental contribution to liberal, humanistic education and the development of critical intelligence. Ohlone’s Social Justice Studies courses are intended to strengthen critical reading, writing, and thinking skills that students will use in any field of study and/or profession. A range of career options are available for students who choose to earn a degree in Social Justice Studies. The most common career options for students with a Social Justice Studies degree include archivist, activist business person, community organizer, government analyst, journalist, lawyer, librarian, museum curator, politician, professor, researcher, teacher, and writer.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core and List A courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
e) Complete a minimum of 18 semester units in the Social Justice Studies major.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Identify, describe, and analyze cultural, political, historical, and institutional systems affecting construction of privilege and oppression.
2. Identify, describe, and critique ideological assumptions underlying social institutions and systems of representation and how they intersect with assumptions (including but not limited to) gender, race, class, nationality, disability, age, and sexual identity.
3. Examine and apply theories and research on socialization and acculturation that inform identity and group affiliation(s), in various historical eras and global communities.
4. Identify, analyze, and apply social justice strategies, including (but not limited to) social, cultural, and historical context of social movements, dialogic communication strategies across differences, alliance building, collaboration, and/or advocacy and resistance.

(continued on next column)
SOCIAL SCIENCE
Associate in Arts in Social Science

The Associate in Arts in Social Science is an interdisciplinary program of study designed to prepare students to transfer to most universities. It is a general social science degree that does not specialize in one specific discipline. The degree allows students to explore a number of transfer and career possibilities within the social sciences. The general emphasis provides a strong foundation for students pursuing a baccalaureate major within a wide range of social science disciplines, including administration of justice, anthropology, Chicano studies, economics, geography, history, psychology, or sociology. Through this interdisciplinary program, students will gain a better understanding of human behavior, social relationships, and social structures.

It is imperative that students entering Ohlone's Associate in Arts in Social Science meet with a counselor at the start of their academic work. Counselors will assist students in preparing a comprehensive Student Education Plan that will prepare them to achieve their academic goals.

REQUIREMENTS FOR ASSOCIATE IN ARTS DEGREE

a) Complete Major Field courses with a grade of C or better.
b) Complete six units in two different departments, three units from a third department, and at least 20 units overall.
c) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC (Plan C) requirements. These requirements are specified in the Ohlone College Catalog. Students who do not intend to transfer may complete Ohlone College General Education; students who intend to transfer may complete either CSU GE or IGETC. Counselors will advise students on the general education plan that best prepares them for pursuing an associate degree and/or transfer.
d) Complete at least 60 degree-applicable units with a 2.0 grade point average.
e) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and/or historical trends in the social sciences.
2. Develop an appreciation for the importance of social science scholarship by gaining a comprehension of both continuity and change over time as they position themselves and their society within the larger social science narrative.
3. Develop effective communication skills by reading secondary and primary source material; discussing course content with the instructor and their classmates; and writing basic essay arguments using social science evidence.

MAJOR FIELD

Complete six units in two different departments, three units from a third department, and at least 20 units overall:

AI-101 Administration of Justice 3
AI-102 Criminal Law 3
AI-104 Criminal Evidence 3
AI-106 Criminal Procedure 3
AI-107 Criminal Investigation 3
AI-117 Police and Society 3
AI-118 Criminology 3
AI-119 Murder in America 3
AI-123 Terrorism 3
AI-131 Administration of Juvenile Justice 3
ANTH-101 Biological Anthropology 4
ANTH-102 Cultural Anthropology 3
ANTH-103 Introduction to Archaeology 3
ANTH-103L Field Archaeology Laboratory 1

ANTH-104 Magic, Witchcraft, and Religion 3
ANTH-106 Introduction to Forensic Anthropology 3
BA-102A Principles of Economics-Macroeconomics 3
BA-102B Principles of Economics-Microeconomics 3
CHS-101 Chicano/Latino Culture 3
CHS-102A Chicano/o History I 3
CHS-102B Chicano/o History II 3
CHS-112 Contemporary Issues of Chicanos 3
ENVS-103 The Environment and Human Health 3
ENVS-107 Food, Culture, and the Environment 3
GEOG-102 Cultural Geography 3
GEOG-104 World Regional Geography 3
GEOG-105 California Geography 3
GEOG-107 Introduction to Global Studies 3
GEOG-108 Global Problems and Issues 3
HIST-102A Chicano/o History I 3
HIST-102B Chicano/o History II 3
HIST-104A Western Civilization with a World Perspective Until 1600 3
HIST-104B Western Civilization with a World Perspective From 1600 3
HIST-105 History of California 3
HIST-106A World History to 1500 3
HIST-106B World History Since 1500 3
HIST-109 History of Modern East Asia 3
HIST-110 History of Modern Latin America 3
HIST-114A African American History 1619 to 1877 3
HIST-114B African American History 1877 to Present 3
HIST-115 Asian-American History 3
HIST-116 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies 3
HIST-117A History of the United States 3
HIST-117B History of the United States 3
HIST-118 Contemporary U.S. History: 1945- 3
HIST-119A Bad Girls: Women in America Before 1890 3
HIST-119B Bad Girls: Women in America From 1890 3
IS-110 Introduction to Ethnic Studies 3
PHIL-117 Environmental Ethics 3
PS-102 Introduction to American Politics 3
PS-103 Introduction to International Relations 3
PS-104 Introduction to Comparative Politics 3
PSY-101 General Psychology 3
PSY-102 Introduction to Experimental Psychology 3
PSY-104 Murder in America 3
PSY-105 Child Development 3
PSY-106 Adolescent Development 3
PSY-108 Human Development 3
PSY-112 Social Psychology 3
PSY-115 Abnormal Psychology 3
PSY-120 Biological Psychology 3
PSY-139 Psychology in the Workplace 3
SOC-101 Introduction to Sociology 3
SOC-102 Social Problems 3
SOC-103 Social Science Research Methods 4
SOC-105 Marriage and Family 3
SOC-106 Chicano/Latino Culture 3
SOC-108 Social Inequalities 3
WS-101 Introduction to Gender and Women’s Studies 3
WS-150 Women’s Health Issues 3

Total Required Units: 20
SOCIOMETRY FOR TRANSFER

Associate in Arts in Sociology for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Sociology for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

 Students who complete the Associate in Arts in Sociology for Transfer will understand various perspectives on society and social relationships, will know how to apply sociological theories and concepts to everyday life, and will be able to critically examine varying aspects of social life, including a wide range of social problems and social inequalities.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core, List A, and List B courses with a grade of C or better.

b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete 60 CSU-transferable semester units.

d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete a minimum of 19 semester units in the Sociology major.

f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate understanding of a variety of explanations accounting for human behavior (in evolutionary and/or contemporary contexts) and account for differences in terms of the interplay among society, culture, and biology.

2. Demonstrate competence in defining, critically assessing, and using sociological concepts.

3. Have a familiarity with various theoretical perspectives and their historical development in the discipline.

4. Be able to identify and employ various research designs and their appropriate application to the study of social life.

5. Possess an understanding of cross-cultural differences and an understanding of the importance of cultural context.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-101</td>
<td>Introduction to Sociology</td>
<td>3</td>
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</tbody>
</table>

Complete two courses from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-159</td>
<td>Introduction to Statistics</td>
<td>5</td>
</tr>
<tr>
<td>SOC-102</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC-103</td>
<td>Social Science Research Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Required Units: 19-22

SPANISH FOR TRANSFER

Associate in Arts in Spanish for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Spanish for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

Completion of the requirements for the Associate in Arts in Spanish for Transfer prepares students for transfer to a California State University to engage in upper-division work towards a baccalaureate degree in Spanish. Students who complete this degree will be able to demonstrate practical fluency through basic object identification, response to questions, and dialog prompts; and second-year ACTFL-level conversations in paired and group discussions; demonstrate higher level grammar constructs through debate and advanced composition, including the indicative as well as the rhetorical moods; and relate the similarities and identify the differences between their own and Hispanic cultures.

(continued on next page)
REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

a) Complete Required Core and List A courses with a grade of C or better.
b) Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.
c) Complete 60 CSU-transferable semester units.
d) Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.

e) Complete 23 semester units in the Spanish major.
f) Complete at least 12 units at Ohlone College.

STUDENT LEARNING OUTCOMES

1. Demonstrate practical fluency through basic object identification, response to questions, and dialog prompts; and second-year ACTFL-level conversations in paired and group discussions.
2. Demonstrate higher level grammar constructs through debate and advanced composition, including the indicative as well as the rhetorical moods.
3. Relate the similarities and identify the differences between their own and Hispanic cultures.

REQUIRED CORE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SPAN-101A</td>
<td>Elementary Spanish</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-101B</td>
<td>Elementary Spanish</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-102A</td>
<td>Intermediate Spanish</td>
<td>5</td>
</tr>
<tr>
<td>SPAN-102B</td>
<td>Intermediate Spanish</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Required Units: 20

SUBSTITUTIONS

If a student enters the sequence at SPAN-101B a course listed in List A will need to be substituted.

LIST A

Complete one course that has not already been used for substitution.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS-101</td>
<td>Chicano/Latino Culture</td>
<td>3</td>
</tr>
<tr>
<td>CHS-106A</td>
<td>Chicano/Latino Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Required Units: 23

STUDIO ARTS FOR TRANSFER

Associate in Arts in Studio Arts for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Studio Arts for Transfer is intended for students who plan to complete a bachelor's degree in a similar major 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.

(continued on next column)
The Certificate of Achievement in System Administration prepares students to either enter the workforce as an entry-level information and communication technologies (ICT) professional or pursue a bachelor’s degree in managing information systems. Graduates of the Certificate of Achievement in System Administration are prepared and eligible to sit for Microsoft® and/or Linux certification exams. Competency in Microsoft® and/or Unix/Linux systems administration and network administration is required.

A system administrator, or “sysadmin,” is a person who is responsible for the upkeep, configuration, and reliable operation of computer systems, especially multi-user computers such as servers. The system administrator seeks to ensure that the uptime, performance, resources, and security of the computers he or she manages meet the needs of the users, without exceeding the budget. To meet these needs a system administrator may acquire, install, or upgrade computer components and software; automate routine tasks; write computer programs; troubleshoot; train and/or supervise staff; and provide technical support.

As the use of technology expands throughout the economy, available positions in system administration are expected to grow. Employment of network and computer systems administrators is expected to grow 5% from 2018 to 2028, according to the Bureau of Labor Statistics (www.bls.gov). Demand for these workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks. System administrators are employed in all industry where there are computers which means majority of companies such as in the computer system design and related services industry, financial firms, hospitals and government offices.

Earning this certificate of achievement is advantageous for students who already have a degree but are looking to update their existing skills. The courses required in this certificate can also be used towards the Associate in Science in System Administration.

**SYSTEM ADMINISTRATION**

Certificate of Achievement in System Administration

The Certificate of Achievement in System Administration prepares students to either enter the workforce as an entry-level information and communication technologies (ICT) professional or pursue a bachelor’s degree in managing information systems. Graduates of the Certificate of Achievement in System Administration are prepared and eligible to sit for Microsoft® and/or Linux certification exams. Competency in Microsoft® and/or Unix/Linux systems administration and network administration is required.

A system administrator, or “sysadmin,” is a person who is responsible for the upkeep, configuration, and reliable operation of computer systems, especially multi-user computers such as servers. The system administrator seeks to ensure that the uptime, performance, resources, and security of the computers he or she manages meet the needs of the users, without exceeding the budget. To meet these needs a system administrator may acquire, install, or upgrade computer components and software; automate routine tasks; write computer programs; troubleshoot; train and/or supervise staff; and provide technical support.

As the use of technology expands throughout the economy, available positions in system administration are expected to grow. Employment of network and computer systems administrators is expected to grow 5% from 2018 to 2028, according to the Bureau of Labor Statistics (www.bls.gov). Demand for these workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks. System administrators are employed in all industry where there are computers which means majority of companies such as in the computer system design and related services industry, financial firms, hospitals and government offices.

Earning this certificate of achievement is advantageous for students who already have a degree but are looking to update their existing skills. The courses required in this certificate can also be used towards the Associate in Science in System Administration.

**REQUIREMENTS FOR CERTIFICATE OF ACHIEVEMENT**

a) Complete Major Field and System Administrator Focus courses.

b) Complete at least six units at Ohlone College.

c) Maintain a 2.0 grade point average in Major Field and System Administrator Focus courses.

(continued on next column)

**STUDENT LEARNING OUTCOMES**

1. Setup, configure, maintain, and troubleshoot computer systems; standalone application; and/or various computer operating systems (client, server, and network).

2. Demonstrate appreciation of the ICT career field and the need to be lifelong learners.

**MAJOR FIELD**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-146</td>
<td>Introduction to UNIX/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CNET-155A</td>
<td>Introduction to Networks (CCNA1)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-162</td>
<td>Windows Server Installation and Configuration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-170</td>
<td>Network Security (Security+)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Required Units: 18</td>
<td></td>
</tr>
</tbody>
</table>

**SYSTEM ADMINISTRATOR FOCUS**

Complete six units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-120</td>
<td>VMware: Install, Configure, Manage</td>
<td>2</td>
</tr>
<tr>
<td>CNET-122A</td>
<td>Information Storage and Management - EMC</td>
<td>2</td>
</tr>
<tr>
<td>CNET-122B</td>
<td>Cloud Infrastructure and Services</td>
<td>2</td>
</tr>
<tr>
<td>CNET-135</td>
<td>Oracle Database Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-137</td>
<td>Introduction to SQL</td>
<td>4</td>
</tr>
<tr>
<td>CNET-142</td>
<td>Introduction to Programming with Python</td>
<td>4</td>
</tr>
<tr>
<td>CNET-147</td>
<td>UNIX/Linux Shell Scripting</td>
<td>4</td>
</tr>
<tr>
<td>CNET-164</td>
<td>Windows Server Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-172</td>
<td>CCNA Security</td>
<td>3</td>
</tr>
<tr>
<td>CNET-173</td>
<td>Ethical Hacking</td>
<td>3</td>
</tr>
<tr>
<td>CNET-174</td>
<td>Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CNET-175</td>
<td>Cloud Security Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Required Units: 6</td>
<td></td>
</tr>
</tbody>
</table>

Total Required Units: 18
The Associate in Science in System Administration prepares students to either enter the workforce as an entry-level information and communication technologies (ICT) professional or pursue a bachelor's degree in managing information systems. Graduates of the Associate in Science in System Administration are prepared and eligible to sit for Microsoft and/or Linux information systems. Graduates of the Associate in Science in System Administration prepare students to either enter the workforce as an entry-level information and communication technologies (ICT) professional or pursue a bachelor's degree in managing information systems. Graduates of the Associate in Science in System Administration are prepared and eligible to sit for Microsoft and/or Linux certification exams. Competency in Microsoft® and/or Unix/Linux systems administration and network administration is required.

A system administrator, or “sysadmin,” is a person who is responsible for the upkeep, configuration, and reliable operation of computer systems, especially multi-user computers such as servers. The system administrator seeks to ensure that the uptime, performance, resources, and security of the computers he or she maintains meet the needs of the users, without exceeding the budget. To meet these needs a system administrator may acquire, install, or upgrade computer components and software; automate routine tasks; write computer programs; troubleshoot; train and/or supervise staff; and provide technical support.

Generally, no courses beyond standard high school diploma requirements are needed to be admitted into these programs. However, most recommend a background in computer science, information systems, and information and communication technologies. Most graduates enter the workforce as system administrator or sysadmin. New employment opportunities as Storage (SAN) Administrator require the system administrator to create, provision, add, or remove storage to/from computer systems and work with virtualization. Sysadmins can also work as a database administrator, network administrator, security administrator, and/or web administrator. Tasks include managing multiple sites, administering security, and configuring necessary components and software. Responsibilities may also include software change management.

As the use of technology expands throughout the economy, available positions in system administration are expected to grow. Employment of network and computer systems administrators is expected to grow 5% from 2018 to 2028, according to the Bureau of Labor Statistics (www.bls.gov). Demand for these workers is high and should continue to grow as firms invest in newer, faster technology and mobile networks. System Administrators are employed in all industries where there are computers, which means the majority of companies such as in the computer systems design and related services industry, financial firms, hospitals, and government offices.

**SYSTEM ADMINISTRATION**

*Associate in Science in System Administration*

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**REQUIREMENTS FOR ASSOCIATE IN SCIENCE DEGREE**

a) Complete Major Field courses; System Administrator Focus courses; and Supporting Courses with a grade of C or better.

b) Complete Ohlone College General Education (Plan A), CSU GE (Plan B), or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog.

c) Complete at least 60 degree-applicable units with a 2.0 grade point average.

d) Complete at least 12 units at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Setup, configure, maintain, and troubleshoot computer systems, stand-alone application, and/or various computer operating systems (client, server, and network).

2. Demonstrate appreciation of the ICT career field and the need to be lifelong learners.

3. Demonstrate the basic knowledge and skills of programming languages.

(continued on next column)
THEATRE ARTS FOR TRANSFER
Associate in Arts in Theatre Arts for Transfer (ADT)

The Student Transfer Achievement Reform Act (Senate Bill 1440, 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 in Theatre Arts for Transfer is intended for students who plan to complete a bachelor’s degree in a similar major 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.

This degree provides a foundation in theater arts for students interested in pursuing a baccalaureate degree in Theatre, with an acting or technical emphasis, or pursuing a career in the entertainment industry, with a foundation of knowledge and experience in theatrical performance, design/technology, and/or management.

A variety of productions are offered to provide students with a broad range of practical, hands-on experience and training. Students will be introduced to theatrical history, scenic, costume, lighting, sound, makeup design, acting, directing, and management through coursework and production opportunities.

A balanced, well-rounded theatrical foundation helps students develop confidence and enables them to move from competence to excellence in whatever profession they choose. A theatrical education provides students with experience in collaborative learning, problem solving, and critical thinking, which is a valuable base from which to launch a career in film, television, stage, management, marketing, advertising, law, politics, theology, social work, or in therapeutic fields.

REQUIREMENTS FOR ASSOCIATE IN ARTS FOR TRANSFER DEGREE

| a) | Complete Required Core and List A courses with a grade of C or better. |
| b) | Complete CSU GE (Plan B) or IGETC for CSU (Plan C) requirements. These requirements are specified in the Ohlone College catalog. |
| c) | Complete 60 CSU-transferable semester units. |
| d) | Obtain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum GPA of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information. |
| e) | Complete a minimum of 19 semester units in the Theatre Arts major. |
| f) | Complete at least 12 units at Ohlone College. |

(continued on next column)

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STUDENT LEARNING OUTCOMES

1. Demonstrate a basic understanding of how to creatively express and interpret ideas in terms of design and operation of scenery, lighting, and sound as it relates to the entertainment industries of stage, television, and live and recorded events with a working knowledge of their chosen concentration.

2. Demonstrate an understanding of the culture of collaboration between directors, actors, and designers in a hands-on environment to interpret a theatrical written work.

3. Identify and dramatize use of the voice and body as a major source of communication of characterization, psychological need and environmental realities to formulate a personal realistic approach to a character with definable given circumstances.

### REQUIRED CORE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TD-102</td>
<td>Introduction to Theatre Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>TD-110</td>
<td>Introduction to Acting</td>
<td>4</td>
</tr>
<tr>
<td>TD-120A3</td>
<td>Student Repertory Theatre OR</td>
<td>3</td>
</tr>
<tr>
<td>TD-120B4</td>
<td>Student Repertory Theatre OR</td>
<td>4</td>
</tr>
<tr>
<td>TD-163</td>
<td>Stagecraft Lab (Theatre, Television, Dance) OR</td>
<td>3</td>
</tr>
<tr>
<td>TD-164</td>
<td>Stagecraft Lab (Theatre, Television, Dance) OR</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Required Units: 19-22**

### LIST A

Complete three courses from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TD-111</td>
<td>Intermediate Acting - Scene Study</td>
<td>4</td>
</tr>
<tr>
<td>TD-124</td>
<td>Rehearsal and Performance</td>
<td>4</td>
</tr>
<tr>
<td>TD-150</td>
<td>Technical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>TD-152</td>
<td>Introduction to Stage Lighting and Sound</td>
<td>3</td>
</tr>
<tr>
<td>TD-156</td>
<td>Theatrical Costuming</td>
<td>3</td>
</tr>
<tr>
<td>TD-170</td>
<td>Survey of Entertainment Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Required Units: 19-22**

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Did you know???

Seventy-one percent of Ohlone students reported working in a job closely related to their field of study upon leaving the College. That is the highest percentage rate of all the 21 colleges in the Bay Area.

*Source: California Community Colleges Chancellor’s Office*
Certificates of Accomplishment

Certificates of accomplishment are awarded upon the completion of an organized course of study for a specific course, usually career or job related. Certificates of accomplishment can consist of a maximum of 15.5 semester units and allow students to finish the program in a shorter period of time. Certificates of accomplishment are approved by Ohlone’s Curriculum Committee and the Ohlone Community College District Board of Trustees, but are not approved by the California Community Colleges Chancellor’s Office. Therefore, per Title 5 of the California Code of Regulations (§§55070.b), certificates of accomplishment may not appear on a student’s transcript.

In order to earn a certificate of accomplishment students must:

a) complete satisfactorily the courses listed for the particular certificate.
b) complete at least 50% of the required units at Ohlone College.
c) maintain a 2.0 grade point average.

ADVANCED PHOTOGRAPHY PRACTICES

Upon completion of this certificate students will have successfully completed advanced level courses in photography. These courses emphasize creative excellence and content and will help students start a career in photography.

STUDENT LEARNING OUTCOMES

1. Produce high quality, original photography equal to current industry standards.
2. Apply professional practices in presenting themselves as a working photographer for a variety of clients.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-133C</td>
<td>Photo III</td>
<td>3</td>
</tr>
<tr>
<td>ART-139C</td>
<td>Advanced Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

AFRICAN AMERICAN STUDIES

This certificate of accomplishment is designed to assist students in gaining an understanding and appreciation of the history, culture, and experiences of African Americans. The certificate provides a solid background for students pursuing any academic field that prepares them for working with the public and/or serving diverse communities, such as ethnic studies, administration of justice, sociology, social work, education, history, political science, psychology, communications, and the health sciences.

STUDENT LEARNING OUTCOMES

1. Describe the history of African Americans in the United States.
2. Analyze the social and cultural experiences of African Americans in the United States.
3. Evaluate the contributions of African Americans to society in the United States.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-114A</td>
<td>African American History 1619 to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114B</td>
<td>African American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>IS-110</td>
<td>Introduction to Ethnic Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

ARCHAEOLOGY

The Certificate of Accomplishment in Archaeology is designed to provide students with the necessary anthropological and archaeological skills to either continue for a baccalaureate degree in archaeology or to obtain entry-level employment in cultural resource management. Students who complete this certificate will be educated in basic concepts, theories, and methods employed by archaeologists in reconstructing past life ways of humans and to aid in the preservation of culture and history.

STUDENT LEARNING OUTCOMES

1. Demonstrate an understanding of scientific inquiry and major concepts in archaeology related to human biological and cultural evolution.
2. Demonstrate an understanding of archaeological principles and methods, including the use of archaeological tools.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-101</td>
<td>Biological Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>ANTH-102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-103</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-103L</td>
<td>Field Archaeology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ANTH-104</td>
<td>Survey of North American Indian Cultures OR</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-101</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14-15</td>
</tr>
</tbody>
</table>

AUDIO TECHNICIAN

This certificate signifies that students have mastered the basic skills of sound reinforcement and recording for live and recorded events. Successful completion will provide a solid basis for future study in sound design and live event reinforcement.

STUDENT LEARNING OUTCOMES

1. Demonstrate a basic knowledge of how sound systems work in a theatrical, live event, and television environment.
2. Demonstrate the basic knowledge of computerized audio software as it relates to recording, editing, and playback of audio tracks.
3. Demonstrate the basic knowledge of how sound is used in a television environment—both live and pre-recorded.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC-132/MUS-113</td>
<td>Studio Recording</td>
<td>3</td>
</tr>
<tr>
<td>TD-152</td>
<td>Introduction to Stage Lighting and Sound</td>
<td>3</td>
</tr>
<tr>
<td>TD-160A</td>
<td>Production Lab OR</td>
<td>.5</td>
</tr>
<tr>
<td>TD-160A2</td>
<td>Production Lab</td>
<td>2</td>
</tr>
<tr>
<td>TD-170</td>
<td>Survey of Entertainment Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9.5-11</td>
</tr>
</tbody>
</table>
BALLETT DANCE TEACHER/CHOREOGRAPHER

The student will focus on teaching styles and choreography. Each student will have the opportunity to mentor with a dance faculty and learn various teaching styles. The student will also learn theatre technology and lighting design. This will enhance the student’s ability to communicate with theatre technicians in the field and provide for a better expression of choreography.

STUDENT LEARNING OUTCOMES

1. Conduct a dance technique class with communicative teaching skills, confidence, and conviction in a studio and/or rehearsal setting.
2. Choreograph a dance that includes three or more dancers, create a rehearsal schedule, budget/manage time with regard to rehearsals, and demonstrate effective communication skills using dance terminology to express choreographic ideas.
3. Demonstrate a clear understanding of theatrical design and technology as it relates to dance by presenting the dance onstage in full production (lighting, sound, costume, and set).

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TD-121C</td>
<td>Dance Rehearsal and Performance</td>
<td>4</td>
</tr>
<tr>
<td>TD-141A</td>
<td>Introduction to Ballet AND</td>
<td>2</td>
</tr>
<tr>
<td>TD-141B</td>
<td>Intermediate Ballet (taken two times) OR</td>
<td>4</td>
</tr>
<tr>
<td>TD-141B</td>
<td>Intermediate Ballet (taken three times)</td>
<td>(6)</td>
</tr>
<tr>
<td>TD-149B</td>
<td>Choreography for Production II</td>
<td>2</td>
</tr>
<tr>
<td>TD-152</td>
<td>Introduction to Stage Lighting and Sound</td>
<td>3</td>
</tr>
<tr>
<td>TD-161</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

BIOLOGY: GENERAL

The certificate in General Biology indicates that students have successfully completed a regimen of introductory science courses including chemistry (inorganic and organic), mathematics or physics, and introductory college biology. All of these courses are transferable and constitute a part of the freshman/sophomore core courses for the bachelor’s degree in biology at baccalaureate institutions. Students gain knowledge and laboratory skills in molecular and cell biology, metabolic processes, microscopy, genetics, DNA technology, microbiology, systems biology, plant and animal physiology, and evolution and ecology. This certificate prepares students for a wide range of technical positions in private industry (biotechnology, pharmaceutical and medical supply, agricultural, environmental consulting firms, etc.) or in city, state, or federal agencies. This certificate is also ideal for students planning to pursue advanced studies in biology.

STUDENT LEARNING OUTCOMES

1. Correctly operate common scientific laboratory equipment such as compound microscopes, pH meters, and spectrophotometers.
2. Demonstrate an understanding of the scientific method by applying this approach to experimental situations and evaluating the meaning of experimental outcomes.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-101B*</td>
<td>Principles of Biology - Organisms and Systems</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-112B</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Complete one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>MATH-101A</td>
<td>Calculus with Analytic Geometry OR</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-121</td>
<td>Introduction to Physics II OR</td>
<td>(4)</td>
</tr>
<tr>
<td>PHYS-142</td>
<td>Optics, Heat, and Modern Physics</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14-15</td>
</tr>
</tbody>
</table>

*BIOL-101B must be completed at Ohlone College.

BROADCASTING: RADIO DIGITAL PRODUCTION

Completion of curriculum required for the Broadcasting: Radio Digital Production Certificate of Accomplishment indicates familiarity with advanced digital production and on-air studio systems. Students are introduced to integrated digital station operating platforms.

STUDENT LEARNING OUTCOMES

1. Develop an understanding of advanced digital production techniques and their application in the contemporary radio broadcast facility.
2. Demonstrate the operation of primary digital studio systems utilized in a comprehensive studio software package.
3. Create, record, and otherwise prepare digital audio programming for radio broadcast.
4. Create and organize a professional-quality radio portfolio consisting of a broadcast aircheck, production samples, resume, and related materials.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC-123A</td>
<td>Radio Operations I</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-123B</td>
<td>Radio Operations II</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-127A</td>
<td>Radio Broadcast Lab</td>
<td>1</td>
</tr>
<tr>
<td>BRDC-129</td>
<td>Digital Radio Studio Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
BROADCASTING: RADIO PROGRAM MANAGEMENT

The Broadcasting: Radio Program Management Certificate of Accomplishment indicates successful completion of courses covering the operation of digital and analog studio systems required for on-air and basic production applications. Additional emphasis is placed upon radio station programming techniques, management structure, research, and the responsibilities of the program director.

STUDENT LEARNING OUTCOMES

1. Develop an understanding of the radio broadcasting industry from a strategic, analytical, organizational, cultural, and historic perspective.
2. Demonstrate a comprehensive understanding of the radio broadcasting operation from a management perspective.
3. Analyze the marketplace from a strategic standpoint and create a commercially viable radio station operations plan.
4. Demonstrate the ability to operate a radio broadcast facility from a technical legal, content, and strategic standpoint.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC-120</td>
<td>Introduction to Electronic Media</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-123A</td>
<td>Radio Operations I</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-123B</td>
<td>Radio Operations II</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-127A</td>
<td>Radio Broadcast Lab</td>
<td>1</td>
</tr>
<tr>
<td>BRDC-128</td>
<td>Radio Programming and Marketing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

BUSINESS COMMUNICATION

This certificate provides students with communication skills required for careers in business.

STUDENT LEARNING OUTCOMES

1. Demonstrate the ability to effectively communicate in various business communication contexts (team building, conflict management, interviews, small group communication) with diverse audiences to meet the goals of the intended communication.
2. Utilize theories from communication and social science to understand verbal and nonverbal communication in interpersonal, intercultural, and international contexts.
3. Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-116</td>
<td>Business English and Communication OR</td>
<td>4</td>
</tr>
<tr>
<td>BA-125</td>
<td>Introduction to Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>COMM-112</td>
<td>Small Group Communication/Critical Thinking OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-114</td>
<td>Critical Thinking/Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COMM-113</td>
<td>Interpersonal Communication OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-115</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>COMM-125</td>
<td>Career Communication</td>
<td></td>
</tr>
<tr>
<td>COMM-126</td>
<td>Listening Techniques OR</td>
<td>1</td>
</tr>
<tr>
<td>COMM-191A1</td>
<td>Introductory Forensics Workshop OR</td>
<td>1</td>
</tr>
<tr>
<td>COMM-191A2</td>
<td>Forensics Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

BUSINESS ANALYTICS

The Business Analyst is one of the most important roles in IT and there is a high demand for this skill, especially in today’s big data driven business environment. Business analytics focuses on developing new insights and understanding of business performance based on data. Through this curriculum students will explore techniques and skills on how to turn data into information and information into insights in order to help make informed business decisions.

STUDENT LEARNING OUTCOMES

1. Employ basic knowledge of Big Data and BI technologies and processes to write dashboard programs.
2. Discuss how to turn data into meaningful information utilizing business analysis tools and processes.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-103</td>
<td>Introduction to Business Intelligence</td>
<td>4</td>
</tr>
<tr>
<td>CNET-132</td>
<td>Introduction to Data Analytics OR</td>
<td>2</td>
</tr>
<tr>
<td>CNET-137</td>
<td>Introduction to SQL</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6-8</strong></td>
</tr>
</tbody>
</table>

BUSINESS INFORMATION WORKER, INTRODUCTORY

This certificate has been designed to help students increase their office automation competencies in Microsoft Windows and Microsoft Office, as well as develop strong digital and web literacy skills. This certificate will provide students with entry-level skills to get a job and allow them to bring efficiency and productivity to the workplace. This is the first of two certificates that can be completed as part of the Business Information Worker (BIW) Pathway established by the California Community Colleges Chancellor’s Office.

STUDENT LEARNING OUTCOMES

1. Display proficiency with the Microsoft Office Suite: Microsoft Word, Microsoft Excel, Microsoft Access, Microsoft PowerPoint, and Microsoft Outlook.
2. Demonstrate a proficient level of keyboarding speed and accuracy.
3. Demonstrate proficiency in writing documents that focus on customer service and business.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-116</td>
<td>Business English and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BSM-110K</td>
<td>Customer Service</td>
<td>.5</td>
</tr>
<tr>
<td>CAOT-101A</td>
<td>Computer Applications I</td>
<td>2</td>
</tr>
<tr>
<td>CS-101</td>
<td>Introduction to Computers and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9.5</strong></td>
</tr>
</tbody>
</table>
CERAMICS

Completion of this certificate signifies that students have received exposure to the art of ceramics with emphasis on wheel throwing, advanced hand building, glaze application, and loading and firing of bisque kilns. This certificate provides a good foundation for continued study in the field of the art of ceramics.

STUDENT LEARNING OUTCOMES

1. Demonstrate advanced skills related to the arts in general and ceramics in particular.
2. Demonstrate techniques of clay construction and glaze applications by hand-building and throwing ceramic forms and glazing clay shapes.
3. Design, throw, glaze, and fire challenging hand-built and thrown forms.
4. Understand loading and firing of bisque kilns.
5. Identify current methods, styles, and historical uses of ceramic art by keeping a journal.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-121A</td>
<td>Introductory Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td>ART-121B</td>
<td>Introductory Ceramics II</td>
<td>3</td>
</tr>
<tr>
<td>ART-122A</td>
<td>Ceramic Throwing I</td>
<td>3</td>
</tr>
<tr>
<td>ART-122B</td>
<td>Ceramic Throwing II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

CHEMISTRY LAB SKILLS: ADVANCED

This certificate in Advanced Chemistry Lab Skills emphasizes basic laboratory skills, plus experience with distillation, refluxing, purification techniques, melting point determinations, and hands-on use of FTIR. Ideal for students seeking a research internship, this certificate demonstrates advanced skill and the ability to work independently in both organic and inorganic lab settings. Students receiving this certificate would be best qualified for more selective internships or employment in a chemical lab.

STUDENT LEARNING OUTCOMES

1. Apply principles of proper laboratory procedures, safety, and record keeping.
2. Demonstrate proficiency in lab protocols and instrumentation including distillation, refluxing, purification techniques, melting point determinations, and hands-on use of FTIR.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM-112A</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-112B</td>
<td>Organic Chemistry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

CHEMISTRY LAB SKILLS: BASIC

This certificate emphasizes basic laboratory skills including titration, pipetting, UV/Vis spectrophotometry, and solution preparation. Advantageous to any student interested in science, this certificate demonstrates a basic mastery of lab protocols in an inorganic lab setting. This certificate is highly recommended for stock room assistants and similar positions.

STUDENT LEARNING OUTCOMES

1. Apply principles of proper laboratory safety and record keeping.
2. Demonstrate proficiency in lab protocols and instrumentation including titration, pipetting, UV/Vis spectrophotometry, and solution preparation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM-101A</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td>CHEM-101B</td>
<td>General Chemistry</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

CHICANO/LATINO STUDIES

This certificate of accomplishment is designed to assist students in gaining an understanding and appreciation of the history, culture, and experiences of Chicano/Latinos in the United States. The certificate provides a solid background for students pursuing any academic field that prepares them for working with the public and/or serving diverse communities, such as ethnic studies, administration of justice, sociology, social work, education, history, political science, psychology, communications, and the health sciences.

STUDENT LEARNING OUTCOMES

1. Describe the history of Chicano/Latinos in the United States.
2. Analyze the social and cultural experiences of Chicano/Latinos in the United States.
3. Evaluate the contributions of Chicano/Latinos to society in the United States.

Complete three courses from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHS-101</td>
<td>Chicano/Latino Culture</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102A</td>
<td>Chicana/o History I</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102B</td>
<td>Chicana/o History II</td>
<td>3</td>
</tr>
<tr>
<td>CHS-106A</td>
<td>Chicano/Latino Literature</td>
<td>3</td>
</tr>
<tr>
<td>CHS-112</td>
<td>Contemporary Issues of Chicanas</td>
<td>3</td>
</tr>
<tr>
<td>IS-110</td>
<td>Introduction to Ethnic Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Did you know???

Approximately seventy-four percent of community college students are people of diverse ethnic backgrounds and 53.6 percent are female.

Source: California Community Colleges Chancellor’s Office
CISCO CERTIFIED NETWORK ASSOCIATE

Upon completion of the Cisco Certified Network Associate Certificate of Accomplishment students will have gained the expertise they need to pass the test required to achieve Cisco Certified Networking Associate (CCNA) status. CCNA Certification skills include the ability to install, configure, and operate simple-routed LAN, routed WAN, and switched LAN networks.

STUDENT LEARNING OUTCOMES
1. Install, configure, and operate simple-routed LAN, routed WAN, and switched LAN networks.
2. Gain the expertise to pass the test required to achieve Cisco Certified Networking Associate (CCNA) status.
3. Demonstrate appreciation of the ICT career field and the need to be lifelong learners.

COMMERCIAL MUSIC

The Music Department at Ohlone College has developed the Commercial Music Certificate of Accomplishment to recognize completion of coursework in a range of commercially oriented music courses. Recipients will have a solid foundation in working with Avid’s Pro Tools software, general studio recording techniques, and basic music theory, all of which are necessary for a successful career in today’s music industry.

STUDENT LEARNING OUTCOMES
1. Develop a basic understanding of music theory and vocabulary.
2. Develop abilities in the manipulation and editing of digital audio necessary for the construction of professional-level sound recordings.
3. Demonstrate the ability to function efficiently in the operation of a professional-level recording studio.

COMMUNICATION STUDIES

This certificate provides students with competent communication skills used in both academic and professional settings.

STUDENT LEARNING OUTCOMES
1. Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.
2. Demonstrate through performance and analysis the importance of both verbal and nonverbal communication.
3. Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.
4. Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.

Did you know???

Ohlone students have the highest success rates in online classes of all 21 colleges in the Bay Area. Ohlone also has the second highest success rate overall among those 21 colleges.

Source: California Community Colleges Chancellor’s Office
COMPUTER APPLICATIONS IN BIOTECHNOLOGY

The field of Computer Applications in Biotechnology is a complex hybrid of two distinct scientific disciplines—computer technology and bioscience. This certificate is designed to provide an understanding of bioinformatics and other computer related subjects to students with some computer and/or life science background. This program is useful for students who desire to explore this new information science in which computers help to simulate, visualize, and analyze genetic and biological information. The certificate also provides an introduction to the fundamental scientific and computational concepts, methods, and tools central to the growing field of computer applications in biotechnology.

STUDENT LEARNING OUTCOMES

1. Examine cutting-edge biological concepts and computer technologies in biotechnology.
2. Operate main databases, tools, and methods for the storage, searching, and analysis of biological molecules.
3. Solve computational problems common to bioinformatics and apply classical computer science solutions to biotechnology.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOT-112</td>
<td>Introduction to Bioinformatics</td>
<td>2</td>
</tr>
<tr>
<td>BIOT-121</td>
<td>Biotechnology Careers</td>
<td>1</td>
</tr>
<tr>
<td>CAOT-148</td>
<td>Computer Applications in Biotechnology</td>
<td>.5</td>
</tr>
<tr>
<td>CS-133</td>
<td>Introduction to Statistical Software</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Programming</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>6.5</strong></td>
</tr>
</tbody>
</table>

CONTEMPORARY DANCE TEACHER/CHOREOGRAPHER

The student will focus on teaching styles and choreography. Each student will have the opportunity to mentor with a dance faculty and learn various teaching styles. The student will also learn theatre technology and lighting design. This will enhance the student’s ability to communicate with theatre technicians in the field and provide for a better expression of choreography.

STUDENT LEARNING OUTCOMES

1. Conduct a dance technique class with communicative teaching skills, confidence, and conviction in a studio and/or rehearsal setting.
2. Choreograph a dance that includes three or more dancers, create a rehearsal schedule, budget/manage time with regard to rehearsals, and demonstrate effective communication skills using dance terminology to express choreographic ideas.
3. Demonstrate a clear understanding of theatrical design and technology as it relates to dance by presenting the dance on stage in full production (lighting, sound, costume, and set).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TD-121C</td>
<td>Dance Rehearsal and Performance</td>
<td>4</td>
</tr>
<tr>
<td>TD-144A</td>
<td>Introduction to Contemporary Dance</td>
<td>2</td>
</tr>
<tr>
<td>TD-144B</td>
<td>Intermediate Contemporary Dance (taken two times) OR</td>
<td>4</td>
</tr>
<tr>
<td>TD-144B</td>
<td>Intermediate Contemporary Dance (taken three times)</td>
<td>6</td>
</tr>
<tr>
<td>TD-149B</td>
<td>Choreography for Production</td>
<td>2</td>
</tr>
<tr>
<td>TD-152</td>
<td>Introduction to Stage Lighting and Sound</td>
<td>3</td>
</tr>
<tr>
<td>TD-161</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

CULTURAL ANTHROPOLOGY

The Certificate of Accomplishment in Cultural Anthropology provides students with a comprehensive spectrum of topics related to the concept of culture, including development of language, belief systems, kinship structures, economics, and political organization in various cultures. This certificate gives students an appreciation for diverse cultures and it provides a better understanding of the development of world social and political institutions.

STUDENT LEARNING OUTCOMES

1. Demonstrate an understanding of the concept of culture, identifying cultural values and norms in a wide range of cultural groups.
2. Demonstrate intercultural sensitivity to contemporary issues facing a variety of cultural groups.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-104</td>
<td>Survey of North American Indian Cultures</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-106</td>
<td>Magic, Witchcraft, and Religion</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-107</td>
<td>Introduction to Linguistic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-102</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

CYBERSECURITY

The purpose of this certificate is to provide students with an overall view of computer and networked security. The goal of this program is to train students to be able to effectively design, implement, and support security policies for small, medium, and large scale enterprise networks. Students are exposed to a wide variety of security analysis/defensive tools, implement these tools, and then attempt to circumvent them. Upon completion of coursework, students will have the foundation needed to pursue CompTIA’s Security+ certification.

STUDENT LEARNING OUTCOMES

1. Identify and assess security risks and potential threats to computing and networking resources.
2. Develop effective countermeasures aimed at protecting data and computer assets.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-170</td>
<td>Network Security (Security+)</td>
<td>4</td>
</tr>
<tr>
<td>CNET-172</td>
<td>CCNA Security</td>
<td>3</td>
</tr>
<tr>
<td>CNET-173</td>
<td>Ethical Hacking</td>
<td>3</td>
</tr>
<tr>
<td>CNET-174</td>
<td>Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CNET-175</td>
<td>Cloud Security Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
DEAF EDUCATION

Course offerings for this certificate are designed to provide students with the necessary knowledge and background information on the educational needs of Deaf and Hard-of-Hearing children. Historical perspectives and contemporary trends associated with Deaf Education are discussed. The focus of these courses is to provide Deaf and Hard-of-Hearing students with opportunities to compare and contrast classroom learning with their own personal experiences.

STUDENT LEARNING OUTCOMES
1. List strengths and weaknesses of various communication methods currently used with Deaf children.
2. Compare and contrast differing philosophies regarding language options for use with Deaf children.
3. Identify educational placements for Deaf children and discuss advantages and disadvantages of each.

Digital Art Certificate of Accomplishment signifies that students have received exposure to the basic design, solutions, and presentation in graphic and digital art. This certificate provides a good foundation for continued study in the field of graphic and digital art.

STUDENT LEARNING OUTCOMES
1. Demonstrate a variety of fundamental graphic imaging and sketching techniques.
2. Employ skills and processes required for working in both traditional graphics arts and digital graphics arts.
3. Utilize problem solving techniques in developing creative graphic designs.
4. Prepare a professional quality graphic art presentation.
5. Deliver a verbal presentation of prepared graphic art solutions to a group.
6. Produce a high quality student portfolio of graphic arts projects.
7. Demonstrate personal growth as an artist using graphics arts.

The Design Certificate of Accomplishment signifies that students have received exposure to techniques, concepts, color theory, and drawing, with emphases on creative expression and composition. This certificate provides a good foundation for continued study in the field of drawing and design.

STUDENT LEARNING OUTCOMES
1. Identify the visual elements of two-dimensional and three-dimensional art and the organizational principles for their use as well as the visual elements of color theory.
2. Identify both romantic and classic historic reference in their own work and the work of others.
3. Demonstrate an understanding of the two-dimensional design concepts (i.e. line, shape, color, value, scale, perspective) and of three-dimensional concepts (i.e. form, scale, movement, texture) as well as an understanding of color theory (i.e. color physics, color and form) presented in class lectures.
4. Demonstrate through assigned drawings basic skills an observation of contour and surface.
5. Apply proper studio practice and technique as presented and use the techniques presented in class when working with the media selected for a particular project.
6. Produce a portfolio of finished work that represents the design concepts and color theories presented in class.

The Drawing Certificate of Accomplishment signifies that students have received and developed basic drawing skills and techniques and have had exposure to composition, presentation, and creative expression. This certificate provides a firm foundation in the field of art.

STUDENT LEARNING OUTCOMES
1. Develop and refine drawing skills to express visual experiences and communicate ideas.
2. Utilize a range of drawing media, techniques, and approaches to address visual problems.
3. Develop and apply criteria to analyze and critique works of art.

Digital Art

Digital Art

Drawing

Drawing

Design
ENGINEERING

This certificate demonstrates that students have completed courses that serve as a beginning foundation for a career in engineering. These courses emphasize the application of scientific and mathematical principles to solving practical problems.

STUDENT LEARNING OUTCOMES

1. Employ general principles and proper hands-on technical skills in problem-solving.
2. Conduct engineering technology lab activities, use laboratory materials properly and safely, carefully record all data, and describe the results clearly for others.
3. Participate effectively as team members in group projects: working cooperatively with others, accepting diverse views, encouraging active participation of others, dealing productively with conflict, and taking leadership roles as the need arises to accomplish the group’s objective.
4. Demonstrate the ability to use modern engineering instruments and tools necessary for engineering practice of an engineering technologist.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-104</td>
<td>Differential Equations</td>
<td>5</td>
</tr>
<tr>
<td>PHYS-141</td>
<td>Electricity and Magnetism</td>
<td>4</td>
</tr>
<tr>
<td>ENGI-120</td>
<td>Engineering Mechanics – Statics <strong>OR</strong></td>
<td>3</td>
</tr>
<tr>
<td>ENGI-130</td>
<td>Electric Circuit Analysis <strong>OR</strong></td>
<td>(4)</td>
</tr>
<tr>
<td>ENGI-140</td>
<td>Materials Engineering</td>
<td>(4)</td>
</tr>
<tr>
<td></td>
<td>Complete one course from the following courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGI-120 Engineering Mechanics – Statics <strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGI-130 Electric Circuit Analysis <strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENGI-140 Materials Engineering</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 12-13

ENGINEERING/MANUFACTURING TECHNICIAN

This certificate prepares students for a career as a technician in a variety of manufacturing and technical capacities, including electronics assembly, QA/QC, construction, medical devices, energy/environmental industry (i.e., solar energy), semiconductor, computer manufacturing, computer networking manufacturing, biotechnology automation, engineering consulting, telecommunications, etc.

STUDENT LEARNING OUTCOMES

1. Describe the role of an engineer; discuss the application of GMP and GLP in bio-manufacturing and other technical fields.
2. Demonstrate proper cleanroom protocols.
3. Demonstrate the use of basic tools; recommend appropriate procedures to address equipment failure; interpret blueprints; apply principles of electricity and electronics appropriately.
4. Compare and contrast properties of materials such as metals, polymers, and ceramics’ bio-materials; compare and contrast the mechanical, electrical, thermal, magnetic, and optical properties of metals, polymers, and ceramics.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOT-113</td>
<td>GMP/GLP and Writing SOPs</td>
<td>1.5</td>
</tr>
<tr>
<td>BIOT-119</td>
<td>Clean Room Operations</td>
<td>.5</td>
</tr>
<tr>
<td>CNET-105</td>
<td>IT Essentials (CompTIA A+)</td>
<td>4</td>
</tr>
<tr>
<td>ENGI-101</td>
<td>Introduction to Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ENGI-115</td>
<td>Engineering Graphics and Design</td>
<td>4</td>
</tr>
<tr>
<td>ETEC-106</td>
<td>Electronics for Technology</td>
<td>3</td>
</tr>
<tr>
<td>ETEC-107</td>
<td>Properties of Materials</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Total:** 17.5

ETHNIC STUDIES

This certificate of accomplishment is designed to assist students in gaining an understanding of the histories, cultures, and experiences of marginalized ethnic and racial groups in the United States. The certificate provides a solid background for students pursuing any academic field that prepares them for working with the public and/or serving diverse communities, such as ethnic studies, administration of justice, sociology, social work, education, history, political science, psychology, communications, and the health sciences.

STUDENT LEARNING OUTCOMES

1. Describe the histories of racial/ethnic groups in the United States.
2. Analyze the social and cultural experiences of racial/ethnic groups in the United States.
3. Evaluate the contributions of racial/ethnic groups to society in the United States.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS-110</td>
<td>Introduction to Ethnic Studies</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-104</td>
<td>Survey of North American Indian Cultures</td>
<td>3</td>
</tr>
<tr>
<td>CHS-101</td>
<td>Chicano/Latino Culture</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102A</td>
<td>Chicana/o History I</td>
<td>3</td>
</tr>
<tr>
<td>CHS-102B</td>
<td>Chicana/o History II</td>
<td>3</td>
</tr>
<tr>
<td>CHS-106A</td>
<td>Chicano/Latino Literature</td>
<td>3</td>
</tr>
<tr>
<td>CHS-112</td>
<td>Contemporary Issues of Chicanas</td>
<td>3</td>
</tr>
<tr>
<td>HIST-115</td>
<td>Asian-American History</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete one course from the following courses. Courses cannot be counted more than once to apply towards requirements.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-104</td>
<td>Survey of North American Indian Cultures</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114A</td>
<td>African American History 1619 to 1877</td>
<td>3</td>
</tr>
<tr>
<td>HIST-114B</td>
<td>African American History 1877 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST-115</td>
<td>Asian-American History</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 9
FORENSICS

This certificate provides students with training in speaking competitively.

STUDENT LEARNING OUTCOMES
1. Develop and apply various rhetorical strategies in competitive speaking, performance, and/or argumentation and debate.
2. Evaluate and use appropriate evidence to support claims and themes.
3. Analyze and adapt presentations for diverse audiences.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-116</td>
<td>Critical Thinking/Argumentation and Debate</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-191A3</td>
<td>Forensics Competition</td>
<td>3</td>
</tr>
<tr>
<td>COMM-192A3</td>
<td>Competitive Argumentation and Debate OR</td>
<td>(3)</td>
</tr>
<tr>
<td>COMM-193</td>
<td>Oral Interpretation Competition</td>
<td></td>
</tr>
</tbody>
</table>

GENDER AND WOMEN’S STUDIES

This curriculum is designed to prepare students to explore the condition of women’s lives, in of themselves, in relation to each other, and to men. We will assume that these conditions are not the same for all women, that they change historically and oftentimes according to culture, race, ethnicity, class, or sexuality.

STUDENT LEARNING OUTCOMES
1. Explain key issues in gender and women’s studies, including women’s equality and political change; masculinity and femininity; racism and racial equality; marriage and the family; sexuality; the representation of gender, race, and sexuality in the mass media; differences between women; and global human rights and violence against women.
2. Evaluate feminist theoretical perspectives, and compare and contrast multiple approaches to the study of women and gender construction.
3. Analyze intersections between gender and other social and cultural identities, including, but not limited to, race, ethnicity, national origin, religion, class, and sexuality.
4. Articulate connections between global, regional, and local issues, and their relationship to women’s experiences and to human rights, with an awareness of the importance of context.
5. Evaluate the ways in which societal institutions and power structures impact the material realities of women’s lives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS-101</td>
<td>Introduction to Gender and Women’s Studies</td>
<td>3</td>
</tr>
<tr>
<td>Complete three courses from the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHS-112</td>
<td>Contemporary Issues of Chicanas</td>
<td>3</td>
</tr>
<tr>
<td>COMM-118</td>
<td>Gender, Sexual Identity, and Communication</td>
<td>3</td>
</tr>
<tr>
<td>HIST-119A</td>
<td>Bad Girls: Women in America Before 1890</td>
<td>3</td>
</tr>
<tr>
<td>HIST-119B</td>
<td>Bad Girls: Women in America From 1890</td>
<td>3</td>
</tr>
<tr>
<td>WS-115</td>
<td>Women in Literature</td>
<td>3</td>
</tr>
<tr>
<td>WS-150</td>
<td>Women’s Health Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

GIS is a computer-based database management system for capture, storage, retrieval, analysis, and display of spatial data. Students who complete this program will be better prepared to map data for decision-making in business, environmental protection, risk assessment, utility planning and management, emergency response, land use planning, transportation planning, delivery route planning, real estate, and crime prevention.

STUDENT LEARNING OUTCOMES
1. Distinguish the characteristics and key principles of geography, specifically the subdivision of cartography.
2. Develop an understanding of uses, organization, and analysis of geographical data.
3. Select appropriate techniques and technology to analyze geographic problems.
4. Demonstrate technical skills in data management including data input, editing, query, analysis, and display.
5. Produce and arrange a GIS project using GIS technical skills.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG-121</td>
<td>Introduction to Geographic Information Systems (GIS)</td>
<td>3</td>
</tr>
<tr>
<td>Complete one course from the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTH-102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH-103</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>CS-110</td>
<td>Introduction to Computers and Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>ENV-105</td>
<td>Energy: The Environment, Humans, and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENV-107</td>
<td>Food, Culture, and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV-108</td>
<td>Introduction to the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV-109</td>
<td>Sustainable Urban Design and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV-110</td>
<td>Climate Change: Science, The Environment, and Society</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-101</td>
<td>Physical Geography</td>
<td>4</td>
</tr>
<tr>
<td>GEOG-102</td>
<td>Cultural Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-104</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG-106</td>
<td>Economic Geography: Resources and Society</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-101</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>RE-121</td>
<td>Real Estate Principles</td>
<td>3</td>
</tr>
</tbody>
</table>

Did you know???

Students who earn a California Community College degree or certificate nearly double their earnings within three years.

Source: California Community Colleges Chancellor’s Office
**GEOLOGY**

This certificate of accomplishment signifies that students have received basic knowledge in geological sciences and skills, which facilitate paraprofessional employment such as geological technician and geological field assistant. The certificate also provides a good foundation for continued study in the field of geology.

**STUDENT LEARNING OUTCOMES**

1. Demonstrate scientific literacy by defining and explaining the major steps in the scientific method of investigation, specifically the difference between empirical data, interpretation, testable hypothesis, theory, paradigm, speculation, and pseudo-science.
2. Demonstrate an understanding of the geologic time scale and methods of measuring geologic time.
3. List, explain, and evaluate global and local (county-wide) geological hazards such as earthquakes, volcanoes, landslides, and seismic sea waves in terms of appropriate geological processes and the theory of plate tectonics.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG-121</td>
<td>Introduction to Geographic Information Systems (GIS)</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-101</td>
<td>Introduction to Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL-102</td>
<td>Introduction to Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-103</td>
<td>Paleontology and Dinosaurs</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-103L</td>
<td>Earth History and Paleontology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

**GLASS**

The Glass Certificate of Accomplishment signifies that students have acquired skills in the fundamentals of glass design. Additional emphasis is placed upon ceramics or contemporary forms of sculpture. This certificate provides a firm foundation for continued study in the field of glass design.

**STUDENT LEARNING OUTCOMES**

1. Evaluate and critique art objects, especially glass art, for contextual, formal, and technical success.
2. Demonstrate an understanding of the historical and contemporary aspects of glass art and apply that knowledge to his/her own work.
3. Produce glass art works using acquired skills and contemporary technologies.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-105A</td>
<td>Glass Art and Design</td>
<td>3</td>
</tr>
<tr>
<td>ART-105B</td>
<td>Advanced Glass Fabrication</td>
<td>3</td>
</tr>
<tr>
<td>ART-105C</td>
<td>Three-Dimensional Glass</td>
<td>3</td>
</tr>
<tr>
<td>ART-116A</td>
<td>Basic Sculpture OR</td>
<td>3</td>
</tr>
<tr>
<td>ART-121A</td>
<td>Introductory Ceramics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**GRAPHIC DESIGN**

The Graphic Design Certificate of Accomplishment signifies that students have received exposure to basic design, solutions, and presentation in graphic art. This certificate provides a firm foundation in graphic design, which can be used at printing companies and other media firms.

**STUDENT LEARNING OUTCOMES**

1. Employ skills and processes required for working in both traditional graphics arts and digital graphics arts.
2. Demonstrate a variety of fundamental graphic imaging and sketching techniques.
3. Utilize problem solving techniques in developing creative graphic designs.
4. Prepare a professional quality graphic art presentation.
5. Deliver a verbal presentation of prepared graphic art solutions to a group.
6. Produce a high quality student portfolio of graphic arts projects.
7. Demonstrate personal growth as an artist using graphics arts.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-109A</td>
<td>Beginning Graphic Design I (Letter Forms and Typography)</td>
<td>3</td>
</tr>
<tr>
<td>ART-109B</td>
<td>Beginning Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td>ART-110A</td>
<td>Advanced Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>ART-110B</td>
<td>Advanced Graphic Design II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
HEALTH COMMUNICATION

This certificate is intended for health science and communication studies students who would like a certificate focused on health communication issues such as patient-provider communication; healthcare systems; culture of medicine and health; medical decision-making; public health campaigns; health narratives; computer mediated social support and health information seeking; and health entertainment and popular culture. This certificate provides students an opportunity to master skills in oral, interpersonal, and organizational communication; develops critical thinking skills including preparing research-based expository and persuasive presentation of ideas; and provides an introduction to current health science and communication issues.

STUDENT LEARNING OUTCOMES

1. Identify health communication and health science related theories and become knowledgeable about historical and contemporary issues in these fields.
2. Analyze issues that influence patient provider care-giver interactions and consider the interpersonal communication among healthcare recipients as it relates to health outcomes.
3. Critique health communication issues at the societal level including broad issues in the media, health politics, and technology; and frame questions about health communication phenomenon to evaluate public health campaigns within the context of societal position, culture, and stigma.
4. Evaluate opposing perspectives in health communication and health and the social sciences and supply evidence about the merits and drawbacks of each perspective, recognizing the difference between biomedical, psycho-sociological, and cultural perspectives.
5. Demonstrate through oral presentation and sound research expository or persuasive positions on contemporary health communication or health or social science issues.

COMM-111 Introduction to Public Speaking OR 3
COMM-113 Interpersonal Communication (3)
COMM-112 Small Group Communication/Critical Thinking OR 3
COMM-114 Critical Thinking/Persuasion (3)
COMM-124 Introduction to Health Communication 3

ELECTIVES

Complete one course from the following courses:

COMM-115 Intercultural Communication 3
COMM-122 Family Communication OR (3)
PSY-101 General Psychology (3)

Complete one course from the following courses:

HLTH-101 Contemporary Health Issues OR 3
HLTH-150 Women’s Health Issues OR (3)
HLTH-160 Human Sexuality (3)

15

HEALTH INFORMATION TECHNOLOGY

Upon completion of the Health Information Technology Certificate of Accomplishment students will have gained the fundamental IT skills necessary to work in various positions in a Healthcare IT Department, such as an entry-level system administrator/support or business analyst.

STUDENT LEARNING OUTCOMES

1. Install, configure, and support computer system.
2. Identify and assess security risks and potential threats to computing and networking resources.

AH-110 Medical Terminology 4
CNET-103 Introduction to Business Intelligence 4
CNET-105 IT Essentials (CompTIA A+) OR 4
CNET-170 Network Security (Security +) (4)

12

INTENSIVE UNIVERSITY PREPARATION PROGRAM (IUPP)

The Intensive University Preparation Program (IUPP) Certificate of Accomplishment is designed to provide students with the fundamental reading, writing, grammar, and math skills needed for success in college-level courses.

STUDENT LEARNING OUTCOMES

1. Demonstrate the ability to apply critical thinking skills in writing by planning and composing well-developed and coherent paragraphs and essays, accurately documenting evidence and sources of information.
2. Demonstrate the ability to express ideas and opinions in English with increasing fluency and accuracy, identifying and correcting errors in syntax and logic in one’s own written expressions.
3. Demonstrate the ability to think and read critically by analyzing news articles and essays, making appropriate inferences, formulating conclusions, assessing relevance, and recognizing objectivity or bias.
4. Demonstrate the ability to apply the techniques of annotating, outlining, note taking, and summarizing to strengthen reading comprehension and improve performance on assignments and examinations.
5. Show readiness for college-level math courses by demonstrating the ability to manipulate mathematical expressions, solve mathematical equations, graph solutions, and apply mathematical tools and concepts in solving situation-based problems.

DEAF-175A IUPP Grammar I OR 3
DEAF-175B IUPP Grammar II (3)
DEAF-188B Intensive University Preparation: Academic Writing II 4
DEAF-189B Intensive University Preparation: Academic Reading II 3
MATH-152 Algebra II 5

15
INTERCULTURAL COMMUNICATION
This certificate provides students with intercultural communication competence for business and personal relationships.

STUDENT LEARNING OUTCOMES
1. Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.
2. Utilize theories from both communication and social science to understand verbal and nonverbal communication in intercultural contexts.
3. Enhance intercultural communication competence through reflective thought about culture, communication, power, and context.

COMM-113 Interpersonal Communication OR 3
COMM-118 Gender, Sexual Identity, and Communication OR (3)
COMM-122 Family Communication (3)
COMM-115 Intercultural Communication 3
COMM-126 Listening Techniques OR 1
COMM-191A1 Introductory Forensics Workshop OR (1)
COMM-191A2 Forensics Workshop OR (2)
COMM-191A3 Forensics Competition OR (3)
COMM-192A1 Argumentation and Debate Workshop OR (1)
COMM-192A2 Argumentation and Debate Workshop OR (2)
COMM-192A3 Competitive Argumentation and Debate OR (3)
COMM-193 Oral Interpretation Competition (3)

7-9

INTERPERSONAL COMMUNICATION
This certificate provides students with competence in communicating interpersonally in their personal and professional lives.

STUDENT LEARNING OUTCOMES
1. Describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality.
2. Examine the primary activity of relationships—communication and how it creates and enhances relationships.
3. Use and understand appropriate conflict management skills in various relational settings.

COMM-112 Small Group Communication/Critical Thinking OR 3
COMM-114 Critical Thinking/Persuasion (3)
COMM-115 Interpersonal Communication 3
COMM-126 Listening Techniques OR 1
COMM-191A1 Introductory Forensics Workshop OR (1)
COMM-191A2 Forensics Workshop OR (2)
COMM-191A3 Forensics Competition OR (3)
COMM-192A1 Argumentation and Debate Workshop OR (1)
COMM-192A2 Argumentation and Debate Workshop OR (2)
COMM-192A3 Competitive Argumentation and Debate OR (3)
COMM-193 Oral Interpretation Competition (3)

7-9

IT PROGRAM MANAGEMENT
Upon completion of the IT Program Management certificate students will have gained the fundamental program management skills to work as Program/Project Managers in any industry. Students will also have the foundation needed to pursue Project Management Professional Certification and ITIL Foundation Certification.

STUDENT LEARNING OUTCOMES
1. Demonstrate knowledge in the principles and techniques of project management in order to achieve quality and excellence in the completion of projects.
2. Demonstrate familiarity of the Project Management Body of Knowledge that is generally recognized as good practice for managing projects.
3. Demonstrate knowledge in ITIL process and methodology.

CNET-107 IT Service Management (ITIL) 3
CNET-108 IT Project Management 3

6

IT SERVICE AND SUPPORT TECHNICIAN
This certificate assists students in offering frontline or helpdesk support to end-users; help computer users in getting the most from their computer products; and lead users through various procedures, helping them to fix problems. This support is conducted over the telephone, one-on-one, or in a small group training session.

This certificate program introduces students to troubleshooting and customer service, networking, operating systems, system administration, and security—all the fundamentals of IT support that are critical for success in the workplace.

STUDENT LEARNING OUTCOMES
1. Install a Windows operating system.
2. Configure and troubleshoot access to resources, hardware devices, and drivers, the desktop and user computing environments, and network protocols and services.
3. Demonstrate appreciation of the IT Service and Support career field and the need to be lifelong learners.

CNET-105 IT Essentials (CompTIA A+) 4
CNET-142 Introduction to Programming with Python 4
CNET-146 Introduction to UNIX/Linux 3
CNET-162 Windows Server Installation and Configuration Administration 2

13
JAVA DEVELOPER

Upon completion of the Java Developer Certificate of Accomplishment students will be able to develop Java programs and applications for the Internet, cloud-computing, and databases.

STUDENT LEARNING OUTCOMES
1. Recognize the Java development tools used in Internet, database, cloud computing, and Web services.
2. Create integrated business applications in Web Services using Java, database, and cloud computing tools.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-137</td>
<td>Introduction to SQL</td>
<td>4</td>
</tr>
<tr>
<td>CNET-175</td>
<td>Cloud Security Fundamentals</td>
<td>4</td>
</tr>
<tr>
<td>CS-125</td>
<td>Introduction to Java Programming</td>
<td>4</td>
</tr>
<tr>
<td>CS-170</td>
<td>Intermediate Java Programming</td>
<td>4</td>
</tr>
</tbody>
</table>

JAZZ DANCE TEACHER/CHOREOGRAPHER

The student will focus on teaching styles and choreography. Each student will have the opportunity to mentor with a dance faculty and learn various teaching styles. The student will also learn theatre technology and lighting design. This will enhance the student’s ability to communicate with theatre technicians in the field and provide for a better expression of choreography.

STUDENT LEARNING OUTCOMES
1. Conduct a dance technique class with communicative teaching skills, confidence, and conviction in a studio and/or rehearsal setting.
2. Choreograph a dance that includes three or more dancers, create a rehearsal schedule, budget/manage time with regard to rehearsals, and demonstrate effective communication skills using dance terminology to express choreographic ideas.
3. Demonstrate a clear understanding of theatrical design and technology as it relates to dance by presenting the dance onstage in full production (lighting, sound, costume, and set).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TD-121C</td>
<td>Dance Rehearsal and Performance</td>
<td>4</td>
</tr>
<tr>
<td>TD-142A</td>
<td>Introduction to Jazz Dance AND</td>
<td>2</td>
</tr>
<tr>
<td>TD-142B</td>
<td>Intermediate Jazz Dance AND</td>
<td>2</td>
</tr>
<tr>
<td>TD-142C</td>
<td>Advanced Jazz Dance OR</td>
<td>2</td>
</tr>
<tr>
<td>TD-142B</td>
<td>Intermediate Jazz Dance (taken two times) AND</td>
<td>( 4 )</td>
</tr>
<tr>
<td>TD-142C</td>
<td>Advanced Jazz Dance</td>
<td>( 2 )</td>
</tr>
<tr>
<td>TD-149B</td>
<td>Choreography for Production II</td>
<td>2</td>
</tr>
<tr>
<td>TD-152</td>
<td>Introduction to Stage Lighting and Sound</td>
<td>3</td>
</tr>
<tr>
<td>TD-161</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>1</td>
</tr>
</tbody>
</table>

JOURNALISM

Upon completion of the Journalism Certificate of Accomplishment, students will have gained a basic knowledge of the newspaper, magazine, public relations, and advertising fields. Writing, visualization, and story-telling are the basic skills of all media work. The Journalism certificate covers these and more.

STUDENT LEARNING OUTCOMES
1. Write a news or feature story or photograph for publication.
2. Arrange and conduct interviews with sources.
3. Understand the role of journalism in our form of democracy.
4. Understand and apply ethical journalism.
5. Analyze Internet journalism sites and evaluate them for content.
6. Identify sources for feature and news stories.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-139A</td>
<td>Beginning Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>BA-125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>JOUR-101A</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR/BRDC-155</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>JOUR-172</td>
<td>Newspaper Writing and Editing Staff</td>
<td>3</td>
</tr>
</tbody>
</table>

LEADERSHIP COMMUNICATION

This certificate provides students with leadership and communication skills useful in their communities and careers.

STUDENT LEARNING OUTCOMES
1. Use and understand leadership theory to inform and direct the way leadership is practiced.
2. Demonstrate the ability to effectively communicate with diverse audiences in multiple contexts to meet the goals of the intended communication.
3. Identify, evaluate, and utilize evidence to support claims used in presentations and arguments.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>COMM-112</td>
<td>Small Group Communication/Critical Thinking OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-114</td>
<td>Critical Thinking/Persuasion OR</td>
<td>( 3 )</td>
</tr>
<tr>
<td>COMM-116</td>
<td>Critical Thinking/Argumentation and Debate</td>
<td>( 3 )</td>
</tr>
<tr>
<td>COMM-113</td>
<td>Interpersonal Communication OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-115</td>
<td>Intercultural Communication OR</td>
<td>( 3 )</td>
</tr>
<tr>
<td>COMM-118</td>
<td>Gender, Sexual Identity, and Communication</td>
<td>( 3 )</td>
</tr>
<tr>
<td>COMM-117</td>
<td>Leadership Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM-126</td>
<td>Listening Techniques OR</td>
<td>1</td>
</tr>
<tr>
<td>COMM-190A</td>
<td>Communication Lab Consultant OR</td>
<td>( 1 )</td>
</tr>
<tr>
<td>COMM-190B</td>
<td>Communication Lab Consultant OR</td>
<td>( 2 )</td>
</tr>
<tr>
<td>COMM-190C</td>
<td>Communication Lab Consultant OR</td>
<td>( 3 )</td>
</tr>
<tr>
<td>COMM-191A</td>
<td>Introductory Forensics Workshop OR</td>
<td>( 1 )</td>
</tr>
<tr>
<td>COMM-191A2</td>
<td>Forensics Workshop OR</td>
<td>( 2 )</td>
</tr>
<tr>
<td>COMM-191A3</td>
<td>Forensics Competition OR</td>
<td>( 3 )</td>
</tr>
<tr>
<td>COMM-192A1</td>
<td>Argumentation and Debate Workshop OR</td>
<td>( 1 )</td>
</tr>
<tr>
<td>COMM-192A2</td>
<td>Argumentation and Debate Workshop OR</td>
<td>( 2 )</td>
</tr>
<tr>
<td>COMM-192A3</td>
<td>Competitive Argumentation and Debate OR</td>
<td>( 3 )</td>
</tr>
<tr>
<td>COMM-193</td>
<td>Oral Interpretation Competition OR</td>
<td>( 3 )</td>
</tr>
</tbody>
</table>
MASS COMMUNICATION

The Mass Communication Certificate of Accomplishment provides students with communication skills, theory, and training required for academic and professional careers in the mass communication field including journalism, TV, radio, and public relations. This certificate also provides students with the fundamental communication skills for further study in mass communication.

STUDENT LEARNING OUTCOMES

1. Understand and apply the principles and laws of freedom of speech and press including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
2. Demonstrate an understanding of the history of the various forms of mass media especially the relationship between communication theory, social trends, technological trends, and media development.
3. Write and speak effectively for diverse audiences in various contexts.
4. Utilize the principles of ethics in research and use critical thinking in evaluating sources and content.
5. Apply the principles and practices of mass communication through a service-learning project in at least one of the various media outlets at Ohlone College. (May include such areas as ONTV, KOHL, Midnight Magazine, the Monitor, and websites.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRDC-120</td>
<td>Introduction to Electronic Media</td>
<td>3</td>
</tr>
<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>JOUR-101A</td>
<td>Newswriting</td>
<td>3</td>
</tr>
<tr>
<td>JOUR-155</td>
<td>Mass Media and Society</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-123A</td>
<td>Radio Operations I OR</td>
<td>3</td>
</tr>
<tr>
<td>BRDC-141</td>
<td>Live TV News OR</td>
<td>(3)</td>
</tr>
<tr>
<td>JOUR-171</td>
<td>Newspaper Writing Staff OR</td>
<td>(2)</td>
</tr>
<tr>
<td>JOUR-172</td>
<td>Newspaper Writing and Editing Staff</td>
<td>(3)</td>
</tr>
</tbody>
</table>

6 of a Microsoft (client or server); stand-alone or network application; and/or Microsoft Server 2008 system.

STUDENT LEARNING OUTCOMES

1. Demonstrate an understanding of key theoretical concepts in molecular biology and biotechnology.
2. Demonstrate the ability to keep a legal scientific notebook compatible with biotechnology industry standards.
3. Demonstrate the use of instrumentation and techniques common to the molecular biology laboratory.
4. Practice proper laboratory safety.

MOLECULAR BIOLOGY RESEARCH TECHNIQUES

This certificate is designed for biology students planning to transfer to a university, to get the hands-on skills in DNA cloning, sequencing, PCR, and other molecular biology techniques that will qualify them to work in research laboratories.

STUDENT LEARNING OUTCOMES

1. Demonstrate confidence to work independently to setup, configure, and maintain a Microsoft computer (client or server); stand-alone or network application; and/or Microsoft Server 2008 system.
2. Demonstrate techniques to troubleshoot situations that impact the operation of a Microsoft (client or server); stand-alone or network application; and/or Microsoft Server 2008 system.
3. Demonstrate appreciation of the ICT career field and the need to be lifelong learners.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-162</td>
<td>Windows Server Installation and Configuration Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-164</td>
<td>Windows Server Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-166</td>
<td>Windows Server - Advanced Services</td>
<td>2</td>
</tr>
</tbody>
</table>

6

MOBILE APPLICATION DEVELOPMENT

The certificate is designed to provide students with comprehensive training in interaction design and web application programming. Students create mobile web applications and native applications in Android platforms.

STUDENT LEARNING OUTCOMES

1. Demonstrate professional workmanship by using technical and programming skills proficiently.
2. Design projects that communicate specific ideas and illustrate concepts of design.
3. Exhibit professional behavior and work ethic.
4. Use conceptual skills by innovating, brainstorming, sketching, and problem-solving to build prototypes and scenarios.
5. Demonstrate an understanding of the strengths, scope, and limitations of software tools and APIs by selecting the appropriate tools when implementing a design.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS-125</td>
<td>Introduction to Java Programming</td>
<td>4</td>
</tr>
<tr>
<td>CS-174</td>
<td>Mobile App Programming in Android</td>
<td>4</td>
</tr>
<tr>
<td>MM-105</td>
<td>Introduction to Web Design</td>
<td>3</td>
</tr>
<tr>
<td>MM-113</td>
<td>Mobile Application Development</td>
<td>3</td>
</tr>
</tbody>
</table>

14

STUDENT LEARNING OUTCOMES

1. Demonstrate an understanding of key theoretical concepts in molecular biology and biotechnology.
2. Demonstrate the ability to keep a legal scientific notebook compatible with biotechnology industry standards.
3. Demonstrate the use of instrumentation and techniques common to the molecular biology laboratory.
4. Practice proper laboratory safety.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL-101A</td>
<td>Principles of Biology - Molecular and Cellular Biology</td>
<td>5</td>
</tr>
<tr>
<td>BIOT-110A</td>
<td>DNA and Protein Purification and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BIOT-111A</td>
<td>Genomic and cDNA Library Construction and Analysis</td>
<td>1</td>
</tr>
<tr>
<td>BIOT-111B</td>
<td>PCR Primer Design and Optimization and Reverse Transcription PCR</td>
<td>1</td>
</tr>
</tbody>
</table>

10
MULTIMEDIA

This certificate provides students with technical, artistic, and creative skills to develop graphics, animations, videos, and interactive projects.

**STUDENT LEARNING OUTCOMES**

1. Employ principles of design.
2. Employ industry standard software and hardware to create multimedia projects.
3. Demonstrate the ability to produce and optimize media for the web and DVDs.
4. Design multimedia projects that are creative.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA-160A</td>
<td>Computer Graphics I</td>
<td>4</td>
</tr>
<tr>
<td>MM-102A</td>
<td>Introduction to Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>MM-109</td>
<td>2D Animation</td>
<td>3</td>
</tr>
<tr>
<td>MM-110</td>
<td>Digital Video for the Web and DVD</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

MUSIC THEORY

The Music Department at Ohlone College has developed the Music Theory Certificate of Accomplishment to recognize the completion of acquired skills in the field of music theory and musicianship. Students who demonstrate the personal dedication and passion to finish this program are rewarded with an expanded skills set in music theory and musicianship; the conceptual tools to apply the same techniques to other life tasks; and the continued pride of program completion. This certificate is a stepping stone on the path to either the Ohlone Associate in Arts in Music or the Associate in Arts in Music for Transfer.

**STUDENT LEARNING OUTCOMES**

1. Demonstrate the ability to analyze musical compositions in terms of form, language, and historical style.
2. Apply theoretical knowledge to the performance and creation of music.
3. Develop basic skills in sight-reading and ear training.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-110A</td>
<td>Music Theory and Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS-110B</td>
<td>Harmony</td>
<td>3</td>
</tr>
<tr>
<td>MUS-111A</td>
<td>Musicianship I</td>
<td>1</td>
</tr>
<tr>
<td>MUS-111B</td>
<td>Musicianship II</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160A</td>
<td>Beginning Class Piano</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

NETWORK ADMINISTRATOR

Network administrators manage all of the day-to-day aspects of a computer network. In addition to configuring networks they are responsible for making the network operational 24 hours a day. Tasks performed include installing and configuring new equipment, including desktop PCs and servers; troubleshooting day-to-day problems and unusual issues with networked equipment; and evaluating the need for upgrades or replacements of current computer hardware and software solutions. Students who achieve this program can become employed as a network administrator in virtually all businesses and enterprises where computers and networks are used. Students are also well prepared for industry certification.

**STUDENT LEARNING OUTCOMES**

1. Demonstrate confidence to work independently to setup, configure, and maintain a network; stand-alone or network application; and a network system.
2. Demonstrate techniques to troubleshoot situations that impact a network; stand-alone or network application; and a network system.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-146</td>
<td>Introduction to UNIX/Linux</td>
<td>3</td>
</tr>
<tr>
<td>CNET-155A</td>
<td>Introduction to Networks (CCNA1)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-162</td>
<td>Windows Server Installation and Configuration Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-170</td>
<td>Network Security (Security+)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Did you know???

The solar field at the Fremont campus has the capacity to generate one megawatt of power, approximately enough energy to power 200 homes per year in California.
OFFICE SUPPORT

Upon completion of the Office Support Certificate of Accomplishment students will have gained a knowledge of how a business functions and human relations in business. In addition, students will have acquired basic office support skills.

STUDENT LEARNING OUTCOMES
1. Demonstrate proficiency in the use of Microsoft's (MS) Office Software.
2. Develop the ability to effectively communicate in a business setting.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-116</td>
<td>Business English and Communication</td>
<td>4</td>
</tr>
<tr>
<td>BA-125</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>CAOT-101A</td>
<td>Computer Applications I</td>
<td>2</td>
</tr>
<tr>
<td>LS-101</td>
<td>Steps to Successful Research</td>
<td>1</td>
</tr>
<tr>
<td>PD-150</td>
<td>Career and Life Planning</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

ORACLE DATABASE OPERATIONS

The Certificate of Accomplishment in Oracle Database Operations provides training for students seeking professional positions in designing, creating, and maintaining databases; also creating application code that can be shared by multiple forms, reports, and data management tools. Courses in the program also help prepare students wanting to pursue Oracle Application Developer Certified Associate and Oracle Database Administrator Certified Associate industry-certified examinations (Oracle Corporation OCA certifications).

STUDENT LEARNING OUTCOMES
1. Retrieve, display, and manipulate data from tables and other database objects using SQL.
2. Create and manage database users, privileges, and resources in an Oracle database.
3. Configure, administer, monitor, and maintain an Oracle database.
4. Create and manage stored PL/SQL procedures, functions, packages, and triggers in an Oracle development environment.
5. Develop comprehensive data model to represent business information requirements.
6. Create appropriate relational database design from data model.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-135</td>
<td>Oracle Database Administration</td>
<td>2</td>
</tr>
<tr>
<td>CNET-136</td>
<td>Oracle Database Backup and Recovery</td>
<td>2</td>
</tr>
<tr>
<td>CNET-137</td>
<td>Introduction to SQL</td>
<td>4</td>
</tr>
<tr>
<td>CNET-138</td>
<td>PL/SQL Programming</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

ORAL INTERPRETATION

This certificate provides students with vocal training that is helpful for careers in theater, business, law, and education.

STUDENT LEARNING OUTCOMES
1. Analyze and develop a theme/thesis from literary sources for the performance of all types of literature.
2. Demonstrate through performance and use of text, vocal variety, and appropriate gestures to convey the meaning of the literary selection.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-130</td>
<td>Oral Interpretation of Literature OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-134</td>
<td>Introduction to Performance Studies</td>
<td></td>
</tr>
<tr>
<td>COMM-191A3</td>
<td>Forensics Competition OR</td>
<td>3</td>
</tr>
<tr>
<td>COMM-192A3</td>
<td>Competitive Argumentation and Debate</td>
<td></td>
</tr>
<tr>
<td>COMM-193</td>
<td>Oral Interpretation Competition</td>
<td>3</td>
</tr>
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<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

PALEOBIOLOGY/NATURAL HISTORY

This certificate of accomplishment signifies that students have received basic knowledge in natural sciences and skills, which facilitate paraprofessional employment such as geological/biological field assistant and field naturalist. It also provides a good foundation for continued study in a broad variety of scientific fields including biology, geology, and paleontology.

STUDENT LEARNING OUTCOMES
1. Demonstrate scientific literacy by defining and explaining the major steps in the scientific method of investigation, specifically the difference between empirical data, interpretation, testable hypothesis, theory, paradigm, speculation, and pseudo-science.
2. Apply general math skills such as unit conversion, ratios, and percentages to solving simple rate problems; evaluate data, produce, and interpret tables and graphs; apply the metric system of measurement.
3. Demonstrate an understanding of the geologic time scale and methods of measuring geologic time.
4. Identify and classify the common earth materials, such as most common minerals, rocks, and fossils in the lab and in the field and their basic relationship to common natural resources.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH-101</td>
<td>Biological Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>BIOL-130</td>
<td>Essential Biology</td>
<td>4</td>
</tr>
<tr>
<td>GEOL-103</td>
<td>Paleontology and Dinosaurs</td>
<td>3</td>
</tr>
<tr>
<td>GEOL-103L</td>
<td>Earth History and Paleontology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Complete one course from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG-101</td>
<td>Physical Geography OR</td>
<td>4</td>
</tr>
<tr>
<td>GEOL-101</td>
<td>Introduction to Geology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>
PHOTOGRAPHY

The Photography Certificate of Accomplishment signifies that students have acquired skills in fundamental processes of photography including traditional and digital work processes with emphasis on creative expression. This certificate helps students develop concepts and skills that will enable them to develop creatively in the fine arts.

STUDENT LEARNING OUTCOMES
1. Demonstrate personal growth as an artist using photography.
2. Employ skills and processes required for working in traditional film photography.
3. Employ skills and processes required for working in digital photography.
4. Appraise the role of photography in society from its invention to the present day.
5. Recognize historical movements and contemporary trends in photography.

| ART-131 | History of Photography | 3 |
| ART-133A | Photo I OR | 3 |
| ART-133B | Photo II (3) | |
| ART-138A | Photoshop I OR | 3 |
| ART-138B | Photoshop II (3) | |
| ART-139A | Beginning Digital Photography OR | 3 |
| ART-139B | Intermediate Digital Photography (3) | |
| ART-141A | Digital Photography | 3 |
| ART-141B | Digital Video | 3 |
| ART-141C | Digital Imaging | 3 |
| ART-141D | Digital Color | 3 |
| ART-141E | Digital Printing | 3 |
| ART-141F | Digital Imaging and Video | 3 |
| ART-141G | Digital Imaging and Print | 3 |
| ART-141H | Digital Imaging and Audio | 3 |
| ART-141I | Digital Imaging and Text | 3 |
| ART-141J | Digital Imaging and Design | 3 |
| ART-141K | Digital Imaging and Animation | 3 |
| ART-141L | Digital Imaging and Interactive Media | 3 |
| ART-141M | Digital Imaging and Multimedia | 3 |
| ART-141N | Digital Imaging and Performance | 3 |
| ART-141O | Digital Imaging and Installation | 3 |
| ART-141P | Digital Imaging and Education | 3 |
| ART-141Q | Digital Imaging and Communication | 3 |
| ART-141R | Digital Imaging and Information | 3 |
| ART-141S | Digital Imaging and Entertainment | 3 |
| ART-141T | Digital Imaging and Society | 3 |
| ART-141U | Digital Imaging and Environment | 3 |
| ART-141V | Digital Imaging and Art | 3 |
| ART-141W | Digital Imaging and Culture | 3 |
| ART-141X | Digital Imaging and Technology | 3 |
| ART-141Y | Digital Imaging and Business | 3 |
| ART-141Z | Digital Imaging and Education | 3 |

PHYSICS: ADVANCED

This certificate provides students with a solid physical and mathematical foundation of the general principles and theorems of physics, as well as experience with measurements of important physical quantities in the fields of mechanics, electricity and magnetism, optics and thermal physics.

Upon completion of this certificate students will be very well prepared to engage in continued and fundamental studies in the fields of engineering, physics, mathematical physics, or astronomy. The certificate also prepares students to work in various research institutions and companies as research assistants or on internships.

STUDENT LEARNING OUTCOMES
1. Demonstrate a comprehension of technology by understanding how things work on a fundamental level.
2. Build critical thinking and quantitative skills by gaining insight into the thought processes of physical approximation and physical modeling, by practicing the appropriate application of mathematics to the description of physical reality, and by searching for a physical interpretation of mathematical results.
3. Demonstrate basic experimental skills by the practice of setting up and conducting an experiment with due regard for minimizing measurement error and by the thoughtful discussion and interpretation of data.
4. Retain information from course to course by aiming at proficiency in the correct use of all the fundamental laws and equations to solve integrated problems.

| MATH-101C | Calculus with Analytic Geometry | 5 |
| PHYS-140 | Mechanics | 4 |
| PHYS-141 | Electricity and Magnetism | 4 |
| PHYS-142 | Optics, Heat, and Modern Physics | 4 |

PHYSICS: INTRODUCTORY

This certificate provides students with a solid foundation in the general principles of physics, as well as experience with a wide variety of mechanical and electrical measurement techniques. In addition, students will gain a deeper and concrete understanding of the properties of materials and matter in the solid, liquid, and gaseous state and of the experimental processes involved in the measurement and analysis of these properties.

This certificate presents students with material that forms the necessary basis for continued study in many fields of science, in particular the biosciences and the earth and environmental sciences. The certificate also prepares students for paraprofessional employment in the form of research internships with various city, county, state, and private agencies and various technician positions in the fields of electrical and environmental technology.

STUDENT LEARNING OUTCOMES
1. Apply the general principles of physics to a variety of problems.
2. Demonstrate appropriate mechanical and electrical measurement techniques in scientific applications.
3. Compare and contrast the properties of materials and matter in the solid, liquid, and gaseous state.

| PHYS-108 | Survey of Physics | 3 |
| PHYS-120 | Introduction to Physics I | 4 |
| PHYS-121 | Introduction to Physics II | 4 |
**PIANO PERFORMANCE**

Completion of this certificate demonstrates that students have attained basic piano proficiency, some performance experience, and a basic understanding of music theory. This certificate is also a stepping stone on the path to either the Associate in Arts in Music or the Associate in Arts in Music for Transfer.

**STUDENT LEARNING OUTCOMES**

1. Demonstrate an intermediate level of piano technique.
2. Demonstrate a basic knowledge of music theory.
3. Develop an understanding and appreciation of the place of piano repertoire in the history and evolution of both Western and non-Western music styles.
4. Exhibit increased confidence when performing before an audience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-103</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>MUS-166A</td>
<td>Applied Music</td>
<td>1</td>
</tr>
<tr>
<td></td>
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<td>4</td>
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</tbody>
</table>

Complete three courses from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-160A*</td>
<td>Beginning Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160B*</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160C*</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160D*</td>
<td>Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160E*</td>
<td>Piano Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS-160F*</td>
<td>Piano Repertoire</td>
<td></td>
</tr>
</tbody>
</table>

*Students may test out of this course using Credit by Examination. Credit by Examination can only be used to complete two out of the four required piano courses. At least two semesters of Class Piano must be completed in residence.

Complete one course from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-101</td>
<td>Music Appreciation: Western Classical Music OR</td>
<td>3</td>
</tr>
<tr>
<td>MUS-102</td>
<td>Music Appreciation OR</td>
<td>( 3 )</td>
</tr>
<tr>
<td>MUS-121</td>
<td>The History of Jazz</td>
<td>( 3 )</td>
</tr>
</tbody>
</table>

**TAP DANCE TEACHER/CHOREOGRAPHER**

The student will focus on teaching styles and choreography. Each student will have the opportunity to mentor with a dance faculty and learn various teaching styles. The student will also learn theatre technology and lighting design. This will enhance the student’s ability to communicate with theatre technicians in the field and provide for a better expression of choreography.

**STUDENT LEARNING OUTCOMES**

1. Conduct a dance technique class with communicative teaching skills, confidence, and conviction in a studio and/or rehearsal setting.
2. Choreograph a dance that includes three or more dancers, create a rehearsal schedule, budget/manage time with regard to rehearsals, and demonstrate effective communication skills using dance terminology to express choreographic ideas.
3. Demonstrate a clear understanding of theatrical design and technology as it relates to dance by presenting the dance onstage in full production (lighting, sound, costume, and set).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>TD-121C</td>
<td>Dance Rehearsal and Performance</td>
<td>4</td>
</tr>
<tr>
<td>TD-143A</td>
<td>Introduction to Tap AND</td>
<td>2</td>
</tr>
<tr>
<td>TD-143B</td>
<td>Intermediate Tap AND</td>
<td>2</td>
</tr>
<tr>
<td>TD-143C</td>
<td>Advanced Tap Dance OR</td>
<td>2</td>
</tr>
<tr>
<td>TD-143D</td>
<td>Intermediate Tap (taken two times) AND</td>
<td>( 4 )</td>
</tr>
<tr>
<td>TD-143E</td>
<td>Advanced Tap Dance</td>
<td>( 2 )</td>
</tr>
<tr>
<td>TD-149B</td>
<td>Choreography for Production II</td>
<td>2</td>
</tr>
<tr>
<td>TD-152</td>
<td>Introduction to Stage Lighting and Sound</td>
<td>3</td>
</tr>
<tr>
<td>TD-161</td>
<td>Stagecraft Lab (Theatre, Television, Dance)</td>
<td>1</td>
</tr>
</tbody>
</table>

**VIDEO GAME DEVELOPMENT**

This certificate prepares students for entry-level positions in the game Software Development industry, with emphasis on the following roles: Game Software Development, Game Designer, Game Designer.

**STUDENT LEARNING OUTCOMES**

1. Demonstrate an understanding of video game terminology.
2. Produce 3D models and animations for video games.
3. Demonstrate technical and creative skills required to produce a game.
4. Plan and develop projects from concept through to completion.
5. Construct projects in a team environment following production practices employed in the video game industry.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM-114</td>
<td>Textures for 3D</td>
<td>3</td>
</tr>
<tr>
<td>MM-118</td>
<td>Introduction to Video Game Design</td>
<td>3</td>
</tr>
<tr>
<td>MM-119</td>
<td>Video Game Development</td>
<td>4</td>
</tr>
<tr>
<td>MM-121A</td>
<td>3D Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MM-121B</td>
<td>3D Animation</td>
<td>3</td>
</tr>
</tbody>
</table>

**Did you know???

Two-thirds of California community college students receive a tuition waiver and/or financial aid.

Source: Community College League of California
VIRTUALIZATION AND STORAGE ADMINISTRATION

Upon completion of this program students will develop knowledge and skills necessary to support dynamic IT infrastructures and utilize virtualization technologies to optimize efficiency, resiliency, and control over complex network environments. Students will learn about the technologies required to build classic, virtualized, and cloud data center environments. They will also gain practical experience with Microsoft Server 2012, VMware vSphere, and Microsoft Hyper-V technology; enhance skills with emerging information storage and management solutions; and prepare for VMware, Microsoft, and EMC certification exams.

STUDENT LEARNING OUTCOMES

1. Install, operate, maintain, secure, and troubleshoot basic virtualization and storage hardware and software services.
2. Configure, deploy, and manage virtual machines.
3. Produce clear written documentation, following industry best-practices, on work performed.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-120</td>
<td>VMware: Install, Configure, Manage</td>
<td>2</td>
</tr>
<tr>
<td>CNET-122A</td>
<td>Information Storage and Management – EMC</td>
<td>2</td>
</tr>
<tr>
<td>CNET-122B</td>
<td>Cloud Infrastructure and Services</td>
<td>2</td>
</tr>
<tr>
<td>CNET-155A</td>
<td>Introduction to Networks (CCNA1)</td>
<td>3</td>
</tr>
<tr>
<td>CNET-162</td>
<td>Windows Server Installation and Configuration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administration</td>
<td>2</td>
</tr>
</tbody>
</table>

11

VOCAL MUSIC PERFORMANCE

The Music Department at Ohlone College has developed the Vocal Performance Certificate of Accomplishment to recognize the completion of acquired skills in the field of vocal performance. Students who demonstrate the industry and passion to finish this program will be rewarded with an expanded skills-set of vocal technique, the conceptual tools to apply the same techniques to other life tasks, and the continued pride of program completion.

STUDENT LEARNING OUTCOMES

1. Demonstrate a basic knowledge of vocal anatomy and the physical technique of singing.
2. Develop increasing skill in the execution and interpretation of vocal musical repertoire.
3. Demonstrate a high degree of confidence in live performance situations.
4. Demonstrate the ability to successfully interact with others in vocal ensemble settings.
5. Prepare for performances in a variety of vocal styles and settings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-160A</td>
<td>Beginning Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-162C</td>
<td>Class Voice-Intermediate</td>
<td>1</td>
</tr>
<tr>
<td>MUS-162D</td>
<td>Class Voice-Intermediate</td>
<td>1</td>
</tr>
<tr>
<td>MUS-162E</td>
<td>Vocal Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS-162F</td>
<td>Vocal Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS-166A</td>
<td>Applied Music (taken two times)</td>
<td>2</td>
</tr>
</tbody>
</table>

7

Complete three units from the following courses (courses may be repeated): 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-356</td>
<td>Chamber Singers</td>
<td>1</td>
</tr>
<tr>
<td>MUS-394</td>
<td>Show Choir</td>
<td>1</td>
</tr>
</tbody>
</table>

10

VOCAL MUSIC PERFORMANCE: ADVANCED

The Music Department at Ohlone College has developed the Advanced Vocal Performance Certificate of Accomplishment to recognize the completion of acquired skills in the field of advanced vocal performance. Students who demonstrate the industry and passion to finish this program will be rewarded with an expanded skills-set of vocal technique, the conceptual tools to apply the same techniques to other life tasks, and the continued pride of program completion.

STUDENT LEARNING OUTCOMES

1. Demonstrate an advanced knowledge of vocal production.
2. Show an increased comfort level and performance demeanor during public performance.
3. Perform vocal music with appropriate stylistic interpretation from different eras.
4. Show clear growth in ability to communicate musical ideas with “live” audience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-160A</td>
<td>Beginning Class Piano</td>
<td>1</td>
</tr>
<tr>
<td>MUS-162E</td>
<td>Vocal Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS-162F</td>
<td>Vocal Repertoire</td>
<td>1</td>
</tr>
<tr>
<td>MUS-166A</td>
<td>Applied Music (taken two times)</td>
<td>2</td>
</tr>
</tbody>
</table>

5

Complete three units from the following courses (courses may be repeated): 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS-356</td>
<td>Chamber Singers</td>
<td>1</td>
</tr>
<tr>
<td>MUS-394</td>
<td>Show Choir</td>
<td>1</td>
</tr>
</tbody>
</table>

10
Certificates of Competency and Completion

Pursuant to California Code of Regulations (§55151), colleges may offer a sequence of noncredit courses that culminate in a certificate of competency or a certificate of completion. A certificate of competency is awarded to students completing noncredit courses in a prescribed pathway that prepares students to take non-degree applicable credit coursework, including basic skills and English as a second language, or to take degree applicable credit coursework leading to completion of a credit certificate, an associate in arts degree, or transfer to a baccalaureate institution. A certificate of completion leads to improved employability or job opportunities, and recognizes that students have completed a noncredit educational program of noncredit courses that prepares them to progress in a career path or to take degree-applicable credit courses. Noncredit certificates of completion and noncredit certificates completion have been approved by the Ohlone College Curriculum Committee, Ohlone Community College District Board of Trustees, and the California Community Colleges Chancellor’s Office.

BEGINNING TECHNOLOGY SKILLS
Certificate of Completion in Beginning Technology Skills

This noncredit certificate program provides the skills and terminology necessary to secure entry-level employment in the Office automation occupations.

REQUIREMENTS FOR CERTIFICATE OF COMPLETION
a) Complete all of the courses at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Demonstrate rudimentary proficiency in Microsoft Office Suite.
   - CAOT-912A Beginning Technology Skills I 36 hours
   - CAOT-912B Beginning Technology Skills II 36 hours
   - 144 hours

BUSINESS SUPPORT SPECIALIST I
Certificate of Completion in Business Support Specialist I

This noncredit certificate program teaches students how to keyboard with progression to the creation of various types of business documents. Students will learn how to create formal business letters, formula-based spreadsheets, and presentations. A review of basic business writing will also be covered. This is the first in a series of three Business Support Specialist programs.

REQUIREMENTS FOR CERTIFICATE OF COMPLETION
a) Complete all of the courses at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Demonstrate how to use a keyboard and basic business software operations.
2. Learn how to apply business writing skills.
   - BA-916A Basic Business English Writing I 36 hours
   - CAOT-904 Basic Business Keyboarding 36 hours
   - CAOT-920A Beginning Word Processing I 36 hours
   - CAOT-921A Beginning Spreadsheet Software I 36 hours
   - CAOT-922 Basics of Business Presentation Software 36 hours
   - 180 hours

BUSINESS SUPPORT SPECIALIST II
Certificate of Completion in Business Support Specialist II

This noncredit certificate teaches students advanced skills on how to create more complex business documents. Students also gain additional skills in how to write and format business documents. This is the second certificate in a series of three Business Support Specialist certificates.

REQUIREMENTS FOR CERTIFICATE OF COMPLETION
a) Complete all of the courses at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Identify and effectively use the principles of verbal and written communication in a variety of business documents.
   - BA-916B Basic Business English Writing II 36 hours
   - CAOT-920B Beginning Word Processing II 36 hours
   - CAOT-921B Beginning Spreadsheet Software II 36 hours
   - CAOT-923 Email for Business 9 hours
   - 117 hours

COMPUTER AIDED DESIGN SKILLS: AUTOCAD AND SOLIDWORKS
Certificate of Completion in Computer Aided Design Skills: AutoCAD and SolidWorks

By completing this certificate students learn how to use Computer Aided Design (CAD) software to create 2D and 3D models and designs. Students develop competency in CAD software that is used in a variety of industries and occupations, including floor plans, mechanical drawings, technical drawings, engineering design, and other projects. The courses in this certificate build skill-sets that are in high demand in today’s job market and can be used to reach career and/or academic goals. This certificate can provide students who are looking for employment the experience they need to stand out from the crowd. Students who are already employed discover that keeping up with the latest changes in CAD software increases their chances of career advancement.

REQUIREMENTS FOR CERTIFICATE OF COMPLETION
a) Complete all of the courses in the certificate.

STUDENT LEARNING OUTCOMES
1. Proficiently use AutoCAD technology to produce drawings at professional industry standards.
2. Draw engineering parts and assemblies proficiently using SOLIDWORKS.
3. Apply dimensioning and tolerancing techniques in drawings and in an assembly.
4. Develop professional drawings for machining and assembling including title blocks.
   - ENGI-915 Advanced AutoCAD 54 hours
   - ENGI-916 Introduction to SolidWorks 54 hours
   - 108 hours
**COMPUTER FUNDAMENTALS**

Certificate of Completion in Computer Fundamentals

Upon completion of the Computer Fundamentals Certificate of Completion students will have gained the fundamental computer skills necessary to understand how a computer operates, how to set up its components, and how to provide basic support for a computer system.

**REQUIREMENTS FOR CERTIFICATE OF COMPLETION**

a) Complete all of the courses at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Install and configure a basic computer system.
2. Provide first level desktop support for a computer system.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNET-901A</td>
<td>Introduction to Computers and Computer Literacy</td>
<td>54</td>
</tr>
<tr>
<td>CNET-901B</td>
<td>Introduction to Computer Systems and Computer Support</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>108</td>
</tr>
</tbody>
</table>

**CUSTOMER SERVICE ACADEMY**

Certificate of Completion in Customer Service Academy

This noncredit certificate teaches students best practices along with terminology for customer service needs.

**REQUIREMENTS FOR CERTIFICATE OF COMPLETION**

a) Complete all of the courses at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Develop the skills to be effective in their interactions with both internal and external customers.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSM-910A</td>
<td>Communication in the Workplace</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910B</td>
<td>Writing Skills for Managers</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910C</td>
<td>Attitude in the Workplace</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910D</td>
<td>Decision Making and Problem Solving</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910E</td>
<td>Making Organizational Change</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910F</td>
<td>Stress Management in the Workplace</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910G</td>
<td>Team Building</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910H</td>
<td>Time Management</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910I</td>
<td>Conflict Resolution</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910J</td>
<td>Values and Ethics</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910K</td>
<td>Customer Service</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>99</td>
</tr>
</tbody>
</table>

**CUSTOMER SERVICE: COMMUNICATION AND WRITING**

Certificate of Completion in Customer Service: Communication and Writing

This noncredit certificate provides a venue for students to learn best communication and writing approaches and practices to use in customer service occupations. This certificate is an ideal learning venue for the non-traditional student who may have English as a second language needs.

**REQUIREMENTS FOR CERTIFICATE OF COMPLETION**

a) Complete all of the courses at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Develop the skills to be effective when communicating and writing for both internal and external customers.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSM-910A</td>
<td>Communication in the Workplace</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910B</td>
<td>Writing Skills for Managers</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910H</td>
<td>Time Management</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>

**CUSTOMER SERVICE: PROBLEM SOLVING**

Certificate of Completion in Customer Service: Problem Solving

This noncredit certificate teaches students best practices and promotes skill development for successfully troubleshooting customer-related problems. This certificate is an ideal learning situation for the non-traditional student who may have English as a second language needs.

**REQUIREMENTS FOR CERTIFICATE OF COMPLETION**

a) Complete all of the courses at Ohlone College.

**STUDENT LEARNING OUTCOMES**

1. Acquire the knowledge to recognize the importance of creativity in problem solving, and identify various blocks to problem solving.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSM-910D</td>
<td>Decision Making and Problem Solving</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910H</td>
<td>Time Management</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910I</td>
<td>Conflict Resolution</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910K</td>
<td>Customer Service</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

**Did you know??**

In 2018-2019, 62.3% of California Community College students attended college part-time.

*Source: Community College League of California*
CUSTOMER SERVICE: TEAM BUILDING
Certificate of Completion in Customer Service: Team Building

This noncredit Customer Service certificate program teaches students best practices for building teams in the workplace, managing change, and promoting a positive environment. This certificate is an ideal learning venue for the non-traditional student who may have English as a second language needs.

REQUIREMENTS FOR CERTIFICATE OF COMPLETION
a) Complete all of the courses at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Implement the best practices for building a team including, but not limited to, effective communication and problem solving.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSM-910C</td>
<td>Attitude in the Workplace</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910E</td>
<td>Making Organizational Change</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910F</td>
<td>Stress Management in the Workplace</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910G</td>
<td>Team Building</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910J</td>
<td>Values and Ethics</td>
<td>9</td>
</tr>
<tr>
<td>BSM-910K</td>
<td>Customer Service</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>54</td>
</tr>
</tbody>
</table>

DIGITAL MEDIA ESSENTIAL SKILLS
Certificate of Competency in Digital Media Essential Skills

The noncredit Digital Media Essential Skills Certificate of Competency is designed to provide students with an overview of digital media tools and processes used in the industry. Through lectures and hands-on instructions, students are introduced to a variety of workflows to create effective content for videos, web, games, graphic designs, and social media marketing campaigns.

REQUIREMENTS FOR CERTIFICATE OF COMPETENCY
a) Complete all of the courses in the certificate.

STUDENT LEARNING OUTCOMES
1. Apply basic digital media production skills.
2. Employ problem-solving skills to provide solutions for media productions.
3. Create media content for a diverse range of clients or industries using different modalities.
4. Evaluate artwork with an understanding of concepts, appropriate terminology, and aesthetic awareness.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GA-904</td>
<td>Digital Design Essentials</td>
<td>12</td>
</tr>
<tr>
<td>MM-900</td>
<td>Game Design Essentials</td>
<td>12</td>
</tr>
<tr>
<td>MM-901</td>
<td>Web Design Essentials</td>
<td>12</td>
</tr>
<tr>
<td>MM-902</td>
<td>Video Production Essentials</td>
<td>12</td>
</tr>
<tr>
<td>MM-903</td>
<td>Social Media for Business Essentials</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

EFFECTIVE JOB SEARCH SKILLS
Certificate of Completion in Effective Job Search Skills

This noncredit certificate teaches students how to be effective and productive in their job search strategy. Students learn about the Ohlone College Career Center, the resources available to locate employment, how to research companies, how to write a resume, proper interviewing techniques, and how to utilize social media for online access to professional opportunities and networking.

REQUIREMENTS FOR CERTIFICATE OF COMPLETION
a) Complete all of the courses at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Identify two online resources to conduct labor market research.
2. Recognize two base components of a resume.
3. Set up a social media platform.
4. Research job listings and potential openings using more advanced online resource tools.
5. Identify at least three different interview styles.
6. Identify and demonstrate proper interviewing techniques.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSM-930A</td>
<td>Effective Job Search Skills I</td>
<td>9</td>
</tr>
<tr>
<td>BSM-930B</td>
<td>Effective Job Search Skills II</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>
ENGLISH AS A SECOND LANGUAGE
Certificate of Competency in English as a Second Language

The noncredit English as a Second Language (ESL) program offers eight courses each semester which address reading, writing, grammar, listening, speaking, and general communication skills. The goal of the ESL Certificate of Competency is to provide non-native learners of English with the English language skills and cultural knowledge they need in their academic studies, workplace, personal lives, or other pursuits. The Certificate of Competency in English as a Second Language (ESL) attests to a student's readiness for developmental and transfer-level English courses.

REQUIREMENTS FOR CERTIFICATE OF COMPETENCY
a) Complete a minimum of two noncredit ESL courses, including ESL-984RW.
b) Complete all of the courses at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Demonstrate the listening/speaking skills necessary to participate successfully in oral English exchanges in a variety of academic, personal, and/or professional settings.
2. Demonstrate the reading/writing skills necessary to comprehend English texts intended for developmental (or higher level) English courses and write clear, coherent English paragraphs for academic and/or personal purposes.

<table>
<thead>
<tr>
<th>ESL-984RW</th>
<th>Reading and Writing, Level IV (Advanced)</th>
<th>90 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>90 hours</td>
</tr>
<tr>
<td>Complete a minimum of one course from the following courses:</td>
<td>54-90 hours</td>
<td></td>
</tr>
<tr>
<td>ESL-981LS</td>
<td>Listening and Speaking, Level I (Low Intermediate)</td>
<td>90 hours</td>
</tr>
<tr>
<td>ESL-981RW</td>
<td>Reading and Writing, Level I (Low Intermediate)</td>
<td>90 hours</td>
</tr>
<tr>
<td>ESL-982LS</td>
<td>Listening and Speaking, Level II (Intermediate)</td>
<td>90 hours</td>
</tr>
<tr>
<td>ESL-982RW</td>
<td>Reading and Writing, Level II (Intermediate)</td>
<td>90 hours</td>
</tr>
<tr>
<td>ESL-983LS</td>
<td>Listening and Speaking, Level III (High Intermediate)</td>
<td>90 hours</td>
</tr>
<tr>
<td>ESL-983RW</td>
<td>Reading and Writing, Level III (High Intermediate)</td>
<td>90 hours</td>
</tr>
<tr>
<td>ESL-984LS</td>
<td>Listening and Speaking, Level IV (Advanced)</td>
<td>54 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>144-180 hours</td>
</tr>
</tbody>
</table>

MATH APPLICATIONS
Certificate of Competency in Math Applications

This noncredit certificate provides students with the math skills necessary to be successful in introductory courses. Students learn how to better approach application problems and gain comfort with word problems in a variety of contexts.

REQUIREMENTS FOR CERTIFICATE OF COMPETENCY
a) Complete all of the courses at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Solve application problems in a variety of contexts.
2. Solve problems involving the conversion of units from one measurement scale to another.
3. Interpret and construct various types of graphs used to organize data.
4. Calculate slope of a linear equation in two variables and use slope to solve application problems.

<table>
<thead>
<tr>
<th>MATH-900A</th>
<th>Applications of Math I</th>
<th>27 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-900B</td>
<td>Applications of Math II</td>
<td>27 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>54 hours</td>
</tr>
</tbody>
</table>

MATH FOUNDATIONS
Certificate of Competency in Math Foundations

This noncredit certificate provides students with the basic math skills necessary to be prepared for transfer level coursework in majors in business, science, technology, engineering, and mathematics (B-STEM). Students learn the algebra skills necessary for success in later courses.

REQUIREMENTS FOR CERTIFICATE OF COMPETENCY
a) Complete a minimum of two courses at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Simplify various algebraic expressions.
2. Solve various algebraic equations; including linear, quadratic, rational, and radical equations.
3. Graph linear and quadratic functions and interpret the qualitative behaviors of graphs.
4. Describe domain and range for various functions.

Complete a minimum of two courses from the following courses:

<table>
<thead>
<tr>
<th>MATH-951</th>
<th>Algebra I</th>
<th>72 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-952</td>
<td>Algebra II</td>
<td>54 hours</td>
</tr>
<tr>
<td>MATH-992</td>
<td>Arithmetic and Pre-Algebra</td>
<td>72 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>126-144 hours</td>
</tr>
</tbody>
</table>

ENTREPRENEURIAL BUSINESS BASICS
Certificate of Completion in Entrepreneurial Business Basics

This noncredit certificate is designed to help students increase their awareness of how to start their own business. Business basics are introduced that allow for a foundation to master future, more advanced business acumen.

REQUIREMENTS FOR CERTIFICATE OF COMPLETION
a) Complete all of the courses at Ohlone College.

STUDENT LEARNING OUTCOMES
1. Develop the ability to prepare an outline of the elements that will be in a business plan.
2. Identify and describe legal risk issues that will affect the proposed business venture.

<table>
<thead>
<tr>
<th>BA-921A</th>
<th>Developing Your Business Plan</th>
<th>9 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-921B</td>
<td>Legal Aspects of Small Business</td>
<td>9 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18 hours</td>
</tr>
</tbody>
</table>
Chapter Nine
ANNOUNCEMENT OF COURSES

How to Read Course Descriptions

Every course description includes the course name (the abbreviation of the department followed by the course number, for example, ENGL-101A) and the course title. There is also the number of units earned upon successful completion of the course as well as the means by which the units are earned, either through a lecture, laboratory, or combination of lecture and laboratory experience. Course prerequisites, corequisites, and advisories are identified, as applicable. If the course is cross-referenced to an identical course in another department, then that information is indicated and allows students the option of determining within which department they choose to receive credit. The Accepted For Credit tag indicates if the course transfers to either or both the University of California (UC) and California State University (CSU) systems. The catalog description gives a summary view of the course content, and also indicates if the course may be repeated for credit and what grading policies apply to the course.

Course Requisites

A “Prerequisite” is a course that must be successfully completed with a grade of C or better before students can register for another course. The prerequisite course contains knowledge and skills that enable students to be more prepared for the next course. For example, students must complete CHEM-102, Preparation for General Chemistry, with a grade of C or better before being able to register for CHEM-101A, General Chemistry.

A “Corequisite” is a course that must be taken during the same term as another course. Students need to take both courses during the same semester as information is shared between the courses and students have a better chance of succeeding by taking the courses simultaneously. For example, students who register for MUS-110A, Music Theory and Harmony, must also register for MUS-111A, Musicianship I, during the same semester.

An “Advisory” is a course that students are recommended to take before registering in another course, but are not required to do so. Students are encouraged to take an Advisory course before registering for another course as the information in the first course helps students succeed in the second course. For example, HIST-117B, History of the United States, has an Advisory of ENGL-101A, Reading and Written Composition.

Students have the right to challenge the prerequisite or corequisite for any one of the following reasons:

1. The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite (student documentation required).

2. The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available.

3. The prerequisite or corequisite has not been established in accordance with the District’s process of establishing prerequisites and corequisites (regulations and District approved processes are available in the Office of the Vice President, Academic Affairs.).

4. The student believes the prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawful discriminatory manner.

Written documentation to substantiate the challenge must be provided. Challenge petitions may be obtained from the Counseling Department.
Course Identification Numbering System (C-ID)

The Course Identification Numbering System (C-ID) is a statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number included in a course listing signals that participating California public colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course numbers. Thus, if the catalog lists a course bearing a C-ID number, such as C-ID CHEM 110, students at that college can be assured that the course will be accepted in lieu of a course bearing the C-ID CHEM 110 designation at another community college. In other words, the C-ID designation can be used to identify comparable courses at different California community colleges. However, students should always go to www.assist.org to confirm how each college’s course will be accepted for transfer credit at a particular university.

The C-ID numbering system is useful for students attending more than one California community college. Many of the transferable courses students need as preparation for transfer have been approved for C-ID. Since these course requirements may change and because courses may be modified, qualified for, or deleted from the C-ID database, students should always check with a counselor to determine how C-ID designated courses fit into their educational plans for transfer.

Students may consult the course listings in the Ohlone catalog, WebAdvisor (https://webadvisor.ohlone.edu), or ASSIST (www.assist.org) for Ohlone courses that have been approved for C-ID. Counselors can always help students explain this information.

Accepted for Credit

Units earned will be accepted in transfer at CSU and/or UC. Students should see a counselor or go to ASSIST (www.assist.org) to determine if the units satisfy general education, major, or elective requirements at a specific CSU or UC Campus.

Grade Options

Ohlone has four grade options for credit and noncredit courses. The grade option for each course appears in parentheses towards the end of each course listing in this catalog and next to the Grade Option listing in WebAdvisor.

- **CR** Course offered for pass/no pass only.
- **GC** Course offered with student given the option to enroll for pass/no pass or for a letter grade.
- **GR** Course offered for letter grade only. These courses are not eligible for pass/no pass grading.
- **NG** Course has no grade, no credit; used for noncredit courses.

Additional information about the pass/no pass grade options (CR and GC) is available in Chapter 5 of this catalog.

Multi-Departmental Courses

Selected Topics (210, 211, 212, 213, 214, 215)

These courses are designed to offer instruction in topics of current concern. The topics selected are related to current Ohlone departments, but the content is not necessarily offered within the regular curriculum. Selected Topics are offered by most departments. Selected Topics courses are identified by the number 210 for half-unit courses, 211 for one unit courses, 212 for two unit courses, 213 for three unit courses, 214 for four unit courses, and 215 for five unit courses. The maximum number of units from Selected Topics which may be used to apply toward the associate degree is eight units. Selected Topics courses are not CSU or UC transferable.

Special Projects (201, 202, 203)

These courses are designed for students who wish to undertake an individual study or to complete research related to a particular field. In compliance with State regulations, Special Projects courses are available for one, two, or three units. These courses are identified by the number 201 for one unit courses, 202 for two unit courses, and 203 for three unit courses. The maximum number of units which can be earned at any time, in any combination of Special Projects courses, is seven units. A Special Projects Authorization Form must be completed and submitted to the Office of Admissions and Records on the Fremont campus in order to register for a Special Projects course.

Public Safety Courses

Ohlone College is a member of the South Bay Regional Public Safety Training Consortium. Vocational training courses are offered in various areas including, but not limited to, the following: Correctional Officer, Law Enforcement Officer, Reserve Police Officer, Dispatcher, Fire Technology, Probation Officer, and Juvenile Hall Counselor. The Consortium is funded by various regional community colleges to provide vocation-specific training which may require special facilities, special training conditions, or is presented outside of the schedules of regular college classes. Students who would like a schedule of these classes or more information on specific programs may call 408-229-4299.

The application and registration process is completed at the South Bay Regional Public Safety Training Consortium located at 560 Bailey Avenue in San Jose. These courses are open to the public. Students who would like information about a career in any of these programs should call 408-229-4299.

Noncredit Courses

Noncredit courses are zero unit courses and are offered free of charge. Noncredit courses are intended for students who want to gain general knowledge, learn a new skill, upgrade existing skills, enrich their understanding about a wide range of topics, or develop personal interests. Noncredit courses assist students seeking to increase their job skills or improve math or English proficiency. Noncredit courses are beneficial for students reentering the workforce, seeking continuing education for job advancement, looking to improve their skills before attempting a college course for credit, and lifelong learners.

(continued on next page)
Noncredit courses have no repeatability limitations, so students may take a noncredit course as many times as necessary to learn the course content. Noncredit courses are not applicable toward an associate degree. Ohlone students may register for both credit and noncredit courses as long as they are in good standing with Ohlone. Upon completion of a series of required courses, students may earn a noncredit certificate of completion or noncredit certificate of competency. Additional information about Ohlone's noncredit curriculum is available at www.ohlone.edu/noncredit.

Noncredit courses are listed in the following departments in this catalog: Business Administration (BA); Business Supervision Management (BSM); Computer Applications and Occupational Technology (CAOT); Computers, Networks, and Emerging Technology (CNT); Deaf Studies (DEAF); Engineering (ENGI); English (ENGL); English as a Second Language (ESL); Graphic Arts/Computer Graphics (GA); Mathematics (MATH); and Multimedia (MM). Requirements for earning a noncredit certificate are available in chapter 7 of this catalog.

**Academic Division Information**

There are eight academic divisions at Ohlone including Business; Counseling, Student Support, and Success; Deaf Studies; Health Sciences; Kinesiology, Athletics, and Arts; Language, Communication, and Academic Success; Science, Engineering, and Mathematics; and Social Sciences. Following are the departments contained within each academic division and the contact information for each division.

**Division: Business**
- **Departments:** Business Administration (BA); Business Supervision Management (BSM); Real Estate (RE); Work Experience Education (WEX)
- **Executive Dean:** Andrew LaManque
- **Location:** Newark campus, Room NC1220
- **Phone number:** 510-742-2301

**Division: Counseling, Student Support, and Success**
- **Departments:** Career Services; Counseling; Learning Skills Program (LSP); Orientation and Placement; Personal Development (PD); Transfer Center
- **Dean:** Andree Thomas
- **Division Administrative Assistant:** Shawna Lujan
- **Location:** Fremont campus, Room 7342
- **Phone number:** 510-659-6037

**Division: Deaf Studies**
- **Departments:** American Sign Language (ASL), Deaf Preparatory Program (DEAF), Interpreter Training (INT)
- **Interim Academic Dean:** Robert Gabriel
- **Division Administrative Assistant:** Nora Chopelas
- **Location:** Fremont campus, Room 6203
- **Phone number:** 510-659-6269 (V/TTY)

**Division: Health Sciences**
- **Departments:** Allied Health (AH), Nursing (NUR), Physical Therapist Assistant (PTA), Respiratory Therapist (RT)
- **Academic Dean:** Robert Gabriel
- **Division Administrative Assistant:** Zelma Hunter
- **Location:** Newark campus, Room NC1324
- **Phone number:** 510-742-3100

**Division: Kinesiology, Athletics, and Arts**
- **Departments:** Art (ART), Athletics (ATHL), Graphic Arts/Computer Graphics (GA), Health (HLTH), Interior Design (ID), Kinesiology (KIN), Multimedia (MM), Music (MUS), Physical Education (PE), Theatre and Dance (TD)
- **Academic Dean:** Christopher Warden
- **Division Administrative Assistant:** Maria Rocha
- **Location:** Fremont campus, Room 9306
- **Phone number:** 510-659-6044

**Division: Language, Communication, and Academic Success**
- **Departments:** Arabic (ARBC), Broadcasting (BRDC), Chinese (CHIN), Communication Studies (COMM), English (ENGL), English as a Second Language (ESL), English Learning Center, Esports (ESPTS), French (FREN), Japanese (JPN), Journalism (JOUR), Learning Resource Center, Library Science (LS), Spanish (SPAN)
- **Academic Dean:** Mark Lieu
- **Division Administrative Assistant:** Dana Pope
- **Location:** Fremont campus, Room 3420K
- **Phone number:** 510-659-6173

**Division: Science, Engineering, and Mathematics**
- **Departments:** Anthropology (ANTH); Astronomy (ASTR); Biology (BIOL); Biology/Chemistry Learning Center; Biotechnology (BIOT); Chemistry (CHEM); Computer Applications and Occupational Technology (CAOT); Computers, Networks, and Emerging Technology (CNT); Computer Science (CS); Engineering (ENGI); Engineering Technology (ETEC); Geology (GEOG); Mathematics (MATH); Math Learning Center; Physics (PHYS)
- **Academic Dean:** Loretta Silverman
- **Division Administrative Assistant:** Irene Benavidez
- **Location:** Fremont campus, Room 1301L
- **Phone number:** 510-659-6191

**Division: Social Sciences**
- **Departments:** Administration of Justice (AJ); Chicano/Latino Studies (CHS); Consumer and Family Sciences (CFS); Early Childhood Studies (ECS); Education (EDUC); Environmental Studies (ENVS); Fire Technology (FT); Gender and Women's Studies (WS); Geography (GEOG); History (HIST); Interdisciplinary Studies (IS); Law Enforcement (LE); Philosophy (PHIL); Political Science (PS); Psychology (PSY); Sociology (SOC)
- **Academic Dean:** Ghada Al-Masri
- **Division Administrative Assistant:** Sheila Holland
- **Location:** Fremont campus, Room 3316
- **Phone number:** 510-659-6216

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**Did you know??**

Forty-three percent of California community college students are first generation college students.

*Source: Community College League of California*
This department offers Special Projects courses (AJ-201, AJ-202, and AJ-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture Hours</th>
<th>Units</th>
<th>Advisory</th>
<th>Accepted For Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ-101</td>
<td>Administration of Justice</td>
<td>54.00</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>CSU &amp; UC</td>
<td>This course covers the history and philosophy of administration of justice in America as well as describing the justice system itself and describing relationships of its various subsystems. The course also explores theories of crime, punishment, ethics, education, and training for professionalism in the justice system. (GR) C-ID AJ 110</td>
</tr>
<tr>
<td>AJ-102</td>
<td>Criminal Law</td>
<td>54.00</td>
<td>3.00</td>
<td>Eligible for ENGL-151B and ENGL-163</td>
<td>CSU &amp; UC</td>
<td>This course covers concepts of criminal law: historical development, philosophy of law, and constitutional provisions. The course also covers classifications of crime and their application to justice, case law, methodology, and concepts of the law as a social force. (GR) C-ID AJ 120</td>
</tr>
<tr>
<td>AJ-104</td>
<td>Criminal Evidence</td>
<td>54.00</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>CSU</td>
<td>This course covers the legal aspects of evidence: the origin, development, philosophy, and constitutional basis of evidence, along with constitutional and procedural considerations affecting arrest, search, and seizure; kinds and degrees of evidence; and rules governing admissibility. This course uses judicial decisions interpreting individual rights, plus case studies, to analyze the material presented. (GR) C-ID AJ 124</td>
</tr>
<tr>
<td>AJ-106</td>
<td>Criminal Procedure</td>
<td>54.00</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>CSU</td>
<td>This course covers the principles and procedures of the justice system. The course is an in-depth study of the role and responsibilities of each segment within the Administration of Justice system—law enforcement, judicial, and corrections. (GR)</td>
</tr>
<tr>
<td>AJ-107</td>
<td>Criminal Investigation</td>
<td>54.00</td>
<td>3.00</td>
<td></td>
<td>CSU</td>
<td>This course covers the nature of investigation; crime scene search and recording; interviews and interrogation; sources of information; case preparation; and investigative techniques in specific crimes. (GR) C-ID AJ 140</td>
</tr>
<tr>
<td>AJ-108</td>
<td>Introduction to Forensic Anthropology</td>
<td>54.00</td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>This course introduces the field of forensic anthropology through a study of the history and methods of forensic anthropology and the role it plays in the medico-legal system. Topics include the human skeletal system, forensic anthropology, recovery, and techniques for analyzing human skeletal remains. (GC)</td>
</tr>
<tr>
<td>AJ-109</td>
<td>Police and Society</td>
<td>54.00</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>CSU</td>
<td>This course involves an in-depth exploration of the roles of AJ practitioners and their agencies. Through interaction and study the student will become aware of interrelationships and role expectations among various agencies and the public. Emphasis is placed on professional image of Administration of Justice system and development of positive relationships between members of the system and the public. (GR) C-ID AJ 160</td>
</tr>
<tr>
<td>AJ-110</td>
<td>Criminology</td>
<td>54.00</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>CSU &amp; UC</td>
<td>This course studies human behavior and the reasons and motivations why people commit crimes. This course also examines the nature and extent of crimes as well as causes and prevention of criminality. (GR) C-ID SOCI 160</td>
</tr>
<tr>
<td>AJ-111</td>
<td>Murder in America</td>
<td>54.00</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>CSU</td>
<td>This course surveys the psychological and criminological aspects of murder throughout America, emphasizing serial killers, mass murderers, spree killers, and foreign and domestic terrorists and their victims. (GR)</td>
</tr>
<tr>
<td>AJ-112</td>
<td>Constitutional Law and the United States</td>
<td>54.00</td>
<td>3.00</td>
<td>Eligible for ENGL-101A</td>
<td>CSU</td>
<td>This course examines the development of judicial review and the evolving role of the U.S. Supreme Court through analysis of landmark decisions of the Court. In particular, this course will focus on a theoretical discussion exploring the plurality of methods of constitutional interpretation used by justices in the past and present. (GC)</td>
</tr>
</tbody>
</table>
Announcement of Courses

AJ-123  Terrorism
$4.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU
This course examines basic information about the structure and nature of domestic and international terrorism, and the roles of state and local law enforcement in national defense. This course is designed for Administration of Justice majors and those interested in becoming a police officer or working within Homeland Security. (GR)

AJ-131  Administration of Juvenile Justice
$4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU
This course covers the causes and forms of juvenile delinquency; the handling of juvenile offenders and victims; the prevention and repression of juvenile delinquency; the diagnosis and referral of juvenile offenders; the organization of community resources; and juvenile law and juvenile court procedures. (GR) C-ID AJ 220

Ohlone College is a member of the South Bay Regional Public Safety Training Consortium. Vocational training courses are offered in various areas including, but not limited to, the following: Correctional Officer, Law Enforcement Officer, Reserve Police Officer, Dispatcher, Fire Technology, Probation Officer, and Juvenile Hall Counselor. The Consortium is funded by various regional community colleges to provide vocation-specific training which may require special facilities, special training conditions, or is presented outside of the schedules of regular college classes. Students who would like a schedule of these classes or more information on specific programs may call 408-229-4299.

The application and registration process is completed at the South Bay Regional Public Safety Training Consortium located at 560 Bailey Avenue in San Jose. Although open to the public, the majority of these courses are intended to serve the already employed. Students who would like information about a career in any of these programs should call 408-229-4299.

AJ-220  Basic Police Academy
180.00 hrs lecture, 693.00 hrs lab
Units: 22.00
Prerequisite: POST approved pre-entry English skills score of 48; physical abilities assessment examinations provided by the Academy with a score of 320 or greater; 1.5 mile run in 14 minutes or less
Advisory: Penal Code Section 13511.5 requires that each applicant for admission to a basic course of training certified by the Commission (including the P.C. 832 course) that includes the carrying and use of firearms, and who is not sponsored by a local or other law enforcement agency, or is not a peace officer employed by a state or local agency, department, or district, shall be required to submit written certification from the Department of Justice that the applicant has no criminal history background which would disqualify him or her from owning, possessing, or having under his or her control a firearm. Medical clearance by a licensed physician and a valid driver’s license. PELLETB Written Exam with a score of 48. Physical Agility Exam provided by the Academy with a score of 320 or greater.
This course satisfies all minimum required training mandates governed by the Commission on Peace Officer Standards and Training (POST) entry level Peace Officers. The course includes fundamental principles, procedures, and techniques of law enforcement, including criminal law, patrol procedures, cultural diversity, investigative procedures, report writing, defensive tactics, firearms, leadership, ethics, community relations, police vehicles operations, traffic enforcement, accident investigation, and first aid/CPR. This course is open to those students who meet and satisfy entry requirements including written examination, physical fitness examination, DOJ fingerprint clearance, and medical clearance. This course requires significant time commitments and outside coursework including uniform preparation, homework assignments, and equipment maintenance. (GR)

AJ-222  Interview and Interrogation
9.00 hrs lecture, 18.00 hrs lab
Units: 0.50
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity and ability to demonstrate all of the following skills: familiarity with victims of a crime, victim interviews, people in custody; knowledge of criminal law. These skills will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them.
This course provides students with a workable plan when they enter interviews and interrogations. Topics include indicators of deception; cognitive interviews; verbal and nonverbal communication; interview and interrogation preparation; questioning dynamics; and interrogations. Not applicable to associate degree. (CR)
AJ-222A1 Interview and Interrogation
9.00 hrs lecture, 31.50 hrs lab
Units: 1.00
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills: familiarity with victims of a crime; victim interviews; people in custody; knowledge of criminal law. These skills will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them.
This course provides students with a workable plan when they enter interviews and interrogations. Topics include indicators of deception; cognitive interviews, verbal and nonverbal communication; interview and interrogation preparation; questioning dynamics; and interrogations. Not applicable to associate degree. (CR)

AJ-223 Canine Update
18.00 hrs lecture, 108.00 hrs lab
Units: 3.00
Prerequisite: POST certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following minimum knowledge and skill levels: first aid; knowledge of K-9 equipment; knowledge of K-9 safety gear; knowledge of bite work commands; knowledge of case law related to K-9 deployment; officer safety. This course is designed to provide officer safety tactics, K-9 bite work, and building searches in a field environment, utilizing scenarios. The course provides updates on recent K-9 incidents and policies. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-227A135 Basic Police Academy Modular, Level I
99.00 hrs lecture, 450.00 hrs lab
Units: 13.50
Prerequisite: AJ-228A5, POST Basic Police Academy Modular II, or POST Basic Police Academy Modular Level III
Advisory: POST entry reading and writing exam; Academy physical agility test
This course is certified by the Commission on Peace Officer Standards and Training (POST) and meets the content and hour requirements established by POST for Level I Reserve Peace Officer. Not applicable to associate degree. (GR)

AJ-228A5 Basic Police Academy Modular Level II
36.00 hrs lecture, 180.00 hrs lab
Units: 5.00
This course satisfies California Peace Officers Standards and Training (POST) minimum training mandates for Basic Academy Modular, Level II. This course covers fundamental principles, procedures, and techniques of law enforcement including criminal law, patrol procedures, cultural diversity, investigative procedures, report writing, community relations, defensive tactics, and firearms. This course, combined with a Level III certificate, meets the POST requirements for a Level II Reserve Police Officer. The Level II certificate is a prerequisite for entering Level I. Students must complete all three levels of the Modular Format Academy to be equivalent to a Basic Police Academy certificate. (GR)

AJ-229A4 Basic Police Academy Modular, Level III
36.00 hrs lecture, 126.00 hrs lab
Units: 4.00
Prerequisite: Completion of the Academy application process (i.e. medical clearance, proof of medical insurance, DMV) and submission of DOJ Firearms clearance
This course is certified by the Commission on Peace Officer Standards and Training (POST) and meets the content and hour requirements established by POST for Level III Reserve Peace Officers. Level III with Level II and Level I certificates meet the regular basic Academy requirements. (GR)

AJ-231 Police Continued Professional Training
9.00 hrs lecture, 18.00 hrs lab
Units: 0.50
Prerequisite: AJ-220 or POST Basic Police Academy Certificate. Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills: familiarity with active shooters, use of force, firearms, patrol procedures, investigative report writing techniques, first aid, CPR, cultural diversity; knowledge of vehicle operations, defensive tactics techniques, lifetime fitness. This course provides agency discretionary training and/or required mandated training according to the Commission on Peace Officer Standards and Training (POST). Related topics include state/legislatively mandated training, tactical communication, officer safety, and legal updates. This course may be certified to meet continuing professional training standards prescribed by POST. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-235 Drug Investigation - 11550
4.50 hrs lecture, 13.50 hrs lab
Units: 0.50
Prerequisite: AJ-220 or Basic POST Certificate
This course familiarizes students with the commonly abused controlled substances, methods of acquisition, and the signs and symptoms. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-237 Field Training Officer
9.00 hrs lecture, 31.50 hrs lab
Units: 1.00
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity and ability to demonstrate all of these skills and minimum knowledge: professionalism and ethics in policing; leadership in policing; sexual harassment policies
This course is designed for students that have been or will be accepted into field training officer programs in law enforcement agencies. This course has certification from the California Commission on Peace Officer Standards and Training and follows the guidelines and standards under 832.3 of the Penal Code. Not applicable to associate degree. (CR)
AJ-240A  Advanced Officer Training
4.50 hrs lecture, 31.50 hrs lab
Units: 0.50
Prerequisite: AJ-220 or POST Basic Police Academy Certificate. Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate the following skills: familiarity with active shooters; use of force; firearms; tactical movement; proper and safe arrest and control and safe firearms handling; proper and safe firearms storage; proper and safe firearms cleaning techniques; achieve a qualifying score during tactical handgun shooting; achieve a qualifying score during shotgun shooting; proper and safe tactical movement; proper and safe arrest and control technique; proper and safe ground fighting technique; proper and safe handling and use of nonlethal weapons; Penal codes used in policing; Vehicle codes used in policing; Health and Safety codes used in policing
This course provides agency discretionary training and/or required mandated training according to the Commission on Peace Officer Standards and Training (POST), Correction Standards Authority (CSA), State Fire Training (SFT), or other regulatory agency. Related topics include state/legislatively mandated training, perishable skills, first aid/CPR, officer safety, legal updates, and cultural awareness. This course may be certified to meet continuing professional training standards prescribed by POST, CSA, SFT, or other regulatory agency where appropriate. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-242  Police Supervisor
18.00 hrs lecture, 63.00 hrs lab
Units: 2.00
Prerequisite: AJ-220 or Basic POST Certificate
This course emphasizes the basic elements of supervision and how they may be applied to police work. Essentials of good leadership and understanding of the basic needs of human beings as well as ways to stimulate subordinates to better performance are the contents of the course. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-240A1  Advanced Officer Training
9.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. Familiarity with and ability to demonstrate all of these skills and minimum knowledge: Officer safety; proper and safe firearms handling; proper and safe firearms storage; proper and safe firearms cleaning techniques; achieve a qualifying score during tactical handgun shooting; achieve a qualifying score during shotgun shooting; proper and safe tactical movement; proper and safe arrest and control technique; proper and safe ground fighting technique; proper and safe handling and use of chemical weapons; proper and safe handling and use of nonlethal weapons; Penal codes used in policing; Vehicle codes used in policing; Cultural diversity; knowledge of vehicle operations; cultural safety, legal updates, and cultural awareness. Familiarity with and ability to demonstrate all of these skills and minimum knowledge: Officer safety; proper and safe firearms handling; proper and safe firearms storage; proper and safe firearms cleaning techniques; achieve a qualifying score during tactical handgun shooting; achieve a qualifying score during shotgun shooting; proper and safe tactical movement; proper and safe arrest and control technique; proper and safe ground fighting technique; proper and safe handling and use of chemical weapons; proper and safe handling and use of nonlethal weapons; Penal codes used in policing; Vehicle codes used in policing; Cultural diversity; knowledge of vehicle operations; cultural safety, legal updates, and cultural awareness. This course provides agency discretionary training and/or required mandated training according to the Commission on Peace Officer Standards and Training (POST), Correction Standards Authority (CSA), State Fire Training (SFT), or other regulatory agency. Related topics include state/legislatively mandated training, perishable skills, first aid/CPR, officer safety, legal updates, and cultural awareness. This course may be certified to meet continuing professional training standards prescribed by POST, CSA, SFT, or other regulatory agency where appropriate. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-243A5  Law Enforcement Seminar
9.00 hrs lecture, 18.00 hrs lab
Units: 0.50
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of these skills and minimum knowledge: Officer safety; proper and safe firearms handling; proper and safe firearms storage; proper and safe firearms cleaning techniques; achieve a qualifying score during tactical handgun shooting; achieve a qualifying score during shotgun shooting; proper and safe tactical movement; proper and safe arrest and control technique; proper and safe ground fighting technique; proper and safe handling and use of chemical weapons; proper and safe handling and use of nonlethal weapons; Penal codes used in policing; Vehicle codes used in policing; Cultural diversity; knowledge of vehicle operations; cultural safety, legal updates, and cultural awareness. This course provides agency discretionary training and/or required mandated training according to the Commission on Peace Officer Standards and Training (POST), Correction Standards Authority (CSA), State Fire Training (SFT), or other regulatory agency. Related topics include state/legislatively mandated training, perishable skills, first aid/CPR, officer safety, legal updates, and cultural awareness. This course may be certified to meet continuing professional training standards prescribed by POST, CSA, SFT, or other regulatory agency where appropriate. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-245  Citizen's Police Academy
9.00 hrs lecture, 18.00 hrs lab
Units: 0.50
The purpose of the Citizen's Police Academy is to enhance the relationship of the Police Department with the community by educating the citizen in various aspects of police operations. The citizen becomes more aware of what services the Police Department can and—in some situations—can't provide; the methodologies and strategies behind the Police Department's programs and tactics; as well as other important aspects of law enforcement, not only on a neighborhood level but also on a wider scale. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-245A1  Citizen Police Academy
50.00 hrs lecture
Units: 1.00
The purpose of the Citizen Police Academy is to enhance the relationship of the Police Department with the community by educating the citizen in various aspects of police operations. The citizen becomes more aware of what services the Police Department can and—in some situations—can't provide; the methodologies and strategies behind its programs and tactics; as well as other important aspects of law enforcement, not only on a neighborhood level but also on a wider scale. Not applicable to associate degree. Repeatable = Unlimited times (CR)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours Lab</th>
<th>Prerequisite</th>
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<td>AJ-246A6</td>
<td>Law Enforcement Field Training Program</td>
<td>6.00</td>
<td>450.00</td>
<td>Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. Familiarity with officer safety; proper and safe firearms handling, firearms storage, firearms cleaning techniques; Penal codes used in policing; Vehicle codes used in policing; Health and Safety codes used in policing; Welfare and Institutions codes used in policing; effective verbal communication used in policing; effective non-verbal communication used in policing; case law pertinent to policing; proper CPR technique; proper first aid technique; safe ground fighting technique; handling and use of chemical weapons; handling and use of non-lethal weapons. Ability to achieve a qualifying score during tactical handgun shooting; proper and safe arrest and control technique. This work experience course is designed to assist newly assigned peace officers with making the transition from the academy to competent performance of patrol duties. The Field Training Program introduces a newly assigned officer to the personnel procedures, policies, and purposes of the individual law enforcement agency and the initial formal and informal training specific to the agency and the day-to-day duties of its officers. Not applicable to associate degree. Repeatable = Unlimited times (GR)</td>
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<td>AJ-246A9</td>
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<td>AJ-247</td>
<td>Field Training Officer Update</td>
<td>0.50</td>
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<td>Field Training Officers employed with a law enforcement agency</td>
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<tr>
<td>AJ-248</td>
<td>Instructor Development</td>
<td>1.00</td>
<td>9.00</td>
<td>AJ-220 or Basic POST Certificate</td>
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This POST-certified course is designed to provide instruction for POST Academy instructors in adult learning principles including instructional planning skills, presentation, and facilitation techniques. Not applicable to associate degree. (CR)
AJ-253A2  Homicide Investigation  
18.00 hrs lecture, 63.00 hrs lab  
Units: 2.00  
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills listed. These skills will not be taught in the course; rather they will be the starting point for advanced officer training that builds upon them. These minimum knowledge and skill levels include officer safety; effective verbal communication used in policing; familiarity with effective non-verbal communication used in policing, case law pertinent to policing, evaluating statements, evidence, laboratory results, preservation of a crime scene, crime scene surveys, searches, photographs, handling evidence; knowledge of basic criminal investigation procedures. This course teaches students the highly specialized field of homicide investigation. The course covers the legal aspects of death investigation, homicide crime scene procedures, autopsy, psychological profiling, criminal psychology, laboratory work, gunshot, asphyxia, drowning, burning, cutting and stabbing, and interviewing techniques. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-255  Search Warrant Investigator  
9.00 hrs lecture, 9.00 hrs lab  
Units: 0.50  
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. Note: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate the following knowledge and skills: officer safety; Penal codes used in policing; effective verbal communication used in policing; effective nonverbal communication used in policing; case law pertinent to policing; search and seizure. This course covers search warrant law and procedure; knock notice; affidavit preparation; problems of search warrant preparation and knock and talks; actual preparation of a search warrant by each participant. In addition, the course provides the knowledge, skills, and tactics necessary to properly serve and execute a search warrant effectively and safely. Students develop a sound operational plan for the execution of a search warrant. (CR)

AJ-257  Special Weapons and Tactics (SWAT)  
54.00 hrs lab  
Units: 1.00  
Prerequisite: AJ-220; POST certified basic law enforcement academy or equivalent as determined by the Dean of Academy Instruction. Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity and ability to demonstrate all of these skills and minimum knowledge: Officer safety; proper and safe firearms handling, storage and cleaning techniques; ability to achieve a qualifying score during tactical handgun, shotgun, and AR15 shooting; proper and safe tactical movement; proper and safe arrest and control technique; proper and safe ground fighting technique; proper and safe handling and use of chemical weapons; proper and safe handling and use of non-lethal weapons; Penal, Vehicle, Health, Safety, Welfare, and Institutions codes used in policing; effective verbal and nonverbal communication used in policing; case law pertinent to policing; proper CPR technique; proper first aid technique; knowledge of the areas of the body which require maximum protection; knowledge of the elements of a lawful arrest; ground control positions, control holds, and takedown techniques used when controlling a suspect; knowledge of the general guidelines for use of handcuffs; knowledge of the guidelines for impact weapon use; ability to achieve a qualifying score during tactical handgun shooting, shotgun shooting, and AR15 Shooting; knowledge of basic firearms and ammunition safety; knowledge of cleaning techniques and required maintenance of firearms; knowledge of crowd control and riot management techniques; techniques used to secure the scene where a suspected explosive device has been located; knowledge of lifetime fitness; POST certified basic law enforcement academy or equivalent as determined by the Dean of Academy Instruction. This course meets the training requirements of the California Commission on Peace Officer Standard and Training (POST). The course is designed to prepare students for the demands of departments’ special teams (e.g. SWAT, SRT, ERT, MERGE). The course includes qualification courses of firearms and tactical combat shooting. Not applicable to associate degree. (CR)

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**Did you know??**

Eight in 10 police officers, firefighters, and EMTs are trained at a California community college.  
*Source: California Community Colleges Chancellor’s Office*
AJ-259A15  DA Investigator  
18.00 hrs lecture, 63.00 hrs lab  
Units: 1.50  
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate the following minimum knowledge and skills: officer safety; firearm storage techniques; ability to achieve a qualifying score during tactical handgun, shotgun, and AR15 shooting; knowledge of tactical movement; arrest and control techniques; ground fighting techniques; knowledge of safe handling and use of chemical weapons; knowledge of safe handling and use of non-lethal weapons; Penal, Vehicle, Health and Safety, and Welfare and Institutions codes used in policing; effective verbal and nonverbal communication used in policing; case law pertinent to policing; knowledge of CPR techniques; knowledge of first aid techniques; knowledge of the areas of the body which require maximum protection; knowledge of the elements of a lawful arrest; ground control positions, control holds, and take-down techniques used when controlling a suspect; knowledge of the general guidelines for use of handcuffs; knowledge of the guidelines for impact weapon use; knowledge of basic firearms and ammunition safety; knowledge of cleaning techniques and required maintenance of firearms; knowledge of crowd control and riot management techniques; techniques used to secure the scene where a suspected explosive device has been located; knowledge of lifetime fitness.

This course meets the training requirements of the California Commission on Peace Officer Standard and Training (POST). The course is designed to prepare students for the demands of departments' special teams (e.g. SWAT, SRT, ERT, MERGE). The course includes qualification courses of firearms and tactical combat shooting. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-260  Skills and Knowledge Modular Training  
8.00 hrs lecture  
Units: 0.50  
Public Safety personnel employed in law enforcement, corrections, fire technology, and related fields are required by law to participate in continuing educational programs annually. These courses are developed and certified for acceptable minimum standards by either the Commission on Peace Officer Standards and Training, the State Board of Corrections-Standards in Training for Corrections, or the State Fire Marshall's Office. Local advisory committees representing each of the respective disciplines have recommended these courses be modularized for more efficient delivery. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-260A1  Skills and Knowledge Modular Training  
9.00 hrs lecture, 45.00 hrs lab  
Units: 1.00  
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. Familiarity with and ability to demonstrate these skills and minimum knowledge: Officer safety; proper and safe firearms handling; proper and safe firearms storage; proper and safe firearms cleaning techniques; qualifying score during tactical handgun shooting; qualifying score during shotgun shooting; qualifying score during AR15 shooting; proper and safe tactical movement; proper and safe arrest and control technique; proper and safe ground fighting technique; proper and safe handling and use of chemical weapons; proper and safe handling and use of nonlethal weapons; Penal codes used in policing; Vehicle codes used in policing; Welfare and Institutions codes used in policing; proper CPR technique; proper first aid technique

Public Safety personnel employed in law enforcement, corrections, fire technology, and related fields are required by law to participate in continuing educational programs annually. These courses are developed and certified for acceptable minimum standards by either the Commission on Peace Officer Standards and Training, the State Board of Corrections-Standards in Training for Corrections, or the State Fire Marshall's Office. Local advisory committees representing each of the respective disciplines have recommended these courses be modularized for more efficient delivery. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-26015  Skills and Knowledge Modular Training  
9.00 hrs lecture, 54.00 hrs lab  
Units: 1.50  
Public Safety personnel employed in law enforcement, corrections, fire technology, and related fields are required by law to participate in continuing educational programs annually. These courses are developed and certified for acceptable minimum standards by either the Commission on Peace Officer Standards and Training, the State Board of Corrections-Standards in Training for Corrections, or the State Fire Marshall's Office. Local advisory committees representing each of the respective disciplines have recommended these courses be modularized for more efficient delivery. Not applicable to associate degree. Repeatable = Unlimited times (CR)
**AJ-260A2**  
Skills and Knowledge Modular Training  
18.00 hrs lecture, 63.00 hrs lab  
Units: 2.00  
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. Familiarity with and ability to demonstrate all of these skills and minimum knowledge: Officer safety; proper and safe firearms handling; proper and safe firearms storage; proper and safe firearms cleaning techniques; qualifying score during tactical handgun shooting; qualifying score during shotgun shooting; qualifying score during AR15 shooting; proper and safe tactical movement; proper and safe arrest and control technique; proper and safe ground fighting technique; proper and safe handling and use of chemical weapons; proper and safe handling and use of nonlethal weapons; Penal codes used in policing; Vehicle Codes use in policing; Health and Safety codes used in policing; proper CPR technique; proper first aid technique  
Courses are developed and certified for acceptable minimum standards by either the Commission on Peace Officer Standards and Training, the State Board of Corrections-Standards in Training for Corrections. These modules include Active Shooter; Pursuit Decision; First Aid and CPR; Police Baton; Terrorism Update; Tactical Firearms; Non-Deadly Intermediate and Low Level Force; Electronic Weapons Operator Course; and Defensive Driving. The respective disciplines have been modularized for more efficient delivery. Not applicable to associate degree. Repeatable = Unlimited times (CR)

**AJ-260A3**  
Skills and Knowledge Modular Training  
31.50 hrs lecture, 90.00 hrs lab  
Units: 3.00  
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. Familiarity with and ability to demonstrate all of these skills and minimum knowledge: Officer safety; proper and safe firearms handling; proper tactical shooting techniques; proper and safe tactical movement; proper and safe arrest and control technique; proper and safe handling and use of chemical weapons; proper and safe handling and use of nonlethal weapons; Penal codes used in policing; Vehicle Codes use in policing; vehicle and pursuit techniques; effective verbal communication used in policing; effective nonverbal communication used in policing; case law pertinent to policing; proper CPR technique; proper first aid techniques  
Courses are developed and certified for acceptable minimum standards by either the Commission on Peace Officer Standards and Training, the State Board of Corrections-Standards in Training for Corrections, or the State Fire Marshall’s Office. Local advisory committees representing each of the respective disciplines have recommended these courses be modularized for more efficient delivery. Not applicable to associate degree. Repeatable = Unlimited times (CR)

**AJ-260A4**  
Skills and Knowledge Modular Training  
99.00 hrs lecture, 72.00 hrs lab  
Units: 4.00  
Public Safety personnel employed in law enforcement, corrections, fire technology, and related fields are required by law to participate in continuing educational programs annually. These courses are developed and certified for acceptable minimum standards by either the Commission on Peace Officer Standards and Training, the State Board of Corrections-Standards in Training for Corrections, or the State Fire Marshall’s Office. Local advisory committees representing each of the respective disciplines have recommended these courses be modularized for more efficient delivery. Not applicable to associate degree. Repeatable = Unlimited times (CR)

**AJ-260A5**  
Skills and Knowledge Modular Training  
84.60 hrs lecture, 63.00 hrs lab  
Units: 3.50  
Public Safety personnel employed in law enforcement, corrections, fire technology, and related fields are required by law to participate in continuing educational programs annually. These courses are developed and certified for acceptable minimum standards by either the Commission on Peace Officer Standards and Training, the State Board of Corrections-Standards in Training for Corrections, or the State Fire Marshall’s Office. Local advisory committees representing each of the respective disciplines have recommended these courses be modularized for more efficient delivery. Not applicable to associate degree. Repeatable = Unlimited times (CR)

**AJ-261**  
Skills and Knowledge Modular Training  
40.00 hrs lecture  
Units: 1.00  
Public Safety personnel employed in law enforcement, corrections, fire technology, and related fields are required by law to participate in continuing educational programs annually. These courses are developed and certified for acceptable minimum standards by either the Commission on Peace Officer Standards and Training, the State Board of Corrections-Standards in Training for Corrections, or the State Fire Marshall’s Office. Local advisory committees representing each of the respective disciplines have recommended these courses be modularized for more efficient delivery. Not applicable to associate degree. Repeatable = Unlimited times (CR)

**AJ-263**  
Supervisory Response to Critical Incidents  
9.00 hrs lecture, 13.50 hrs lab  
Units: 0.50  
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate the following skills: familiarity with incident response, active shooter incidents, threat assessment, the role of law enforcement at a crime scene; knowledge of leadership concepts. These skills will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them.  
This course teaches students how to respond to critical incidents while taking on a supervisor role. Topics include decision making, tactical considerations, command and control, resources, special weapons, and formulating a tactical plan. Not applicable to associate degree. (CR)
AJ-264A1 Investigation and Trial Preparation
13.50 hrs lecture, 27.00 hrs lab
Units: 1.00
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills. These skills will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them. Familiarity with the criminal justice system; juvenile law and procedures; search and seizure techniques; evidence collection; preservation and presentation; forensics; information systems. This course prepares students for criminal investigation and trial. Topics include evidence collection, investigative techniques, surveillance, trial preparation, investigator safety, and high tech crimes. Not applicable to associate degree. (CR)

AJ-265 Crisis Intervention Team Training
9.00 hrs lecture, 18.00 hrs lab
Units: 0.50
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills: officer safety; proper and safe tactical movement; proper and safe arrest and control techniques; effective verbal communication used in policing; effective nonverbal communication used in policing. These skills and abilities will not be taught in the course; rather they will be the starting point for advanced officer training that builds upon them.

This course provides students with the proper techniques for safe and secure contact; detention and transport of individuals with mental disorders (Welfare and Institution Code section 5150); developmental disabilities; intellectual disabilities; and substance use disorders. Not applicable to associate degree. (CR)

AJ-274A1 Bicycle Patrol
9.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Prerequisite: Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with, knowledge of, and ability to demonstrate the following skills: officer safety; patrol procedures; arrest and control; traffic stops; crowd control; pursuits; lifetime fitness; vehicle codes, how to safely handle and use a firearm. These skills will not be taught in the course; rather they will be the starting point for advanced officer training that builds upon them.

This course is designed to give students basic knowledge of the use of the bicycle in police patrol and to improve their bicycle riding skills. The course covers physical fitness, subject/suspect contact, off-road bicycle-handling skills, maintenance, and the history of the bicycle. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-276 Rural Crime School
30.00 hrs lecture, 10.00 hrs lab
Units: 1.00
Advisory: POST Basic Certificate

This course includes instruction on basic livestock theft investigation; breed and brand recognition; individual case studies; rural crime; criminal law; trespass law; expert testimony; bureau of livestock ID role and responsibilities; proactive road enforcement in livestock work; crop and commodity enforcement; heavy equipment theft; and chemical theft. Not applicable to associate degree. Repeatable = Unlimited times (CR)

AJ-277 RADAR/LINAR Training
4.50 hrs lecture, 27.00 hrs lab
Units: 0.50
Prerequisite: AJ-220; Commission on Police Officer Standards and Training (POST) certified basic law enforcement academy diploma or equivalent as determined by the Dean of Academy Instruction; students must be familiar with Vehicle codes used in policing; vehicle and patrol techniques

The purpose of this course is to improve the speed enforcement through the proper and efficient use of RADAR (Radio Detection and Ranging)/LIDAR (Light Detection and Ranging) speed-measuring device. The course provides information on RADAR operations, enforcement principles of stationary and moving RADAR/LIDAR exercises, and case law. Not applicable to associate degree. Repeatable = Unlimited times (CR)

Allied Health (AH)

Division: Health Sciences
Academic Dean: Robert Gabriel
Division Administrative Assistant: Zelma Hunter
Location: Newark campus, Room NC1324
Phone number: 510-742-3100

AH-110 Medical Terminology
72.00 hrs lecture
Units: 4.00
Advisory: ENGL-151B
Accepted For Credit: CSU

This course is an introduction to medical terminology as used in the health professions. The course provides knowledge of the basic structure of the medical words and terms pertaining to the body as a whole. The course introduces learners to the nature and symptoms of the diseases and terms of the clinical procedures, laboratory tests, and abbreviations connected to medical diagnosis. (GR)

AH-151 Applied Clinical Pharmacology
36.00 hrs lecture
Units: 2.00
Accepted For Credit: CSU

This course provides the respiratory therapist student or practitioner with a working knowledge of drug therapy in current use with acutely ill patients. (GR)
American Sign Language (ASL)

Division: Deaf Studies
Interim Academic Dean: Robert Gabriel
Division Administrative Assistant: Nora Chopelas
Location: Fremont campus, Room 6203
Phone number: 510-659-6269

This department offers Special Projects courses (ASL-201, ASL-202, and ASL-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

ASL-101A  Principles of American Sign Language I
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Accepted For Credit: CSU & UC
This course covers the beginning fundamental principles of American Sign Language and introduces basic information about the Deaf community and Deaf culture. This course is required for students majoring in American Sign Language and Deaf Studies and a prerequisite for students wishing to enter the Interpreter Preparation Program. Students are expected to attend outside events at their own expense. (GR)

ASL-101A4  Principles of American Sign Language I
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Accepted For Credit: CSU
This course covers the beginning fundamental principles of American Sign Language and introduces basic information about the Deaf community and Deaf culture. This course is required for students majoring in American Sign Language and Deaf Studies and a prerequisite for students wishing to enter the Interpreter Preparation Program. Students are expected to attend outside events at their own expense. (GR)

ASL-101B  Principles of American Sign Language I
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Prerequisite: ASL-101A or two years of high school ASL
Accepted For Credit: CSU & UC
This course is an enhanced and expanded Level I study of the fundamentals of American Sign Language and is a further study of the Deaf community and Deaf culture. This course is recommended for students who have completed ASL-101A and who desire further study and review before taking ASL-102A. Students are expected to attend outside Deaf events at their own expense. (GR)

ASL-102A  Principles of American Sign Language II
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Prerequisite: ASL-101A
Accepted For Credit: CSU & UC
This course covers the fundamental principles of Level II American Sign Language and introduces more advanced information about the Deaf community and Deaf culture. This course is recommended for students majoring in American Sign Language and Deaf Studies and students wishing to enter the Interpreter Preparation Program. (GR)

ASL-102A4  Principles of American Sign Language II
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Prerequisite: ASL-101A
Accepted For Credit: CSU
This course covers the fundamental principles of Level II American Sign Language and introduces more advanced information about the Deaf community and Deaf culture. This course is recommended for students majoring in American Sign Language and Deaf Studies and students wishing to enter the Interpreter Preparation Program. (GR)

ASL-102B  Principles of American Sign Language II
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Prerequisite: ASL-102A
Accepted For Credit: CSU & UC
This course is an enhanced and expanded Level II study of the fundamentals of American Sign Language and is a further study of the Deaf community and Deaf culture. This course is recommended for students who desire further study and review after completing ASL-102A. Students are expected to attend outside events at their own expense. (GR)

ASL-103A  Principles of American Sign Language III
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Prerequisite: ASL-102A
Accepted For Credit: CSU & UC
This course covers the fundamental principles of Level III of American Sign Language for students who have completed ASL-102A and is a further study of the Deaf community and Deaf culture. The course is required for students majoring in American Sign Language and Deaf Studies and students wishing to enter the Interpreter Preparation Program. Students are expected to attend outside events at their own expense. (GR)
ASL-103B Principles of American Sign Language III  
90.00 hrs lecture, 18.00 hrs lab  
Units: 5.00  
Prerequisite: ASL-103A  
Accepted For Credit: CSU & UC  
This course is an expanded and enhanced Level III study of the fundamental principles of American Sign Language and is a further study of the Deaf community and Deaf culture. This course is recommended for students who have completed ASL-103A and who desire further study and review before taking ASL-104A. Students are expected to attend outside Deaf events at their own expense. (GR)

ASL-104A Principles of American Sign Language IV  
90.00 hrs lecture, 18.00 hrs lab  
Units: 5.00  
Prerequisite: ASL-103A  
Accepted For Credit: CSU & UC  
This course covers the fundamental principles of Level IV of American Sign Language and continues information about the Deaf community and Deaf culture. This course is required for students majoring in American Sign Language and Deaf Studies and students wishing to enter the Interpreter Preparation Program. Students are expected to attend outside events at their own expense. (GR)

ASL-140 Deaf Education  
54.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: DEAF-330  
Advisory: Eligible for ENGL-151B and ENGL-163; ASL fluency  
Accepted For Credit: CSU  
This course has been designed to provide the student with a general orientation to Deaf education. The course provides an overview of the historical, philosophical, and social aspects of Deaf education. In addition, an orientation to problems, issues, research, legislation, and current trends in the field of education of the Deaf and Hard-of-Hearing students is provided. (GR)

ASL-142 Deaf Culture  
54.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-151B  
Accepted For Credit: CSU & UC  
This course introduces American Deaf culture with historical and cultural overview of the American Deaf community and its language, American Sign Language (ASL). Fundamental sociological and anthropological theories will be discussed. Students will be given an opportunity to study and understand minority group dynamics, attitudes, and behavior characteristics of the oppressed and oppressor people and the liberation movements. Analysis of the relationship of ASL to the history of American Deaf community will be conducted. (GR)

ASL-145 Deaf History, Audism, and Social Justice  
36.00 hrs lecture  
Units: 2.00  
Accepted For Credit: CSU & UC  
This course provides an in-depth study of noted Deaf persons; Deaf contributions to education and job markets; Deaf heritage; impact of international policies on Deaf education in the United States; history of California School for the Deaf; and history of Deaf-run institutions in the Bay Area. This course also provides in-depth discussion on the intersectionality of race and gender within Deaf communities, and the effects of audism and other forms of oppression on Deaf people. (GR)

ASL-150 Linguistics of ASL  
54.00 hrs lecture  
Units: 3.00  
Prerequisite: ASL-103A and ENGL-151B  
Accepted For Credit: CSU & UC  
This course is an in-depth study of the language of American Deaf people including grammar, morphology, phonology, semantics, and discourse of ASL. Taught in ASL only. (GR)

ASL-152 Advanced Fingerspelling  
18.00 hrs lecture  
Units: 1.00  
Prerequisite: ASL-102A or ASL-102B  
This course provides concentrated instruction in the receptive and expressive practice of advanced fingerspelling at increasing levels of complexity. The course is recommended for advanced students majoring in American Sign Language and Deaf Studies or students who are in the Interpreter Preparation Program. (GC)

ASL-154 Advanced American Sign Language Vocabulary  
36.00 hrs lecture  
Units: 2.00  
Prerequisite: ASL-102A  
This course is designed to help students develop comprehension and production skills of ASL words/signs and commonly used phrases. Regional variations of signs will be studied. Conceptual and semantic accuracy is emphasized. This course is recommended for intermediate students majoring in American Sign Language, Deaf Studies, and/or Interpreter Preparation. (GC)

ASL-155 ASL Literature  
54.00 hrs lecture  
Units: 3.00  
Prerequisite: ASL-102A or ASL-102B  
This course is an introduction to the discussion and analysis of ASL literature. Taught in ASL only. (GR)

ASL-156 Advanced Reception of ASL  
54.00 hrs lecture  
Units: 3.00  
Prerequisite: ASL-102A  
Advisory: ASL-103A; students should have the ability to maintain a conversation in Level III ASL prior to enrolling in this course  
This course is designed to strengthen the receptive skills of students interested in ASL by analyzing stories, jokes, and experiences of a large variety of Deaf signers. This course is recommended for advanced students in the American Sign Language and Deaf Studies program or in the Interpreter Preparation Program. Taught in ASL only. (GR)
ASL-157  **ASL Storytelling**  
$54.00$ hrs lecture  
Units: $3.00$  
Prerequisite: ASL-103A  
This course includes various levels and situations from simple to complex ASL stories. Expressive storytelling will incorporate ASL principles, sign order, facial expressions, body expressions, pantomime, etc. Receptive storytelling will involve critiquing and analyzing given stories. Taught in ASL only. (GR)

ASL-158  **Classifiers in ASL**  
$54.00$ hrs lecture  
Units: $3.00$  
Prerequisite: ASL-102A or ASL-102B  
In this course students will study the classifier system of ASL. Taught in ASL only. (GC)

ASL-159  **Interpreting As a Career**  
$18.00$ hrs lecture  
Units: $1.00$  
Accepted For Credit: CSU  
This course is a continuation of the study of ASL as used in intermediate conversational skill in the use of ASL. Students are expected to attend outside events at their own expense. (GR)  
$54.00$ hrs lecture, $18.00$ hrs lab

ASL-160  **American Sign Language Field Work**  
$54.00$ hrs lab  
Units: $1.00$  
Accepted For Credit: CSU  
This course offers direct experience using ASL in formal and/or informal conversational settings or projects involving knowledge of ASL and Deaf culture. (GR)

ASL-161  **American Sign Language Field Work**  
$108.00$ hrs lab  
Units: $2.00$  
Prerequisite: ASL-101A  
Experience signing in formal/informal conversational settings or a project involving ASL-linguistics and/or Deaf culture research. (GR)

ASL-181A  **Conversational ASL I**  
$54.00$ hrs lecture, $18.00$ hrs lab  
Units: $3.00$  
Accepted For Credit: CSU  
This course is designed to provide basic conversational skills in the language used by most Deaf people in the United States. Emphasis will be placed on basic American Sign Language structure. Students are expected to attend outside events at their own expense. (GR)

ASL-181B  **Conversational ASL II**  
$54.00$ hrs lecture, $18.00$ hrs lab  
Units: $3.00$  
Prerequisite: ASL-181A  
Accepted For Credit: CSU  
This course is a continuation of the study of ASL as used in a conversational mode. This course is designed to provide intermediate conversational skill in the use of ASL. Students are expected to attend outside events at their own expense. (GR)

ASL-183  **ASL Skill Building**  
$54.00$ hrs lab  
Units: $1.00$  
Prerequisite: ASL-101A  
This is a course for students wishing to become more proficient in using ASL and to further develop their vocabulary, ASL grammar, and fingerspelling skills. Taught in ASL only. (GC)

Anthropology (ANTH)  
**Division:** Science, Engineering, and Mathematics  
**Academic Dean:** Loretta Silverman  
**Division Administrative Assistant:** Irene Benavidez  
**Location:** Fremont campus, Room 1301L  
**Phone number:** 510-659-6191  

This department offers Special Projects courses (ANTH-201, ANTH-202, and ANTH-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

**ANTH-101  Biological Anthropology**  
$54.00$ hrs lecture, $54.00$ hrs lab  
Units: $4.00$  
Accepted For Credit: CSU & UC  
This course covers human biology with an emphasis on human evolution, and the interaction between biology and culture. Major topics include the scientific method, genetics, human variation, primate studies, and the prehistoric fossil record. Lab exercises on genetics and human variation, primate and human osteology, artifacts and fossils, and observation of primate behavior are also included. (GC) C-ID ANTH 110

**ANTH-102  Cultural Anthropology**  
$54.00$ hrs lecture  
Units: $3.00$  
Accepted For Credit: CSU & UC  
This course deals with the study of human society with reference to the development and change of culture. An emphasis is placed on the comparative review of subsistence patterns; social organization; language; gender; marriage; family and kinship; belief systems; political organization and social control; culture change; and the impact of globalization. (GC) C-ID ANTH 120

**ANTH-103  Introduction to Archaeology**  
$54.00$ hrs lecture  
Units: $3.00$  
Accepted For Credit: CSU & UC  
This course introduces the subject of archaeology through the study of concepts, theories, and methods employed by archaeologists to reconstruct past life ways. Topics include the nature of scientific inquiry and archaeological research; field methods; data acquisition, analysis, and interpretation; cultural resource management; professional ethics; and an examination of cultural adaptations and change. (GC) C-ID ANTH 150

**ANTH-103L  Field Archaeology Laboratory**  
$54.00$ hrs lab  
Units: $1.00$  
Accepted For Credit: CSU  
This course is the optional laboratory component of ANTH-103, Introduction to Archaeology. This course deals with the methods of scientific excavation, implementing the techniques of a field archaeologist. Emphasis will be on the scientific method as it relates to excavation, classifying, cataloging, and preservation of past human cultures under supervised field and laboratory conditions. (GC)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture</th>
<th>Lab</th>
<th>Description</th>
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<tbody>
<tr>
<td>ANTH-104</td>
<td>Survey of North American Indian Cultures</td>
<td>3.00</td>
<td>54.00</td>
<td></td>
<td>This course focuses on the prehistoric and historic distribution of Native American and First Nations populations and their respective cultures. Topics include the prehistoric and ethnographic record of North American Indian cultures, social organization, subsistence pattern, kinship structure, belief systems, political organization, post contact history, and contemporary issues. (GC)</td>
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<tr>
<td>ANTH-106</td>
<td>Magic, Witchcraft, and Religion</td>
<td>3.00</td>
<td>54.00</td>
<td></td>
<td>This course involves the study of belief systems of cultures around the world, examining religious practice, spirituality, and myths from an anthropological perspective. Students analyze the functions of religious beliefs and the varied expressions of religion through ritual behaviors, use of magic, cures, and witchcraft. A multicultural perspective of religious beliefs and practices is explored, with an emphasis on how cultures confront fundamental questions of existence. (GC)</td>
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<tr>
<td>ANTH-107</td>
<td>Introduction to Linguistic Anthropology</td>
<td>3.00</td>
<td>54.00</td>
<td></td>
<td>This course introduces the core concepts of linguistic anthropology, stressing the interactions between language and culture and between language and social identity. Structural linguistics explores the biocultural basis of language, as well as the study of phonetics, phonology, morphology, and syntax. Historical linguistics presents a cross-cultural study of language origins, language change, language families, and dialects. Ethnolinguistics and sociolinguistics present the study of language acquisition and nonverbal communication, emphasizing the relationship between language and culture, and issues of language conservation and language loss. (GC) C-ID ANTH 130</td>
</tr>
<tr>
<td>ANTH-108</td>
<td>Introduction to Forensic Anthropology</td>
<td>3.00</td>
<td>54.00</td>
<td></td>
<td>Cross-referenced Course: AJ-108 Accepted For Credit: CSU &amp; UC This course introduces the field of forensic anthropology through a study of the history and methods of forensic anthropology and the role it plays in the medico-legal system. Topics include the human skeletal system, forensic archaeology, recovery, and techniques for analyzing human skeletal remains. (GC)</td>
</tr>
<tr>
<td>ANTH-110</td>
<td>Anthropological Field Studies</td>
<td>1.00</td>
<td>18.00</td>
<td>18.00</td>
<td>Accepted For Credit: CSU This course examines the four fields of anthropology through fieldwork. Through experiential learning students engage with the culture, natural history, archaeological history, and language of a specific area. This is a study abroad class; travel is required. (GC)</td>
</tr>
</tbody>
</table>

**Arabic (ARBC)**

**Division:** Language, Communication, and Academic Success  
**Academic Dean:** Mark Lieu  
**Division Administrative Assistant:** Dana Pope  
**Location:** Fremont campus, Room 3420K  
**Phone number:** 510-659-6173

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Units</th>
<th>Lecture</th>
<th>Lab</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARBC-101A</td>
<td>Elementary Arabic</td>
<td>5.00</td>
<td>90.00</td>
<td>18.00</td>
<td>Accepted For Credit: CSU &amp; UC This course is an introduction to the speaking, reading, and writing of Arabic including fundamentals of grammar and Arabic culture. (GR)</td>
</tr>
<tr>
<td>ARBC-101B</td>
<td>Elementary Arabic</td>
<td>5.00</td>
<td>90.00</td>
<td>18.00</td>
<td>Prerequisite: ARBC-101A Accepted For Credit: CSU &amp; UC This course is a continuation to the speaking, reading, and writing of Arabic and includes fundamentals of grammar and Arabic culture. (GR)</td>
</tr>
</tbody>
</table>
**Art (ART)**

**Division:** Kinesiology, Athletics, and Arts  
**Academic Dean:** Christopher Warden  
**Division Administrative Assistant:** Maria Rocha  
**Location:** Fremont campus, Room 9303  
**Phone number:** 510-659-6044

This department offers Special Projects courses (ART-201, ART-202, and ART-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

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**ART-100**  
**Survey of the Arts**  
54.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: IS-100, MUS-100, TD-100  
Advisory: Eligible for ENGL-151B and ENGL-163  
Accepted For Credit: CSU & UC  
Art, music, and theatre are explored in this course through discussion, historical review, and contemporary issues. The purpose of this course is to increase student's understanding and enjoyment of the arts. The course is taught by three instructors, one from each discipline. (GR)

**ART-101**  
**Art: An Introduction**  
54.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course is a survey of the visual arts, such as painting, sculpture, architecture, and performance art. Students will be introduced to the various functions of art in our society and learn to be more critical observers. (GC)

**ART-103A**  
**Survey of Western Art from Prehistory Through the Middle Ages**  
72.00 hrs lecture  
Units: 4.00  
Advisory: ENGL-101B and ENGL-101C  
Accepted For Credit: CSU & UC  
This course provides an overview of western art and architecture from prehistory through the medieval period. (GC) C-ID ARTH 110

**ART-103B**  
**Survey of Western Art from Renaissance to Contemporary**  
72.00 hrs lecture  
Units: 4.00  
Advisory: ENGL-101B or ENGL-101C  
Accepted For Credit: CSU & UC  
This course provides an overview of art and architecture from the Renaissance to the Contemporary period. (GC) C-ID ARTH 120

**ART-103C**  
**Survey of Non-European Art**  
72.00 hrs lecture  
Units: 4.00  
Advisory: ENGL-101B or ENGL-101C  
Accepted For Credit: CSU & UC  
A chronologically-based survey of non-European art throughout the world from prehistory to the contemporary day. (GR)

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**ART-104A**  
**2D Design**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU & UC  
This lecture/studio course introduces the beginning student to the techniques and concepts related to the organization of two-dimensional imagery. Studio work will include pen and ink, collage, painting, drawing, and bookmaking. Students have access to general art materials but need to purchase paper; students may want to supplement the available supplies with acrylic paint, brushes, pencils, and bookmaking materials. (GC) C-ID ARTS 100

**ART-104B**  
**3D Design**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Advisory: ART-104A  
Accepted For Credit: CSU & UC  
This course is for students who are interested in making objects that are three-dimensional, understanding the characteristics of a three-dimensional object and/or needing to understand the principles in building the illusion of a 3D object on a two-dimensional surface. Students are provided basic materials; however, they may want to supply additional materials for their individual projects. (GC) C-ID ARTS 101

**ART-104C**  
**Color**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU & UC  
This lecture/studio course introduces the beginning student to various theories of color; hands-on experience in mixing and using colors; and practical observation in color relationships and effects. Basic supplies are provided but students need to supply paper. Students may want to supplement supplies with additional paints, markers, brushes, or pens. (GC) C-ID ARTS 270

**ART-105A**  
**Glass Art and Design**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU  
This course is an introduction to fundamentals of art and design using glass as a medium. Studies include line, form, shape, color, and spatial relationships. The course covers glass cutting, lamination, copper foil stained glass, casting, and fusing techniques. (GC)

**ART-105B**  
**Advanced Glass Fabrication**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Prerequisite: ART-105A  
Accepted For Credit: CSU  
This course emphasizes further explorations in glass including moldmaking, casting, fusing, slumping, advanced lamination, and torchwork. (GC)

**ART-105C**  
**Three-Dimensional Glass**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Prerequisite: ART-105B  
Accepted For Credit: CSU  
This course emphasizes three-dimensional glass, using advanced techniques in kiln forming, casting, abrasive blasting, lamination, and coldworking. (GC)
ART-106A  **Beginning Descriptive Drawing**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU & UC  
This is a basic drawing course designed to teach fundamental freehand drawing skills and techniques. Students develop skills in direct observation, composition, and methods of expressing ideas. (GC) C-ID ARTS 110

ART-106B  **Intermediate Descriptive Drawing**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Prerequisite: ART-106A  
Accepted For Credit: CSU & UC  
This course involves a continuation of drawing concepts learned in ART-106A and introduces creative expression and color theory into the student's drawings. This intermediate drawing course emphasizes best practices so the student develops a sustainable studio practice using a variety of methods and materials. This course further develops the student's concepts acquired in Beginning Descriptive Drawing (ART-106A) and introduces color media such as colored pencil, pastel, pastel pencils, and Conte with more intense focus on personal context and color theory. (GC) C-ID ARTS 205

ART-107A  **Life Drawing**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Prerequisite: ART-106A  
Accepted For Credit: CSU & UC  
Art 107A, Life Drawing, introduces students to drawing the human figure from observation using a wide variety of drawing media and techniques. Topics include an introduction to human anatomy and the historical and contemporary roles of figure drawing in the visual arts. Students in this course will learn both descriptive and interpretive approaches to drawing the figure. (GR) C-ID ARTS 200

ART-107B  **Life Drawing**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Prerequisite: ART-107A  
Accepted For Credit: CSU & UC  
This course is a continuation of the content and skills taught in Life Drawing (ART-107A) but with an emphasis on portfolio development, the expressive interpretation in drawing the human figure, and the use of color. (GC)

ART-108  **Perspective Drawing**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Advisory: ART-106A  
Accepted For Credit: CSU & UC  
This is a practical course in the techniques and principles of drawing in one and two point freehand and in constructed perspective with an emphasis on drawing interiors and furniture. (GC)

ART-109A  **Beginning Graphic Design I (Letter Forms and Typography)**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Cross-referenced Course: GA-109A  
Advisory: ART-104A  
Accepted For Credit: CSU & UC  
This course is an introduction to graphic design exploring visual communication through letterform. The course covers the history and fundamentals of typography with traditional and contemporary typefaces. Studio practice addresses the relationships between image, concept, form, and message. Students learn to articulate a design rational through weekly critiques and class discussions. (GC)
### ART-109B  
**Beginning Graphic Design II**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Cross-referenced Course: GA-109B  
Prerequisite: ART-109A or GA-109A  
Accepted For Credit: CSU  
This course is an introduction to graphic design exploring visual communication through letterform. The course covers the history and fundamentals of typography with traditional and contemporary typefaces. Studio practice addresses the relationships between image, concept, form, and message. Students learn to articulate a design rational through weekly critiques and class discussions. (GC)

### ART-110A  
**Advanced Graphic Design I**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Cross-referenced Course: GA-110A  
Prerequisite: ART-109B or GA-109B  
Accepted For Credit: CSU  
This is an advanced level course in graphic design, building on the skills acquired in the beginning and intermediate level courses. The emphasis is on strengthening students' conceptual thinking skills and formal visual communication abilities. Topics include comprehensive projects in applied graphics and three-dimensional design. Students are encouraged to experiment, innovate, and develop methods of expression that reflect their artistic and cultural identities while effectively communicating with various audiences. (GC)

### ART-110B  
**Advanced Graphic Design II**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Cross-referenced Course: GA-110B  
Prerequisite: ART-110A or GA-110A  
Accepted For Credit: CSU  
The goal of this course is to further the student's understanding of advanced objectives, principles, and methods used in graphic design. The assignments in this course are designed to provide a range of opportunities for conceptual and formal problem solving to assist with the creation of marketing and portfolio materials for professional job search. (GC)

### ART-111A  
**Beginning Painting - Color and Composition**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU & UC  
This is an introductory course in studio painting practices designed to involve students in basic studio techniques and experiences with regard to color, composition, and subject matter. Oil paint will be the primary media. Introduction to other painting media is included in the instruction. (GC) C-ID ARTS 210

### ART-111B  
**Intermediate Painting - Color and Composition**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Prerequisite: ART-111A  
Accepted For Credit: CSU & UC  
This course continues the approaches studied in ART-111A with an emphasis on form, content, and individualized subject matter. Techniques in painting with a student choice of content are further explored. (GC)

### ART-116A  
**Basic Sculpture**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Advisory: ART-104A or ART-106A  
Accepted For Credit: CSU & UC  
This is an introductory course designed to familiarize the student with contemporary forms of sculpture. Studio practice with process and material will be emphasized. (GC)

### ART-116B  
**Advanced Sculpture**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Prerequisite: ART-116A  
Accepted For Credit: CSU & UC  
This course is a continuation of ART-116A and will further explore the relationship between sculptural form and personal expression. Studio practice in advanced processes will be emphasized. (GC)

### ART-116C  
**Sculpture and Beyond**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Prerequisite: ART-116B  
Accepted For Credit: CSU  
This course is a continuation of ART-116B and further explores the relationship between sculptural form and personal expression. Studio practice in advanced processes and investigation of the local art scene are emphasized. (GC)

### ART-117A  
**Museum and Gallery Techniques (Exhibition Production)**  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU  
This course is an introduction to the operation and display of visual art within a gallery and museum space. The course involves a broad range of activities covering the care, handling, responsibility, and security of art shown in the College's Art Gallery. (GC)

### ART-117B  
**Museum and Gallery Techniques (Promotional Graphics)**  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU  
This course continues the production and display techniques experienced in ART-117A. The emphasis will be to give students a working understanding of the methods of preparing materials for promoting and disseminating information important to the exhibition of art in the College's Art Gallery. (GC)

### ART-119A  
**Three-Dimensional Studio Lab**  
27.00 hrs lab  
Units: 1.00  
Accepted For Credit: CSU  
This course is a lab component of all three-dimensional studio courses in the Art Department. Students will produce portfolio projects in clay, glass, or other sculptural materials. Students will need to purchase art materials such as clay, glass, wood, and plaster. (GR)

### ART-120A  
**Ceramic Studio Development and Maintenance I**  
$4.00 hrs lab  
Units: 1.00  
Prerequisite: ART-121B  
Accepted For Credit: CSU  
This course is an introduction to the development and maintenance of a ceramic studio. Students will gain general and practical working experience in the acquisition, installation, and use of all necessary studio equipment and supplies by helping to maintain the Ohlone ceramic studio. The machinery includes kilns, wheels, pug mill, slab roller, extruder, spray booth, compressor, glaze materials, and ceramic library. (GC)
ART-120B Ceramic Studio Development and Maintenance II
$4.00 hrs lab
Units: 1.00
Prerequisite: ART-120A
Accepted For Credit: CSU
Students gain general and practical working experience in the acquisition, installation, and use of all necessary studio equipment and supplies by helping to maintain the Ohlone ceramic studio. In addition, students teach incoming students on the appropriate treatment and use of equipment. (GC)

ART-121A Introductory Ceramics I
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Accepted For Credit: CSU & UC
This course is an introduction to the fundamental techniques of hand-constructed and wheel-thrown clay forms. This course is a survey of clay and glaze materials and their ceramic applications. The course includes low, mid-range, and high firing temperatures of stoneware clay bodies. Students need to purchase clay; purchase of a simple clay tool kit is suggested. (GC)

ART-121B Ceramic Throwing I
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Prerequisite: ART-121A
Accepted For Credit: CSU & UC
The emphasis of this course is on intermediate hand-building, wheel throwing, and glaze application. Students work on strong craftsmanship as well as the meaning of the piece. Students need to purchase clay; purchase of a simple clay tool kit is suggested. (GC)

ART-122A Ceramic Throwing II
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Prerequisite: ART-122A
Accepted For Credit: CSU & UC
The emphasis for this course is on designing, throwing, glazing, and firing of advanced thrown and hand-built forms. This process involves working on some ceramic projects for weeks at a time. There will be projects involving a combination of thrown and hand-built forms. This course also emphasizes appropriate glazes for particular forms. Students need to purchase clay; purchase of a simple clay tool kit is suggested. (GC)

ART-123 Ceramic Decorating
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Prerequisite: ART-121B
Accepted For Credit: CSU & UC
This course emphasizes all aspects of ceramic decoration including texture, carving, flattening, applied ornament, colored clays, engobes, brush making, resists, stencils, slip trailing, combing, commercial underglazes, raw oxides, and overglazes. Students need to purchase clay; purchase of a simple clay tool kit is suggested. (GC)

ART-124 Advanced Ceramic Decorating
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Prerequisite: ART-121B
Accepted For Credit: CSU & UC
The emphasis for this course is on designing and forming completed ceramic works. This course includes large outdoor ceramic shapes such as tiles, murals, and non-functional ceramic sculpture. Students need to purchase clay; purchase of a simple clay tool kit is suggested. (GC)

ART-127 Site Specific Socially Engaged Installation Art
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Accepted For Credit: CSU & UC
The major emphasis for this introductory lecture/studio class is site specific work using the principles of two and three-dimensional forms and the integration of history, theory, and criticism to understand what makes public art socially engaging. (GC)

ART-131 History of Photography
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course is a survey of photography as an historical and contemporary form of art and communication. Students develop appreciation for, and comprehension of, the issues, practices, and theories involved in visual communication as well as gain insights into the role of photography with regard to social, cultural, and political shifts and events from its inception in early 19th Century to the present day. (GC)

ART-133A Photo I
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Accepted For Credit: CSU & UC
This studio and lecture course teaches the foundational processes and aesthetic considerations of both analog and digital photography while examining contemporary trends in photography. Students begin with traditional film cameras, provided by the college, and learn camera mechanics; film exposure; optics; design and composition; and darkroom skills required to produce quality continuous-tone silver black and white prints. Next a variety of techniques are introduced that bridge the analog and digital realms such as high-resolution negative scanning, outputting to various media from scanned or computer-manipulated digital files, and archival inkjet printing. A hands-on introduction to digital photography practices using DSLR cameras, provided by the college, completes the course progression. (GC)

ART-133B Photo II
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Prerequisite: ART-133A
Accepted For Credit: CSU & UC
Having learned basic photographic processes and skills in the introductory course, students will shift their practice to using those processes and skills in the creation of original, unique artwork. Students will work on projects of their choice using what they deem to be the appropriate tools. In addition to presenting their photos in class, students will create both a physical artist's book and a website of their work. Topics include project conception and planning; image sequencing; book design using Adobe Lightroom and other tools; creating a one-of-a-kind artist's book; and authoring an artist statement. Cameras provided by the Ohlone Photo Program. (GC)
This course is designed for photographers, designers, and artists who wish to increase their working knowledge of the Adobe Photoshop software. Building from the skills developed in the Photoshop I course, students learn to customize the Photoshop interface, make use of advanced tools and processes for editing photographs, and develop more refined methods for creating digitally-based images and text. Additional instruction and assignments introduce the fundamentals of photographic practice, graphic design, and color theory. Emphasis is placed on developing the skills and vocabulary for the assessment and analysis of photographs, designs, and other works of art. Digital camera not required. (GC)

ART-139B Intermediate Digital Photography
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Cross-referenced Course: GA-169B
Prerequisite: ART-139A or GA-169A
Accepted For Credit: CSU & UC
This course continues an exploration of the photographer’s creative process from several directions. Students undertake photographic projects designed to provide engagement with a variety of subject matter and ways of photographing; look at photographic work in online and local galleries and museums; consider current issues having to do with photographic technologies; discuss their photographs with other students in an effort to improve their creative processes. Technical instruction includes camera functions; resizing and saving digital files; and minor image modification. For intense technical instruction students should see ART-138A and ART-138B. (GC)

ART-139C Advanced Digital Photography
18.00 hrs lecture, 108.00 hrs lab
Units: 3.00
Cross-referenced Course: GA-169C
Prerequisite: ART-139B or GA-169B
Accepted For Credit: CSU
This course continues a series in digital photography to an advanced level, covering topics of importance to photography students planning to make photography a career. Topics include how to work in depth on a project involving public interaction; how to write an artist statement; how to market to potential clients; and how to write a statement of work (or job bid) for a potential client. (GC)

ART-140 Digital Video for the Web and DVD
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Cross-referenced Course: MM-110
Accepted For Credit: CSU & UC
This course is a hands-on introduction to digital video to develop media production skills. The course combines equipment demonstrations, technical workshops, lectures on film theory, readings, discussion, and critiques to give students a fully rounded introduction to all aspects of digital video pre-production, production, and post-production. Topics include producing narrative and documentary style videos, camera proxemics, composition, editing, video file formats and compression, special effects, and producing videos for a variety of outputs. (GR)
ART-146  Beginning Photography/Graphic Arts
Newspaper Staff
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Cross-referenced Course: JOUR-146
Advisory: ART-106A or ART-133A
Accepted For Credit: CSU
Students serve as newspaper staff members to initiate, plan, and complete photographic or graphic assignments for publication in the college newspaper and/or magazine. Training emphasizes use of techniques and skills that communicate ideas effectively to a mass media audience. Photographers and artists have access to digital cameras, computers, scanners, and software for completion of assignments. Students are also introduced to legal and ethical responsibilities. Students are expected to produce one photo/graphic per issue. (GC)

ART-147  Advanced Photography/Graphic Arts Newspaper Staff
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Cross-referenced Course: JOUR-147
Advisory: ART-106A or ART-133A
Accepted For Credit: CSU
Staff members initiate, plan, and complete photographic or graphic assignments for publication in the college newspaper and/or magazine. Training emphasizes use of techniques and skills that communicate ideas effectively to a mass media audience. Photographers and artists have access to digital cameras, computers, scanners, and software for completion of assignments. Students are also introduced to legal and ethical responsibilities. Students are responsible for specific areas, such as sports, and are expected to produce two photos or graphics per issue. (GC)

ART-148  Photography/Graphic Arts Newspaper Editor
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Cross-referenced Course: JOUR-148
Advisory: ART-146, ART-147
Accepted For Credit: CSU
This course is for photo or graphic student editors who will initiate, plan, and complete photographic or graphic assignments for publication in the college newspaper and/or magazine. Student editors are responsible for training photographers and graphic artists in the use of techniques and skills that communicate ideas effectively to a mass media audience. Legal and ethical responsibilities will also be addressed. (GC)

ART-150A  Interior Design Concepts
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: ID-150A
Accepted For Credit: CSU
In this introductory course students analyze interiors using basic design concepts. Principles and techniques used by professional interior designers are demonstrated. Case studies in problem solving with an emphasis on residential interiors are presented. (GC)

ART-150B  Interior Design
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Cross-referenced Course: ID-150B
Prerequisite: ART-150A or ID-150A
Accepted For Credit: CSU
This course is a continuation of ART-150A and is designed for Interior Design majors. Interior design theories and methodologies are explored in-depth through a variety of increasingly complex “Real Life” case study projects that emphasize the design of public spaces. The course will help prepare students for professional practice. (GC)

ART-151  Visualization and Presentation
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Cross-referenced Course: ID-151
Accepted For Credit: CSU
This course familiarizes students with methods and materials used in the design industry to develop concepts and communicate ideas. Students will prepare projects for a design portfolio. (GC)

ART-153  History of Decorative Arts
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: ID-153
Accepted For Credit: CSU & UC
Students study furniture construction, styles, and periods in conjunction with the architecture and related decorative arts of each era from ancient times to the present. This course includes political, religious, and cultural histories which significantly influenced these arts. (GC)

ART-154  Contemporary Home Design
36.00 hrs lecture
Units: 2.00
Cross-referenced Course: ID-154
Accepted For Credit: CSU
Students study the architectural history of home design and learn practical applications of information relating to design, construction methods, and economic practices. (GC)

ART-155A  Architectural Drafting for Interior Design
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Cross-referenced Course: ID-155A
Advisory: Concurrent with ART-163, GA-163, or ID-163
Accepted For Credit: CSU
This course will introduce basic drafting techniques as related to architectural working drawings for interior design. Construction materials and procedures will be discussed. (GC)

ART-155B  CAD for Interior Design
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Cross-referenced Course: ID-155B
Advisory: ART-155A or ID-155A
Accepted For Credit: CSU
This course focuses on the fundamentals of computer-aided drafting as related to interior design and architectural drawings. Understanding CAD concepts and using commands are emphasized. Drawing skills are learned and developed by applying these concepts to solve practical laboratory problems. (GC)
ART-155C Intermediate CAD for Interior Design
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Cross-referenced Course: ID-155C
Prerequisite: ART-155B or ID-155B
Accepted For Credit: CSU & UC
This course is a continuation of ART-155B and focuses on developing computer-aided drafting skills as related to interior design and architectural drawings. Applying CAD concepts and practicing commands are emphasized. Drawing skills are refined by applying these concepts to practical laboratory problems. (GC)

ART-156 Architectural Modelmaking for Interior Design
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Cross-referenced Course: ID-156
Accepted For Credit: CSU
Scale models will be developed in this course for presenting and studying architectural interior spaces. A wide range of materials and processes will be explored. (GC)

ART-157 Professional Practice for Interior Design
5.00 hrs lecture
Units: 3.00
Cross-referenced Course: ID-157
This course introduces basic business practices for interior designers. The course includes an overview of career paths, business planning and organization, professional associations, marketing, sales, wholesale resource development, contractual obligations, and ethics. The course designed for people preparing to enter the field of interior design. (GC)

ART-158 Textiles
36.00 hrs lecture, 72.00 hrs lab
Units: 3.00
Cross-referenced Course: ID-158
Accepted For Credit: CSU & UC
This is a comprehensive course in the study of textiles as related to interior design. Fiber and fabric construction and characteristics are examined; textile choices are evaluated and analyzed for safety, functionality, and aesthetics; and the impacts of textiles on interior environments are considered. Students gain an empirical understanding of the nature of textiles through hands-on projects in the laboratory component. (GC)

ART-159A Applied Design: Residential Lighting
18.00 hrs lecture
Units: 1.00
Cross-referenced Course: ID-159A
Accepted For Credit: CSU
This course will present an overview of basic considerations necessary to plan, choose, and place lighting fixtures throughout a home. This helps define space, articulate atmosphere, direct attention, and facilitate activities. (GC)

ART-159B Applied Design: Color for the Home
18.00 hrs lecture
Units: 1.00
Cross-referenced Course: ID-159B
Accepted For Credit: CSU
This course will explore theoretical and experiential approaches to choosing color schemes for residences. (GC)

ART-160A Computer Graphics I
5.00 hrs lecture, 5.00 hrs lab
Units: 4.00
Cross-referenced Course: GA-160A
Accepted For Credit: CSU & UC
This course is an introduction to creating computer-generated graphics. Students explore software tools and graphic design techniques for the production of computer-made imagery. The course emphasizes the development of graphics following creative principles and covers the principles of graphic design and the creation of graphics for commercial and artistic application. (GC)

ART-160B Computer Graphics II
5.00 hrs lecture, 5.00 hrs lab
Units: 4.00
Cross-referenced Course: GA-160B
Prerequisite: ART-160A or GA-160A
Accepted For Credit: CSU & UC
This course is a continuation of ART-160A and emphasizes intermediate and advanced skills needed in graphic design. Students complete projects of their choice that show advanced conceptual and visual communication skills and workmanship. (GC)

ART-161A Digital Graphics I
18.00 hrs lecture, 5.00 hrs lab
Units: 2.00
Cross-referenced Course: GA-161A
Accepted For Credit: CSU
This course uses a combination of lectures and hands-on studio experience to introduce students to the creative possibilities of graphic computing. In addition to covering hardware (printers, scanners, drawing tablets) and software (Photoshop and Illustrator), this course emphasizes the visual-problem solving process. Students learn the conceptual and technical foundations of graphic design. The principles taught in this course assist students in the realization of their own ideas and the interpretation of diverse forms of visual communication. Each assignment focuses on a different skill and the results can be included in a professional portfolio for presentation and job searching. (GC)

ART-161B Digital Graphics II
18.00 hrs lecture, 5.00 hrs lab
Units: 2.00
Cross-referenced Course: GA-161B
Prerequisite: ART-161A or GA-161A
Accepted For Credit: CSU
This course is a continuation of ART-161A. The emphasis in this course is on developing intermediate and advanced skills needed to set up and operate a digital graphics work station and publish on the web. Students complete projects of their choice using complex graphics software, scanners, tablets, and printers. The course emphasis is on the continued development of a portfolio of computer images. (GC)

ART-163 Digital Arts Lab-Macintosh
2.00 hrs lab
Units: 0.50
Cross-referenced Course: GA-163, ID-163
This course is a lab component for all courses taught on the Macintosh and on drafting equipment in these areas: Art, Graphic Arts/Computer Graphics, Photography, and Interior Design. Students will produce digital graphic and drafting projects for art related classes. (CR)
Astronomy (ASTR)
Division: Science, Engineering, and Mathematics
Academic Dean: Loretta Silverman
Division Administrative Assistant: Irene Benavidez
Location: Fremont campus, Room 1301L
Phone number: 510-659-6191

This department offers a Special Projects course (ASTR-201). Please see page 156 of this catalog for more information regarding Special Projects courses.

ASTR-101A General Astronomy of the Solar System
$4.00 hrs lecture
Units: 3.00
Advisory: MATH-151 and ASTR-102
Accepted For Credit: CSU & UC
This course provides students with an introduction to the history, principles, and methods of astronomy, specifically applied to our Sun, Moon, and the planets of our Solar System. (GR)

ASTR-101B General Astronomy Beyond the Solar System
$4.00 hrs lecture
Units: 3.00
Advisory: ASTR-102, taken concurrently
Accepted For Credit: CSU & UC
This course is an introduction to the fundamental principles and dynamics of the astronomy beyond the Solar System. (GR)

ASTR-102 General Astronomy Lab
$4.00 hrs lab
Units: 1.00
Corequisite: ASTR-101A or ASTR-101B
Advisory: MATH-151
Accepted For Credit: CSU & UC
This is an introductory lab course covering the methods and fundamentals of astronomy through inquiry and experiments. (GR)

Athletics (ATHL)
Division: Kinesiology, Athletics, and Arts
Academic Dean: Christopher Warden
Division Administrative Assistant: Maria Rocha
Location: Fremont campus, Room 9303
Phone number: 510-659-6044

ATHL-101A4 Functional Sports Performance
108.00 hrs lab
Units: 2.00
Prerequisite: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is for incoming student-athletes to perform and develop their skills as it relates to their specific sport. This course will also provide an opportunity for specific coaches to evaluate individual players and to better identify deficiencies prior to the start of the season. Repeatable = 3 times (GC)

ATHL-110A3 Sport Specific Training
$4.00 hrs lab
Units: 1.00
Advisory: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is designed to improve neuromuscular coordination, strength maintenance, speed work, and agility related to sport-specific movements through weight training activities and drill progression. Course is designed for intercollegiate-level athletes looking for a positive team experience and for those that want to compete at a baccalaureate institution. Repeatable = 3 times (GC)

ATHL-120A2 Cross Training for the Athlete
36.00 hrs lab
Units: 0.50
Advisory: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course allows for athletes to continue their strength and conditioning requirement while exploring alternate methods of exercise. There will be opportunities to develop new strength training techniques, focus on specific systems of the body (such as the cardiorespiratory and muscular systems), and achieve a sense of body readiness as they pertain to an upcoming competitive sports season. Repeatable = 3 times (GC)

ATHL-120A3 Cross Training for the Athlete
$4.00 hrs lab
Units: 1.00
Advisory: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course allows for athletes to continue their strength and conditioning requirement while exploring alternate methods of exercise. There will be opportunity to develop new strength training techniques, focus on specific systems of the body such as the cardiorespiratory system, and achieve a sense of body readiness when it pertains to an upcoming sports season. Repeatable = 3 times (GC)
ATHL-220  Intercollegiate Volleyball, Women  
180.00 hrs lab  
Units: 3.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate women's volleyball. Students will refine volleyball specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-222  Intercollegiate Soccer, Women  
180.00 hrs lab  
Units: 3.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate women's soccer. Students will refine sports specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-223  Intercollegiate Soccer, Men  
180.00 hrs lab  
Units: 3.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate men's soccer. Students will refine sports specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-224  Intercollegiate Water Polo, Women  
180.00 hrs lab  
Units: 3.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate women's water polo. Students will refine sports sport-specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-225  Intercollegiate Water Polo, Men  
180.00 hrs lab  
Units: 3.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate men's water polo. Students will refine sports specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-226A  Intercollegiate Basketball I, Women  
108.00 hrs lab  
Units: 2.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate women's basketball. Students will refine sports specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-226B  Intercollegiate Basketball II, Women  
72.00 hrs lab  
Units: 1.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate women's basketball. Students will continue to refine sports specific skills and develop team concepts. There will be a focus on team success through the conference and post conference competition season. Repeatable = 3 times (GC)

ATHL-227A  Intercollegiate Basketball I, Men  
108.00 hrs lab  
Units: 2.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate men's basketball. Students will refine sports specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-227B  Intercollegiate Basketball II, Men  
72.00 hrs lab  
Units: 1.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate men's basketball. Students will continue to refine sports specific skills and develop team concepts. There will be a focus on team success through the competition and post competition season. Repeatable = 3 times (GC)

ATHL-228  Intercollegiate Swimming, Women  
180.00 hrs lab  
Units: 3.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate women's swimming. Students will refine sports specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-229  Intercollegiate Swimming, Men  
180.00 hrs lab  
Units: 3.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate men's swimming. Students will refine sports specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-230  Intercollegiate Softball, Women  
180.00 hrs lab  
Units: 3.00  
Prerequisite: Medical clearance within the last year  
Accepted For Credit: CSU & UC  
This course is designed for student-athletes to participate in intercollegiate women's softball. Students will refine sports specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GR)
ATHL-231 Intercollegiate Baseball, Men
180.00 hrs lab
Units: 3.00
Prerequisite: Medical clearance within the last year
Advisory: ATHL-251
Accepted For Credit: CSU & UC
This course is designed for student-athletes to participate in intercollegiate men's baseball. Students will refine sports specific skills; improve their strength and conditioning; and develop team concepts. There will be a focus on the mental game and how it relates to personal and team success. Repeatable = 3 times (GC)

ATHL-240 Intercollegiate Volleyball Prep, Women
108.00 hrs lab
Units: 2.00
Prerequisite: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is designed to prepare intercollegiate athletes for the rigor and intensity of the championship season. Areas of emphasis will be on total body sports specific conditioning as well as skills and strategies of the sport. Repeatable = 3 times (GC)

ATHL-242 Intercollegiate Soccer Prep, Women
108.00 hrs lab
Units: 2.00
Prerequisite: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is designed to prepare intercollegiate athletes for the rigor and intensity of the championship season. Areas of emphasis will be on total body sports specific conditioning as well as skills and strategies of the sport. Repeatable = 3 times (GC)

ATHL-243 Intercollegiate Soccer Prep, Men
108.00 hrs lab
Units: 2.00
Prerequisite: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is designed to prepare intercollegiate athletes for the rigor and intensity of the championship season. Areas of emphasis will be on total body sports specific conditioning as well as skills and strategies of the sport. Repeatable = 3 times (GC)

ATHL-244 Intercollegiate Water Polo Prep, Women
108.00 hrs lab
Units: 2.00
Prerequisite: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is designed to prepare intercollegiate athletes for the rigor and intensity of the championship season. Areas of emphasis will be on total body sports specific conditioning as well as skills and strategies of the sport. Repeatable = 3 times (GC)

ATHL-246 Intercollegiate Basketball Prep, Women
36.00 hrs lab
Units: 0.50
Prerequisite: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is designed to prepare intercollegiate athletes for the rigor and intensity of the championship season. Areas of emphasis will be on total body sports specific conditioning as well as skills and strategies of the sport. Repeatable = 3 times (GC)

ATHL-247 Intercollegiate Basketball Prep, Men
36.00 hrs lab
Units: 0.50
Prerequisite: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is designed to prepare intercollegiate athletes for the rigor and intensity of the championship season. Areas of emphasis will be on total body sports specific conditioning as well as skills and strategies of the sport. Repeatable = 3 times (GC)

ATHL-250 Intercollegiate Softball Prep, Women
108.00 hrs lab
Units: 2.00
Prerequisite: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is designed to prepare intercollegiate athletes for the rigor and intensity of the championship season. Areas of emphasis will be on total body sports specific conditioning as well as skills and strategies of the sport. Repeatable = 3 times (GC)

ATHL-251 Intercollegiate Baseball Prep, Men
108.00 hrs lab
Units: 2.00
Prerequisite: Medical clearance within the last year
Accepted For Credit: CSU & UC
This course is designed to prepare intercollegiate athletes for the rigor and intensity of the championship season. Areas of emphasis will be on total body sports specific conditioning as well as skills and strategies of the sport. Repeatable = 3 times (GC)
Biology (BIOL)

Division: Science, Engineering, and Mathematics
Academic Dean: Loretta Silverman
Division Administrative Assistant: Irene Benavidez
Location: Fremont campus, Room 1301L
Phone number: 510-659-6191

This department offers Special Projects courses (BIOL-201, BIOL-202, and BIOL-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

BIOL-101A Principles of Biology - Molecular and Cellular Biology
54.00 hrs lecture, 108.00 hrs lab
Units: 5.00
Prerequisite: CHEM-101A
Accepted For Credit: CSU & UC
This course is the first of a two-semester course that provides an introduction to biological principles for biology and health professions majors. Topics emphasized include biochemistry; cell structure and function; metabolism; cellular reproduction; Mendelian genetics; molecular genetics; genetics of prokaryotes and viruses; biotechnological techniques; and evolution. Students taking this course should also plan to take Biology 101B. (GR) C-ID BIOL 190; BIOL-101A + BIOL-101B = C-ID BIOL 135S

BIOL-101B Principles of Biology - Organisms and Systems
54.00 hrs lecture, 108.00 hrs lab
Units: 5.00
Prerequisite: BIOL-101A
Accepted For Credit: CSU & UC
This course is an introduction to biological principles for biology and health professions majors. Topics emphasized include principles of evolution and systematics; evolution and diversity of major prokaryote and eukaryote taxa; anatomy and physiology of animals; plant structure and function; and ecology. The laboratory section of this course requires animal dissections and the preparation of an insect collection. This course completes the lower division core curriculum in biology for biology and pre-health professions majors. Students are required to purchase a dissection kit, lab coat, and insect display box. (GR) C-ID BIOL 140; BIOL-101A + BIOL-101B = C-ID BIOL 135S

BIOL-102 Introduction to Biology for Health Sciences
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Advisory: Eligible for ENGL-151B and ENGL-163
Accepted For Credit: CSU & UC
This course is an introduction to biology designed to prepare healthcare-oriented students for more advanced biology courses like anatomy and physiology and microbiology. Foundational biological concepts will be covered including the chemistry of living things; cell structure and function; genetics; animal physiology; and evolution. (GR)

BIOL-103A Human Anatomy and Physiology
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Prerequisite: BIOL-102 or BIOL-130; CHEM-109
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course will cover cell biology, anatomy, histology, and physiology of the following body systems: integumentary, skeletal, nervous, endocrine, and reproductive. Key concepts covered will include homeostasis, structure function relationships, the physiology of excitable membranes, and interactions of body systems. (GR) BIOL-103A + BIOL-103B = C-ID BIOL 115 BS

BIOL-103B Human Anatomy and Physiology
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Prerequisite: BIOL-103A
Accepted For Credit: CSU & UC
This course is the second semester of the one year anatomy and physiology sequence. This course covers the cardiovascular, lymphatic, immune, respiratory, renal, digestive, and reproductive systems of the human body. Laboratories include animal and cadaver dissection, histology, and physiological recordings. (GR) BIOL-103A + BIOL-103B = C-ID BIOL 115 BS

BIOL-104 Basic Human Anatomy and Physiology
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Accepted For Credit: CSU & UC
This course surveys the structure and function of the major organ systems of the human body. The survey stresses the homeostatic functions of these organ systems in the context of human health. This course does not satisfy the Anatomy and Physiology requirement for Nursing and Respiratory Therapist programs. (GC)

BIOL-105 Heredity, Evolution, and Society
54.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-151B and ENGL-163
Accepted For Credit: CSU & UC
This course is an introduction to the principles of genetics and evolution for non-science majors. The mechanisms of heredity and evolution will be studied with an emphasis on the human aspect of both subjects. (GC)

BIOL-106 Microbiology
54.00 hrs lecture, 108.00 hrs lab
Units: 5.00
Prerequisite: BIOL-102 or BIOL-130; CHEM-109
Accepted For Credit: CSU & UC
This course presents basic microbiology with an emphasis on the medical significance of microorganisms; methods to study and control microbes; and the principles of aseptic technique. (GR)

BIOL-107 Microbiology and Infectious Diseases
54.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-151B and ENGL-163
Accepted For Credit: CSU & UC
This course is directed toward understanding the biology of microorganisms, their relationship to disease, their control, and the human defense system. (GR)
**BIOL-109**  Biology of Sexual Reproduction  
$4.00 \text{ hrs lecture} 
\text{Units: 3.00} 
\text{Advisory: Eligible for ENGL-151B and ENGL-163} 
\text{Accepted For Credit: CSU & UC} 
This course presents anatomy, physiology, and behavioral aspects of human sexual reproduction with emphasis on functional mechanisms. (GC)

**BIOL-110**  Biology of Human Cancer  
$4.00 \text{ hrs lecture} 
\text{Units: 3.00} 
\text{Accepted For Credit: CSU & UC} 
This course aims to provide students with fundamental background knowledge about cancer biology. The course starts out seeking answers to the most commonly asked questions about cancer. This is followed by presentation of basic biological concepts as it relates to cancer. Major human cancers are discussed with regards to causative factors, mechanisms, and management. The course also provides students with basic knowledge on cancer pathology and metastasis. (GR)

**BIOL-114**  Introduction to Plant Biology  
$4.00 \text{ hrs lecture, 54.00 hrs lab} 
\text{Units: 3.00} 
\text{Cross-referenced Course: BIOT-114} 
\text{Accepted For Credit: CSU & UC} 
This course provides a basic introduction to plant biology and careers related to plant biology and biotechnology. Topics include plant diversity, structure, growth, development, genetics, molecular biology, genetic engineering, and culture techniques. (GR)

**BIOL-130**  Essential Biology  
$4.00 \text{ hrs lecture, 54.00 hrs lab} 
\text{Units: 4.00} 
\text{Advisory: Eligible for ENGL-151B and ENGL-163} 
\text{Accepted For Credit: CSU & UC} 
This course is an introduction to biological principles for non-science majors. Students will explore the essential biology behind the news, the doctor's office, and the living world around us. Fundamental biological principles are covered including cell structure and function, ecology, evolution, genetics, and human anatomy and physiology. (GC)

**BIOL-141**  Marine Biology  
$4.00 \text{ hrs lecture} 
\text{Units: 3.00} 
\text{Accepted For Credit: CSU & UC} 
This course covers basic concepts of marine ecosystems including oceanographic principles, ecology, and the diversity of marine organisms and habitats. (GC)

**BIOL-142**  Environmental Biology  
$4.00 \text{ hrs lecture, 54.00 hrs lab} 
\text{Units: 4.00} 
\text{Cross-referenced Course: ENVS-142} 
\text{Accepted For Credit: CSU & UC} 
This lecture and lab course is an introduction to the biological sciences focusing on diversity; organismal interactions with their environment (ecology); the effects humans have had on biological diversity and ecosystems; and efforts to protect species and their habitats (conservation). No previous biology experience required. (GR)

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**Biotechnology (BIOT)**

**Division:** Science, Engineering, and Mathematics  
**Academic Dean:** Loretta Silverman  
**Division Administrative Assistant:** Irene Benavidez  
**Location:** Fremont campus, Room 1301L  
**Phone number:** 510-659-6191

This department offers Special Projects courses (BIOT-201, BIOT-202, and BIOT-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

**BIOT-100**  Biotechnology and Society  
$4.00 \text{ hrs lecture} 
\text{Units: 3.00} 
\text{Advisory: Eligible for ENGL-101A} 
\text{Accepted For Credit: CSU & UC} 
This course is an introduction to the scientific principles and techniques of molecular biology and biotechnology, including recombinant DNA technology and gene cloning, recombinant protein design, and analysis of biomolecules. Discussion of technical, ethical, and safety concerns presented by medical, agricultural, pharmaceutical, and forensic applications of biotechnology. (GR)

**BIOT-101**  Biotechnology Research Projects  
$36.00 \text{ hrs lecture, 54.00 hrs lab} 
\text{Units: 3.00} 
\text{Prerequisite: BIOT-105 or BIOL-101A} 
\text{Accepted For Credit: CSU & UC} 
This course introduces students to scientific research in the field of biotechnology. The course includes literature reviews, research proposal preparation, experimental design, hands-on experimentation, data interpretation, analysis, and presentation of written and oral reports. Students maintain a professional laboratory notebook, and practice the behavior and skills required in a modern biotechnology lab. (GR)
BIOT-103 LAB Biotech Summer Bridge
27.00 hrs lecture, 27.00 hrs lab
Units: 2.00
Prerequisite: This course is open only to Learning Alliance for Bioscience program participants from partner high schools. Students must have successfully completed an articulated LAB biotechnology or biochemistry course prior to participating in this Bridge course.
The Learning Alliance for Bioscience (LAB) Biotech Summer Bridge course provides hands-on experience in the biotechnology laboratory for students who have participated in LAB classes at their high school. Students will perform experiments that involve such techniques as bacterial cell culture, DNA extraction and analysis, PCR, gene cloning, protein extraction, and purification. The theme of the course changes each summer, with the focus on such topics as cell culture, drug discovery, biofuels, environmental biotechnology, etc. (CR)

BIOT-104A HPLC
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
This course gives students an introduction to High Pressure Liquid Chromatography, a technique used to separate and analyze chemical mixtures. The course is designed for beginners who want exposure to the technique at a basic level; this course does not provide in-depth training. The lectures present the fundamental principles. The lab provides the students with a hands-on experience. Key topics include basic HPLC instrumentation, detectors, including UV/vis, column selection, and other factors which influence reliability. (GR)

BIOT-105 Introduction to Cell and Molecular Biology
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Accepted For Credit: CSU & UC
This course introduces basic laboratory research methods (measuring volume and mass, preparing solutions, using micropipettes, operating a spectrophotometer) and introductory concepts of biology (chemistry of life, cell structure and function, genetics) to students who are interested in biotechnology, yet may have no science background. Students are introduced to the scientific method; they use computers for data analysis and to produce graphs; they maintain a professional-quality laboratory notebook; and they become familiar with appropriate safe behaviors and basic skills required in a modern biological laboratory. (GR)

BIOT-110A DNA and Protein Purification and Analysis
27.00 hrs lecture, 90.00 hrs lab
Units: 3.00
Prerequisite: BIOT-105 or BIOL-101A
Accepted For Credit: CSU
DNA and Protein Purification and Analysis is a continuation of laboratory skills in molecular biology introduced in BIOT-105. The course focuses on recombinant DNA techniques (DNA restriction, cloning, transformation, electrophoresis, PCR, Sanger sequencing CPE), and purification and analysis of proteins (SDS-PAGE, western blotting, chromatography using FPLC). (GR)

BIOT-111A Genomic and cDNA Library Construction and Analysis
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Prerequisite: BIOL-101A or BIOT-110A
Accepted For Credit: CSU
This course uses lecture and lab approaches to teach students the theory and practice of lab techniques used to construct, search, and analyze simple genomic and cDNA libraries. Students learn library construction techniques, replica plating, and the use of non-radioactive oligonucleotide probes for searching libraries to find DNA sequences of interest. Additionally, students learn DNA modification techniques and how to construct a simple restriction map from electrophoresis gel data. Students are required to purchase a lab coat, goggles, and examination gloves for use in this course. (GR)

BIOT-111B PCR Primer Design and Optimization and Reverse Transcription PCR
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Prerequisite: BIOT-110A
Accepted For Credit: CSU
This course combines lecture and lab approaches to teaching students advanced topics in PCR, including BLAST searches and DNA alignment protocols for locating minimal variable sequences to use in constructing PCR primers, principles of primer design, and optimization techniques for PCR reactions. Students will design primers; optimize salt and temperature parameters for PCR; and perform RT-PCR. (GR)

BIOT-112 Introduction to Bioinformatics
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Accepted For Credit: CSU
This course is an introduction to computational techniques to address current biological problems. The course focuses on DNA, RNA, and protein sequence analysis. Students predict protein structure, analyze data from biological databases, apply genome annotation methods, build phylogenetic trees from sequence data, and predict gene function based on molecular data. (GC)

BIOT-113 GMP/GLP and Writing SOPs
27.00 hrs lecture
Units: 1.50
Accepted For Credit: CSU
This course gives an introduction to the concepts of Good Manufacturing Practice (GMP) and Good Laboratory Practice (GLP), and their applications in the biotechnological manufacturing of therapeutic products. The course will cover the concepts of GMP and GLP; the history of GMP/GLP; federal and international regulation for GMP/GLP; and how GMP/GLP are being applied in a bio-manufacturing facility. Writing of Standard Operating Procedures (SOPs) is included as part of the GMP curriculum. Students will learn to read, review, and write an SOP. (GR)

BIOT-114 Introduction to Plant Biology
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Cross-referenced Course: BIOL-114
Accepted For Credit: CSU & UC
This course provides a basic introduction to plant biology and careers related to plant biology and biotechnology. Topics include plant diversity, structure, growth, development, genetics, molecular biology, genetic engineering, and culture techniques. (GR)
BIOT-115A Mammalian Cell Culture Techniques
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Prerequisite: BIOT-105 or BIOL-101A
Accepted For Credit: CSU
Through a series of lectures and hands-on laboratory procedures, this course introduces mammalian cell culture methods, including sterile technique; media preparation; quantification and passage of adherent and suspension cell lines; and the establishment of secondary cell lines. This course also provides students with the skills and concepts needed to work in today's biotechnology industry. Successful students qualify to work as technicians in cell culture, manufacturing, and quality control. (GR)

BIOT-115B Bioreactor Cell Culture Techniques
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Prerequisite: BIOT-115A
Accepted For Credit: CSU
This course introduces animal cell culture methods, including use of a bioreactor. Through a series of lectures and hands-on exercises, students learn the techniques and concepts needed to work in cell culture and biomanufacturing. (GR)

BIOT-117 Immunology
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Prerequisite: BIOT-105 or BIOL-101A
Accepted For Credit: CSU
This course is an introductory course for students interested in immunology and the immunological technology relevant to biotechnology. Topics covered include protein chemistry relating to immunology, the lymphatic system, cellular and humoral immunity, immunoglobulins, antibody production, monoclonal antibodies, autoimmune diseases, blood-based diagnostics and testing, ELISA, immunoblot, western blot, and affinity chromatography. (GR)

BIOT-118 Biotechnology Operations
27.00 hrs lecture, 90.00 hrs lab
Units: 3.00
Prerequisite: BIOT-105
Advisory: BIOT-113
Accepted For Credit: CSU
This course will develop foundational knowledge of the key functions within biotechnology operations: project management, supply chain management, product development, regulatory affairs, manufacturing, quality assurance, and quality control. The roles and responsibilities of these functions in the development, manufacturing, and quality assurance of therapeutic products manufactured using biotechnology processes will be explored. The course will provide extensive hands-on experience in the development and manufacturing of products for use by customers. Emphasis of the course will be on the development, manufacturing, and quality control of products according to Good Manufacturing Practice. (GR)

BIOT-119 Clean Room Operations
4.50 hrs lecture, 13.50 hrs lab
Units: 0.50
Prerequisite: BIOT-105 or BIOL-101A
Accepted For Credit: CSU
This course provides background and training for clean room operations in biotechnology. This course discusses clean room classifications, regulations, and procedures. Laboratory exercises simulate working conditions in clean room operations. (GR)

BIOT-121 Biotechnology Careers
18.00 hrs lecture
Units: 1.00
Advisory: Eligible for ENGL-101A and MATH-151
Accepted For Credit: CSU
This course is designed to offer an in-depth view of careers in biotechnology. Students will meet program graduates and professionals in various biotechnology positions, and discuss the range of career options available and educational training required for each career. Students will practice resume writing, oral presentations, and interview skills. (GR)

BIOT-124 Quality Improvement Associate Certification Preparation
54.00 hrs lecture
Units: 3.00
Advisory: BIOT-113
Accepted For Credit: CSU
This course introduces the basics of quality assurance in industry. This course prepares students to take and pass the Certified Quality Improvement Associate (CQIA) examination given by the American Society of Quality (ASQ). (GR)

Broadcasting (BRDC)
Division: Language, Communication, and Academic Success
Academic Dean: Mark Lieu
Division Administrative Assistant: Dana Pope
Location: Fremont campus, Room 3420K
Phone number: 510-659-6173

This department offers Special Projects courses (BRDC-201, BRDC-202, and BRDC-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

BRDC-120 Introduction to Electronic Media
54.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
This course is an introduction to electronic media, including traditional media such as television, radio, Internet, and film, along with emerging content delivery systems. The history and evolution, economics, and content of electronic media are studied. Electronic media’s social, political, regulatory, ethical, and occupational impact are also examined. (GC)

BRDC-123A Radio Operations I
18.00 hrs lecture, 108.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This course is an introduction to the technical operation of a radio broadcast facility. Applied concepts include preparing and producing material for broadcast; gathering and delivering local news on the air; operating KOHL Radio by FCC standards; and creating an effective audition tape. (GR)
BRDC-123B  Radio Operations II
18.00 hrs lecture, 108.00 hrs lab
Units: 3.00
Prerequisite: BRDC-123A
Accepted For Credit: CSU
This course allows students to refine basic skills introduced in BRDC-123A. Advanced digital and analog production techniques are introduced. Additional areas of concentration include management and operations software systems, aircheck analysis, market overviews, and creating an effective employment package. (GR)

BRDC-124  Broadcast Internships
180.00 hrs lab
Units: 3.00
Prerequisite: BRDC-123B
Accepted For Credit: CSU
This course is for students who will intern at Bay Area broadcast stations, learning various aspects of the broadcasting business. (GR)

BRDC-124B  Broadcast Internships II
180.00 hrs lab
Units: 3.00
Prerequisite: BRDC-123A and BRDC-124
Accepted For Credit: CSU
This course is for students who will intern at Bay Area broadcast stations or related electronic media outlets learning various aspects of the broadcasting business. (GR)

BRDC-127A  Radio Broadcast Lab
54.00 hrs lab
Units: 1.00
Prerequisite: BRDC-123B
Accepted For Credit: CSU
This course focuses on laboratory practice utilizing knowledge and techniques gained in BRDC-123A. KOHL Radio serves as the operational lab. (GR)

BRDC-127B  Radio Broadcast Lab
54.00 hrs lab
Units: 1.00
Prerequisite: BRDC-123B
Accepted For Credit: CSU
This course builds upon knowledge and techniques gained in BRDC-123A, BRDC-123B, and BRDC-127A. KOHL Radio serves as the operational lab. (GR)

BRDC-127C  Radio Broadcast Lab
54.00 hrs lab
Units: 1.00
Prerequisite: BRDC-123B
Accepted For Credit: CSU
This course builds upon knowledge and techniques gained in BRDC-127B with emphasis on advanced content and on-air listener interaction. KOHL Radio serves as the operational lab. (GR)

BRDC-127D  Radio Broadcast Lab
54.00 hrs lab
Units: 1.00
Prerequisite: BRDC-123B
Accepted For Credit: CSU
This course builds upon knowledge and techniques gained in BRDC-127C with emphasis on live, on location broadcast situations. KOHL Radio serves as the operational lab. (GR)

BRDC-128  Radio Programming and Marketing
36.00 hrs lecture
Units: 2.00
Accepted For Credit: CSU
This course provides an overview of radio programming methods, strategies, and promotion and evaluation techniques; and outlines the responsibilities of the professional radio program director. (GC)

BRDC-129  Digital Radio Studio Systems
18.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: BRDC-128
Accepted For Credit: CSU
Students taking this course are introduced to advanced operational techniques of digital radio studio systems. Lab assignments are completed in Ohlone's KOHL studios using the various digital studio systems, including RCS Master Control platform, Vox Pro Air Studio record/mixing/playback platform, and Adobe Audition Production Studio record/mixing/playback platform. Students will need to purchase or bring a flash drive (8 MB minimum) and a pair of closed ear headphones. (GC)

BRDC-130  Broadcast Announcing
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This course concentrates on projection of personality, voice control, pronunciation, and related skills necessary for communication of ideas and information via broadcast. Students learn important microphone techniques and put them to use under simulated broadcast circumstances. (GR)

BRDC-131  Audio Production
54.00 hrs lecture, 18.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This course is an introduction to the recording studio that follows the path of audio signals through the microphone, mixer, signal processors, digital audio workstation (DAW), and monitoring stations. Course topics include various types of microphones, the functions of virtual mixing boards, the characteristics of plug-in signal processors, and recording techniques. This course culminates in the production of a finished, master recording audio file. (GC)

BRDC-132  Studio Recording
54.00 hrs lecture, 18.00 hrs lab
Units: 3.00
Cross-referenced Course: MUS-113
Advisory: MUS-112A
Accepted For Credit: CSU
This course is an introduction to the recording studio that follows the path of audio signals through the microphone, mixer, signal processors, digital audio workstation (DAW), and monitoring stations. Course topics include various types of microphones, the functions of virtual mixing boards, the characteristics of plug-in signal processors, and recording techniques. This course culminates in the production of a finished, master recording audio file. (GC)

BRDC-134  Video Editing for Film, TV, and Electronic Media
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Editing video for film, TV, and electronic media. This course covers the basics of editing video to create a short film, edit a trailer, and create a commercial. Students develop the ability to upload video, create a timeline, and assemble video and audio clips into story form. (GC)
BRDC-135 Advanced Video Editing and Post-Production Recording
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: BRDC-134
Accepted For Credit: CSU
Students learn advanced video and audio editing techniques used in commercial film and video production, including color correction, grading, ADR (Advanced Dialogue Replacement), and Foley work. (GC)

BRDC-136 Digital Video and Lighting
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Students learn to shoot professional-quality video and develop skills in visual storytelling for broadcast, film, and electronic media as well as using 3-point lighting and recording audio using shotgun and hand mikes. (GC)

BRDC-137 Video Field Production
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Students develop advanced broadcast production skills in lighting, video, and sound recording. Students cover college athletic contests and other events live or recorded and edited into highlights. (GC)

BRDC-141 Live TV News
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Students write, report, anchor, shoot, and edit a weekly newscast, broadcast live on local cable TV and the Internet. (GC)

BRDC-142 Live TV Studio Production
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Students find feature stories; gather pictures and interviews; and prepare the story for air on a TV program that is broadcast live on local cable and the Internet. (GC)

BRDC-143 Writing for Media
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This is a beginning course in writing and storytelling for film, television, and electronic media. This course teaches introductory skills required to work in these industries. (GC)

BRDC-145 Online Reporting
45.00 hrs lecture, 27.00 hrs lab
Units: 3.00
Advisory: BRDC-134
Accepted For Credit: CSU
An introductory class in writing and gathering video for the Internet. How to build an Internet audience, and the techniques for preparing and putting together content for a website or webcast. (GC) C-ID JOUR 120

BRDC-148 Beginning TV Studio Production
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Students interested in broadcasting studio production learn studio lighting technique, operate studio cameras, and create graphics for television and live events such as eSports. (GC)

BRDC-149 Advanced TV Studio Production
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This is an advanced course for students interested in a career in broadcast television or television news. Students develop the ability to supervise pre-production and direct a live broadcast. (GC)

BRDC-150 Introductory Film and Video Production
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Introduction to television and film production. Students learn composition, portable lighting, camera operation, and audio recording. This course focuses on the aesthetics and basics of scripting, producing, directing on location, and post-production. (GR)

BRDC-151 Introduction to Documentary Filmmaking
54.00 hrs lecture, 18.00 hrs lab
Units: 3.00
Advisory: BRDC-134
Accepted For Credit: CSU
Cross-referenced Course: JOUR-155
Units: 3.00
This is an advanced course in film and video production techniques focuses on lighting design, cinematography, casting, and managing a production. Students will need a 64 GB SD video card or equivalent. (GC)

BRDC-152 Advanced Film and Video Production
45.00 hrs lecture, 27.00 hrs lab
Units: 3.00
Prerequisite: BRDC-150
Advisory: BRDC-134
Accepted For Credit: CSU
This advanced course in film and video production techniques focuses on lighting design, cinematography, casting, and managing a production. Students will need a 64 GB SD video card or equivalent. (GC)

BRDC-155 Mass Media and Society
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: JOUR-155
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU & UC
We swim in an ocean of media. Our thoughts, beliefs, life choices, jobs, government, and shopping decisions are all influenced by the media. Most of us complain about it, but we wouldn’t turn the media off, even if we could. Yet we don’t know much about it. Who decides what messages get sent? What do the senders want? How do we process the messages? How does the technology work? Your media exposure will continue for the rest of your life. This course aims to make you a more informed, critical consumer. (GR) C-ID JOUR 100

BRDC-160 Internship - Film, Television, and Electronic Media
162.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Students identify, apply, and successfully complete an internship working on a film set, in television, TV news, or electronic media. (CR)
Business Administration (BA)

Divison: Business  
Executive Dean: Andrew LaManque  
Location: Newark campus, Room NC1220  
Phone number: 510-742-2301

This department offers Special Projects courses (BA-201, BA-202, and BA-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

BA-101A Financial Accounting  
90.00 hrs lecture  
Units: 5.00  
Advisory: ENGL-151B and MATH-151  
Accepted For Credit: CSU & UC  
This course introduces accounting theory, procedures, and practices relating to financial accounting. (GR) C-ID ACCT 110

BA-101B Managerial Accounting  
90.00 hrs lecture  
Units: 5.00  
Prerequisite: BA-101A  
Accepted For Credit: CSU & UC  
This course is an introduction to managerial accounting, including the analysis and interpretation of accounting data to aid management. (GR) C-ID ACCT 120

BA-102A Principles of Economics-Macroeconomics  
54.00 hrs lecture  
Units: 3.00  
Prerequisite: MATH-152 or MATH-153  
Advisory: ENGL-151B and ENGL-163  
Accepted For Credit: CSU  
This course is an introduction to macroeconomics. The topics explored include supply, demand, government spending, taxation, business cycles, fiscal policy, monetary policy, money and banking system, inflation, unemployment, national income, and international economics. (GR) C-ID ECON 202

BA-102B Principles of Economics-Microeconomics  
54.00 hrs lecture  
Units: 3.00  
Prerequisite: MATH-151  
Accepted For Credit: CSU & UC  
This course is an introduction to microeconomics. The topics explored include demand, supply, market structure, pricing policies, labor market, elasticity and its application, public goods, common resources, and environmental policy. (GR) C-ID ECON 201

BA-109B Computerized Accounting for Small Business  
22.50 hrs lecture, 13.50 hrs lab  
Units: 1.50  
Advisory: BA-101A  
This course is designed to meet the accounting needs of a small business. A widely-used software package (such as QuickBooks) will be presented. (GC)

BA-115 Career Communication  
54.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: COMM-125  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU  
Students will develop vital communication skills for global and diverse professional environments including presentational skills, interviewing, interpersonal communication, leadership skills, and small group communication. (GR)

BA-116 Business English and Communication  
72.00 hrs lecture  
Units: 4.00  
Advisory: Eligible for ENGL-151B and ENGL-163  
Accepted For Credit: CSU  
This course reviews the fundamentals of English grammar, punctuation, and sentence structure from a business approach. Writing skills for clear and effective business communication are developed through letters and reports. Written, verbal, nonverbal, cross-cultural, and cross-gender communication are explored. (GC)

BA-121A Developing Your Business Plan  
9.00 hrs lecture  
Units: 0.50  
This is a course designed for students considering starting their own businesses. All major elements of a business plan will be covered, including financial statements, marketing, and competitive strategies. (GC)

BA-121B Legal Aspects of Small Business  
9.00 hrs lecture  
Units: 0.50  
This course is designed for students interested in establishing a business and who need information about the legal issues involved. Legal aspects such as forms of ownership, licensing, and taxes will be covered. (GC)

BA-123 Math for Accounting and Business  
54.00 hrs lecture  
Units: 3.00  
Advisory: BA-101A, ENGL-151B, MATH-151  
Accepted For Credit: CSU  
This course focuses on methods of problem interpretation and solving common business calculations, such as taxes, interest, depreciation, stocks, and insurance. (GC)

BA-125 Introduction to Business  
54.00 hrs lecture  
Units: 3.00  
Accepted For Credit: CSU & UC  
This survey course in business provides a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices within the United States and within a global society. This course demonstrates how these influences impact the primary areas of business, including organizational structure and design; leadership, human resource management, organized labor practices; marketing; organizational communication; technology; entrepreneurship; legal, accounting, financial practices; the stock and securities market; and therefore affect a business’ ability to achieve its organizational goals. (GR) C-ID BUS 110
### BA-139  Psychology in the Workplace
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: PSY-139
Advisory: PSY-101, ENGL-101A
Accepted For Credit: CSU
This course applies principles of psychology to the workplace. Topics include combination skills, stress, cultural diversity, teamwork, understanding self and others, motivation, leadership, and other factors crucial to functioning effectively in the workplace. (GC)

### BA-141A  Business Law
54.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course covers fundamental legal principles pertaining to business transactions. Introduction to the legal process. Topics include sources of law and ethics, contracts, torts, agency, criminal law, business organizations, and judicial and administrative processes. (GC) C-ID BUS 125

### NONCREDIT BA COURSES

#### BA-916A  Basic Business English Writing I
36.00 hrs lecture
Units: 0.00
This noncredit course is designed to provide students with the skills necessary to effectively compile documents for business applications. Not applicable to associate degree. Repeatable = Unlimited times (CR)

#### BA-916B  Basic Business English Writing II
36.00 hrs lab
Units: 0.00
This noncredit course is designed to provide students with additional skills necessary to effectively compile documents for business applications. Not applicable to associate degree. Repeatable = Unlimited times (CR)

#### BA-921A  Developing Your Business Plan
9.00 hrs lab
Units: 0.00
This noncredit course is designed for students who desire to start their own business. Students create a business plan that describes their new business; its products or services; funding; operations; and staffing. Other essential elements needed for the first three to five years of a new business are also introduced. Not applicable to associate degree. Repeatable = Unlimited times (NG)

#### BA-921B  Legal Aspects of Small Business
9.00 hrs lab
Units: 0.00
This noncredit course is designed for students interested in establishing a business. All legal aspects are covered, such as forms of ownership, licensing, and taxes. Not applicable to associate degree. Repeatable = Unlimited times (NG)

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### Business Supervision Management (BSM)

**Division:** Business  
**Executive Dean:** Andrew LaManque  
**Location:** Newark campus, Room NC1220  
**Phone number:** 510-742-2301

This department offers Special Projects courses (BSM-201, BSM-202, and BSM-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

#### BSM-101  Fundamentals of Supervision
54.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-151B
Accepted For Credit: CSU
This course provides an overview of supervisory competencies, principles, and practices from defining the supervisor’s role to the challenges of ensuring effective employee communications. Topics also include staffing, professional development, workplace safety, and conflict resolution. (GC)

#### BSM-102  Interpersonal Relations in the Workplace
54.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-151B
Accepted For Credit: CSU
This course covers interpersonal communication, employee-employer relations, cultural awareness, conflict resolution, stress management, and team development. (GC)
BSM-103 Management of Human Resources
S4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-151B
Accepted For Credit: CSU
This course covers principles and practices for managerial personnel: employment/industrial relations; equal employment opportunity principles; sexual harassment; training and professional development; wage, salary, compensation, and benefit administration; job performance evaluations reviews; workplace safety and accident prevention; and conflict resolution. (GC)

BSM-105 Operations Management
S4.00 hrs lecture
Units: 3.00
Advisory: ENGL-151B
Accepted For Credit: CSU
This course covers the principles of operations management: globalization, forecasting, materials/production/project management, and total quality management principles and practices. (GC)

BSM-106 Communication for Supervisors
S4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
This course covers the principles and practices for the techniques of communication in the workplace including active listening, intercultural communication, verbal and nonverbal communication, conducting meetings, and effective presentations. (GC)

BSM-108 Leadership in Organizations
S4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
This course provides an overview of principles of leadership, supervision, power, and politics in the workplace; team decision-making/problem solving, motivating employees, coaching, social responsibility, and business ethics. (GC)

BSM-110A Communications in the Workplace
9.00 hrs lecture
Units: 0.50
This course introduces the key elements for communication in the professional workplace. The course is beneficial for students seeking to improve their interpersonal communication skills. (GC)

BSM-110B Team Building
9.00 hrs lecture
Units: 0.50
This course is designed to provide students with an understanding of how teams work together, and common problems teams encounter and how to solve them. This course is designed for students seeking to improve their team building skills. (GC)

BSM-110H Time Management
9.00 hrs lecture
Units: 0.50
This course is designed to introduce students to time management principles and specific tools that assist in making maximum use of time. This course is beneficial for students seeking to improve their time management skills. (GC)

BSM-110K Customer Service
9.00 hrs lecture
Units: 0.50
This course covers key skills and attitudes necessary to effectively meet the customer's needs. (GC)

BSM-910A Communication in the Workplace
9.00 hrs lecture
Units: 0.00
This noncredit course introduces the key elements for communication in the professional workplace. The course is beneficial for students seeking to improve their interpersonal communication skills. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-910B Writing Skills for Managers
9.00 hrs lecture
Units: 0.00
This noncredit course is designed to provide students with the skills necessary to effectively write various business documents. This course is beneficial for students seeking to improve their written communication skills in the workplace. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-910C Attitude in the Workplace
9.00 hrs lecture
Units: 0.00
This noncredit course introduces the key elements for attitude in the professional workplace. This course is beneficial for students seeking to improve their ability to communicate a positive attitude while at work. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-910D Decision Making and Problem Solving
9.00 hrs lecture
Units: 0.00
This noncredit course introduces the key elements for decision making and problem solving in the professional workplace. This course is beneficial for students seeking to improve their decision making and problem solving skills. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-910E Managing Organizational Change
9.00 hrs lecture
Units: 0.00
This noncredit course introduces the key elements for managing organizational change in the professional workplace. This course is beneficial for students seeking to improve their understanding of how to manage organizational change. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-910F Stress Management in the Workplace
9.00 hrs lecture
Units: 0.00
This noncredit course is designed to acquaint students with key elements of stress management in the workplace. This course is beneficial for students seeking to improve their skills in recognizing and managing stress. Not applicable to associate degree. Repeatable = Unlimited times (NG)
BSM-910G  Team Building  
9.00 hrs lecture  
Units: 0.00  
This noncredit course is designed to provide students with an understanding of how teams work together, and common problems teams encounter and how to solve them. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-910H  Time Management  
9.00 hrs lecture  
Units: 0.00  
This noncredit course is designed to introduce students to time management principles and specific tools that assist in making the most efficient use of time. This course is beneficial for students seeking to improve their time management skills. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-910I  Conflict Resolution  
9.00 hrs lecture  
Units: 0.00  
This noncredit course is designed to introduce students to the meaning of conflict, the causes of conflict, and strategies for resolving interpersonal conflict. This course is beneficial for students seeking to improve their conflict resolution skills. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-910J  Values and Ethics  
9.00 hrs lecture  
Units: 0.00  
This noncredit course is designed to acquaint students with the importance of values and ethics in the workplace. This course is beneficial for students seeking to improve skills in interpreting how values influence actions and evaluating the impact of ethical behavior. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-910K  Customer Service  
9.00 hrs lecture  
Units: 0.00  
This noncredit course covers key skills and attitudes necessary to effectively meet the customer's need and teaches students best practices for the importance of values and ethics in the workplace. Not applicable to associate degree. Repeatable = Unlimited times (NG)

BSM-930A  Effective Job Search Skills I  
9.00 hrs lab  
Units: 0.00  
This noncredit course is the first part of a two series noncredit certificate program. Students are introduced to the Ohlone College Career Center; job search strategies; resume writing and formatting; and how to navigate a professional social media platform. Not applicable to associate degree. Repeatable = Unlimited times (CR)

BSM-930B  Effective Job Search Skills II  
9.00 hrs lab  
Units: 0.00  
This noncredit course is the second part of a two series noncredit certificate program. Students are introduced to job search skills and tactics to perfecting the interview process. Not applicable to associate degree. Repeatable = Unlimited times (CR)

### Chemistry (CHEM)

**Division:** Science, Engineering, and Mathematics  
**Academic Dean:** Loretta Silverman  
**Division Administrative Assistant:** Irene Benavidez  
**Location:** Fremont campus, Room 1301L  
**Phone number:** 510-659-6191

This department offers Special Projects courses (CHEM-201 and CHEM-202). Please see page 156 of this catalog for more information regarding Special Projects courses.

**CHEM-101A  General Chemistry**  
5.00 hrs lecture, 108.00 hrs lab  
Units: 5.00  
Prerequisite: CHEM-102 and MATH-152, or satisfactory performance on the Chemistry Placement Test at Ohlone College  
Accepted For Credit: CSU & UC  
CHEM-101A is a general college-level inorganic chemistry course designed for students majoring in biology, chemistry, engineering, pre-med, and other fields demanding rigorous scientific preparation. Topics covered include atomic theory, stoichiometry, chemical reactions, introductory thermochemistry, theories of bonding, and properties of solids, liquids, gases, and solutions. (GR) C-ID CHEM 110; CHEM-101A + CHEM-101B = C-ID CHEM 120 S

**CHEM-101B  General Chemistry**  
5.00 hrs lecture, 108.00 hrs lab  
Units: 5.00  
Prerequisite: CHEM-101A  
Accepted For Credit: CSU & UC  
Chemistry 101B continues the study of chemistry taught in Chemistry 101A. Theory and mathematical applications are emphasized. This course is designed for science-oriented majors including biology, chemistry, engineering, and pre-professional health. Topics include kinetics; equilibrium; acids and bases; solubility; thermodynamics; electrochemistry; nuclear chemistry; properties of organic molecules; buffers, proteins, and compounds containing transition elements; organic chemistry; and coordination compounds. This course provides students with the necessary foundation for Organic Chemistry, CHEM-112A. (GR) C-ID CHEM-101A + CHEM-101B = C-ID CHEM 120 S

**CHEM-102  Preparation for General Chemistry**  
4.00 hrs lecture, 4.00 hrs lab  
Units: 4.00  
Prerequisite: MATH-151  
Accepted For Credit: CSU & UC  
This course is a preparatory chemistry course covering the fundamentals of modern inorganic chemistry with emphasis on problem solving and mathematical calculations. Topics include classification of matter; atomic and molecular structure; chemical formula and nomenclature; chemical equations and stoichiometry; thermochemistry; and gas laws and solutions. CHEM-102 is intended primarily as a preparation for students planning to take CHEM-101A. CHEM-102 is recommended for students who have been away from high school chemistry for more than two years or those whose previous chemistry background is inadequate for CHEM-101A. (GR)
CHEM-106A  Principles of Chemistry I  
$4.00$ hrs lecture, $54.00$ hrs lab  
Units: $4.00$  
Prerequisite: MATH-151  
Accepted For Credit: CSU & UC  
This is an introductory chemistry course for allied-health majors and students who plan to transfer to programs which require two semesters of chemistry. This course is the first semester of two courses. Principles of Chemistry I and II are not recommended for students majoring in science. This course also fulfills the requirements for non-science majors who need to complete a science course with a lab. Topics include dimensional analysis, nomenclature, atomic theory, bonding, chemical reactions, gas laws, solutions, and colligative properties. The course requires students to purchase a lab coat; goggles with indirect venting and side shielding; and a calculator. (GR)

CHEM-106B  Principles of Chemistry II  
$4.00$ hrs lecture, $54.00$ hrs lab  
Units: $4.00$  
Prerequisite: CHEM-106A  
Accepted For Credit: CSU & UC  
This is an introductory chemistry course for allied health majors and students who plan to transfer to programs which require two semesters of chemistry. This course is the second semester of two courses. Principles of Chemistry I and II are not recommended for students majoring in science. Topics include material from organic chemistry and biochemistry, including the major classes of organic molecules, basic reactions, the major processes which take place in body fluids, proteins, nucleic acids, and a brief overview of metabolism. The course requires students to purchase a lab coat; goggles with indirect venting and side shielding; and a calculator. (GR)

CHEM-108  Survey of Chemistry  
$4.00$ hrs lecture  
Units: $3.00$  
Accepted For Credit: CSU & UC  
This is a general education, non-lab course about the chemistry of everyday things. Some of the topics considered are food, medicine, petroleum, pollution, plastics, cosmetics, and poisons. The course gives information about atoms and structure to help the student interpret everyday occurrences from a molecular point of view. Concepts, not calculations, are emphasized. (GC)

CHEM-109  Biochemistry for Health Science and Biotechnology  
$4.00$ hrs lecture, $54.00$ hrs lab  
Units: $4.00$  
Prerequisite: MATH-151  
Accepted For Credit: CSU & UC  
This course covers the basic concepts of inorganic and organic chemistry and biochemistry as they apply to the human body. The course is open to all students; no previous chemistry is required. This course satisfies the requirements of nursing, biotechnology, and related majors that require one semester of chemistry. This course does not meet the prerequisite for Chemistry 101A. (GR)

CHEM-112A  Organic Chemistry  
$4.00$ hrs lecture, $108.00$ hrs lab  
Units: $5.00$  
Prerequisite: CHEM-101B  
Accepted For Credit: CSU & UC  
CHEM-112A is the first semester of organic chemistry for science-oriented, pre-professional health, and pre-engineering students. This course includes a study of important organic molecules found in living systems and man-made molecules. This course is designed primarily for students who require a full year of organic chemistry, including multistep synthesis, heterocyclic compounds, and advanced spectroscopy. (GR) C-ID CHEM 150; CHEM-112A + CHEM-112B = C-ID CHEM 160 S

CHEM-112B  Organic Chemistry  
$4.00$ hrs lecture, $108.00$ hrs lab  
Units: $5.00$  
Prerequisite: CHEM-112A  
Accepted For Credit: CSU & UC  
CHEM-112B is the second semester of organic chemistry for science-oriented, pre-professional health, and pre-engineering students. This course includes a study of important organic molecules found in living systems and man-made molecules. This course is designed primarily for students who require a full year of organic chemistry, including nomenclature, multistep synthesis, mechanisms, heterocyclic compounds, and spectroscopy. (GR) C-ID: CHEM-112A + CHEM-112B = C-ID CHEM 160 S

Chicano/Latino Studies  (CHS)

Division: Social Sciences  
Academic Dean: Ghada Al-Masri  
Division Administrative Assistant: Sheila Holland  
Location: Fremont campus, Room 3316J  
Phone number: 510-659-6216  

This department offers Special Projects courses (CHS-201 and CHS-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

CHS-101  Chicano/Latino Culture  
$4.00$ hrs lecture  
Units: $3.00$  
Cross-referenced Course: SOC-106  
Accepted For Credit: CSU & UC  
This course examines the social, cultural, political, and economic heritage of the Chicanos and their contribution to American society. (GR)

CHS-102A  Chicana/o History I  
$4.00$ hrs lecture  
Units: $3.00$  
Cross-referenced Course: HIST-102A  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course covers the history of Chicanas and Chicanos from Pre-Columbian times to 1850. The course emphasizes the political, economic, and social influences of Pre-Columbian America, Spain, Mexico, and the United States. The course includes a study of the United States Constitution. (GR)
CHS-102B Chicana/o History II
$4.00 hrs lecture
Units: 3.00
Cross-referenced Course: HIST-102B
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course covers the history of the Mexican-American experience from 1850 to the present day. The course emphasizes the political, economic, and social experiences of the Mexican American people under the influences of Mexico and the United States, and includes a study of the Constitution of California. (GR)

CHS-106A Chicano/Latino Literature
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course offers an introduction to literature by Chicanos and Latinos. Through performing in-depth studies of certain authors, the students will view literature as a reflection of Chicano/Latino life. (GR)

CHS-112 Contemporary Issues of Chicanas
$4.00 hrs lecture
Units: 3.00
Prerequisite: ENGL-163 or ENGL-101A
Accepted For Credit: CSU & UC
This course is an examination of the historical, social-economic, and political conditions which have shaped the lives of contemporary Chicanas in the United States. The course will explore cultural patterns underlying race, class, and gender-based strategies and inequities as basic elements of contemporary social structure. (GC)

Did you know???
The Morris and Alvera Hyman Hall on the Fremont campus is named after the founders of the Fremont Bank, in recognition of a significant endowment established in their honor.
## Communication Studies (COMM)

**Division:** Language, Communication, and Academic Success  
**Academic Dean:** Mark Lieu  
**Division Administrative Assistant:** Dana Pope  
**Location:** Fremont campus, Room 3420K  
**Phone number:** 510-659-6173

This department offers Special Projects courses (COMM-201 and COMM-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Acceptance</th>
<th>Advisory</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM-100</td>
<td>Introduction to Communication Theory</td>
<td>54.00 hrs lecture</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td></td>
<td>In this course students will analyze, evaluate, and apply the major communication theories and research in the communication studies field such as interpersonal, group/organizational, cultural communication, rhetoric, and mass communication. (GR) C-ID COMM 180</td>
</tr>
<tr>
<td>COMM-111</td>
<td>Introduction to Public Speaking</td>
<td>54.00 hrs lecture, 18.00 hrs lab</td>
<td>3.00</td>
<td>ENGL-151B and ENGL-163</td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td></td>
<td>This course covers rhetorical theory and practice of speech making in groups and public settings. A variety of perspectives and techniques are used to research, organize, deliver, and evaluate public presentations. Emphasis is on rights and responsibilities of citizenship in a free democratic society. (GR) C-ID COMM 110</td>
</tr>
<tr>
<td>COMM-112</td>
<td>Small Group Communication/Critical Thinking</td>
<td>54.00 hrs lecture</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td></td>
<td>In this course students will learn how to enhance small group communication and team building through the study of theories, concepts, and practices of effective group decision making and problem solving. The emphasis will be on logical reasoning and the evaluation of evidence. (GR) C-ID COMM 140</td>
</tr>
<tr>
<td>COMM-113</td>
<td>Interpersonal Communication</td>
<td>54.00 hrs lecture</td>
<td>3.00</td>
<td>ENGL-151B</td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td></td>
<td>Study and practice the principles of verbal and non-verbal communication in intrapersonal and interpersonal relationships. The course covers the study of theory and research findings and their application to communication in interpersonal relationships in personal and professional contexts. (GR) C-ID COMM 130</td>
</tr>
<tr>
<td>COMM-114</td>
<td>Critical Thinking/Persuasion</td>
<td>54.00 hrs lecture</td>
<td>3.00</td>
<td>COMM-111 and ENGL-101A</td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td></td>
<td>In this course students will examine historical and contemporary approaches to persuasive messages throughout time. Persuasive theories and concepts will be analyzed, presented, and critiqued. Emphasis on logical reasoning, evaluation of evidence, and the development of a persuasive message will be covered. (GR) C-ID COMM 190</td>
</tr>
<tr>
<td>COMM-115</td>
<td>Intercultural Communication</td>
<td>54.00 hrs lecture</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td></td>
<td>In this course we will examine the connections of culture and communication from a variety of perspectives, while exploring how our own cultural identities are co-constructed through our communication practices and interactions. Understand how we communicate and interact with others across dimensions of race, class, nation, histories, power, privilege, and many other categories of identity in order to be able to practice more productive and effective communication across cultural differences locally and globally. (GR) C-ID COMM 150</td>
</tr>
<tr>
<td>COMM-116</td>
<td>Critical Thinking/Argumentation and Debate</td>
<td>54.00 hrs lecture, 18.00 hrs lab</td>
<td>3.00</td>
<td>Eligible for ENGL-101A</td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td></td>
<td>Students will develop critical thinking through oral advocacy and debate in this course. Emphasis on both written and oral arguments based on logic and reasoning. (GR) C-ID COMM 120</td>
</tr>
<tr>
<td>COMM-117</td>
<td>Leadership Communication</td>
<td>54.00 hrs lecture</td>
<td>3.00</td>
<td>Eligible for ENGL-101A</td>
<td>Accepted For Credit: CSU</td>
<td></td>
<td>In this course students explore and analyze how leadership theory can inform and direct the way leadership is practiced. Traditional and interactional theories of leadership will be analyzed, including the influences of culture and gender on leadership. Emphasis is on theory and practice. (GR)</td>
</tr>
<tr>
<td>COMM-118</td>
<td>Gender, Sexual Identity, and Communication</td>
<td>54.00 hrs lecture</td>
<td>3.00</td>
<td>ENGL-101A</td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td></td>
<td>In this course students will examine the myriad communicative processes which function to create, maintain, reinforce, and challenge cultural expectations of gender performances. (GR)</td>
</tr>
<tr>
<td>COMM-122</td>
<td>Family Communication</td>
<td>54.00 hrs lecture</td>
<td>3.00</td>
<td></td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td></td>
<td>In this course students will explore family communication theories, patterns of interactions, and ways in which family communication can be enhanced, including conflict management. (GR)</td>
</tr>
</tbody>
</table>
COMM-124 Introduction to Health Communication
54.00 hrs lecture
Units: 3.00
Advisory: ENGL-151B
Accepted For Credit: CSU
Health communication explores how communication informs the study and understanding of issues of patient and provider communication; healthcare systems; culture of medicine; caregiving; end of life communication; medical decision making; health promotion and behavior change campaigns; health narratives; computer-mediated social support; health information seeking; and health entertainment and popular culture. (GR)

COMM-125 Career Communication
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: BA-115
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU
Students will develop vital communication skills for global and diverse professional environments including presentation skills, interviewing, interpersonal communication, leadership skills, and small group communication. (GR)

COMM-126 Listening Techniques
18.00 hrs lecture
Units: 1.00
Accepted For Credit: CSU
In this course students will examine listening styles and practice listening skills for college, career, and personal development. Emphasis is on the benefits of listening, listening theory, and tips for improving listening. (GR)

COMM-130 Oral Interpretation of Literature
54.00 hrs lecture, 18.00 hrs lab
Units: 3.00
Cross-referenced Course: TD-130
Advisory: ENGL-151B
Accepted For Credit: CSU & UC
Using performance as a communication concept, students will explore performance theory and apply theoretical communication theories of performance using all genres of literature. (GR) C-ID COMM 170

COMM-132 Voice and Diction
54.00 hrs lecture, 18.00 hrs lab
Units: 3.00
Cross-referenced Course: TD-132
Accepted For Credit: CSU & UC
Students learn to understand and enhance the speaking voice and vocal quality through oral exercises that focus on expressiveness and articulation. Students also increase vocabulary and use the International Phonetic Alphabet in transcription and pronunciation. (GR)

COMM-134 Introduction to Performance Studies
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: TD-134
Accepted For Credit: CSU & UC
Live performance is used as a method for exploring human behavior as it occurs within contemporary cultures and societies. Performance assignments will draw from among the following: performance of texts, street performance, personal narrative, oral history, everyday life, and social justice. (GR)

COMM-190A Communication Lab Consultant
18.00 hrs lecture, 18.00 hrs lab
Units: 1.00
Prerequisite: COMM-111
Accepted For Credit: CSU
By serving as a tutor in the Communication Lab, students will learn teaching-learning techniques that include assistance with the entire speech making process including thesis development, outlining, research, and delivery skills. Students gain teaching experience while improving their own communication skills. (GR)

COMM-190B Communication Lab Consultant
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Prerequisite: COMM-111
Accepted For Credit: CSU
Consultants/tutors in the Communication Lab will strengthen teaching-learning techniques and provide assistance to the speech-making process: thesis development and revision; improving outlining; refining research and delivery skills. (GR)

COMM-190C Communication Lab Consultant
18.00 hrs lecture, 108.00 hrs lab
Units: 3.00
Prerequisite: COMM-111
Accepted For Credit: CSU
By serving as a consultant/tutor in the Communication Lab, students will master teaching-learning techniques that provide assistance with the speech-making process. (GR)

COMM-191A1 Introductory Forensics Workshop
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Accepted For Credit: CSU
Participate in or attend public speeches or performances in order to encourage community awareness. (GR)

COMM-191A2 Forensics Workshop
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Accepted For Credit: CSU
Participate in public speeches, events, or performances in order to encourage community awareness. (GR)

COMM-191A3 Forensics Competition
27.00 hrs lecture, 81.00 hrs lab
Units: 3.00
Advisory: COMM-111, COMM-116, or COMM-130
Accepted For Credit: CSU
Students will compete on the Forensics Team in three or more of the following events: informative speaking, persuasive speaking, impromptu, extemporaneous, speech to entertain, communication analysis, or debate. Repeatable = 1 time (GC) C-ID COMM 160 B

COMM-192A1 Argumentation and Debate Workshop
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Accepted For Credit: CSU
Students will participate in or attend debates, speeches, or public meetings, and then analyze and evaluate these events. Repeatable = 3 times (GR)

COMM-192A2 Argumentation and Debate Workshop
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Accepted For Credit: CSU
Students will participate in or attend public meetings or debates in order to encourage critical thinking and community involvement. Repeatable = 3 times (GR)
**COMM-192A3 Competitive Argumentation and Debate**
- 27.00 hrs lecture, 81.00 hrs lab
- Units: 3.00
- Advisory: COMM-111 and COMM-116
- Accepted For Credit: CSU
- Students will compete on the Argumentation and Debate Team; research significant contemporary problems; analyze issues, evidence, and logic; and present researched arguments. Repeatable = 3 times (GR) C-ID COMM 160 B

**COMM-193 Oral Interpretation Competition**
- 27.00 hrs lecture, 81.00 hrs lab
- Units: 3.00
- Advisory: COMM-111 or COMM-130
- Accepted For Credit: CSU
- Students will participate in competitive oral interpretation of literature (poetry, prose, or drama) with an emphasis on the analysis and interpretation of the material. (GR) C-ID COMM 170

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**Computer Applications and Occupational Technology (CAOT)**

**Division:** Science, Engineering, and Mathematics  
**Academic Dean:** Loretta Silverman  
**Division Administrative Assistant:** Irene Benavidez  
**Location:** Fremont campus, Room 1301L  
**Phone number:** 510-659-6191

This department offers Special Projects courses (CAOT-201, CAOT-202, and CAOT-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

**CAOT-101A Computer Applications I**
- 27.00 hrs lecture, 27.00 hrs lab
- Units: 2.00
- Cross-referenced Course: CS-101A
- Accepted For Credit: CSU
- This course is the first level in a three part series covering introductory to intermediate level skills and competency in the use of Microsoft Office Suite applications, along with mastery of keyboard touch-typing. Students are introduced to applications used in creating professional documents, worksheets, presentations, databases, and email. The applications covered in this course include Word, Excel, PowerPoint, and Outlook. (GR)

**CAOT-101B Computer Applications II**
- 27.00 hrs lecture, 27.00 hrs lab
- Units: 2.00
- Advisory: CAOT-101A
- Accepted For Credit: CSU
- This course is the second level in a three part series covering intermediate to advanced level skills and competency in the use of Microsoft Office Suite applications. Students continue to master applications used in creating professional documents, worksheets, presentations, and personal information manager Microsoft Outlook. (GR)

**CAOT-101C Computer Applications III**
- 27.00 hrs lecture, 27.00 hrs lab
- Units: 2.00
- Advisory: CAOT-101B
- Accepted For Credit: CSU
- This course is the third level in a three part series covering topics which include advanced level skills in spreadsheet tables; charts and functions using Microsoft Excel; and introductory to intermediate level skills utilizing database management applications with Microsoft Access. (GR)

**CAOT-148 Computer Applications in Biotechnology**
- 4.50 hrs lecture, 13.50 hrs lab
- Units: 0.50
- Corequisite: BIOT-105
- This course introduces basic computer skills necessary to perform tasks required in an introductory Biotechnology course. This course covers key concepts using spreadsheet, presentation, database, and word processing software. (GR)

**CAOT-150 Excel for the Sciences**
- 27.00 hrs lab
- Units: 0.50
- This course provides an introduction to Microsoft Excel with specific emphasis on applications to data science, chemistry, and engineering. Instructor provides relevant course materials and lecture notes for students. No textbook is recommended or required. (GC)

**CAOT-151 Mathematical Computation and Communication**
- 27.00 hrs lab
- Units: 0.50
- This course provides an introduction to Mathematica, Matlab, and LaTeX with specific emphasis on applications to calculus and engineering. Instructor provides relevant course materials and lecture notes for students. No textbook recommended or required. (GC)

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**NONCREDIT CAOT COURSES**

**CAOT-904 Basic Business Keyboarding**
- 36.00 hrs lecture
- Units: 0.00
- This noncredit introductory course develops basic keyboarding skills for students entering a variety of fields such as business, computer science, data processing, accounting, and/or any other occupation that utilizes a keyboard to input information. Applications will be covered. Not applicable to associate degree. Repeatable = Unlimited times (CR)

**CAOT-912A Beginning Technology Skills I**
- 18.00 hrs lecture, $4.00 hrs lab
- Units: 0.00
- This noncredit course is the first in a series of two sequential courses that provide office terminology and computer skill sets needed for today’s digital employee. Not applicable to associate degree. Repeatable = Unlimited times (NG)
CAOT-912B  Beginning Technology Skills II  
18.00 hrs lecture, 54.00 hrs lab  
Units: 0.00  
This noncredit course is the second in a series of two sequential courses that provide office terminology and computer skill sets needed for today's digital employee. Students gain more advanced skill sets using the Microsoft Office Suite. Not applicable to associate degree. Repeatable = Unlimited times (NG)

CAOT-920A  Beginning Word Processing I  
36.00 hrs lecture  
Units: 0.00  
This noncredit course allows students to develop a working knowledge of a word processing software program that includes editing text, formatting, saving, printing, and using spellcheck, thesaurus, tables, and images. Not applicable to associate degree. Repeatable = Unlimited times (CR)

CAOT-920B  Beginning Word Processing II  
36.00 hrs lab  
Units: 0.00  
This noncredit course allows students to acquire additional word processing functions within the word processing program for business application. Additional functions include adding tables, charts, images, and watermarks to documents. Mail merge, shading and formatting, Word Art, and more are also covered. Not applicable to associate degree. Repeatable = Unlimited times (CR)

CAOT-921A  Beginning Spreadsheet Software I  
36.00 hrs lecture  
Units: 0.00  
This is a noncredit introductory course in the use of spreadsheet software. Topics include basic functions and the development of spreadsheet models. Not applicable to associate degree. Repeatable = Unlimited times (CR)

CAOT-921B  Beginning Spreadsheet Software II  
36.00 hrs lab  
Units: 0.00  
This is a noncredit course introducing additional software function tools for creating spreadsheets for business applications. Not applicable to associate degree. Repeatable = Unlimited times (CR)

CAOT-922  Basics of Business Presentation Software  
36.00 hrs lecture  
Units: 0.00  
This noncredit course allows students to develop a working knowledge of a presentation software. The course includes tips and tricks to creating a successful business presentation. Not applicable to associate degree. Repeatable = Unlimited times (CR)

CAOT-923  Email for Business  
9.00 hrs lab  
Units: 0.00  
This noncredit introductory course teaches students how to use email for business. Students learn how to compose, save, print, and send email and attachments. Not applicable to associate degree. Repeatable = Unlimited times (CR)

Computer Science (CS)

Division: Science, Engineering, and Mathematics  
Academic Dean: Loretta Silverman  
Division Administrative Assistant: Irene Benavidez  
Location: Fremont campus, Room 1301L  
Phone number: 510-659-6191

This department offers Special Projects courses (CS-201, CS-202, and CS-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

CS-101  Introduction to Computers and Information Technology  
54.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: CNET-101  
Advisory: ENGL-151B  
Accepted For Credit: CSU & UC  
This course is a general introduction to the area of computers and information technology, and is designed for all students. This survey course examines a broad overview of topics including software, hardware, the networking of computer systems, information technology, and survey of programming languages. Students explore the implications of this technology with regard to today's information society. (GC)

CS-101A  Computer Applications I  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Cross-referenced Course: CAOT-101A  
Accepted For Credit: CSU  
This course is the first level in a three part series covering introductory to intermediate level skills and competency in the use of Microsoft Office Suite applications, along with mastery of keyboard touch-typing. Students are introduced to applications used in creating professional documents, worksheets, presentations, databases, and email. The applications covered in this course include Word, Excel, PowerPoint, and Outlook. (GR)

CS-102  Introduction to Computer Programming Using C++  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Prerequisite: MATH-152  
Advisory: CS-101 or CNET-101  
Accepted For Credit: CSU & UC  
This course is an introduction to computer programming. Its primary objective is to teach problem solving using the C++ programming language. Emphasis is placed on structured procedural programming with an introduction to object-oriented programming. This course is designed primarily for computer science and related transfer majors. (GR) C-ID COMP 122
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours</th>
<th>Prerequisite</th>
<th>Advisory</th>
<th>Cross-referenced Course</th>
<th>Accepted For Credit:</th>
<th>Description</th>
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<tbody>
<tr>
<td>CS-113</td>
<td>Discrete Structures</td>
<td>3.00</td>
<td>54.00</td>
<td>36.00 hrs lecture</td>
<td>36.00 hrs lab</td>
<td>CS-102</td>
<td>MATH-188</td>
<td>CSU &amp; UC</td>
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<tr>
<td>CS-116</td>
<td>Object-Oriented Programming Using C++</td>
<td>4.00</td>
<td>54.00</td>
<td>4.00 hrs lecture</td>
<td>54.00 hrs lab</td>
<td>CS-102</td>
<td>CSU &amp; UC</td>
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<tr>
<td>CS-118</td>
<td>Introduction to Assembly Language Programming</td>
<td>3.00</td>
<td>36.00</td>
<td>72.00 hrs lecture</td>
<td>72.00 hrs lab</td>
<td>CS-102</td>
<td>CSU &amp; UC</td>
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<tr>
<td>CS-124</td>
<td>Programming with Data Structures</td>
<td>3.00</td>
<td>36.00</td>
<td>72.00 hrs lecture</td>
<td>72.00 hrs lab</td>
<td>CS-102</td>
<td>CSU &amp; UC</td>
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<tr>
<td>CS-125</td>
<td>Introduction to Java Programming</td>
<td>4.00</td>
<td>54.00</td>
<td>54.00 hrs lecture</td>
<td>54.00 hrs lab</td>
<td>CS-101 or CNET-101</td>
<td>CSU &amp; UC</td>
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<tr>
<td>CS-133</td>
<td>Introduction to Statistical Software Programming</td>
<td>3.00</td>
<td>4.00</td>
<td>54.00 hrs lecture</td>
<td>54.00 hrs lab</td>
<td>CS-102</td>
<td>MATH-188</td>
<td>CSU &amp; UC</td>
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<tr>
<td>CS-137</td>
<td>Introduction to SQL</td>
<td>4.00</td>
<td>54.00</td>
<td>54.00 hrs lecture</td>
<td>54.00 hrs lab</td>
<td>CS-102</td>
<td>MATH-188</td>
<td>CSU</td>
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<tr>
<td>CS-146</td>
<td>Introduction to UNIX/Linux</td>
<td>3.00</td>
<td>36.00</td>
<td>54.00 hrs lecture</td>
<td>54.00 hrs lab</td>
<td>CS-102</td>
<td>CSU</td>
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<tr>
<td>CS-147</td>
<td>UNIX/Linux Shell Scripting</td>
<td>4.00</td>
<td>54.00</td>
<td>54.00 hrs lecture</td>
<td>54.00 hrs lab</td>
<td>CS-102</td>
<td>CSU</td>
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<tr>
<td>CS-151</td>
<td>Internet for Research</td>
<td>0.50</td>
<td>9.00</td>
<td>0.00 hrs lecture</td>
<td>9.00 hrs lecture</td>
<td>CS-102</td>
<td>CSU</td>
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CS-152  Data Communications
36.00 hrs lecture
Units: 2.00
Cross-referenced Course: CNET-152
Accepted For Credit: CSU
This course provides students with an overview of the concepts and fundamentals of data communication and computer networks. Topics to be covered include data communication concepts and techniques in a layered network architecture; communications switching and routing; types of communication; network congestion; network topologies; network configuration and management; network model components; layered network models (OSI reference model, TCP/IP networking architecture) and their protocols; and various types of networks (LAN, MAN, WAN, and wireless networks) and their protocols. (GC)

CS-162  XHTML
36.00 hrs lecture, 108.00 hrs lab
Units: 4.00
Advisory: CS-101, CNET-101, or CS-101A
Accepted For Credit: CSU
Students will use XHTML to create multimedia web pages using hypertext links, tables, frames, forms, cascading style sheets (CSS), JavaScript, and JavaScript objects and events. Other topics include Dynamic Hypertext Markup Language (DHTML) techniques and working with eXtensible Markup Language (XML) and eXtensible Stylesheet Language (XSL). (GC)

CS-170  Intermediate Java Programming
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Prerequisite: CS-125
Advisory: CS-102
Accepted For Credit: CSU & UC
This intermediate-level programming course is intended for those students who already have completed an introductory programming course. This course presents a comprehensive study of the object-oriented programming in Java. Fundamentals of encapsulation, inheritance, polymorphism, abstraction, method overloading and overriding, exception handling, GUI components, event handling, multimedia programming, and input/output streams are introduced. (GC)

CS-175  JavaScript for Web Development
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Advisory: CS-101
Accepted For Credit: CSU
This hands-on JavaScript programming course provides the knowledge necessary to design and develop dynamic web pages using HTML, CSS, JavaScript, and jQuery. The lessons familiarize the student with the basics of JavaScript, then move on to jQuery, the most popular JavaScript library, taking web programming to the next level of interactivity and ease of use. (GC)

Computers, Networks, and Emerging Technology (CNET)
Division: Science, Engineering, and Mathematics
Academic Dean: Loretta Silverman
Division Administrative Assistant: Irene Benavidez
Location: Fremont campus, Room 1301L
Phone number: 510-659-6191

This department offers a Special Projects course (CNET-201). Please see page 156 of this catalog for more information regarding Special Projects courses.

CNET-101  Introduction to Computers and Information Technology
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: CS-101
Advisory: ENGL-151B
Accepted For Credit: CSU & UC
This course is a general introduction to the area of computers and information technology, and is designed for all students. This survey course examines a broad overview of topics including software, hardware, the networking of computer systems, information technology, and survey of programming languages. Students explore the implications of this technology with regard to today's information society. (GC)

CNET-103  Introduction to Business Intelligence
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Advisory: Introduction to programming; general business knowledge
Accepted For Credit: CSU
Business Intelligence is a data analysis process which utilizes an integrated set of application systems, processes, and tools that transform raw data into meaningful and useful information for business analysis. Students will learn the fundamentals of business analysis and BI tools and processes that help businesses make strategic and tactical decisions based on data to improve operational efficiency, optimize business processes, identify new market trends, increase revenue, and gain competitive advantages. (GC)

CNET-104  Introduction to Emerging Technologies
54.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
This course provides an introduction to different emerging and evolving technologies that are used in the Information Technology (IT) industry. Students will learn the fundamental knowledge to understand trends in new and emerging information technologies and how these technologies are used in business. (GC)

CNET-105  IT Essentials (CompTIA A+)
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Accepted For Credit: CSU
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 CompTIA A+ certification exam. (GC) C-ID ITIS 110
CNET-107  IT Service Management (ITIL)  
S4.00 hrs lecture  
Units: 3.00  
Accepted For Credit: CSU  
The course is designed to introduce IT service systems in a variety of enterprise and service industry settings. The IT history and basic IT service methods will be reviewed. Students will learn about the key principles and concepts of IT Service Management and the basic concepts and definitions related to the Service Lifecycle. Students will gain knowledge of the ITIL (formerly known as Information Technology Infrastructure Library) terminology, structure, and basic concepts, and the core principles of ITIL practices for IT Service Management. (GC)

CNET-108  IT Project Management  
S4.00 hrs lecture  
Units: 3.00  
Accepted For Credit: CSU  
Learn the concepts and skills that build the foundations of project management—project integration, scope, time, cost, quality, human resources, communications, risk, and procurement—within an information technology (IT) environment. Prepare for industry certification. (GC)

CNET-114  How Technology Works  
S4.00 hrs lecture, S4.00 hrs lab  
Units: 4.00  
Cross-referenced Course: ENGI-114  
Accepted For Credit: CSU  
This course is intended for students of all disciplines who are interested in how everyday things work. This course is an introduction to some of the fundamental science concepts underpinning high technology, emphasizing everyday devices and practical experience, for the development of scientific and computer literacy. Students will experiment with technology to discover principles of science. Concepts such as force, work, energy, power, liquids and gasses, heat transfer, electricity, magnetism, electronics, and light are explored through experimentation and observation. Students will experience through class demonstrations and hands-on laboratories the concepts presented by the instructor. Phenomena such as how computers convert data, iPods transmit sound, air conditioners cool a room, solar heating panels capture heat, and how microwaves cook food are discussed. A laboratory session is included which offers students a chance to do experiments. A field trip to local tech industry displays is required. (GC)

CNET-120  VMware: Install, Configure, Manage  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU  
This hands-on training course explores installation, configuration, and management of VMware vSphere, which consists of VMware ESXi/ESX and VMware vCenter Server. Upon completion of this course students can take the examination to become a VMware Certified Professional. The course is based on vSphere: Install, Configure, Manage using the latest release of software available. (GC)

CNET-122A  Information Storage and Management - EMC  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU  
Students will learn about the transition from a Classic Data Center environment to Virtual Data Center and the Cloud virtualization at each layer—compute, storage, network, desktop, and application—along with business continuity in a VDC environment. Students will also learn Cloud computing basics, infrastructure components, service management activities, security concerns, and considerations for Cloud adoption. (GR)

CNET-122B  Cloud Infrastructure and Services  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Advisory: CNET-122A  
Accepted For Credit: CSU  
This course covers Cloud deployment and service models, Cloud infrastructure, and the key considerations in migrating to Cloud computing. This course also provides the required technology essentials across all domains—including server, storage, networking, applications, and databases—to help develop a strong understanding of virtualization and Cloud computing technologies. (GR)

CNET-132  Introduction to Data Analytics  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU  
This course will teach students about the data analytics software, such as Tableau desktop software application used for Big Data Analytics and Business Intelligence. Students will be introduced to the various different operations such as filters, calculations, creating sets, charting data, and creating great visuals that will help any business get more insight into the way the business is trending in order to make informed decisions on the future direction. (GC)

CNET-135  Oracle Database Administration  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU  
The Oracle Database Administration course teaches students about the Oracle Database architecture. Students discover how to effectively manage an Oracle database instance, configure the Oracle network environment, and perform database maintenance. (GC)

CNET-136  Oracle Database Backup and Recovery  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Advisory: CNET-135  
Accepted For Credit: CSU  
This course addresses backup and recovery techniques and examines various backup, failure, restore, and recovery scenarios for the Oracle database. (GC)

CNET-137  Introduction to SQL  
S4.00 hrs lecture, S4.00 hrs lab  
Units: 4.00  
Cross-referenced Course: CS-137  
Accepted For Credit: CSU  
This course covers the concepts of relational databases and powerful SQL. Students are taught to create and maintain database objects and to store, retrieve, and manipulate data. Demonstrations and hands-on practice reinforce the fundamental concepts. (GC)
CNET-138  PL/SQL Programming  
$4.00 \text{ hrs lecture, }$4.00 \text{ hrs lab}  
Units: 4.00  
Advisory: CNET-137  
Accepted For Credit: CSU  

Students will program in PL/SQL and use this programming language. Students will create PL/SQL blocks of application code that can be used by forms and reports. Students will create procedures, functions, and packages. (GC)  

CNET-140  Linux System Administration I (LPI-1)  
$4.00 \text{ hrs lecture, }$4.00 \text{ hrs lab}  
Units: 4.00  
Advisory: CNET-146  
Accepted For Credit: CSU  

This course is intended for students who want to learn about the Linux operating system and prepare to pass the Linux+ certification exam from CompTIA (Powered by LPI). The course provides comprehensive coverage of topics related to Linux certification, including Linux distributions, installation, administration, X-Windows, networking, and security. (GC)  

CNET-142  Introduction to Programming with Python  
$4.00 \text{ hrs lecture, }$4.00 \text{ hrs lab}  
Units: 4.00  
Accepted For Credit: CSU & UC  

This course is an introduction to computer programming using Python programming language. Using the popular Python programming language, students learn the use of basic Python constructs and standard libraries to develop software application programs. (GC)  

CNET-146  Introduction to UNIX/Linux  
36.00 \text{ hrs lecture, }$4.00 \text{ hrs lab}  
Units: 3.00  
Cross-referenced Course: CS-146  
Accepted For Credit: CSU  

This lecture/lab course introduces functions and features of the UNIX/Linux operating system, including origin and evolution; hardware and software; both command-line and graphical user interface; files and file system structure; system services; processes; background processing; scheduling; file security; the vi editor; file sharing; and redirection and piping. Students are also introduced to shell programming and a variety of UNIX/Linux command-line and graphical tools. (GR)  

CNET-147  UNIX/Linux Shell Scripting  
$4.00 \text{ hrs lecture, }$4.00 \text{ hrs lab}  
Units: 4.00  
Cross-referenced Course: CS-147  
Advisory: CS-102  
Accepted For Credit: CSU & UC  

This course introduces a variety of the tools and concepts used while working with a UNIX/Linux-based computer system. The course introduces UNIX shells, comparing and contrasting the major ones. Students will learn to write shell scripts using basic commands, regular expressions, vi, sed, and awk. They will then use those tools to write scripts for various shells such as the Bourne, C, Korn, and Bash shells. Other scripting tools such as Perl and Python will also be explored. Students will write shell script programs to exercise their understanding of tools and concepts. This course will be taught using a combination of lectures, demonstrations, discussions, and hands-on labs. (GR)  

CNET-152  Data Communications  
36.00 \text{ hrs lecture}  
Units: 2.00  
Cross-referenced Course: CS-152  
Accepted For Credit: CSU  

This course provides students with an overview of the concepts and fundamentals of data communication and computer networks. Topics to be covered include data communication concepts and techniques in a layered network architecture; communications switching and routing; types of communication; network congestion; network topologies; network configuration and management; network model components; layered network models (OSI reference model, TCP/IP networking architecture) and their protocols; and various types of networks (LAN, MAN, WAN, and Wireless networks) and their protocols. (GC)  

CNET-155A  Introduction to Networks (CCNA1)  
18.00 \text{ hrs lecture, }$126.00 \text{ hrs lab}  
Units: 3.00  
Advisory: CNET-105  
Accepted For Credit: CSU  

This course introduces the architecture, structure, functions, components, and models of the Internet and other computer networks. The course uses the OSI and TCP layered models to examine the nature and roles of protocols and services at the application, network, data link, and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. At the end of the course, students will build simple LAN topologies by applying basic principles of cabling; perform basic configurations of network devices, including routers and switches; and implement IP addressing schemes. This course is preparation for the CCENT and CCNA certification exams. (GC) C-ID ITIS 150  

CNET-155B  Routing and Switching Essentials (CCNA2)  
36.00 \text{ hrs lecture, }$72.00 \text{ hrs lab}  
Units: 3.00  
Advisory: CNET-155A  
Accepted For Credit: CSU  

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. This course is preparation for the CCENT and CCNA certification exams. (GC)  

CNET-156A  Scaling Networks (CCNA3)  
27.00 \text{ hrs lecture, }$27.00 \text{ hrs lab}  
Units: 2.00  
Advisory: CNET-155A and CNET-155B  
Accepted For Credit: CSU  

This is the third of the four courses that prepares students for the Cisco Certified Networking Associate (CCNA) certification. This course describes the architecture, components, operations of routers, and switches in a large and complex network. Students learn how to configure routers and switches for advanced functionality. 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. Students will also develop the knowledge and skills needed to implement DHCP and DNS operations in a network. (GC)
CNET-156B  Connecting Networks (CCNA4)  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Advisory: CNET-155A, CNET-155B, and CNET-156A  
Accepted For Credit: CSU  
This is the last of four courses that prepares students for the Cisco Certified Networking Associate (CCNA) certification. This course discusses the WAN technologies and network services required by converged applications in a complex network. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students learn how to configure and troubleshoot network devices and resolve common issues with data link protocols. Students also develop the knowledge and skills needed to implement IPSec and virtual private network (VPN) operations in a complex network. (GC)  

CNET-160A  MS Client Operating Systems  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU  
This course provides students with the knowledge and skills necessary to set up and support the current Windows Client Operating System and prepare for the corresponding Microsoft Windows 7 Solutions Associate (MCSA) exam. Students will get practical experience installing, administering, and troubleshooting this next-generation desktop environment. (GR)  

CNET-166  Windows Server - Advanced Services  
27.00 hrs lecture, 27.00 hrs lab  
Units: 2.00  
Advisory: CNET-162 and CNET-164  
Accepted For Credit: CSU  
This course covers advanced configuration of services necessary to deploy, manage, and maintain a Windows Server 2012 infrastructure, such as advanced networking services, file services, Active Directory Domain Services (AD DS), identity management, rights management, Federated services, network load balancing, failover clustering, business continuity and disaster recovery. (GC)  

CNET-170  Network Security (Security+)  
54.00 hrs lecture, 54.00 hrs lab  
Units: 4.00  
Accepted For Credit: CSU  
This course provides an in-depth study of Network Security fundamentals and provides a comprehensive overview of network security. Students will gain the knowledge and skills required to identify risk and participate in risk mitigation activities; provide infrastructure, application, operational, and information security; apply security controls to maintain confidentiality, integrity, and availability; identify appropriate technologies and products; and operate with an awareness of applicable policies, laws, and regulations. This course provides the foundation for students preparing to take the CompTIA Security+ certification exam. (GC)  

CNET-172  CCNA Security  
36.00 hrs lecture, 54.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU  
CCNA Security equips students with the knowledge and skills needed to prepare for entry-level security specialist careers. CCNA Security aims to develop an in-depth understanding of network security principles as well as the tools and configurations required to secure a network. The course prepares students for the Cisco CCNA Security certification exam. (GC)  

CNET-173  Ethical Hacking  
36.00 hrs lecture, 54.00 hrs lab  
Units: 3.00  
Advisory: CNET-155A and CNET-170  
Accepted For Credit: CSU  
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. These methodologies are presented within the context of properly securing the 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 receive a hands-on practical approach in penetration testing measures and ethical hacking. (GC)
CNET-174  Computer Forensics
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: CNET-170 and CNET-173
Accepted For Credit: CSU
This is an introductory course in Computer Forensics. Forensics Computing, Digital Forensics, or Computer Forensics is the name for a newly emerging field of study and practice that incorporates many areas of expertise. Some of these areas have been called network security, intrusion detection, incident response, infrastructure protection, disaster recovery, continuity planning, software engineering, cyber security, and computer crime investigation. It is an area of practice in public law enforcement at the federal, state, and local levels that deals with cyber crime, cyber vandalism, cyber predators, and cyber terrorism. In the private sector it deals with critical infrastructure such as business, hospitals, utilities transportation, finance, education, and other key institutions. (GC)

CNET-175  Cloud Security Fundamentals
$4.00 hrs lecture, $4.00 hrs lab
Units: 4.00
Accepted For Credit: CSU
Cloud computing, the cloud, is a model for enabling convenient, on-demand network access to a shared pool of configurable computing resources and applications over the Internet. In this course students will explore and understand how to secure a cloud environment. Students will learn about different cloud environments such as Software as a Service (SaaS), Platform as a Service (PaaS), and Infrastructure as a Service (IaaS), as well as learn the history of cloud computing and how cloud computing is being used today. (GC)

NONCREDIT CNET COURSES

CNET-901A  Introduction to Computers and Computer Literacy
$4.00 hrs lecture
Units: 0.00
This noncredit course is a general introduction to the area of computers and computer literacy. This course will cover a broad overview of topics including hardware and software terms, computer systems, and technology vocabulary. With technology growing quickly, keeping your computer skills up-to-date while maintaining proficiency in new basic computer skills is a great way to obtain and retain employment in any industry. Not applicable to associate degree. Repeatable = Unlimited times (NG)

CNET-901B  Introduction to Computer Systems and Computer Support
$4.00 hrs lecture
Units: 0.00
This noncredit course is a general introduction to computer hardware and software; how to build a computer; and how to troubleshoot computer issues. Not applicable to associate degree. Repeatable = Unlimited times (NG)

Consumer and Family Sciences (CFS)

Division: Social Sciences
Academic Dean: Ghada Al-Masri
Division Administrative Assistant: Sheila Holland
Location: Fremont campus, Room 3316J
Phone number: 510-659-6216

This department offers Special Projects courses (CAOT-201 and CAOT-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

CFS-109  Nutrition
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course studies the concepts and applications of nutrition in health and disease. Essential nutrients and their functions, food sources, requirements, digestion, absorption, and metabolism are covered. This course is recommended for pre-nursing and other health majors. (GC)

Deaf Preparatory Program (DEAF)

Division: Deaf Studies
Interim Academic Dean: Robert Gabriel
Division Administrative Assistant: Nora Chopelas
Location: Fremont campus, Room 6203
Phone number: 510-659-6269

This department offers Special Projects courses (DEAF-201 and DEAF-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

DEAF-120A  Developing Writing and Grammar Skills I
$4.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
This is the first of two courses (DEAF-120A and DEAF-120B) designed for students who wish to develop their English grammar and writing skills through practice and application. Students will have opportunities to apply basic grammar rules by completing interactive exercises, studying sentence parts, and writing simple sentences. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-120B  Developing Writing and Grammar Skills II
$4.00 hrs lecture
Units: 3.00
Advisory: DEAF-120A
This is the second of two courses (DEAF-120A and DEAF-120B) designed for students who wish to develop their English grammar and writing skills through practice and application. Students will have opportunities to apply basic grammar rules by completing interactive exercises, studying sentence construction, and writing sentences and paragraphs of increasing complexity. Taught in ASL. Not applicable to associate degree. (GR)
DEAF-121A  Building Writing and Grammar Skills I
$4.00 hrs lecture
Units: 3.00
This course is the first of two courses (DEAF-121A and DEAF-121B) designed for Deaf/Hard-of-Hearing students who wish to improve their grammar skills through practice and application at the high-beginning ESL level. Students will learn grammar rules through interactive exercises, studying sentence structure, performing error analysis, and writing sentences and paragraphs. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-121B  Building Writing and Grammar Skills II
$4.00 hrs lecture
Units: 3.00
Advisory: DEAF-121A
This course is the second of two courses (DEAF-121A and DEAF-121B) designed for Deaf/Hard-of-Hearing students who wish to further develop their grammar skills at the low-intermediate ESL level through practice and application. Students will apply grammar rules through interactive exercises, studying sentence structure, performing error analysis, and writing sentences and paragraphs of increasing complexity. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-130A  Reading and Vocabulary Development I
$4.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
This course is the first of two courses designed for students who wish to develop basic vocabulary and reading skills. Students discover the meanings of new vocabulary and develop basic reading skills through interactive exercises, examining the structure of basic reading passages, and making connections between the content and their own experiences. Taught in ASL. Not applicable to associate degree. (GC)

DEAF-130B  Reading and Vocabulary Development II
$4.00 hrs lecture
Units: 3.00
Advisory: DEAF-130A and ASL fluency
This course is the second of two courses designed for students who wish to develop basic vocabulary and reading skills. Students develop and strengthen vocabulary and basic reading skills through interactive exercises, examining the structure of reading passages, and making connections between the content and their own experiences. Taught in ASL. Not applicable to associate degree. (GC)

DEAF-131A  Reading and Vocabulary Building I
$4.00 hrs lecture
Units: 3.00
This course is the first of two courses designed for Deaf and Hard-of-Hearing students who wish to strengthen vocabulary, reading, writing, and critical thinking skills through practical application of these skills in realistic situations. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-131B  Reading and Vocabulary Building II
$4.00 hrs lecture
Units: 3.00
This course is the second of two courses designed for Deaf and Hard-of-Hearing students who wish to strengthen vocabulary, reading, writing, and critical thinking skills through practical application of these skills in realistic situations. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-152RW  Fundamentals of Reading and Writing I
90.00 hrs lecture
Units: 5.00
Corequisite: DEAF-152RWX
This course is the first of four intensive reading and writing courses designed to prepare students with good academic potential for college-level coursework. The course introduces the fundamentals of paragraph development, reading critically, and natural English expression. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-152RWX  Fundamentals of Reading and Writing I Supplement
36.00 hrs lecture
Units: 2.00
Corequisite: DEAF-152RW
This supplemental course for DEAF-152RW is designed to provide additional instruction and exposure to the skills used in paragraph development, critical reading, and grammar. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-157A  Fundamentals of English Composition I
$4.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
This course is the first of two intermediate ESL courses with emphasis on fundamental English composition skills. After studying a variety of model paragraphs, students are guided through the process of planning, composing, and revising their own writings. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-157B  Fundamentals of English Composition II
$4.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
This course is the second of two intermediate ESL courses with emphasis on fundamental English composition skills. After studying a variety of model writings, students are guided through the process of planning, composing, and revising their own paragraphs and essays. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-159A  Fundamentals of College Reading I
$4.00 hrs lecture
Units: 3.00
Prerequisite: ASL fluency
DEAF-159A is the first of two courses with an emphasis on fundamental reading and study techniques. Students learn to analyze a variety of printed materials including paragraphs, textbook passages, and news articles. The course is designed to introduce students to the reading process and academic study skills. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-159B  Fundamentals of College Reading II
$4.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
DEAF-159B is the second of two courses with an emphasis on fundamental reading and study techniques. Students learn to analyze a variety of printed materials including paragraphs, textbook passages, and news articles. The course is designed to guide students through the reading process and the development of academic study skills. Taught in ASL. Not applicable to associate degree. (GR)
DEAF-160A Personal and Social Awareness I
36.00 hrs lecture
Units: 2.00
Advisory: ASL fluency
This course is designed to provide Deaf and Hard-of-Hearing students with opportunities to explore personal, social, academic, and career aspirations. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-160B Personal and Social Awareness II
36.00 hrs lecture
Units: 2.00
Prerequisite: DEAF-160A
This course is a continuation of DEAF-160A and is designed to help Deaf and Hard-of-Hearing students explore issues relevant to college life. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-161 Introduction to the Deaf Community
54.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
This is a basic course on the culture of American Deaf people. Cultural norms of Deaf people are examined, current issues within the Deaf community are discussed, and community resources are presented. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-162RW Fundamentals of Reading and Writing II
54.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Corequisite: DEAF-162RWX
This course is the second of four intensive reading and writing courses designed to prepare students with good academic potential for college-level coursework. The course introduces the fundamentals of essay development, and emphasizes reading critically and natural English expression. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-162RWX Fundamentals of Reading and Writing II Supplement
36.00 hrs lecture
Units: 2.00
Corequisite: DEAF-162RW
This supplemental course for DEAF-162RW is designed to provide additional instruction and exposure to the skills used in paragraph and essay development, critical reading, and grammar. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-167 Introduction to Adobe Photoshop, Illustrator, and InDesign
54.00 hrs lecture, 18.00 hrs lab
Units: 4.00
Advisory: ASL fluency, basic computer skills, DEAF-157A, DEAF-159A
Introductory use of Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-168 Introduction to Digital Video Production
54.00 hrs lecture, 18.00 hrs lab
Units: 4.00
Advisory: ASL fluency, basic computer skills, DEAF-157A, DEAF-159A
This course is an introduction to digital video media production. The course will combine demonstrations, hands-on technical workshops, discussion, and critiques. Topics include pre-production, production, and post-production in the movie-making process. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-172RW College Reading and Writing Essentials I
90.00 hrs lecture
Units: 5.00
Corequisite: DEAF-172RWX
This course is the third of four intensive reading and writing courses designed to prepare students with strong academic potential for college-level coursework. The course introduces the fundamentals of documented essay writing, and emphasizes reading critically and natural English expression. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-172RWX College Reading and Writing Essentials I Supplement
36.00 hrs lecture
Units: 2.00
Corequisite: DEAF-172RW
This supplemental course for DEAF-172RW is designed to provide additional instruction and exposure to the skills used in documented essay development, critical reading, and grammar. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-175A IUPP Grammar I
54.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
This course is the first of a two-semester English grammar series designed for students who have an intermediate to advanced ESL knowledge of English sentence structure but who wish to strengthen their grammar and other language skills. Taught in ASL. Not applicable to associate degree. (GC)

DEAF-175B IUPP Grammar II
54.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
This course is the second of a two-semester English grammar series designed for students who have an intermediate to advanced ESL knowledge of English sentence structure but who wish to further strengthen and refine their grammar and other language skills. Taught in ASL. Not applicable to associate degree. (GC)

DEAF-182RW College Reading and Writing Essentials II
90.00 hrs lecture
Units: 5.00
Corequisite: DEAF-182RWX
This course is the fourth of four intensive reading and writing courses designed to prepare students with strong academic potential for college-level coursework. The course introduces the fundamentals of writing a research paper, and emphasizes reading critically and natural English expression. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-182RWX College Reading and Writing Essentials II Supplement
36.00 hrs lecture
Units: 2.00
Corequisite: DEAF-182RW
This supplemental course for DEAF-182RW is designed to provide additional instruction and exposure to the skills used in documented essay writing, development of a research paper, critical reading, and grammar. Taught in ASL. Not applicable to associate degree. (GR)
DEAF-188A  Intensive University Preparation: Academic Writing I
72.00 hrs lecture
Units: 4.00
Advisory: ASL fluency
This course is the first course in a two-semester program in writing with an emphasis on composition, critical reading skills, and the development of natural English expression. This course reviews the fundamentals of paragraph development and focuses on reading critically and writing well-developed and well-organized paragraphs and essays. The course is designed to prepare students with strong academic potential for college-level English composition and academic coursework. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-188B  Intensive University Preparation: Academic Writing II
72.00 hrs lecture
Units: 4.00
Advisory: ASL fluency
This course is the second course in a two-semester program in writing with an emphasis on composition, critical reading skills, and the development of natural English expression. This course reviews the fundamentals of essay development and focuses on reading critically and writing well-developed and well-organized paragraphs and essays. The course is designed to prepare students who are fluent in ASL for college-level English composition and academic coursework. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-189A  Intensive University Preparation: Academic Reading I
54.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
DEAF-189A is the first course of a two-semester academic reading program. This course provides an introduction to reading and study techniques. Students learn to analyze, annotate, and summarize a variety of printed materials including essays, news articles, and textbook chapters. The course is designed to prepare students for college-level coursework. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-189B  Intensive University Preparation: Academic Reading II
54.00 hrs lecture
Units: 3.00
Advisory: ASL fluency
DEAF-189B is the second course of a two-semester academic reading program. This course focuses on strengthening reading and research skills. Students analyze, annotate, and summarize readings of increasing length and complexity. The course is designed to prepare students for college-level coursework. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-191  Human Potential Seminar
36.00 hrs lecture
Units: 2.00
This course is specifically designed to help support the personal growth needs of Deaf and Hard-of-Hearing students finding their place as Deaf adults in a predominately hearing society. Emphasis will be on issues encountered in everyday life. Group and individual activities will encourage self-exploration, awareness, values clarification, conscious choice, decision making, and interpersonal communication. Taught in ASL. Not applicable to associate degree. (GR)

DEAF-311  Introduction to American Deaf Culture
$4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-151B and ENGL-163; ASL fluency
Accepted For Credit: CSU; Gallaudet
This course introduces American Deaf culture with historical and cultural overview of the American Deaf community and its language, American Sign Language (ASL). Fundamental sociological and anthropological theories will be discussed. Students will be given an opportunity to study and understand minority group dynamics, attitudes, and behavior characteristics of the oppressed and oppressor people, and the liberation movements. Analysis of the relationship of ASL to the history of American Deaf community will be conducted. Taught in ASL. (GC)

DEAF-312  Linguistics of ASL
$4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-151B and ENGL-163; ASL fluency
Accepted For Credit: CSU
This course is an introduction to the language of American Deaf people. Phonology, morphology, grammar, and semantics of American Sign Language are covered. Taught in ASL. (GR)

DEAF-330  Deaf Education
$4.00 hrs lecture
Units: 3.00
Cross-referenced Course: ASL-140
Advisory: Eligible for ENGL-151B and ENGL-163; ASL fluency
Accepted For Credit: CSU
This course has been designed to provide the student with a general orientation to Deaf education. The course provides an overview of the historical, philosophical, and social aspects of Deaf education. In addition, an orientation to problems, issues, research, legislation, and current trends in the field of education of the Deaf and Hard-of-Hearing students is provided. (GR)

DEAF-331  Counseling the Deaf
$4.00 hrs lecture
Units: 3.00
Advisory: ENGL-151B and ENGL-163; ASL fluency
Accepted For Credit: CSU
This course is designed to provide students with skills that are needed to work with Deaf and Hard-of-Hearing students in a school setting. Taught in ASL. (GR)

DEAF-332  Child Development and the Deaf Experience
$4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-151B and ENGL-163; ASL fluency
Accepted For Credit: CSU
This course provides students with an overview of child development theories as they relate to the Deaf experience. Taught in ASL. (GR)
**NONCREDIT DEAF COURSE**

**DEAF-965 Supervised Tutoring**  
72.00 hrs lab  
Units: 0.00  
Prerequisite: Referral by instructor  
Corequisite: Concurrent enrollment in the course for which the student needs academic support in order to succeed  
In this noncredit course students from referred courses receive supplemental academic support to reinforce course content and bolster academic skills. Under the supervision of qualified faculty in one of the college’s Learning Centers, peer tutors provide individual and/or group instruction to improve learning in areas of assessed need. Not applicable to associate degree. Repeatable = Unlimited times (NG)

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**Early Childhood Studies (ECS)**

**Division: Social Sciences**  
**Academic Dean: Ghada Al-Masri**  
**Division Administrative Assistant: Sheila Holland**  
**Location: Fremont campus, Room 3316J**  
**Phone number: 510-659-6216**

This department offers Special Projects courses (ECS-201, ECS-202, and ECS-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

**ECS-300 Principles and Practices of Teaching Young Children**  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU  
This course includes historical context and theoretical perspectives of developmentally appropriate practice in early care and education. The course examines the role of the early childhood educator; and identification of best practices for environmental design, curriculum, and teaching strategies. Teacher/child relationships, professional ethics, career pathways, and professional standards are also explored. (GR) C-ID ECE 120

**ECS-301 Childhood Growth and Development**  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ECS-300, ENGL-101A  
Accepted For Credit: CSU & UC  
This course examines the major physical, cognitive, social, and emotional developmental milestones for children from conception through adolescence. The emphasis is on interactions between maturational processes and environmental factors. Students observe children, evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. (GR) C-ID CDEV 100

**ECS-302 Introduction to Curriculum**  
72.00 hrs lecture  
Units: 4.00  
Advisory: ECS-300, ECS-301, ENGL-101A  
Accepted For Credit: CSU  
This course presents developmentally appropriate curriculum and environments for young children. It explores teaching strategies and curriculum development based on theoretical frameworks, observation, and assessment. The course emphasizes the teacher’s role in supporting development and learning across the curriculum, including all content areas. (GR) C-ID ECE 130

**ECS-303 Child, Family, and Community**  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ECS-300, ENGL-101A  
Accepted For Credit: CSU  
This course covers the processes of socialization focusing on the interrelationship of family, school, and community. The course examines the influence of multiple societal contexts, and explores the role of collaboration between family, community, and schools in supporting children’s development. (GR) C-ID CDEV 110

**ECS-304 Observation and Assessment**  
$4.00 hrs lecture, $4.00 hrs lab  
Units: 4.00  
Advisory: ECS-300, ECS-301, ENGL-101A  
Accepted For Credit: CSU  
This course includes the appropriate use of assessment and observation tools and strategies to document young children’s development and learning. This course emphasizes the use of findings to inform and plan learning environments and experiences. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored, along with strategies for collaboration with families and professionals. (GR) C-ID ECE 200

**ECS-305 Health, Safety, and Nutrition**  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ECS-300, ENGL-101A  
Accepted For Credit: CSU  
Laws, regulations, standards, policies, procedures, and best practices related to health, safety, and nutrition in early childhood settings are covered in this course. The course includes prevention strategies, nutrition, and meal planning for various ages, and planning educational experiences integrated into daily routines designed to teach children positive health, safety, and nutrition habits. (GR) C-ID ECE 220

**ECS-306 Guidance and Discipline of Young Children**  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU  
The principle of guidance and positive discipline based on contemporary research and child development is discussed in this course. Application of the principles of effective communication; understanding child development and behavior; appropriate limits and rules; and structuring problem solving and consequences are discussed. This course is appropriate for teachers, parents, and others working with children. (GC)
ECS-307A4  Practicum - Field Experience
36.00 hrs lecture, 108.00 hrs lab
Units: 4.00
Prerequisite: ECS-300, ECS-301, ECS-302, and ECS-303
Advisory: ENGL-101A
Accepted For Credit: CSU
Under guided supervision, students utilize practical classroom experiences to make connections between theory and practice; develop professional behaviors; and build a comprehensive understanding of children and families. Reflective practice is emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. (GR)
C-ID ECE 210

ECS-307B4  Intermediate Practicum - Field Work
36.00 hrs lecture, 108.00 hrs lab
Units: 4.00
Prerequisite: ECS-307A4
Advisory: ECS-300 and ENGL-101A
Accepted For Credit: CSU
This course continues direct experience working with and observing young children. Students will plan, implement, and evaluate program components and activities for young children. Students must complete this course in the Ohlone Child Care Lab. Students will perform the competencies of a teacher. (GR)

ECS-307C4  Practicum - Field Experience
36.00 hrs lecture, 108.00 hrs lab
Units: 4.00
Prerequisite: ECS-307A4
Advisory: ECS-300 and ENGL-101A
Accepted For Credit: CSU
This course offers direct experience working with and observing young children. Students will be trained in the planning, implementing, and evaluating of program components and activities for young children. Students must complete this course in the Ohlone Child Care Lab. Students will perform the competencies of a Head Teacher/Site Director. (GR)

ECS-308  Administration I: Programs in Early Childhood Education
$4.00 hrs lecture
Units: 3.00
Advisory: ECS-300, ECS-301, ECS-302, and ENGL-101A
Accepted For Credit: CSU
This course is an introduction to the administration of early childhood programs. The course covers program types, budget, management, regulations, laws, and the development and implementation of policies and procedures. The course also examines administrative tools, philosophies, and techniques needed to organize, open, and operate an early care and education program. (GR)

ECS-309  Teaching in a Diverse Society
$4.00 hrs lecture
Units: 3.00
Advisory: ECS-300, ENGL-101A
Accepted For Credit: CSU
This course examines the impact of various societal influences on the development of children's social identity. The course covers developmentally appropriate, inclusive, and anti-bias approaches. Self-examination and reflection on issues related to social identity, stereotypes, and bias are emphasized. (GR)
C-ID ECE 230

ECS-310  Music and Movement Curriculum for Young Children
$4.00 hrs lecture
Units: 3.00
Advisory: ECS-300, ECS-301, ECS-302, and ENGL-101A
Accepted For Credit: CSU
This course provides a survey of music, materials, and movement activities for young children (2-10 years). Students learn effective techniques for using songs, rhythm, instruments, creative dance, and games. The use of a variety of musical media and props will be demonstrated. (GR)

ECS-311  Art for the Young Child
$4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-101A; ECS-300, ECS-301, and ECS-302
Accepted For Credit: CSU
This course includes practice in using age-appropriate methods with commonly available creative art media for children of various developmental stages, infancy through eight years old. Students learn to make, collect, and use various materials to develop an understanding of how art expression and skills change as children mature. Evaluation and appreciation of art activities as opportunities for self-expression and sensory stimulation will be explored. (GR)

ECS-312  The Development of Literacy in Early Childhood
$4.00 hrs lecture
Units: 3.00
Advisory: ECS-300, ECS-301, and ENGL-101A
Accepted For Credit: CSU
This course examines how children gain oral language and listening skills leading to the development of writing and reading. The course includes curriculum development for an emergent literacy environment. (GR)

ECS-313  Science and Math Curriculum for Young Children
$4.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A and ECS-301
Accepted For Credit: CSU
This course provides guidelines for preparing math and science curriculum for the young child. Math and science interrelationships will be explored, as well as gender differences, current research, and the use of hands-on approach. (GR)

ECS-314  Literature for the Young Child
$4.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A and ECS-312
Accepted For Credit: CSU
This course examines in-depth experiences with literature for children ages 0-8. The course introduces students to the development of reading in young children. Students develop the extension of literature into other curriculum areas. (GR)

ECS-316  Curriculum and Strategies for Children with Special Needs
$4.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU
This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. The course focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. The course includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. (GR)
ECS-317  Infant and Toddler Development  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ECS-301 and ENGL-101A  
Accepted For Credit: CSU  
This course provides a study of infants and toddlers from pre-conception to age three, including physical, cognitive, language, social, and emotional growth and development. The course applies theoretical frameworks to interpret behavior and interactions between heredity and environment, and emphasizes the role of family and relationships in development. (GR)

ECS-320  Introduction to Family Child Care Homes  
18.00 hrs lecture  
Units: 1.00  
Advisory: ENGL-101A  
This course covers the operation of child care in a home setting. Topics include home setup; business practices and policies; program planning; parent relations; and communications. California licensing regulations are covered. (CR)

ECS-321  Administration II: Personnel and Leadership in Early Childhood Education  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ECS-300, ECS-308, ENGL-101A  
Accepted For Credit: CSU  
This course covers effective strategies for personnel management and leadership in early care and education settings. Included in the course are legal and ethical responsibilities, supervision techniques, professional development, and reflective practices for a diverse and inclusive early care and education program. (GR)

ECS-322  Adult Supervision and Mentoring in Early Care and Education Childhood Programs  
36.00 hrs lecture  
Units: 2.00  
Advisory: ECS-308 and ENGL-101A  
Accepted For Credit: CSU  
Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings are covered in this course. Emphasis is on the roles and development of early childhood professionals as mentors and leaders. (GR)

ECS-323  Care and Education for Infants and Toddlers  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ECS-301, ECS-317, and ENGL-101A  
Accepted For Credit: CSU  
This course applies current theory and research to the care and education of infants and toddlers in group settings. The coursework examines essential policies, principles, and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. (GR)

ECS-324  Parenting  
$4.00 hrs lecture  
Units: 3.00  
Advisory: Eligible for ENGL-151B  
Accepted For Credit: CSU  
This introductory course is an exploration of the role and relationships involved in parenting. The course explores the historical context and changes in perceptions and responsibilities assigned to parents in American society. Topics include history of parenting; parenting styles; beliefs and values; skills and methods; relationships; and basic child development. (GR)

ECS-325A  Workshop Series for Parents and Teachers  
9.00 hrs lecture  
Units: 0.50  
This course is a workshop for parents and teachers covering specific topics in the field of Early Childhood Studies. The theme and content varies and is determined by the Early Childhood Studies instructors. Not applicable to associate degree. (CR)

ECS-327  School Age Child Development  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ECS-302, ENGL-101A  
Accepted For Credit: CSU  
This course is an examination of the developing child 5-12 years of age. The course focuses on the developmental characteristics: physical, socio-emotional, cognitive, creative, and cultural while examining teaching emphasis for this age group. (GR)

ECS-328  Curriculum for the School Age Child  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ECS-301, ECS-302, ENGL-101A  
Accepted For Credit: CSU  
This course studies the fundamentals of planning, implementing, and evaluating curriculum for programs serving school-age children and their families. The emphasis is on developing and providing age appropriate activities, environment, and relationships in the context of an integrated and active curriculum. (GR)

ECS-330  Second Helping for Family Childcare Providers  
36.00 hrs lecture  
Units: 2.00  
Prerequisite: ECS-320 and 18 months experience in a licensed program  
This is the second course for family childcare providers. It covers the role of the provider, the task of managing, relationships between care givers and parents, and providing environments for children. (GC)

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**Did you know??**

$1.6 million is the average lifetime earnings of a graduate with an associate’s degree, $400,000 more than for a high school graduate.  
*Source: Community College League of California*
**Engineering (ENGI)**

**Division:** Science, Engineering, and Mathematics  
**Academic Dean:** Loretta Silverman  
**Division Administrative Assistant:** Irene Benavidez  
**Location:** Fremont campus, Room 1301L  
**Phone number:** 510-659-6191

This department offers Special Projects courses (ENGI-202 and ENGI-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

**ENGI-101 Introduction to Engineering**  
36.00 hrs lecture, 54.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU & UC  
This course explores the field of engineering and its different branches. The course provides hands-on design projects including experimentation, team work, ethics, and the application of basic scientific principles to practical situations. (GR)

**ENGI-111 Programming and Problem-Solving in MATLAB**  
36.00 hrs lecture, 54.00 hrs lab  
Units: 3.00  
**Prerequisite:** MATH-101A  
**Advisory:** ENGL-101A  
Accepted For Credit: CSU & UC  
This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based, problem-solving methods relevant to science and engineering. The course introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Examples and assignments in the course are drawn from practical applications in engineering, physics, and mathematics. (GR) C-ID ENGR 220

**ENGI-114 How Technology Works**  
$4.00$ hrs lecture, $5.00$ hrs lab  
Units: 4.00  
**Cross-referenced Course:** CNET-114  
**Accepted For Credit:** CSU  
This course is intended for students of all disciplines who are interested in how everyday things work. This course is an introduction to some of the fundamental science concepts underpinning high technology, emphasizing everyday devices and practical experience, for the development of scientific and computer literacy. Students will experiment with technology to discover principles of science. Concepts such as force, work, energy, power, liquids and gasses, heat transfer, electricity, magnetism, electronics, and light are explored through experimentation and observation. Students will experience through class demonstrations and hands-on laboratories the concepts presented by the instructor. Phenomena such as how computers convert data, iPods transmit sound, air conditioners cool a room, solar heating panels capture heat, and how microwaves cook food are discussed. A laboratory session is included which offers students a chance to do experiments. A field trip to local tech industry displays is required. (GC)

**ENGI-115 Engineering Graphics and Design**  
$4.00$ hrs lecture, $5.00$ hrs lab  
Units: 4.00  
**Advisory:** MATH-151  
Accepted For Credit: CSU & UC  
This course covers the principles of graphic expression by means of technical sketching and computer aided drafting using AutoCAD. (GR)

**ENGI-120 Engineering Mechanics - Statics**  
$4.00$ hrs lecture  
Units: 3.00  
**Prerequisite:** MATH-101B and PHYS-140  
Accepted For Credit: CSU & UC  
This course is a study of force systems and equilibrium in two- and three-dimensional structures, distributed forces, friction, and virtual work. (GR)

**ENGI-130 Electric Circuit Analysis**  
$4.00$ hrs lecture, $5.00$ hrs lab  
Units: 4.00  
**Prerequisite:** MATH-101B and PHYS-141  
Accepted For Credit: CSU & UC  
This course is a study of DC and AC linear circuits and transient and steady state analysis. Experimental techniques, instrumentation, and circuit simulation will be covered in the lab. (GR)

**ENGI-135 Introduction to Robotics and Automated Systems**  
$4.00$ hrs lecture, $5.00$ hrs lab  
Units: 4.00  
**Advisory:** Eligible for ENGL-151B, ENGL-163, MATH-151  
Accepted For Credit: CSU  
Students who take this course will understand how scientific innovations like robots and automated systems can affect their lives, either directly or indirectly. This course describes the functional hardware and software components of robotic and automated systems. Students will experience how scientific principles and methods are applied in designing and building robotic and automated systems. (GC)
ENGI-140 Materials Engineering
$4.00 hrs lecture, $4.00 hrs lab
Units: 4.00
Prerequisite: CHEM-101A and PHYS-140
Accepted For Credit: CSU & UC
This course covers atomic and crystal structures; imperfections; diffusion and relation between microstructure and the properties of engineering materials such as metals, polymers, ceramics, and composites; phase equilibrium and transformations; mechanical, electrical, thermal, magnetic, and optical properties; corrosion and material degradation. (GR)

ENGI-150 Dynamics
$4.00 hrs lecture
Units: 3.00
Prerequisite: ENGI-120
Accepted For Credit: CSU & UC
This course explores the fundamentals of kinematics and kinetics of particles and rigid bodies. Topics include kinematics of particle motion; Newton's second law, work-energy, and momentum methods; kinematics of planar motions of rigid bodies; work-energy and momentum principles for rigid body motion; and introduction to mechanical vibrations. (GR)

NONCREDIT ENGI COURSES

ENGI-915 Advanced AutoCAD
27.00 hrs lecture, 27.00 hrs lab
Units: 0.00
Advisory: Fundamental knowledge of AutoCAD
This noncredit course covers advanced topics in engineering design and computer aided drafting using AutoCAD. Topics include dynamic blocks; blocks with attributes; creating customized forms and title blocks; 3D modeling; solid modeling; surface modeling; working with layers; and working with object properties. Students work on architectural, mechanical, and civil projects. This course prepares students for the professional exam for Autodesk AutoCAD. It is strongly recommended that students have fundamental knowledge of AutoCAD such as 2D drawings and other familiarity with basic AutoCAD commands. Not applicable to associate degree. Repeatable = Unlimited times (NG)

ENGI-916 Introduction to SolidWorks
27.00 hrs lecture, 27.00 hrs lab
Units: 0.00
This noncredit course provides an introduction to graphics and design using SolidWorks CAD software. Students learn to draw 2D and 3D objects, parts, and assemblies; and present professional drawings for manufacturing or 3D printing. Not applicable to associate degree. Repeatable = Unlimited times (NG)

Engineering Technology (ETEC)

ETEC-106 Electronics for Technology
36.00 hrs lecture, $4.00 hrs lab
Units: 3.00
Advisory: MATH-151 and MATH-181
Accepted For Credit: CSU
This course is an introduction to electricity and electronic devices. Students will learn the basic theory of electricity and apply that knowledge to build, test, and troubleshoot electrical circuits. In the lab students will learn to operate the test and measurement instrumentation necessary to support construction of electrical circuits. (GR)

ETEC-107 Properties of Materials
18.00 hrs lecture, 27.00 hrs lab
Units: 1.50
Accepted For Credit: CSU
This course surveys materials, properties, and applications for technicians. Topics will include a brief introduction to the properties of metals, polymers, ceramics, and composites. (GC)

ETEC-110 Additive Manufacturing
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
This is an introductory course into the world of additive manufacturing. Emphasis is given to the most common process in additive manufacturing technique such as 3-D printing of polymers. 3-D Laser Scanning and Laser Cutting is integrated to make the digital signature of parts. In addition to theoretical knowledge, students are expected to gain practical experience by manufacturing sample parts in the lab. The course integrates a project-based learning model which develops elements of creative thinking and problem solving used in prototype building and the manufacturing process. (GC)

ETEC-112 Manufacturing Processes
18.00 hrs lecture, $4.00 hrs lab
Units: 2.00
This is an introductory course in manufacturing and manufacturing processes. This course exposes students to manufacturing of materials, mechanical properties, and processes involved in the industrial sector. Emphasis is given to processes which are more common in the industry, such as reverse engineering; rapid prototyping; plastics and composites; metal forming and generating tool paths; and casting. In addition to verbal understanding of the issues, mathematical models describing the processes of manufacturing are covered briefly in order for students to understand the relations between the parameters involved in the processes. In addition to theoretical knowledge, students are expected to gain practical experience by manufacturing sample parts in the lab. (GR)
ETEC-113 Safety in Industry  
18.00 hrs lecture  
Units: 1.00  
This course emphasizes CAL-OSHA (California General Industry Safety Orders) standards and benefits of accident prevention. Students gain an understanding of personal protective clothing and equipment; industrial housekeeping; and safety when handling and storing materials, tools, and equipment. The implications of accidents such as loss of productivity; morale; and real and intangible costs relating to accidents are also discussed. (GC)

ETEC-116 Computer Assisted Machining Programming  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Advisory: MATH-181  
Computer Assisted Machining Programming is a course that engages students with Machine Shop specific software programming topics. These topics include application of Computer Aided Manufacturing (CAM) systems for development of computer numerical control (CNC) programs for complex two- and three-axis machined parts. Use of 3-D graphics and part verification software systems are also explored. (GR)

ETEC-117 Fabrication Techniques  
27.00 hrs lab  
Units: 0.50  
This course provides laboratory experience in fabrication principles utilized in the electronics and computer technology fields. Topics included are familiarization and usage of hand tools; basic lathe and milling machine tools; sheet metal tools; soldering techniques; wire wrapping; drilling/tapping procedures; and fabricating enclosures to spec. Students learn to use vernier calipers; corner notchers; pan and brake; drill press; band saw; and belt sanders. Students complete lab projects to demonstrate their proficiency in basic fabrication techniques. (GC)

ETEC-121 Work-Based Project  
18.00 hrs lecture, 108.00 hrs lab  
Units: 3.00  
Advisory: ENGI-101 and ENGI-115  
The course utilizes industrial-level engineering technology based projects under the direction of faculty and/or industrial liaison representative. Students are provided the opportunity to demonstrate the full spectrum of their learning (including engineering design, prototyping, troubleshooting, problem solving, critical thinking, and effective technical communications) which facilitates their transition into industry. (GC)

ETEC-124 Introduction to Internet of Things  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.50  
Advisory: MATH-181  
This course explores Internet of Things (IoT) technologies with emphasis on manufacturing applications. Students learn about Industrial Internet of Things, Cloud Computing, and Smart Data. (GC)

ETEC-126 Industrial Internet of Things-Industry Standard 4.0  
36.00 hrs lecture, 54.00 hrs lab  
Units: 3.00  
Advisory: MATH-181  
This course explores smart production line technologies that constitute a smart factory. Students learn about Industry 4.0 architecture; Digitization and Smart Data; Smart Manufacturing Principles; Industry 4.0 Lean manufacturing; and the Internet of Things (IoT) as it applies to manufacturing. (GC)

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English (ENGL)  
Division: Language, Communication, and Academic Success  
Academic Dean: Mark Lieu  
Division Administrative Assistant: Dana Pope  
Location: Fremont campus, Room 3420K  
Phone number: 510-659-6173

This department offers Special Projects courses (ENGL-201, ENGL-202, and ENGL-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

ENGL-101A Reading and Written Composition  
$4.00 hrs lecture, $4.00 hrs lab  
Units: 4.00  
Prerequisite: Placement; or ENGL-151RW; or ENGL-151B and ENGL-163  
Accepted For Credit: CSU & UC  
This course focuses on reading and writing of expository and argumentative works and introduction to research skills and documentation to develop the ability to think critically and advocate ideas forcefully and accurately. Students will increase practical fluency by developing sentence, paragraph, thesis, and essay writing skills. (GR) C-ID ENGL 100

ENGL-101AX Reading and Written Composition Supplement  
36.00 hrs lecture  
Units: 2.00  
Corequisite: ENGL-101A  
This supplemental course for English 101A is intended to provide additional instruction in college-level reading, writing, and critical thinking. Not applicable to associate degree. (GR)

ENGL-101B Reading and Composition (Introduction to Literature)  
72.00 hrs lecture  
Units: 4.00  
Prerequisite: ENGL-101A  
Accepted For Credit: CSU & UC  
Students will read and evaluate literature in a critical, logical way. The emphasis will be upon critical analysis of literary works (novels, short story, poetry, and drama) and upon the students' development of an appreciation of literature. (GR) C-ID ENGL 120

ENGL-101C Critical Thinking and Composition  
$4.00 hrs lecture  
Units: 3.00  
Prerequisite: ENGL-101A  
Accepted For Credit: CSU & UC  
Students will learn critical thinking skills and use them to read and evaluate essays in a precise, logical way. The emphasis will be upon critical analysis and upon the students' development of effective, written arguments. (GR) C-ID ENGL 105

ENGL-104 The Short Story  
$4.00 hrs lecture  
Units: 3.00  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
Students will read and discuss a wide variety of short stories. The short story is seen as a reflection of historical and contemporary concerns, as a happy entertainment alternative to television, and as a traditional and experimental literary form. (GC)
ENGL-106  Reading Banned Books  
$4.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: JOUR-106  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
This course provides a study of literature that has been banned or censored. (GR)

ENGL-107  Literature and Film  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
“Lights, camera, action!” Hundreds of works of literature have been made into films, with varying degrees of success. If you've ever been disappointed (or thrilled) by the film version of a book you’ve read, you know that film adaptations range from “two thumbs way up” to “had me gagging on my popcorn.” This course will examine the relationships between literature and film, comparing and contrasting the two media. (GC)

ENGL-109  The Graphic Novel  
$4.00 hrs lecture  
Units: 3.00  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
This course examines graphic novels and related literature genres about characters from various ethnic, cultural, socio-economic, historical, and geo-political backgrounds. These graphic novels will be analyzed with a focus on language, art, design, ideology, and content in order to explore the genre of the graphic novel as an art form as well as to recognize the undercurrent of themes running through this form of literature. Studying the artists' works and examining the historical, social, psychological, and cultural forces shaping the literary and artistic form of the graphic novel will allow students to become aware of this genre of literature as a unique contribution to the study of literature and art. (GC)

ENGL-111A  Beginning Creative Writing  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course includes experimentation with creative principles such as fiction, non-fiction, drama, poetry, and a critical analysis of the student's work. (GC) C-ID ENGL 200

ENGL-111B  Intermediate Creative Writing  
$4.00 hrs lecture  
Units: 3.00  
Prerequisite: ENGL-111A  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course provides students the opportunity to experiment with creative principles such as fiction, non-fiction, drama, and poetry, and provides a critical analysis of the student’s work. (GC)

ENGL-112  Modern Fiction  
$4.00 hrs lecture  
Units: 3.00  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
The themes of love and sexuality, family conflict, coming of age, and the individual in society are explored in the fiction of modern and contemporary writers. (GR)

ENGL-113  Poetry  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course examines traditional and contemporary poetry and poets in a critical and logical way which will lead to a greater understanding and appreciation of poetry. (GC)

ENGL-114  World Mythology  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course is a study of significant myths and legends with emphasis on Greek/Roman, Nordic (Norse), and another Indo-European mythological system. Students also study other mythological systems of various cultures through independent research. The focus of this course is on literature. (GR)

ENGL-115  Women in Literature  
$4.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: WS-115  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
Students will read, discuss, and write about short stories, novels, poetry, drama, and essays of British and American women writers past and present. (GR)

ENGL-118  Introduction to Shakespeare  
$4.00 hrs lecture  
Units: 3.00  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
This course introduces the students to the Elizabethan era, to drama as a literary form, and to the plays and poems of William Shakespeare. (GC)
ENGL-120A  Survey of American Literature: Beginning to 1865
54.00 hrs lecture
Units: 3.00
Prerequisite: ENGL-151B and ENGL-163; or ENGL-151RW
Accepted For Credit: CSU & UC
This course focuses on the literary productions of America from its beginning to 1865. Students will read and discuss American oral traditions, short stories, poetry, drama, and novels and will become familiar with great American writers. (GC) C-ID ENGL 130

ENGL-120B  Survey of American Literature: 1865 to Present
54.00 hrs lecture
Units: 3.00
Prerequisite: ENGL-151B and ENGL-163; or ENGL-151RW
Accepted For Credit: CSU & UC
This course focuses on American literature from 1865 to the present: Transcendentalism, Modernism, and Postmodernism. Students will read and discuss classic American short stories, poetry, drama, and novels and will become familiar with great American writers. (GR) C-ID ENGL 135

ENGL-121  The Mystery: Unlocking Its Secrets
54.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
The course explores the mystery genre by introducing students to various works of past and contemporary British and American authors and by introducing students to the various sub-genres such as cozies, amateurs, police procedurals, forensics, and private investigators. (GC)

ENGL-122  Environmental Literature
54.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course is a survey of environmental writing reflecting the changing relationship between humans and their environment through time. Readings will cover a range of eras and philosophies, including Native American creation tales; narratives from the Age of Conquest; poetry and fiction from the Romantic Era; early environmental essays from the 19th and 20th centuries; and current environmental writing. Students will read a variety of literary and non-fiction texts from Thoreau, Muir, Leopold, Stegner, Carson, Abbey, Pollan, and others. (GC)

ENGL-123  Contemporary World Literature
54.00 hrs lecture
Units: 3.00
Prerequisite: Eligible for ENGL-101A
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
Contemporary World Literature presents a contemporary overview of literature from most major cultures, continents, and literary traditions. The course explores short stories and excerpts from world-renowned authors on various themes and delves into the way different cultures and writers see their internal and external worlds in relation to their sense of self. The primary focus is on diverse and multicultural texts, with an emphasis on gender, post colonialism, memoir, magic realism, indigenous peoples, migrants, and self-reflection. Students are expected to do background research on the culture or theme of their interest. (GC)
ENGL-125A  English Literature: From the Middle Ages to the Restoration/18th Century
$4.00 hrs lecture
Units: 3.00
Prerequisite: ENGL-151B and ENGL-163; or ENGL-151RW
Accepted For Credit: CSU & UC
The course encompasses several revolutions in style and sensibility that have shaped English literature from Beowulf through the Middle Ages, the 16th century, the 17th century, and the Restoration/Early 18th century. (GR) C-ID ENGL 160

ENGL-125B  English Literature: From Romanticism to Modernism
$4.00 hrs lecture
Units: 3.00
Prerequisite: ENGL-151B and ENGL-163; or ENGL-151RW
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course encompasses several revolutions in style and sensibility that have shaped English literature from the Romantic nature poets like Wordsworth, Keats, and Shelley to Modernist writers like James Joyce, Virginia Woolf, and T.S. Eliot. (GR) C-ID ENGL 165

ENGL-127  Autobiography: Writing Journals and Memoirs
$4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU
This is an autobiography and memoir course for those who wish to write about their personal and family experiences in journals and memoirs. The course encourages students to remember, consider, and write about their own and their family's past and present; to learn basic research techniques; to organize their material; and to write effectively. Students will also discuss extracts from published autobiographical works. (GC)

ENGL-129  Psychology and Literature
$4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU
This course focuses on a variety of major psychological issues as they emerge from the close study of character, conflict, and motivation in literature. Common themes will include attachment and identity, childhood, family conflict, sexuality and romantic love, stages of adulthood, and awareness of death. Major psychological theorists such as Freud, Piaget, and Erikson will be presented and their theories applied to the texts being analyzed and discussed. (GC)

ENGL-130  American Stories: Multicultural Autobiography and Memoir
$4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU & UC
This course explores the lives of multicultural Americans, such as Native Americans, African Americans, Asian Americans, and Latinos, as told through autobiography or memoir. (GC)

ENGL-131  Hip Hop/Slam Poetry
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
This is a creative writing course in which students write and perform hip hop and slam poetry that expresses their thoughts about the world. (GC)

ENGL-141  Advanced Novel and Short Story Writing
$4.00 hrs lecture
Units: 3.00
Prerequisite: ENGL-111B
Accepted For Credit: CSU
Advisory: Eligible for ENGL-101A
This course provides students who have taken at least one creative writing course with an opportunity to focus on fine-tuning their creative writing skills; finish their novels, memoirs, and/or short stories; and prepare their work for publication. (GC)

ENGL-151A  Fundamentals of Composition
$4.00 hrs lecture, $4.00 hrs lab
Units: 4.00
Prerequisite: ESL-184RW or appropriate skill level demonstrated through the placement test process
Advisory: Concurrent enrollment in ENGL-162
This course focuses on fundamentals of English grammar, punctuation, and acceptable usage as applied to writing clear sentences, paragraphs, and informal essays. Not applicable to associate degree. (GR)

ENGL-151B  Fundamentals of Composition
$4.00 hrs lecture, $4.00 hrs lab
Units: 4.00
Advisory: ESL-184RW; concurrent enrollment in ENGL-163
This course reviews fundamentals of English grammar, punctuation, and sentence structure and focuses on reading critically and writing well-developed and well-organized paragraphs and essays (descriptive, expository, and argumentative). Not applicable to associate degree. (GR)

ENGL-151RW  Introduction to College Reading and Writing
9.00 hrs lecture
Units: 5.00
This intensive reading and writing course is designed for students to be successful in college-level courses. The course focuses on reading analytically, thinking critically, and writing academic essays. Not applicable to associate degree. (GR)

ENGL-156  Introduction to Report and Technical Writing
$4.00 hrs lecture
Units: 3.00
Advisory: ENGL-151B, BA-116, or equivalent writing experience
Accepted For Credit: CSU
This course focuses on the basics of technical writing and covers how to write effective workplace documents such as memos, procedures, and reports, as well as formal proposals. (GR)

ENGL-162  Developmental Reading
$4.00 hrs lecture, $4.00 hrs lab
Units: 4.00
English 162 is an introduction to college reading and study techniques. Students learn to analyze, annotate, and respond to a variety of college readings, including essays, textbook chapters, news articles, and stories. The course's emphasis is on analytical reading: recognizing main ideas, discerning underlying patterns of thought, making inferences, and drawing conclusions. Not applicable to associate degree. (GR)
ENGL-163  Techniques of College Reading
$4.00 hrs lecture, $4.00 hrs lab
Units: 4.00
ENGL-163 is the most advanced in the series of reading and study skills courses. In this course, students will develop college level skills in vocabulary, comprehension, critical reading and thinking, study strategies, and written response to reading. Not applicable to associate degree. (GR)

ENGL-172  Vocabulary Improvement
$4.00 hrs lab
Units: 1.00
This course is designed for students of all levels of achievement who wish to improve their vocabulary through an individualized program. Materials are assigned after pretesting. Not applicable to associate degree. (GR)

ENGL-173  Improvement of Learning Techniques
$4.00 hrs lab
Units: 1.00
This course is for students who wish to improve learning through individualized practice of effective reading, studying, and listening. Course materials are assigned after pretesting. Not applicable to associate degree. (GR)

ENGL-174  Spelling Improvement
$4.00 hrs lab
Units: 1.00
This course is for students who wish to improve spelling skills through individualized practice. Course materials are assigned after pretesting. Not applicable to associate degree. (GR)

ENGL-175  Reading and Comprehension Improvement
$4.00 hrs lab
Units: 1.00
This course is for students who wish to improve reading comprehension through individualized work on specific weaknesses. Course materials are assigned after pretesting. Not applicable to associate degree. (GC)

ENGL-176  Rapid Reading
$4.00 hrs lab
Units: 1.00
Advisory: Ninth grade reading comprehension level
This course is for students who have at least a ninth grade level of comprehension and who wish to increase reading rate while maintaining or improving their level of comprehension. Materials are assigned after pretesting. Not applicable to associate degree. (GR)

ENGL-965  Supervised Tutoring
72.00 hrs lab
Units: 0.00
Prerequisite: Referral by instructor
Corequisite: Concurrent enrollment in the course for which the student needs academic support in order to succeed
In this noncredit course students from referred courses receive supplemental academic support to reinforce course content and bolster academic skills. Under the supervision of qualified faculty in one of the college’s Learning Centers, peer tutors provide individual and/or group instruction to improve learning in areas of assessed need. Not applicable to associate degree. Repeatable = Unlimited times (NG)

ENGL-965  supervised tutoring
72.00 hrs lab
Units: 0.00
Prerequisite: Referral by instructor
Corequisite: Concurrent enrollment in the course for which the student needs academic support in order to succeed
In this noncredit course students from referred courses receive supplemental academic support to reinforce course content and bolster academic skills. Under the supervision of qualified faculty in one of the college’s Learning Centers, peer tutors provide individual and/or group instruction to improve learning in areas of assessed need. Not applicable to associate degree. Repeatable = Unlimited times (NG)
ESL-183LS  Listening and Speaking, Level III (High Intermediate)  
90.00 hrs lecture  
Units: 5.00  
Prerequisite: ESL-182LS, ESL-982LS, or placement through the ESL placement process  
This course is designed to help non-native speakers develop high-intermediate listening and speaking skills in American English, with an emphasis on fluency, comprehension, vocabulary development, verb tenses, beginning note-taking, and sentence structure. Not applicable to associate degree. (GC)

ESL-183RW  Reading and Writing, Level III (High Intermediate)  
90.00 hrs lecture  
Units: 5.00  
Prerequisite: ESL-182RW, ESL-982RW, or placement through the ESL placement process  
This course is designed to help non-native speakers develop high-intermediate reading and writing skills in American English, with an emphasis on fluency, vocabulary development, verb tenses, and basic sentence structure. Not applicable to associate degree. (GC)

ESL-184LS  Listening and Speaking, Level IV (Advanced)  
54.00 hrs lecture  
Units: 3.00  
Prerequisite: ESL-183LS, ESL-983LS, or placement through the ESL placement process  
This course is designed to help non-native speakers develop advanced listening and speaking skills for academic purposes. The course includes practice in listening, note-taking, and responding to academic lectures and other presentations (e.g., Ted Talks) through group discussions, debates, oral presentations, and impromptu speeches. Attention is paid to aural/oral fluency, vocabulary development, and strategies for successful interaction in an academic or professional context. This is the fourth and highest level of the ESL listening/speaking sequence. Not applicable to associate degree. (GC)

ESL-184RW  Reading and Writing, Level IV (Advanced)  
90.00 hrs lecture  
Units: 5.00  
Prerequisite: ESL-183RW, ESL-983RW, or placement through the ESL placement process  
This course is designed to help non-native speakers develop advanced reading, writing, vocabulary, and grammar skills for academic English, including an introduction to writing essays. The course is part of the third level of the ESL sequence, and is designed for non-native speakers of English. Not applicable to associate degree. (GC)

ESL-981LS  Listening and Speaking, Level I (Low Intermediate)  
90.00 hrs lecture  
Units: 0.00  
This noncredit course is designed to develop communication skills in American English. The course is open to students whose native language is not English. There is practice in the skills of listening and speaking with an emphasis on fluency and vocabulary development. Not applicable to associate degree. Repeatable = Unlimited times (GC)

ESL-981RW  Reading and Writing, Level I (Low Intermediate)  
90.00 hrs lecture  
Units: 0.00  
Advisory: Placement through the ESL placement process  
This noncredit course is designed to develop basic reading, vocabulary, grammar, and paragraph-writing skills in American English. The course is part of the first level of the ESL sequence, and is designed for non-native speakers of English who can already read, write, and communicate in simple English related to everyday life. Not applicable to associate degree. Repeatable = Unlimited times (GC)

ESL-982LS  Listening and Speaking, Level II (Intermediate)  
90.00 hrs lecture  
Units: 0.00  
Prerequisite: ESL-981LS, ESL-18LS, or placement through the ESL placement process  
This noncredit course is designed to help non-native speakers develop intermediate listening and speaking skills in American English, with an emphasis on fluency, vocabulary development, verb tenses, and basic sentence structure. Not applicable to associate degree. Repeatable = Unlimited times (GC)

ESL-982RW  Reading and Writing, Level II (Intermediate)  
90.00 hrs lecture  
Units: 0.00  
Prerequisite: ESL-981RW, ESL-18RW, or placement through the ESL placement process  
This noncredit course is designed to develop reading, vocabulary, grammar, and writing skills, including the writing of long, well-developed paragraphs in American English. Not applicable to associate degree. Repeatable = Unlimited times (GC)

ESL-983LS  Listening and Speaking, Level III (High Intermediate)  
90.00 hrs lecture  
Units: 0.00  
Prerequisite: ESL-982LS, ESL-182LS, or placement through the ESL placement process  
This noncredit course is designed to help non-native speakers develop high-intermediate listening and speaking skills in American English, with an emphasis on fluency, comprehension, vocabulary development, verb tenses, beginning note-taking, and sentence structure. Not applicable to associate degree. Repeatable = Unlimited times (GC)

ESL-983RW  Reading and Writing, Level III (High Intermediate)  
90.00 hrs lecture  
Units: 0.00  
Prerequisite: ESL-982RW, ESL-182RW, ESL-183LS, ESL-183RW, ESL-184LS, ESL-184RW  
This noncredit course is designed to help non-native speakers develop high-intermediate reading and writing skills in American English, with an emphasis on fluency, comprehension, vocabulary development, verb tenses, beginning note-taking, and sentence structure. Not applicable to associate degree. Repeatable = Unlimited times (GC)

ESL-965  Supervised Tutoring  
72.00 hrs lab  
Units: 0.00  
Prerequisite: Referral by instructor  
In this noncredit course students from referred courses receive supplemental academic support to reinforce course content and bolster academic skills. Under the supervision of qualified faculty in one of the college’s Learning Centers, peer tutors provide individual and/or group instruction to improve learning in areas of assessed need. Not applicable to associate degree. Repeatable = Unlimited times (NG)
Environmental Studies (ENVS)

Division: Social Sciences
Academic Dean: Ghada Al-Masri
Division Administrative Assistant: Sheila Holland
Location: Fremont campus, Room 3316J
Phone number: 510-659-6216

ENVS-103 The Environment and Human Health
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course explores the broad conditions that shape environmental health, both human health and the ecosystem context, moving across and between questions of science, public policy (from municipal to international), and social justice (workings of non-governmental organizations). Students dedicate themselves to bridging the understanding among scientific, policy, culture, and social perspectives and examine emerging strategies and solutions, from community-based monitoring to United Nations negotiations. (GR)

ENVS-105 Energy: The Environment, Humans, and Sustainability
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
The course is an exploration of the conversion and use of energy; the nature of energy and energy systems; how different cultures use and view energy; and the use of energy in contemporary societies. The course examines the origin and dimensions of the global energy problem and identifies how energy issues and policies affect environmental quality, economic growth, and global politics. The course focuses on how energy conservation, energy efficiency, and renewable energy sources can be incorporated to create a sustainable society. (GR)

ENVS-107 Food, Culture, and the Environment
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course examines how global changes in food systems, politics, economics, science, and consumption impact the environment and how—through traditional and evolving methods of farming—humanity can reduce environmental impacts and feed society sustainably. (GR)

ENVS-108 Introduction to the Environment
$4.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
Introduction to the Environment is an interdisciplinary, general education course that examines human impact on the environment and presents solutions to these problems toward a more sustainable society. (GR)

ENVS-109 Sustainable Urban Design and the Environment
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course presents the sociological, economical, and sustainable perspectives in the investigation and understanding of urban phenomena. Included are a wide range of topics that tap the spectrum of urban and non-urban growth and development in both the developed and developing world. (GR)
ENVS-110 Climate Change: Science, The Environment, and Society
54.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
Causes and consequences of climate variability on a variety of timescales are addressed, with a focus on evidence for natural and anthropogenic climate fluctuations. As a multidisciplinary course students examine human uses of resources and impacts on the global environment by focusing on global climate change as a case for study. Contrasting viewpoints and interactions among natural and engineering sciences, social and political sciences, law and ethics are stressed. (GR)
Units: 3.00

ENVS-143 Environmental Field Studies
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Accepted For Credit: CSU
This course examines the natural history of ecosystems and the interaction of humans with their environment. Through experiential learning students will engage with flora, fauna, and habitats such as tropical forests, deserts, mountains, etc. (GC)

ENVS-142 Environmental Biology
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Cross-referenced Course: BIOL-142
Accepted For Credit: CSU & UC
This lecture and lab course is an introduction to the biological sciences focusing on diversity; organismal interactions with their environment (ecology); the effects humans have had on biological diversity and ecosystems; and efforts to protect species and their habitats (conservation). No previous biology experience required. (GR)
Units: 4.00

Fire Technology (FT)
Division: Social Sciences
Academic Dean: Ghada Al-Masri
Division Administrative Assistant: Sheila Holland
Location: Fremont campus, Room 3316J
Phone number: 510-659-6216

Ohlone College is a member of the South Bay Regional Public Safety Training Consortium. Vocational training courses are offered in various areas including, but not limited to, the following: Correctional Officer, Law Enforcement Officer, Reserve Police Officer, Dispatcher, Fire Technology, Probation Officer, and Juvenile Hall Counselor. The Consortium is funded by various regional community colleges to provide vocation-specific training which may require special facilities, special training conditions, or is presented outside of the schedules of regular college classes. Students who would like a schedule of these classes or more information on specific programs may call 408-229-4299.

The application and registration process is completed at the South Bay Regional Public Safety Training Consortium located at 560 Bailey Avenue in San Jose. Although open to the public, the majority of these courses are intended to serve the already employed. Students who would like information about a career in any of these programs should call 408-229-4299.

FT-150A5 Emergency Medical Technician
36.00 hrs lecture, 180.00 hrs lab
Units: 5.00
Prerequisite: Current Emergency Medical Responder card (preferred), or current CPR card (either American Heart Association/BLS Healthcare Provider level or American Red Cross/Professional Rescuer level) and current First Aid or Medic First Aid card
This course is designed to prepare students torender pre-hospital basic life support services, including cardiopulmonary resuscitation, with emphasis on field application, practices, and techniques vital to the interaction of EMT-I personnel with all levels of emergency medical personnel. (GR)
Units: 5.00

FT-22S A18 Fire Fighter I Academy
184.50 hrs lecture, 450.00 hrs lab
Units: 18.00
Prerequisite: Physical Agility Exam
This academy includes instruction on basic firefighting skills, laws, and regulations affecting the fire service. The course provides students with knowledge and skills to safely perform, under minimal supervision, essential and advanced fire ground tasks, basic rescue, basic fire prevention, and fire investigation tasks and to use, inspect, and maintain firefighting and rescue equipment. This curriculum is intended to provide the minimum required training required by the State of California Fire Marshal in the field of fire technology as it relates to firefighters. (GR)
Units: 18.00

Esports (ESPTS)
Division: Language, Communication, and Academic Success
Academic Dean: Mark Lieu
Division Administrative Assistant: Dana Pope
Location: Fremont campus, Room 3420K
Phone number: 510-659-6173

ESPTS-101 Introduction to Esports
4.00 hrs lecture
Units: 3.00
This is an introductory course where students examine the history and grassroots growth of competitive esports. Students review the wide variety of careers that have spawned in this dynamic industry, and examine popular esports communication and streaming applications. Students learn about the games with the largest competitions, both in the commercial world as well as collegiate and high school leagues. Students demonstrate understanding of how emerging technologies enabled large scale viewership supporting the remarkable rise of esports as an industry. (GC)
FT-226A1 Fire Fighter Academy Skills
9.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Prerequisite: FT-225A18; State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. Familiarity with and ability to demonstrate all of these skills and minimum knowledge: knowledge of firefighter safety; all firefighting personal protective equipment; firefighting tools and equipment, ladders, and hoses; fuel types; precautions and suppression methods. Ability to don and use SCBA and PASS Device. Familiarity with structure ventilation and rescue knots.

This course prepares students to meet the State Fire Training (SFT) requirements for Fire Fighter I Academy, including the capstone knowledge and skills necessary to pass Fire Fighter I Academy. (GR)

FT-236A2 Cal Fire Academy Refresher
18.00 hrs lecture, 63.00 hrs lab
Units: 2.00
Prerequisite: State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills. These skills will not be taught in the course; rather, they will be the starting point for advanced officer training that builds upon them. These minimum knowledge and skill levels include: knowledge of fire service organization, firefighter safety, rescue procedures, and vehicle extraction procedures; familiarity with fire behavior, personal protective equipment, fire hoses, tools, equipment, ladders, and wildland fires.

This is a refresher course for the Basic Cal Fire Firefighter Academy. Returning firefighters must pass the returning firefighter written examination before working on an emergency incident. The subjects are intended to give the Firefighter I a basic knowledge which is needed prior to emergency response. Students are required to meet the minimum standard as noted in the behavioral objective for each subject/topic. Candidates for qualification under this course must meet the basic requirements for employment as a CDF Firefighter I or Cal Fire I. Not applicable to associate degree. Repeatable = Unlimited times (GR)

FT-241 Confined Space Rescue
8.00 hrs lecture, 32.00 hrs lab
Units: 1.00
Prerequisite: Confined Space Rescue Awareness

This course provides information to identify confined spaces and permit-required confined spaces, evaluate hazardous atmospheres, determine adequate levels of personal protection, techniques needed for hazard mitigation, identify basic operational positions, understand responsibilities set by CAL/OSHA, and prepare for confined space rescue operations. Not applicable to associate degree. Repeatable = Unlimited times (CR)

FT-241A5 Confined Space Rescue
4.50 hrs lecture, 31.50 hrs lab
Units: 0.50
Prerequisite: State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills and knowledge: firefighter safety; don and use SCBA and PASS device, emergency procedure for SCBA failure; determination of air supply in a hazardous atmosphere; firefighting personal protective equipment, including hand and eye protection; firefighting tools and equipment, ladders, and hoses including appropriate selection; horizontal and vertical ventilation on a structure; fuel types, precautions, and suppression method(s); attack technique for an interior structure fire; appropriate use of class A, B, and C fire extinguishers; effective verbal communication used in fire fighting.

This course is an intensive hands-on training program that will prepare students to respond to confined space emergencies. This course prepares students with identifying confined spaces and permit-required confined spaces; the hazards associated with permit-required confined spaces; target industries and hazards; state and federal regulations; components of a rescue operation; and the roles and responsibilities of the rescue team. Not applicable to associate degree. Repeatable = Unlimited times (CR)

FT-242A2 CDF Fire Academy - Seasonal
18.00 hrs lecture, 63.00 hrs lab
Units: 2.00
This course is department policy for the entry-level California Department of Forestry (CDF) Firefighter I. The training is designed to assist with competency-based group instruction, and students are expected to demonstrate the skills necessary to be a safe and effective Firefighter I. Students are required to meet the minimum standard as noted in the behavioral objective for each subject/topic. Candidates for qualification under this course must meet the basic requirements for employment as a CDF Firefighter I. Students are required to provide uniforms, OSHA approved work boots, and physical fitness clothes. Repeatable = Unlimited times (GR)

FT-256 Fire Continued Professional Training (CPT)
9.00 hrs lecture, 18.00 hrs lab
Units: 0.50
Prerequisite: State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate these skills and knowledge: Firefighter safety; don and use SCBA and PASS device; emergency procedure for SCBA failure; establish and mark a hot zone around an electrical hazard; knowledge of all firefighting tools and equipment, ladders, and hoses including appropriate selection, carry, and use for each type across all types of emergencies; horizontal and vertical ventilation on a structure.

This course is designed to focus on firefighter safety in order to provide a continuing effort to reduce the number of firefighter injuries and fatalities that occurs on an annual basis. The course will supply the student with a greater understanding of the need for situational awareness, firefighter survival skills, and the technical survival skills to help avoid committing fatal errors on the fireground. Not applicable to associate degree. Repeatable = Unlimited times (CR)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture</th>
<th>Lab</th>
<th>Units</th>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>FT-256A1</td>
<td>Fire Annual Professional Training (CPT)</td>
<td>18.00</td>
<td>36.00</td>
<td>1.00</td>
<td>State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. Familiarity with and ability to demonstrate these skills and knowledge: Personal Protective Equipment; firefighter safety; inspection and maintenance of nozzles and hoses. This course provides training recommended by the California State Fire Marshall to keep students current with new equipment, policies, laws, and skills needed to be prepared in the line of duty. The course also provides students with command awareness and the control techniques required to effectively manage a fire fighter emergency event should the situation occur. Not applicable to associate degree. Repeatable = Unlimited times (CR)</td>
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<tr>
<td>FT-260</td>
<td>Fire Instructor I</td>
<td>13.50</td>
<td>27.00</td>
<td>1.00</td>
<td>State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate the following skills: Fire Services Resources; familiarity with Agency safety policies; knowledge of State Fire Professional certification tracks. This course provides the skills and knowledge needed for the entry-level professional instructor to perform his or her duties safely, effectively, and competently. This course is designed for personnel preparing for a college-level fire instructor, Company Officer, or SFT Certified Training Instructor position. Enrollment in this course does not ensure the students eligibility for State Certificate. Not applicable to associate degree. (CR)</td>
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<tr>
<td>FT-261</td>
<td>Fire Instructor II</td>
<td>13.50</td>
<td>27.00</td>
<td>1.00</td>
<td>State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills: Fire Instructor certification process; instructional development and delivery; evaluation and testing procedures; program management techniques; fire safety; Incident Command System (ICS); record keeping. This course provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. At the end of this course candidates will be able to develop lesson plans and evaluation instruments; teach and deliver instruction; and evaluate and coach other instructors. The Instructor II will also be able to analyze resources and formulate a program budget. Enrollment in this course does not ensure the students eligibility for State Certificate. Not applicable to associate degree. (CR)</td>
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<tr>
<td>FT-262</td>
<td>Fire Company Officer 2A</td>
<td>13.50</td>
<td>27.00</td>
<td>1.00</td>
<td>State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate the following skills and abilities: Fire Officer Certification process; knowledge of Fire Fighter Safety; familiarity with fire communication; familiarity with emergency response; familiarity with Health and Safety. This course provides information on the use of human resources to accomplish assignments; evaluating member performance; supervising personnel; and integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene. Not applicable to associate degree. (CR)</td>
</tr>
<tr>
<td>FT-263</td>
<td>Fire Company Officer 2B</td>
<td>9.00</td>
<td>9.00</td>
<td>0.50</td>
<td>State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills: Fire Officer certification process; familiarity with agency policies and procedures; familiarity with roles and responsibilities of various fire officers; familiarity with the organizational structure of the department. This course provides information on general administrative functions and the implementation of policies and procedures and addresses conveying the fire department’s role, image, and mission to the public. Not applicable to associate degree. (CR)</td>
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<tr>
<td>FT-264</td>
<td>Fire Company Officer 2C</td>
<td>13.50</td>
<td>27.00</td>
<td>1.00</td>
<td>State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills: Fire Officer certification process; knowledge of fire behavior; familiarity with fire detection systems; familiarity with fire investigation. This course provides information on conducting inspections; identifying hazards and addressing violations; performing a fire investigation to determine preliminary cause and securing the incident scene; and preserving evidence. Not applicable to associate degree. (CR)</td>
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</table>
FT-265

**Fire Company Officer 2D**
13.50 hrs lecture, 27.00 hrs lab
Units: 1.00
Prerequisite: State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills and knowledge: familiarity with Fire Officer certification process; familiarity with size-ups; familiarity with fire emergency operations; knowledge of fire incident information resources. This course provides information on conducting incident size-up; developing and implementing an initial plan of action involving single and multi-unit operations for various types of emergency incidents to mitigate the situation following agency safety procedures; conducting pre-incident planning; and developing and conducting a post-incident analysis. Not applicable to associate degree. (CR)

FT-266

**Fire Company Officer 2E**
13.50 hrs lecture, 27.00 hrs lab
Units: 1.00
Prerequisite: State Fire Marshall certified basic firefighting academy diploma or equivalent as determined by the Dean of Academy Instruction. NOTE: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency. Familiarity with and ability to demonstrate all of the following skills and knowledge: familiarity with Fire Officer certification process; familiarity with wildland fire; fire safety; familiarity with emergency medical treatment; fire behavior. This course is designed to provide information on evaluating and reporting incident conditions; analyzing incident needs; developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire; establishing an incident command post; creating an incident action plan; and completing incident records and reports. Not applicable to associate degree. (CR)

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**French (FREN)**

**Division:** Language, Communication, and Academic Success  
**Academic Dean:** Mark Lieu  
**Division Administrative Assistant:** Dana Pope  
**Location:** Fremont campus, Room 3420K  
**Phone number:** 510-659-6173

**FREN-101A Elementary French**  
90.00 hrs lecture, 18.00 hrs lab  
Units: 5.00  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
This course is an introduction to the reading, writing, speaking, and understanding of French and French culture. (GR)

**FREN-101B Elementary French**  
90.00 hrs lecture, 18.00 hrs lab  
Units: 5.00  
Prerequisite: FREN-101A or two years of high school French  
Accepted For Credit: CSU & UC  
This course is a continuation of FREN-101A. This course covers the fundamentals of French grammar in addition to reading, writing, speaking the language, and French culture. (GR)

**FREN-102A Intermediate French**  
90.00 hrs lecture, 18.00 hrs lab  
Units: 5.00  
Prerequisite: FREN-101B or three years of high school French  
Accepted For Credit: CSU & UC  
This course is a review of grammar; oral and written composition; and a study of French culture. (GR)

**FREN-102B Intermediate French**  
90.00 hrs lecture, 18.00 hrs lab  
Units: 5.00  
Prerequisite: FREN-102A  
Accepted For Credit: CSU & UC  
This course is a continuation of FREN-102A covering advanced grammar; oral and written composition; and the study of French civilization and culture. (GR)

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Did you know???

Ohlone was the first smoke-free college in the Bay Area and has set a trend for other colleges.
Gender and Women’s Studies (WS)

Division: Social Sciences  
Academic Dean: Ghada Al-Masri  
Division Administrative Assistant: Sheila Holland  
Location: Fremont campus, Room 3316J  
Phone number: 510-659-6216

WS-101 Introduction to Gender and Women’s Studies  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course offers an introduction to Women’s and Gender Studies, an interdisciplinary field that asks critical questions about the meanings of sex and gender in society. Central to this course are the ways in which place, race, ethnicity, sexuality, gender orientation, class, religion, and age intersect to shape women’s experiences and the various socio-political meanings of gender. This course poses questions in a global context. (GC) C-ID SJS 120; C-ID SOCI 140

WS-108 Gender, Sexual Identity, and Communication  
$4.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: COMM-118  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
In this course students will examine the myriad communicative processes which function to create, maintain, reinforce, and challenge cultural expectations of gender performances. (GR)

WS-115 Women in Literature  
$4.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: ENGL-115  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
Students will read, discuss, and write about short stories, novels, poetry, drama, and essays of British and American women writers past and present. (GR)

WS-150 Women’s Health Issues  
$4.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: HLTH-150  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course is a study of the contemporary issues affecting women’s health at home and at work from biological, psychological, and sociological perspectives. The course will explore such topics as mental health, sexuality, nutrition, exercise, rape and battery, aging, occupational health, and cultural diversity, and the effects on women in American culture. (GC)

Geography (GEOG)

Division: Social Sciences  
Academic Dean: Ghada Al-Masri  
Division Administrative Assistant: Sheila Holland  
Location: Fremont campus, Room 3316J  
Phone number: 510-659-6216

This department offers Special Projects courses (GEOG-201 and GEOG-202). Please see page 156 of this catalog for more information regarding Special Projects courses.

GEOG-101 Physical Geography  
$4.00 hrs lecture, $4.00 hrs lab  
Units: 4.00  
Accepted For Credit: CSU & UC  
This course presents a spatial study of the Earth’s dynamic physical systems and processes, as well as the interaction between humans and their physical environment. Topics include weather, pollution, climate, landforms, soil, vegetation, earthquakes, volcanism, water quality, and environmental management. Labs provide supplemental exercises in the topics covered in the lecture. (GR) C-ID GEOG 115

GEOG-102 Cultural Geography  
$4.00 hrs lecture  
Units: 3.00  
Accepted For Credit: CSU & UC  
This course is a study of diverse human populations and their cultural origins, diffusion, and contemporary spatial expressions. Students will explore how humans create “places” through culture and their adaptation to the physical environment. Formal and functional aspects of spatial decision-making are analyzed and critiqued, as well as designed to provide students with an understanding of the spatial distributions of cultures and the processes that led to these distributions. (GR) C-ID GEOG 120

GEOG-104 World Regional Geography  
$4.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-163  
Accepted For Credit: CSU & UC  
The course covers the survey study of world geography, region by region. Students will acquire geographic literacy by learning the map of the world and relating it to the up-to-date knowledge about the nations of the world, their physical environment, ethnic make-up, culture, historical influences, economics, environmental issues, and relationships with other nations. (GR) C-ID GEOG 125

GEOG-105 California Geography  
$4.00 hrs lecture  
Units: 3.00  
Accepted For Credit: CSU & UC  
A thematic approach to the state’s issues, processes, and topics relevant to geography including climate, landforms, natural vegetation, water resources, cultural landscape, ethnic diversity, urban and agricultural regions, and the economy. This course explores the physical and human landscapes that have evolved as a result of the human-environment interface. (GR) C-ID GEOG 140
GEOG-106  Economic Geography: Resources and Society  
$4.00$ hrs lecture  
Units: $3.00$  
Accepted For Credit: CSU & UC  
This course focuses on the ways in which economic activities are organized, how they impact regions and society, and how they change over time. Students will examine what is old and what is new about globalization and how it matters to people, places, culture, and the environment. The course will use a political economy approach, concentrating on the relationship among economic processes, political institutions, and sociocultural structures. (GR)

GEOG-107  Introduction to Global Studies  
$4.00$ hrs lecture  
Units: $3.00$  
Accepted For Credit: CSU & UC  
This course is an introduction to the interdisciplinary field of global studies, including the history of globalization; and economic, political, social, cultural, and ecological developments related to the process of globalization. (GR)

GEOG-108  Global Problems and Issues  
$4.00$ hrs lecture  
Units: $3.00$  
Accepted For Credit: CSU & UC  
This course introduces students to the origins, current status, and future trends of major transnational issues confronting the global community. Topics include population trends; economic development and inequality; basic human needs (for food, water, health care); human rights; international conflict and security concerns; and environmental problems. The course also focuses on global governance, including the study of collective global responsibilities. (GR)

GEOG-121  Introduction to Geographic Information Systems (GIS)  
$4.00$ hrs lecture, $18.00$ hrs lab  
Units: $3.00$  
Accepted For Credit: CSU  
The objective of this introductory course is to gain basic knowledge of GIS concepts, techniques, and applications. The emphasis of this course is to provide hands-on instruction on the functionality of GIS as an effective tool for modeling and analyzing complex spatial relationships. (GR)  
C-ID GEOG 155

Geology (GEOL)  
Division: Science, Engineering, and Mathematics  
Academic Dean: Loretta Silverman  
Division Administrative Assistant: Irene Benavidez  
Location: Fremont campus, Room 1301L  
Phone number: 510-659-6191  

This department offers Special Projects courses (GEOL-201 and GEOL-202). Please see page 156 of this catalog for more information regarding Special Projects courses.

GEOL-101  Introduction to Geology  
$4.00$ hrs lecture, $4.00$ hrs lab  
Units: $4.00$  
Accepted For Credit: CSU & UC  
This course covers geological processes that shape the earth and its history. The course emphasizes global geological phenomena (earthquakes, volcanoes, plate tectonics); the concept of “deep” time, climate change, natural resources, and the interaction between humans and their environment. One Saturday field trip is required. (GR)  
C-ID GEOL 101

GEOL-102  Introduction to Oceanography  
$4.00$ hrs lecture  
Units: $3.00$  
Accepted For Credit: CSU & UC  
The world’s oceans are examined from the physical, biological, geological, and environmental perspectives. This includes the study of the origin, structure, and exploration of the oceans; plate tectonics; marine life; hazards and natural resources of the oceans; their role in climate change; and human impact on the marine and coastal environments. One Saturday field trip is required. (GR)

GEOL-102L  Oceanography Laboratory  
$4.00$ hrs lab  
Units: $1.00$  
Corequisite: GEOL-102  
Advisory: Eligible for ENGL-151B and ENGL-163  
Accepted For Credit: CSU & UC  
GEOL-102L is designed to supplement GEOL-102. The lab will consist of hands-on exercises and two Saturday field trips that illuminate various aspects of ocean science. This will include working with maps, living and fossil specimens of marine life, web-based study of global plate tectonics, field observations of marine rocks, fossils, living organisms in tide pools, and the study of San Francisco Bay onboard a ship. (GC)

GEOL-103  Paleontology and Dinosaurs  
$4.00$ hrs lecture  
Units: $3.00$  
Advisory: GEOL-103L  
Accepted For Credit: CSU & UC  
A journey through the history of life, from its beginnings about four billion years ago to the heyday of the dinosaurs and extinction of giant mammals at the end of the last Ice Age. The course provides an introduction to the study of prehistoric life on the basis of fossils, evolution, mass extinctions, and global change. One local Friday afternoon field trip is required. (GR)
GEOL-103L  Earth History and Paleontology Laboratory
54.00 hrs lab
Units: 1.00
Advisory: Eligible for MATH-151; GEOL-103 and GEOL-104
Accepted For Credit: CSU & UC
Hands-on studies of Earth history as revealed by rocks and fossils representing different stages in evolution of the Earth and life through geologic time. Labs include map exercises; relative and numerical age determinations; reconstructions of geological history of North America; and studies of fossil specimens of animals and plants from all over the world. A Saturday field trip may be required. This course is an optional supplement to GEOL-103 or GEOL-104. (GR)

GEOL-104  The Changing Earth: Historical Geology
54.00 hrs lecture
Units: 3.00
Advisory: GEOL-104L
Accepted For Credit: CSU & UC
This course covers the study of the origin and evolution of Earth and life through time. Geological history and global change during the past 4.6 billion years as revealed by plate tectonics, paleogeography, geologic dating of rocks and fossils, sedimentary rock sequences, biological evolution, and evidence for climatic change, both ancient and recent. The development of continents, especially North America, ocean basins, and mountains. (GC) C-ID GEOL 110

GEOL-104L  Historical Geology Laboratory
54.00 hrs lab
Units: 1.00
Corequisite: GEOL-104
Accepted For Credit: CSU & UC
This course is the laboratory component to GEOL-104, The Changing Earth: Historical Geology, that satisfies the physical science lab requirement for transfer. The course includes hands-on studies of Earth history as revealed by rocks, fossils, age of earth materials, the Geologic Time Scale, stratigraphy, plate tectonics, biological evolution, and processes of global change (geologic, biologic, climatic) in the past 4.6 billion years of Earth history. (GR) C-ID GEOL 110 L

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**Did you know???

One out of every four Californians ages 18-24 are currently enrolled in a community college.

*Source: California Community Colleges Chancellor’s Office*
**GA-110A**  
Advanced Graphic Design I  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Cross-referenced Course: ART-110A  
Prerequisite: GA-109B or ART-109B  
Accepted For Credit: CSU  
This is an advanced level course in graphic design, building on the skills acquired in the beginning and intermediate level courses. The emphasis is on strengthening students' conceptual thinking skills and formal visual communication abilities. Topics include comprehensive projects in applied graphics and three-dimensional design. Students are encouraged to experiment, innovate, and develop methods of expression that reflect their artistic and cultural identities while effectively communicating with various audiences. (GC)

**GA-110B**  
Advanced Graphic Design II  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Cross-referenced Course: ART-110B  
Prerequisite: GA-110A or ART-110A  
Accepted For Credit: CSU  
The goal of this course is to further the student’s understanding of advanced objectives, principles, and methods used in graphic design. The assignments in this course are designed to provide a range of opportunities for conceptual and formal problem solving to assist with the creation of marketing and portfolio materials for professional job search. (GC)

**GA-112**  
Motion Graphics  
36.00 hrs lecture, 54.00 hrs lab  
Units: 3.00  
Cross-referenced Course: MM-112  
Accepted For Credit: CSU  
This course is an introduction to concepts, practices, and techniques in Motion Graphic Design and Visual Effects software. Topics include digital compositing, animation, interaction design, and visual effects to produce captivating communication design for film, TV, web, and multimedia industries. (GR)

**GA-120**  
Packaging and Promotional Design  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU  
This course introduces students to creating computer-generated graphics for product packaging using creative principles and industry-standard software tools. Students examine graphic design techniques employed in the production of packaging and learn how to utilize mechanical templates widely used in the industry. The course emphasizes retail and shelf presence, visual effectiveness, branding and labeling, manufacturing processes, and 3D prototyping. (GC)

**GA-138A**  
Photoshop I  
27.00 hrs lecture, 81.00 hrs lab  
Units: 3.00  
Cross-referenced Course: ART-138A  
Accepted For Credit: CSU & UC  
This course is designed as an introduction to Adobe Photoshop for photographers, designers, and artists with little to no experience with the software. Students learn the basics of the Photoshop interface; the tools and processes for editing photographs; and methods for creating digitally-based images and text. Additional instruction and assignments introduce the fundamentals of photographic practice, graphic design, and color theory. Emphasis is placed on developing the skills and vocabulary for the assessment and analysis of photographs, designs, and other works of art. (GC)

**GA-138B**  
Photoshop II  
27.00 hrs lecture, 81.00 hrs lab  
Units: 3.00  
Cross-referenced Course: ART-138B  
Prerequisite: GA-138A or ART-138A  
Accepted For Credit: CSU & UC  
This course is designed for photographers, designers, and artists who wish to increase their working knowledge of the Adobe Photoshop software. Building from the skills developed in the Photoshop I course, students learn to customize the Photoshop interface; make use of advanced tools and processes for editing photographs; and develop more refined methods for creating digitally-based images and text. Additional instruction and assignments introduce the fundamentals of photographic practice, graphic design, and color theory. Emphasis is placed on developing the skills and vocabulary for the assessment and analysis of photographs, designs, and other works of art. Digital camera not required. (GC)
GA-160A  Computer Graphics I  
$4.00/hr lecture, $4.00/hr lab  
Units: 4.00  
Cross-referenced Course: ART-160A  
Accepted For Credit: CSU & UC  
This course is an introduction to creating computer-generated graphics. Students explore software tools and graphic design techniques for the production of computer-made imagery. The course emphasizes the development of graphics following creative principles and covers the principles of graphic design and the creation of graphics for commercial and artistic application. (GC)

GA-160B  Computer Graphics II  
$4.00/hr lecture, $4.00/hr lab  
Units: 4.00  
Cross-referenced Course: ART-160B  
Prerequisite: GA-160A or ART-160A  
Accepted For Credit: CSU & UC  
This course is a continuation of GA-160A and emphasizes intermediate and advanced skills needed in graphic design. Students complete projects of their choice that show advanced conceptual and visual communication skills and workmanship. (GC)

GA-161A  Digital Graphics I  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Cross-referenced Course: ART-161A  
Accepted For Credit: CSU  
This course uses a combination of lectures and hands-on studio experience to introduce students to the creative possibilities of graphic computing. In addition to covering hardware (printers, scanners, drawing tablets) and software (Photoshop and Illustrator), this course emphasizes the visual-problem solving process. Students learn the conceptual and technical foundations of graphic design. The principles taught in this course assist students in the realization of their own ideas and the interpretation of diverse forms of visual communication. Each assignment focuses on a different skill and the results can be included in a professional portfolio for presentation and job searching. (GC)

GA-161B  Digital Graphics II  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Cross-referenced Course: ART-161B  
Prerequisite: GA-161A or ART-161A  
Accepted For Credit: CSU  
This course is a continuation of GA-161A. The emphasis in this course is on developing intermediate and advanced skills needed to set up and operate a digital graphics work station and publish on the web. Students complete projects of their choice using complex graphics software, scanners, tablets, and printers. The course emphasis is on the continued development of a portfolio of computer images. (GC)

GA-163  Digital Arts Lab-Macintosh  
27.00 hrs lab  
Units: 0.50  
Cross-referenced Course: ART-163, ID-163  
This course is a lab component for all courses taught on the Macintosh and on drafting equipment in these areas: Art, Graphic Arts/Computer Graphics, Photography, and Interior Design. Students will produce digital graphic and drafting projects for art related classes. (CR)

GA-169A  Beginning Digital Photography  
18.00 hrs lecture, 108.00 hrs lab  
Units: 3.00  
Cross-referenced Course: ART-139A  
Accepted For Credit: CSU & UC  
This course explores the photographer's creative process from several directions. Students undertake photographic projects designed to provide engagement with a variety of subject matter and ways of photographing; look at photographic work in online and local galleries and museums; consider current issues having to do with photographic technologies; discuss their photographs with other students in an effort to improve their creative processes. Technical instruction includes camera functions; resizing and saving digital files; and minor image modification. For intense technical instruction students should see ART-138A and ART-138B. (GC)

GA-169B  Intermediate Digital Photography  
18.00 hrs lecture, 108.00 hrs lab  
Units: 3.00  
Cross-referenced Course: ART-139B  
Prerequisite: GA-169A or ART-139A  
Accepted For Credit: CSU & UC  
This course continues an exploration of the photographer's creative process from several directions. Students will undertake photographic projects designed to provide engagement with a variety of subject matter and ways of photographing; complete an extended photographic project of their choosing and receive guidance from the instructor and students; look at photographic work in online and local galleries and museums; consider current issues around photographic technologies; discuss their photographs with other students in an effort to improve their creative processes. Students will formalize their individual projects as books or online galleries. Technical instruction will include camera functions, resizing and saving digital files, and minor image modification. For intense technical instruction see GA-138A and GA-138B. (GC)

GA-169C  Advanced Digital Photography  
18.00 hrs lecture, 108.00 hrs lab  
Units: 3.00  
Cross-referenced Course: ART-139C  
Prerequisite: GA-169B or ART-139B  
Accepted For Credit: CSU  
This course continues a series in digital photography to an advanced level, covering topics of importance to photography students planning to make photography a career. Topics include how to work in depth on a project involving public interaction; how to write an artist statement; how to establish a public presence as a photographer; how to market to potential clients; and how to write a statement of work (or job bid) for a potential client. (GC)

GA-904  Digital Design Essentials  
6.00 hrs lecture, 6.00 hrs lab  
Units: 0.00  
Advisory: Basic computer and Internet knowledge  
This noncredit course provides students with an overview of design practices and workflows and introduces students to creative software designers used in the industry. Not applicable to associate degree. Repeatable = Unlimited times (CR)
Health (HLTH)

Division: Kinesiology, Athletics, and Arts
Academic Dean: Christopher Warden
Division Administrative Assistant: Maria Rocha
Location: Fremont campus, Room 9303
Phone number: 510-659-6044

HLTH-101 Contemporary Health Issues
54.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course promotes personal, family, and community well-being through an exploration of contemporary issues in health and wellness including exercise and fitness, nutrition, weight control, stress management, mental health, and substance abuse. Students analyze personal health habits that contribute to the risk of disease, and develop a program of wellness that targets the reduction of risk factors for self, family, and the community. (GC) C-ID PHS 100

HLTH-125 Stress Management
36.00 hrs lecture
Units: 2.00
Advisory: ENGL-101A
Accepted For Credit: CSU
This course is a theoretical approach to understanding sources of stress and incorporating stress management into your daily life. Explore personal stressors, the physical and psychological implications of that stress, prevention strategies, and stress reduction techniques. (GC)

HLTH-140 Qigong I
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Accepted For Credit: CSU & UC
Qigong is an ancient Chinese health maintenance healing art and energy cultivating system. This course includes basic physical movements, exercises, breathing techniques, static postures, and introduction to self-massage, visualization, and meditation to enhance the flow of Qi throughout the body. (GC)

HLTH-141 Qigong II
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Accepted For Credit: CSU & UC
This course advances the development of a personal Qigong practice technique through challenging routines and theoretical applications. This practice transcends the mind-body-spirit concept and facilitates the transformation to a more spiritual practice of Qigong. (GC)

HLTH-150 Women's Health Issues
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: WS-150
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course is a study of the contemporary issues affecting women’s health at home and at work from biological, psychological, and sociological perspectives. The course will explore such topics as mental health, sexuality, nutrition, exercise, rape and battery, aging, occupational health, and cultural diversity, and the effects on women in American culture. (GC)

HLTH-160 Human Sexuality
4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course examines the physiological and psychological aspects of sexual health in our contemporary society. Understanding the interrelationship of attitude and behavior as it relates to sexual integrity is a primary focus. Emphasis will be on knowledge, attitudes, and behavior that contribute to a healthy individual. (GC)

HLTH-170 Foundations of Mindfulness
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Accepted For Credit: CSU & UC
This experiential course provides tangible tools in developing mindful awareness of your body and sensory experiences; gratitude and compassion; mindfulness of your thoughts and emotions; mindful communication with others; as well as current scientific findings on neuroplasticity, which is the ability to use your mind to change your brain. Benefits of a mindfulness practice have been scientifically proven to reduce stress and anxiety; increase executive functioning; and improve overall balance and quality of life. (GC)

History (HIST)

Division: Social Sciences
Academic Dean: Ghada Al-Masri
Division Administrative Assistant: Sheila Holland
Location: Fremont campus, Room 3316
Phone number: 510-659-6216

This department offers Special Projects courses (HIST-201, HIST-202, and HIST-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

HIST-102A Chicana/o History I
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: CHS-102A
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course covers the history of the Mexican-American experience from Pre-Columbian times to 1850. The course emphasizes the political, economic, and social influences of Pre-Columbian America, Spain, Mexico, and the United States. The course includes a study of the United States Constitution. (GR)

HIST-102B Chicana/o History II
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: CHS-102B
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course covers the history of Chicanas and Chicanos from Pre-Colombian times to 1850. The course emphasizes the political, economic, and social experiences of the Mexican American people under the influences of Mexico and the United States, and includes a study of the Constitution of California. (GR)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Units</th>
<th>Advisory</th>
<th>Accepted For Credit:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST-104A</td>
<td>Western Civilization with a World Perspective</td>
<td></td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>This course is a survey of the cultural, social, and political developments of civilization in the Mediterranean through the beginning of early modern history. This course takes an interdisciplinary approach to the study of Western Civilization before 1600 and includes a world perspective. (GC) C-ID HIST 170</td>
</tr>
<tr>
<td>HIST-104B</td>
<td>Western Civilization with a World Perspective</td>
<td></td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>This course is a survey of the cultural, social, and political developments in Western Civilization with a world perspective from the rise of the nation-state through contemporary times with a speculative look at the future. (GC) C-ID HIST 180</td>
</tr>
<tr>
<td>HIST-105</td>
<td>History of California</td>
<td>54.00</td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>This course covers the history and development of California from its beginnings to the present day with emphasis on the economic, social, ethnic, multicultural, and political forces which shaped the modern state, and includes a comparison of the California and United States Constitutions. (GC)</td>
</tr>
<tr>
<td>HIST-106A</td>
<td>World History to 1500</td>
<td>54.00</td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>History 106A looks at the development of, and interactions between, peoples, states, and civilizations around the world from the end of the Ice Age (pre-history) to circa 1500 CE (Common Era). The course traces the beginnings of agriculture and rise of cities; the coming of world’s major religions and intellectual thought; the rise and fall of empires; routes of trade and migration; and calamities that have parallels with present day, including the impact of human settlement upon the natural world. (GC) C-ID HIST 150</td>
</tr>
<tr>
<td>HIST-106B</td>
<td>World History Since 1500</td>
<td>54.00</td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>History 106B analyzes the development of societies and interactions of cultures in Asia, Africa, Europe, and the Americas from 1500 to the present, with an emphasis on their global interactions. The course focuses on trading networks; empires; colonization and decolonization; the rise of modern imperialism; capitalism and its opponents; urbanization and mass communication; technologies for war and peace; and calamities that have parallels with present day, including the impact of human settlement upon the natural world. (GC) C-ID HIST 160</td>
</tr>
<tr>
<td>HIST-107</td>
<td>History of Film</td>
<td></td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>This course examines the impact of film on our lives and history. Students will review films; discuss and analyze techniques used. (GR)</td>
</tr>
<tr>
<td>HIST-109</td>
<td>History of Modern East Asia</td>
<td>54.00</td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>This course is an introduction to the history of modern East Asia from 1600 to the present, focusing on the intersecting histories of China, Japan, and Korea. The course emphasizes the development of political, economic, and cultural traditions in East Asia as part of a larger story of global change in the modern period, with special attention paid to revolutionary movements; governmental structure; the influence of Europe and the United States on regional economies and statecraft; and literary and artistic production. (GR)</td>
</tr>
<tr>
<td>HIST-110</td>
<td>History of Modern Latin America</td>
<td>54.00</td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>This course provides an introduction to the cultural, economic, and political history of modern Latin America, exploring the complex historical changes that occurred in Central and South America from European colonization to the present, focusing on the development of national systems of governance in the nineteenth century through to the pressures of globalization at the start of the twenty-first century. While emphasizing issues of cultural development and political economy via the exploration of specific case studies, the course is by nature interdisciplinary, with attention paid to social structures, art, literature, film, and cultural studies to build an appreciation for the interplay of scholarship throughout the social sciences and the humanities. (GR)</td>
</tr>
<tr>
<td>HIST-113</td>
<td>History of Modern Middle East</td>
<td>54.00</td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>This course provides an introduction to the cultural, economic, and political history of modern Middle East, exploring the complex historical changes that occurred throughout this region from the eighteenth century to the present. The course begins with an overview of the pre-modern period before turning to political, social, cultural, and economic issues of the modern era. Topics include the Arab-Israeli conflict; the collapse of regional empires; cultural and social developments during and after colonial rule; the preoccupation with authoritarian rule; challenges to economic development; the rise of Islamic political movements in the twentieth century; and the rise of social, political, and cultural movements in the twenty-first century. (GR)</td>
</tr>
<tr>
<td>HIST-114A</td>
<td>African American History 1619 to 1877</td>
<td>54.00</td>
<td>3.00</td>
<td></td>
<td>CSU &amp; UC</td>
<td>This course covers the history of African Americans from the early 17th century to 1877. Political, social, cultural, and economic experiences will be discussed. (GC)</td>
</tr>
</tbody>
</table>
**HIST-114B African American History 1877 to Present**

- **Units:** 3.00
- **Advisory:** Eligible for ENGL-101A

A history of African Americans from 1877 to present will be covered. Political, social, cultural, and economic experiences will be discussed. (GC)

**HIST-115 Asian-American History**

- **Units:** 3.00
- **Advisory:** Eligible for ENGL-101A

This course is a review of Asian Pacific Americans in the social, political, economic, and cultural development of the United States from Reconstruction to the present. Groups surveyed will include Korean, Filipino, Asian Indian, Pacific Islanders, South East Asian, Japanese, and Chinese. (GC)

**HIST-116 Introduction to Lesbian, Gay, Bisexual, Transgender, and Queer Studies**

- **Units:** 3.00
- **Advisory:** Eligible for ENGL-101A

This course is an interdisciplinary, multicultural exploration of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) people, focusing on the historical, cultural, and social contexts of LGBTQ life. Using primary and secondary texts from a range of fields in the humanities and the social sciences, students will consider the histories of LGBTQ people/communities as well as contemporary LGBTQ politics and society; theories about sexuality and sexual identity; and cultural production including literature, film, and other genres in mass culture. (GR) C-ID SJS 130

**HIST-117A History of the United States**

- **Units:** 3.00
- **Advisory:** Eligible for ENGL-101A

This course surveys the history of the United States from pre-colonial times through Reconstruction (1877). (GR) C-ID HIST 130

**HIST-117B History of the United States**

- **Units:** 3.00
- **Advisory:** Eligible for ENGL-101A

This course surveys the history of the United States from 1877 (the end of Reconstruction) to the present. (GR) C-ID HIST 140

**HIST-118 Contemporary U.S. History: 1945-**

- **Units:** 3.00
- **Advisory:** Eligible for ENGL-101A

This course surveys the post-World War II role of the United States in world affairs and explores the socio-political development of the nation from 1945 to the present. The course will emphasize the growing cultural pluralism of twentieth century America. (GC)

**HIST-119A Bad Girls: Women in America Before 1890**

- **Units:** 3.00
- **Advisory:** ENGL-101A

Women before 1890 faced numerous hardships in their struggles for equality. This course traces women of different racial and ethnic backgrounds as they challenge social, economic, political, and gender norms in North America. The course explores how women have negotiated issues such as race, class, gender, work/labor, and sexuality. (GC)

**HIST-119B Bad Girls: Women in America From 1890**

- **Units:** 3.00
- **Advisory:** ENGL-101A

Women in the United States after 1890 faced numerous hardships in their struggles for equality. This course traces women of different racial and ethnic backgrounds as they challenge social, economic, political, and gender norms in North America. The course explores how women have negotiated issues such as race, class, gender, work/labor, and sexuality. (GC)

**HIST-141 History of Rock and Roll: Music and Culture of the 1950’s**

- **Units:** 3.00
- **Cross-referenced Course:** IS-142, MUS-122

This course charts the evolution of rock and roll music from the 1950’s—Bill Haley, Fats Domino, Elvis Presley, Chuck Berry, and Little Richard—will be studied alongside the major historical events and trends that shaped this decade. The course is designed to gradually develop a student's appreciation for this art form while simultaneously exposing the symbiotic interrelationship between rock and American culture. The course will chart how rock and roll simultaneously reflects and affects society by grounding the key people, events, and songs within their historical context. (GC)

**HIST-142 History of Rock and Roll: Music and Culture of the 1960’s**

- **Units:** 3.00
- **Cross-referenced Course:** IS-143, MUS-123

This course examines the development of popular music since 1970 and into the new millennium. The course will include identification and analysis of art rock, disco, new wave, reggae, rap, hip-hop, worldbeat, and other musical genres. (GR)
Interdisciplinary Studies (IS)

**Division:** Social Sciences  
**Academic Dean:** Ghada Al-Masri  
**Division Administrative Assistant:** Sheila Holland  
**Location:** Fremont campus, Room 3316J  
**Phone number:** 510-659-6216

**IS-100 Survey of the Arts**  
54.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: ART-100, MUS-100, TD-100  
Advisory: Eligible for ENGL-151B and ENGL-163  
Accepted For Credit: CSU & UC  
Art, music, and theatre are explored in this course through discussion, historical review, and contemporary issues. The purpose of this course is to increase student's understanding and enjoyment of the arts. The course is taught by three instructors, one from each discipline. (GR)

**IS-110 Introduction to Ethnic Studies**  
54.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-151B and ENGL-163  
Accepted For Credit: CSU & UC  
This course offers an interdisciplinary approach to racial and ethnic relations, primarily situated in a sociological analysis of race, ethnicity, and racism. Students will examine the cultural, political, and economic practices and institutions that support or challenge ethnic inequalities, as well as historical and contemporary patterns of interaction between various racial and ethnic groups. This course introduces students to some of the historical experiences of selected ethnic minority communities in the United States. There is an emphasis on how these experiences affect how minorities view themselves in relationship to the larger United States society. (GC) C-ID SOCI 150

**IS-143 History of Rock and Roll: Music and Culture of the 1960’s**  
54.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: HIST-142, MUS-123  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course charts the evolution of rock and roll music from the late 1950’s through the 1960’s, focusing on the history of the period as well as a detailed analysis of the stylistic development of this important musical genre. The course is designed to gradually develop students' appreciation for this art form while simultaneously exposing the symbiotic interrelationship between rock and American society. (GC)

Interior Design (ID)

**Division:** Kinesiology, Athletics, and Arts  
**Academic Dean:** Christopher Warden  
**Division Administrative Assistant:** Maria Rocha  
**Location:** Fremont campus, Room 9303  
**Phone number:** 510-659-6044

**ID-150A Interior Design Concepts**  
36.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: ART-150A  
Accepted For Credit: CSU  
In this introductory course students analyze interiors using basic design concepts. Principles and techniques used by professional interior designers are demonstrated. Case studies in problem solving with an emphasis on residential interiors are presented. (GC) C-ID SOCI 150

**ID-150B Interior Design**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Cross-referenced Course: ART-150B  
Prerequisite: ID-150A or ART-150A  
Accepted For Credit: CSU  
This course is a continuation of ID-150A and is designed for Interior Design majors. Interior design theories and methodologies are explored in-depth through a variety of increasingly complex “Real Life” case study projects that emphasize the design of public spaces. The course will help prepare students for professional practice. (GC)

**ID-151 Visualization and Presentation**  
36.00 hrs lecture, 72.00 hrs lab  
Units: 3.00  
Cross-referenced Course: ART-151  
Accepted For Credit: CSU  
This course familiarizes students with methods and materials used in the design industry to develop concepts and communicate ideas. Students will prepare projects for a design portfolio. (GC)
<table>
<thead>
<tr>
<th>ID</th>
<th>Course Title</th>
<th>Hours</th>
<th>Units</th>
<th>Cross-referenced Course</th>
<th>Acceptance</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ID-153</td>
<td>History of Decorative Arts</td>
<td>54.00</td>
<td>3.00</td>
<td>ART-153</td>
<td>CSU &amp; UC</td>
<td>Students study furniture construction, styles, and periods in conjunction with the architecture and related decorative arts of each era from ancient times to the present. This course includes political, religious, and cultural histories which significantly influenced these arts. (GC)</td>
</tr>
<tr>
<td>ID-154</td>
<td>Contemporary Home Design</td>
<td>36.00</td>
<td>2.00</td>
<td>ART-154</td>
<td>CSU</td>
<td>Students study the architectural history of home design and learn practical applications of information relating to design, construction methods, and economic practices. (GC)</td>
</tr>
<tr>
<td>ID-155A</td>
<td>Architectural Drafting for Interior Design</td>
<td>36.00</td>
<td>3.00</td>
<td>ART-155A</td>
<td>CSU</td>
<td>This course will introduce basic drafting techniques as related to architectural working drawings for interior design. Construction materials and procedures will be discussed. (GC)</td>
</tr>
<tr>
<td>ID-155B</td>
<td>CAD for Interior Design</td>
<td>36.00</td>
<td>3.00</td>
<td>ART-155B or ART-155A</td>
<td>CSU</td>
<td>This course focuses on the fundamentals of computer-aided drafting as related to interior design and architectural drawings. Understanding CAD concepts and using commands are emphasized. Drawing skills are learned and developed by applying these concepts to solve practical laboratory problems. (GC)</td>
</tr>
<tr>
<td>ID-155C</td>
<td>Intermediate CAD for Interior Design</td>
<td>36.00</td>
<td>3.00</td>
<td>ART-155B or ART-155A</td>
<td>CSU</td>
<td>This course is a continuation of ID-155B and focuses on developing computer-aided drafting skills as related to interior design and architectural drawings. Applying CAD concepts and practicing commands are emphasized. Drawing skills are refined by applying these concepts to practical laboratory problems. (GC)</td>
</tr>
<tr>
<td>ID-156</td>
<td>Architectural Modelmaking for Interior Design</td>
<td>36.00</td>
<td>3.00</td>
<td>ART-156</td>
<td>CSU</td>
<td>Scale models will be developed in this course for presenting and studying architectural interior spaces. A wide range of materials and processes will be explored. (GC)</td>
</tr>
<tr>
<td>ID-157</td>
<td>Professional Practice for Interior Design</td>
<td>54.00</td>
<td>3.00</td>
<td>ART-157</td>
<td>CSU</td>
<td>This course introduces basic business practices for interior designers. The course includes an overview of career paths, business planning and organization, professional associations, marketing, sales, wholesale resource development, contractual obligations, and ethics. The course is designed for people preparing to enter the field of interior design. (GC)</td>
</tr>
<tr>
<td>ID-158</td>
<td>Textiles</td>
<td>36.00</td>
<td>3.00</td>
<td>ART-158</td>
<td>CSU &amp; UC</td>
<td>This is a comprehensive course in the study of textiles as related to interior design. Fiber and fabric construction and characteristics are examined; textile choices are evaluated and analyzed for safety, functionality, and aesthetics; and the impacts of textiles on interior environments are considered. Students gain an empirical understanding of the nature of textiles through hands-on projects in the laboratory component. (GC)</td>
</tr>
<tr>
<td>ID-159A</td>
<td>Applied Design: Residential Lighting</td>
<td>18.00</td>
<td>1.00</td>
<td>ART-159A</td>
<td>CSU</td>
<td>This course will present an overview of basic considerations necessary to plan, choose, and place lighting fixtures throughout a home. This helps define space, articulate atmosphere, direct attention, and facilitate activities. (GC)</td>
</tr>
<tr>
<td>ID-159B</td>
<td>Applied Design: Color for the Home</td>
<td>18.00</td>
<td>1.00</td>
<td>ART-159B</td>
<td>CSU</td>
<td>This course will explore theoretical and experiential approaches to choosing color schemes for residences. (GC)</td>
</tr>
<tr>
<td>ID-163</td>
<td>Digital Arts Lab-Macintosh</td>
<td>27.00</td>
<td>0.50</td>
<td>ART-163, GA-163</td>
<td>CR</td>
<td>This course is a lab component for all courses taught on the Macintosh and on drafting equipment in these areas: Art, Graphic Arts/Computer Graphics, Photography, and Interior Design. Students will produce digital graphic and drafting projects for art related classes. (CR)</td>
</tr>
</tbody>
</table>
Interpreter Training (INT)

Division: Deaf Studies
Interim Academic Dean: Robert Gabriel
Division Administrative Assistant: Nora Chopelas
Location: Fremont campus, Room 6203
Phone number: 510-659-6269

This department offers a Special Projects course (INT-201). Please see page 156 of this catalog for more information regarding Special Projects courses.

INT-106 Discourse Analysis: ASL
54.00 hrs lecture
Units: 3.00
Prerequisite: Admission to the Interpreter Preparation Program
Accepted For Credit: CSU
This course is an overview of ASL discourse. Topics include discourse structure, language variation, genre, register, prosody, cohesion, turn-taking and backchanneling, and gendered communication. Transcription conventions are reviewed for noting language samples. An external drive (USB) is required for the course to document students' ASL work. (GR)

INT-107 Interpreter Orientation
54.00 hrs lecture
Units: 3.00
Prerequisite: Admission to the Interpreter Preparation Program
Accepted For Credit: CSU
This course provides students with a working knowledge of the interpreting profession, and examines basic principles and practices of interpreting. The course also examines student strengths and weaknesses as they relate to interpreting and working with Deaf people as well as developing and assessing interactional skills needed for working in a practice profession. (GR)

INT-112 Comparative Linguistics: ASL and English
36.00 hrs lecture, $4.00 hrs lab
Units: 3.00
Prerequisite: Admission to the Interpreter Preparation Program
Accepted For Credit: CSU
This course is designed for first year Interpreting Preparation Program students. The syntactic structures of ASL are reviewed, followed by an in-depth study of English syntax as it relates to semantics and interpreting. (GR)

INT-115 Interpreting Preparation Skills
18.00 hrs lecture, $4.00 hrs lab
Units: 2.00
Prerequisite: Admission to the Interpreter Preparation Program
Accepted For Credit: CSU
This course provides the theoretical basis for interpretation. The interpreting process is broken down into process parts, isolated, and then practiced. Skills include memory discrimination, cloze, summarizing, and paraphrasing skills. ASL transcription and translation work and expressive fingerspelling are also practiced. (GR)

INT-116 Discourse Analysis: English
54.00 hrs lecture
Units: 3.00
Prerequisite: Admission to the Interpreter Preparation Program
Accepted For Credit: CSU
This course is an overview of English discourse. Topics include discourse structure, language variation, genre, register, prosody, cohesion, turn-taking, and gendered communication. Transcription conventions will be reviewed for noting language samples. (GR)

INT-127 Ethics I
18.00 hrs lecture
Units: 1.00
Prerequisite: Admission to the Interpreter Preparation Program
Accepted For Credit: CSU
This course will focus on identifying and exploring students' personal ethics and beliefs as well as those of the majority culture in the United States. (GR)

INT-145 Practicum: Deaf Mentorship
243.00 hrs lab
Units: 4.50
Prerequisite: INT-115
Accepted For Credit: CSU
This course is designed to provide Interpreter Preparation Program students with a variety of experiences with Deaf adults. Students may be provided the opportunity to do some low-risk interpreting. A weekly seminar is included to process experiences of practicum experience. (GR)

INT-147 Introduction to Interpreting for People Who Are Deaf/Blind
36.00 hrs lecture
Units: 2.00
Prerequisite: Admission to the Interpreter Preparation Program or working Deaf and hearing interpreters with instructor’s consent
Accepted For Credit: CSU
This course introduces and prepares students to work as interpreters effectively and comfortably with individuals who are deaf-blind and/or serve as a Student Service Provider (SSP). (GR)
INT-193 Interpreting: ASL to English
72.00 hrs lecture, 108.00 hrs lab
Units: 6.00
Prerequisite: INT-115
Accepted For Credit: CSU
The focus of this course is interpreting from ASL into spoken English. Texts will be analyzed for language use, meaning, and interpreted into English, both written and spoken. Consecutive and simultaneous interpreting will be studied and practiced. (GR)

INT-199A Introduction to Multicultural Issues in Interpreting
18.00 hrs lecture
Units: 1.00
Prerequisite: Admission to the Interpreter Preparation Program or Deaf and hearing interpreters with instructor’s consent
Accepted For Credit: CSU
This course introduces students to multicultural issues important to people working in a helping profession. The course focuses on students’ understanding of self and relationships with marginalized groups including but not limited to ethnic minorities, LGBTQ people, people of various socio-economic status, and immigrant communities. (GR)

INT-199B Introduction to Oral Facilitation
9.00 hrs lecture
Units: 0.50
Prerequisite: Admission to the Interpreter Preparation Program or Deaf and hearing interpreters with instructor’s consent
Accepted For Credit: CSU
This course introduces students to working with Deaf people who do not know sign language. Techniques for oral transmission of information are covered. Students must have a portable flash drive or alternative way to store and transport electronic data. (GR)

INT-199C Introduction to Medical Interpreting
18.00 hrs lecture
Units: 1.00
Prerequisite: Admission to the Interpreter Preparation Program or Deaf and hearing interpreters with instructor’s consent
Accepted For Credit: CSU
This course introduces students to interpreting in the medical setting. Topics include the wide variety of situations and consumers in the medical setting, environmental considerations, interpersonal considerations, medical discourse, situational ethics, and resources. (GR)

INT-199D Introduction to Educational Interpreting K-12
18.00 hrs lecture
Units: 1.00
Prerequisite: Admission to the Interpreter Preparation Program or Deaf and hearing interpreters with instructor’s consent
Accepted For Credit: CSU
This course provides an introduction to interpreting in the educational setting with a focus on elementary and secondary levels of education. Emphasis includes child development through the years; resource development; team building; roles and responsibilities; communicating with children; and situational ethics. (GC)

INT-199E Introduction to Post-Secondary Interpreting
9.00 hrs lecture
Units: 0.50
Prerequisite: Admission to the Interpreter Preparation Program or Deaf and hearing interpreters with instructor’s consent
Accepted For Credit: CSU
This course is an introduction to interpreting in the post-secondary educational setting. The focus of this course is on the roles and responsibilities of the interpreter; language assessment; resource development; situational ethics; identifying demands and controls in the wide variety of post-educational settings; and team building. Students need a portable flash drive or alternative way to store and transport electronic data. Students also need to purchase a GoReact course membership. (GR)

INT-199F Introduction to Social Service and Employment Interpreting
9.00 hrs lecture
Units: 0.50
Prerequisite: Admission to the Interpreter Preparation Program or Deaf and hearing interpreters with instructor’s consent
Accepted For Credit: CSU
This course introduces students to interpreting in social services, pre-employment, and employment settings where a wide variety of consumers seek essential services for survival, becoming job ready, and becoming employed. Students practice interpreting, incorporating strategies informed by analyses of consumer experiences, discourse, and vocabulary unique to these settings, preparation, and interpreting skills. (GC)

INT-199G Introduction to Telephone and Video Relay Interpreting
9.00 hrs lecture
Units: 0.50
Prerequisite: Admission to the Interpreter Preparation Program or Deaf and hearing interpreters with instructor’s consent
Accepted For Credit: CSU
This course introduces students to interpreting using the telephone and video, interpreting remotely. Unique characteristics of this medium, strategies, discourse styles as well as environmental, interpersonal, paralinguistic, and intra-personal considerations are discussed. Ethics are also considered. (GC)

INT-199H Introduction to Mental Health Interpreting
9.00 hrs lecture
Units: 0.50
Prerequisite: INT-245, INT-253, INT-227 and various INT-199 courses
Corequisite: IPP students must be enrolled in other third and/or fourth semester courses. Working interpreters and Deaf interpreters must have consent of instructor or program director.
Accepted For Credit: CSU
This course introduces students to interpreting in the mental health setting. Topics include the wide variety of situations and consumers in the setting, environmental considerations, interpersonal considerations, mental health discourse, situational ethics, and resources. (GC)
INT-199I | Introduction to Deaf/Hearing Team Interpreting
9.00 hrs lecture
Units: 0.50
Prerequisite: Admission to the Interpreter Preparation Program or working Deaf and hearing interpreters with instructor's consent
Accepted For Credit: CSU
This course introduces students to working in teams with hearing and Deaf interpreters. Topics include advocating for the use of Deaf/hearing teams, environmental and interpersonal considerations, team development, negotiating strategies of working together, and ethical and cultural considerations. (GR)

INT-227 | Ethics II: Interpreting Ethics and Decision-Making
$4.00 hrs lecture
Units: 3.00
Prerequisite: INT-153
Accepted For Credit: CSU
Through lecture, discussion, and role play, this course will cover ethics as it relates to the field of sign language interpreting; the Code of Professional Conduct (CPC) from the Registry of Interpreters for the Deaf (RID); professional behavior; and liability and preparation for the ethical portion of the national RID exam. Demand-Control Schema (DCS) will be the lens used to determine effectiveness of actions taken by interpreters. This course is intended for Interpreter Preparation Program students. (GR)

INT-245 | Phantom Interpreting
54.00 hrs lab
Units: 1.00
Prerequisite: INT-153
Accepted For Credit: CSU
In this course students will apply knowledge gained in the first year courses by interpreting live situations on campus and in the community. Students will apply Demand-Control schema analysis of situations and assignment preparation. (GR)

INT-253 | Interpreting: English to ASL
72.00 hrs lecture, 108.00 hrs lab
Units: 6.00
Prerequisite: INT-153
Accepted For Credit: CSU
The focus of this course is interpreting from English into ASL. Texts will be analyzed for language use, meaning, and interpreted into ASL. Consecutive and simultaneous interpreting will be studied and practiced. (GR)

INT-263 | Interpreting Across the Language Continuum
$4.00 hrs lecture, $4.00 hrs lab
Units: 4.00
Prerequisite: INT-253
Accepted For Credit: CSU
The focus of this course is to interpret and match a wide range of language varieties that exist in the Deaf community. Monologic and dialogic/interactive texts will be presented. Live and pre-recorded stimulus will be used. This course is intended for students in the fourth semester of the Interpreter Preparation Program. (GR)

INT-295 | Interpreting Internship
243.00 hrs lab
Units: 4.50
Prerequisite: INT-253
Accepted For Credit: CSU
This course is designed to give IPP students a concentrated field experience in interpreting. Students will spend 180 hours working in at least two facilities providing ASL-English interpreting services to Deaf and hearing individuals. Students will have on-site mentors and site-supervisors. (GR)

INT-299 | Capstone Course
$4.00 hrs lab
Units: 1.00
Prerequisite: INT-227, INT-245, INT-253, and INT-199 series courses
Corequisite: INT-263, INT-295, and various INT-199 courses
Accepted For Credit: CSU
This is the final course of the IPP. Students will interpret analyze and present a piece of work for a panel. Students will also create their exit portfolio. (GR)

Japanese (JPNS)

Division: Language, Communication, and Academic Success
Academic Dean: Mark Lieu
Division Administrative Assistant: Dana Pope
Location: Fremont campus, Room 3420K
Phone number: 510-659-6173

JPNS-101A | Elementary Japanese
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU & UC
Introduction to speaking, understanding, reading, and writing Japanese. A communicative approach to the acquisition of the language with emphasis on the appreciation of the culture. (GR)

JPNS-101B | Elementary Japanese
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Prerequisite: JPNS-101A or two years of high school Japanese
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU & UC
This course is a continuation of speaking, understanding, reading, and writing Japanese. A communicative approach to the acquisition of the language with emphasis on the appreciation of the culture. (GR)

JPNS-102A | Intermediate Japanese
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Prerequisite: JPNS-101B or three years of high school Japanese
Accepted For Credit: CSU & UC
This course is a continuation of JPNS-101B with emphasis on the four areas of listening, speaking, reading, and writing in Japanese, as well as a greater in-depth study of Japanese culture. (GR)
Journalism (JOUR)

Division: Language, Communication, and Academic Success
Academic Dean: Mark Lieu
Division Administrative Assistant: Dana Pope
Location: Fremont campus, Room 3420K
Phone number: 510-659-6173

This department offers Special Projects courses (JOUR-201, JOUR-202, and JOUR-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

JOUR-101A Newswriting
$4.00 hrs lecture
Units: 3.00
Prerequisite: ENGL-101A
Accepted For Credit: CSU & UC
This course trains students in newswriting techniques, interviewing, feature writing, ethics, and legal responsibilities. Online and broadcasting newswriting techniques are included. (GR) C-ID JOUR 110

JOUR-106 Reading Banned Books
$4.00 hrs lecture
Units: 3.00
Cross-referenced Course: ENGL-106
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU & UC
This course provides a study of literature that has been banned or censored. (GR)

JOUR-132 Introduction to Public Relations
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
Students will explore the field and practice of public relations, including public relations history, theories, and techniques. Students will employ practical approaches to creating press releases and organizing and executing public relations campaigns. Organizing and executing a public relations campaign includes print, photo, online, and video elements. Finally, students will practice ethical and research based responses to challenges facing organizations. This course is appropriate for any student interested in working in the mass media field. (GC)

JOUR-146 Beginning Photography/Graphic Arts
Newspaper Staff
9.00 hrs lecture, 27.00 hrs lab
Units: 1.00
Cross-referenced Course: ART-146
Advisory: ART-106A or ART-133A
Accepted For Credit: CSU
Students serve as newspaper staff members to initiate, plan, and complete photographic or graphic assignments for publication in the college newspaper and/or magazine. Training emphasizes use of techniques and skills that communicate ideas effectively to a mass media audience. Photographers and artists have access to digital cameras, computers, scanners, and software for completion of assignments. Students are also introduced to legal and ethical responsibilities. Students are expected to produce one photo/graphic per issue. (GC)

JOUR-147 Advanced Photography/Graphic Arts Newspaper Staff
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Cross-referenced Course: ART-147
Advisory: ART-106A or ART-133A
Accepted For Credit: CSU
Staff members initiate, plan, and complete photographic or graphic assignments for publication in the college newspaper and/or magazine. Training emphasizes use of techniques and skills that communicate ideas effectively to a mass media audience. Photographers and artists have access to digital cameras, computers, scanners, and software for completion of assignments. Students are also introduced to legal and ethical responsibilities. Students are responsible for specific areas, such as sports, and are expected to produce two photos or graphics per issue. (GC)

JOUR-148 Photography/Graphic Arts Newspaper Editor
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Cross-referenced Course: ART-148
Advisory: JOUR-146, JOUR-147
Accepted For Credit: CSU
This course is for photo or graphic student editors who will initiate, plan, and complete photographic or graphic assignments for publication in the college newspaper and/or magazine. Student editors are responsible for training photographers and graphic artists in the use of techniques and skills that communicate ideas effectively to a mass media audience. Legal and ethical responsibilities will also be addressed. (GC)

JOUR-155 Mass Media and Society
$4.00 hrs lecture
Units: 3.00
Cross-referenced Course: BRDC-155
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU & UC
We swim in an ocean of media. Our thoughts, beliefs, life choices, jobs, government, and shopping decisions are all influenced by the media. Most of us complain about it, but we wouldn’t turn the media off, even if we could. Yet we don’t know much about it. Who decides what messages get sent? What do the senders want? How do we process the messages? How does the technology work? Your media exposure will continue for the rest of your life. This course aims to make you a more informed, and a critical consumer. (GR) C-ID JOUR 100

Did you know???

The student newspaper, the Monitor, used to be called the Saints Herald. The first issue was published on November 2, 1967.
JOUR-171 Newspaper Writing Staff
18.00 hrs lecture, $4.00 hrs lab
Units: 2.00
Advisory: Completion of, or concurrent enrollment in, JOUR-101A
Accepted For Credit: CSU
This course is designed for staff editors who will gather information, write, and edit stories for publication in the college newspaper, the Monitor, and on the Monitor’s online edition. They will assign stories and deadlines; edit completed stories; design the pages; place photos and stories on a page; write headlines; and proofread the completed paper. Working as a team, the staff plans and designs each issue. JOUR-171 students are expected to contribute two stories per issue. (GR)

JOUR-172 Newspaper Writing and Editing Staff
36.00 hrs lecture, $4.00 hrs lab
Units: 3.00
Advisory: Completion of, or concurrent enrollment in, JOUR-101A
Accepted For Credit: CSU
This course is designed to introduce students to the fields of physical education, exercise science, and allied health. The history and trends of physical education and the human movement sciences will be discussed. Also included in the course will be the career options covering areas such as exercise physiology, biomechanics, motor learning, sports pedagogy, sports sociology, and related areas in athletic training, sports management, and allied health. (GC) C-ID KIN 100

KIN-240 Introduction to Kinesiology
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course involves the theory and detailed demonstration of first aid care of an injured individual. Students learn to assess the condition of a victim and incorporate proper treatment. Standard first aid, CPR, and AED certifications are optional upon successful completion of course requirements. (GC)

KIN-250 First Aid and CPR
36.00 hrs lecture, $4.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This course is designed to introduce students to the fields of physical education, exercise science, and allied health. The history and trends of physical education and the human movement sciences will be discussed. Also included in the course will be the career options covering areas such as exercise physiology, biomechanics, motor learning, sports pedagogy, sports sociology, and related areas in athletic training, sports management, and allied health. (GC) C-ID KIN 100

KIN-251 Fitness for Life
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course is designed to introduce principles of exercise prescription. This course is preparatory for the National Academy of Sports Medicine (NASM) Certified Personal Trainer (CPT) examination. Topics will include exercise physiology applications, exercise program design, exercise program components and applications, and nutritional considerations relating to exercise. (GC)

KIN-257 Prevention and Care of Athletic Injuries
$4.00 hrs lecture, $4.00 hrs lab
Units: 4.00
Advisory: ENGL-151B and BIOL-103A
Accepted For Credit: CSU & UC
This course is designed to introduce basic prevention and care of athletic injuries. Concepts will include injury recognition, evaluation, management, and rehabilitation. The practical experience will include taping and protective padding techniques, determining vital signs, and emergency first aid procedures as applied to athletic injuries. (GR)

KIN-258 Exercise Prescription
36.00 hrs lecture, $4.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This course is designed to introduce principles of exercise prescription. This course is preparatory for the National Academy of Sports Medicine (NASM) Certified Personal Trainer (CPT) examination. Topics will include exercise physiology applications, exercise program design, exercise program components and applications, and nutritional considerations relating to exercise. (GC)

KIN-381 Clinical Experiences in Athletic Training I
54.00 hrs lab
Units: 1.00
Advisory: KIN-257
Accepted For Credit: CSU
This course provides students with practical exposure to the athletic training room setting. Students will observe and participate under direct supervision in the treatment, evaluation, and rehabilitation of student-athletes injured during practices or competitions. Students will practice the application of athletic training techniques and procedures according to protocols established by the athletic trainer. (CR)

KIN-382 Clinical Experiences in Athletic Training II
108.00 hrs lab
Units: 2.00
Advisory: KIN-381
Accepted For Credit: CSU
This course provides students with practical exposure to the athletic training room setting. Students will actively participate under direct supervision in the treatment, evaluation, and rehabilitation of student-athletes injured during practices or competitions. Students will practice the application of athletic training procedures according to protocols established by the athletic trainer. (CR)
Law Enforcement (LE)

Division: Social Sciences
Academic Dean: Ghada Al-Masri
Division Administrative Assistant: Sheila Holland
Location: Fremont campus, Room 3316J
Phone number: 510-659-6216

Ohlone College is a member of the South Bay Regional Public Safety Training Consortium. Vocational training courses are offered in various areas including, but not limited to, the following: Correctional Officer, Law Enforcement Officer, Reserve Police Officer, Dispatcher, Fire Technology, Probation Officer, and Juvenile Hall Counselor. The Consortium is funded by various regional community colleges to provide vocation-specific training which may require special facilities, special training conditions, or is presented outside of the schedules of regular college classes. Students who would like a schedule of these classes or more information on specific programs may call 408-229-4299.

The application and registration process is completed at the South Bay Regional Public Safety Training Consortium located at 560 Bailey Avenue in San Jose. Although open to the public, the majority of these courses are intended to serve the already employed. Students who would like information about a career in any of these programs should call 408-229-4299.

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LE-230A3 Basic Public Safety Dispatcher
27.00 hrs lecture, 90.00 hrs lab
Units: 3.00
This course satisfies the Commission on Peace Officers Standards and Training (POST) minimum training requirements for entry-level dispatchers. The course also prepares students for the fundamental principles, procedures, techniques, and duties of a public safety dispatcher within the law enforcement agency, including ethics and professionalism; criminal justice system; workplace communication; telephone technology and procedures; missing persons; domestic violence; community policing; cultural diversity; law enforcement technologies; radio technologies and procedures; critical incidents; and an overview of many other aspects of public safety. (GR)

LE-235A1 Basic Public Safety Dispatcher Update
9.00 hrs lecture, 31.50 hrs lab
Units: 1.00
Advisory: LE-230A3
This course is designed to provide experienced public safety dispatchers with the skills and knowledge necessary to remain current in job skills and knowledge. Curriculum includes computer systems familiarization, legal updates, and communication techniques. The course contains POST curriculum as well as local training mandates. Not applicable to associate degree. Repeatable = 9 times (GR)

LE-235A2 Basic Public Safety Dispatcher Update
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Advisory: LE-230A3
This course is designed to provide experienced public safety dispatchers with the skills and knowledge necessary to remain current in job skills and knowledge. Curriculum includes computer systems familiarization, legal updates, and communication techniques. The course contains POST curriculum as well as local training mandates. Not applicable to associate degree. Repeatable = 9 times (GR)

LE-235A3 Basic Public Safety Dispatcher Update
31.50 hrs lecture, 90.00 hrs lab
Units: 3.00
Prerequisite: POST certified basic law enforcement academy or equivalent as determined by the Dean of Academy Instruction. POST Dispatch Academy. Familiarity with call taking, stress management, radio procedure, and practical application
This course is designed to provide experienced public safety dispatchers with the skills and knowledge necessary to remain current in job skills and knowledge. This course includes familiarization with computer systems; legal updates; and communication techniques. The course contains POST curriculum as well as local training mandates. Repeatable = 3 times (GR)

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Did you know???
More than half of California veterans receiving GI educational benefits attend a community college.
Source: Community College League of California

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LE-236 Dispatch Advanced Radio Communications
36.00 hrs lecture, 180.00 hrs lab
Units: 5.00
Prerequisite: Familiarity with and ability to demonstrate the following skills: Communication center radio equipment components and their functions; back-up radios/microphones; penal and vehicle code books; welfare and institutions; health and safety; business and professions; government code; municipal/county; maps and street guides; Thomas Guide; city/county; district/beat/run/sector; geographic information systems (GIS); township and range; public services: city/county maintenance/towing, city, county, state, and federal government.
This course will enhance police dispatching skills, as the course specifically focuses on radio communications. Students will study codes and departmental procedures and will respond to calls ranging from traffic emergencies to potentially dangerous situations. Not applicable to associate degree. Repeatable = Unlimited times (CR)

LE-240 Communications Training Officer
32.00 hrs lecture, 8.00 hrs lab
Units: 1.00
Advisory: Basic Public Safety Dispatch or equivalent
This course is to educate communications trainers to their responsibilities and roles in training new dispatchers. This course will provide students with the skills necessary to effectively manage the demand of their specific training assignment. This program includes topics as the role of the trainer, elements of instruction, legal aspects and liabilities, evaluations and documentation, critical incident stress, and practical exercises. Not applicable to associate degree. Repeatable = Unlimited times (GR)

Learning Skills Program (LSP)

Division: Counseling, Student Support, and Success
Dean: Andree Thomas
Division Administrative Assistant: Shawna Lujan
Location: Fremont campus, Room 7322
Phone number: 510-659-6037

This department offers Special Projects courses (LSP-201 and LSP-202). Please see page 156 of this catalog for more information regarding Special Projects courses.

LSP-102 Learning Skills: Quantitative Reasoning
54.00 hrs lecture
Units: 3.00
This course assists Learning Disabled students in developing skills for the successful completion of math courses. Focus is on creating a more thorough understanding of math concepts through practice and multi-modal learning. Not applicable to associate degree. (GR)

LSP-103 Advanced Writing Fundamentals
54.00 hrs lecture
Units: 3.00
Prerequisite: Approval of SAS counselor
This course assists students with learning difficulties to build skills in English grammar and usage in order to write clear paragraphs and informal essays. Concentration is on raising the level of writing for success in mainstream college composition classes. Not applicable to associate degree. (GR)

Library Science (LS)

Division: Language, Communication, and Academic Success
Academic Dean: Mark Lieu
Division Administrative Assistant: Dana Pope
Location: Fremont campus, Room 3420K
Phone number: 510-659-6173

LS-101 Steps to Successful Research
18.00 hrs lecture
Units: 1.00
Advisory: Eligible for ENGL-151B and ENGL-163
Accepted For Credit: CSU & UC
This course introduces students to information retrieval and evaluation. Students choose a topic; design a research strategy; find and evaluate online and print sources relating to their topic; and create an annotated bibliography as a final project. (CR)

LS-151 Internet for Research
9.00 hrs lecture
Units: 0.50
Cross-referenced Course: CS-151
Accepted For Credit: CSU
This course focuses on finding and evaluating information on the Internet for academic research. The course introduces students to the principles of Internet search strategies, citation styles, and how to avoid plagiarism. (CR)

LSP-101 Learning Skills: Writing Fundamentals
54.00 hrs lecture
Units: 3.00
Prerequisite: Approval of SAS counselor
This course assists students with learning challenges to develop skills for the successful completion of English courses. Focus is on creating a more thorough understanding of grammatical concepts while strengthening basic writing skills. Compensatory techniques and assistive technology will be taught with an emphasis on multi-modal learning. Not applicable to associate degree. (GR)
Mathematics (MATH)

Division: Science, Engineering, and Mathematics
Academic Dean: Loretta Silverman
Division Administrative Assistant: Irene Benavidez
Location: Fremont campus, Room 1301L
Phone number: 510-659-6191

This department offers a Special Projects course (MATH-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

MATH-101A **Calculus with Analytic Geometry**
90.00 hrs lecture
Units: 5.00
Prerequisite: MATH-187, MATH-188, or placement evaluation
Accepted For Credit: CSU & UC
This course includes a review of functions and graphs; elements of analytic geometry; limits; continuity; differentiation of algebraic, trigonometric, logarithmic, exponential, and inverse trigonometric functions; applications of the derivative; introduction to integration; and some applications of the definite integral. (GR) C-ID MATH 210

MATH-101B **Calculus with Analytic Geometry**
90.00 hrs lecture
Units: 5.00
Prerequisite: MATH-101A
Accepted For Credit: CSU & UC
This course includes techniques of integration, related applications, infinite series, and an advanced treatment of conics, parametric equations, and polar coordinates. (GR) C-ID MATH 220

MATH-101C **Calculus with Analytic Geometry**
90.00 hrs lecture
Units: 5.00
Prerequisite: MATH-101B
Accepted For Credit: CSU & UC
This course includes vector analysis, functions of several variables, partial derivatives, multiple integration, integration of vector valued functions, and applications. (GR) C-ID MATH 230

MATH-103 **Introduction to Linear Algebra**
54.00 hrs lecture
Units: 3.00
Prerequisite: MATH-101B
Accepted For Credit: CSU & UC
This course includes an introduction to linear algebra including vector spaces, matrices, determinants, linear transformations, eigenvectors, techniques of solving systems of equations, and applications. (GR) C-ID MATH 250

MATH-104 **Differential Equations**
90.00 hrs lecture
Units: 5.00
Prerequisite: MATH-101B
Advisory: MATH-101C and MATH-103
Accepted For Credit: CSU & UC
This course includes the study of the traditional topics in ordinary differential equations as well as series solutions, Laplace transforms, systems of equations, and selected applications. (GR) C-ID MATH 240

MATH-111 **Introduction to Matlab for Engineers**
54.00 hrs lecture
Units: 3.00
Prerequisite: MATH-101A
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course provides an introduction to the software package Matlab with an emphasis on topics in the mathematical sciences. (GR)

MATH-151 **Algebra I**
90.00 hrs lecture
Units: 5.00
Prerequisite: MATH-191 or MATH-192
This course includes the study of operations on algebraic expressions, linear equations and inequalities, graphs of linear equations, systems of equations (two variables), exponents, polynomials, factoring, and rational expressions. Not applicable to associate degree. (GR)

MATH-151A **Algebra I (Part 1)**
54.00 hrs lecture
Units: 2.50
Prerequisite: MATH-191 or MATH-192
This course includes the study of operations using signed numbers, equations (two variables) and inequalities, graphs, and an introduction to systems of equations. The course emphasizes problem-solving skills. Not applicable to associate degree. (GR)

MATH-151B **Algebra I (Part 2)**
54.00 hrs lecture
Units: 2.50
Prerequisite: MATH-151A
This course includes exponents, polynomials, factoring, rational expressions, and applications. Not applicable to associate degree. (GR)
MATH-152  Algebra II  
90.00 hrs lecture  
Units: 5.00  
Prerequisite: MATH-151; MATH-151A and MATH-151B; or placement evaluation  
This course includes the study of systems of equations; relations; functions and their graphs; conic sections; exponential and logarithmic functions; arithmetic and geometric sequences and series; and the binomial theorem. (GR)

MATH-152A  Algebra II (Part 1)  
$4.00 hrs lecture  
Units: 2.50  
Prerequisite: MATH-151; MATH-151A and MATH-151B; or placement evaluation  
This course includes the study of functions, systems of linear equations, inequalities, radical expressions, equations, problem solving, and complex numbers. (GR)

MATH-152B  Algebra II (Part 2)  
$4.00 hrs lecture  
Units: 2.50  
Prerequisite: MATH-152A or placement evaluation  
This course includes the study of quadratic functions and equations, exponential and logarithmic functions, conic sections, sequences, series, sigma notation, and the binomial expansion. (GR)

MATH-153  Intermediate Algebra  
54.00 hrs lecture  
Units: 3.00  
Prerequisite: MATH-151; MATH-151A and MATH-151B; or placement evaluation  
This course includes the study of relations and functions and their graphs, quadratic equations, parabolas, exponential and logarithmic functions, and sigma notation. (GR)

MATH-155  Math for the Associate Degree  
$4.00 hrs lecture  
Units: 3.00  
Prerequisite: MATH-151 or placement evaluation  
This course meets the minimum general education mathematics requirement. The course uses the concepts of beginning algebra (Algebra I), problem solving skills, and analytical thinking to investigate areas such as consumer concerns, recreational math, probability, math in sports, statistics, geometry, trigonometry, and math in the workplace. (GR)

MATH-156  Math for Liberal Arts  
$4.00 hrs lecture  
Units: 3.00  
Prerequisite: MATH-152, MATH-153, or placement evaluation  
Accepted For Credit: CSU & UC  
This course is designed for liberal arts and education students and uses the concepts learned in Intermediate Algebra. This is a survey course of college mathematics with emphasis placed on the nature of mathematics, problem solving, and thinking patterns. Topics covered will be selected from the areas of sets and logic, methods of proof, elements of probability and statistics, geometry, systems of numeration, math of finance, basic trigonometry and calculus, math history, and linear programming. (GR)

MATH-158  Pre-Statistics  
90.00 hrs lecture  
Units: 5.00  
Prerequisite: MATH-152, MATH-153, or placement evaluation  
Accepted For Credit: CSU & UC  
This course will cover select topics from pre-algebra, algebra I, geometry, and statistics. Specifically the course will introduce students to collection of data, summary of data, and basic techniques for interpreting data. This course is intended to prepare students for MATH-159. (GR)

MATH-159  Introduction to Statistics  
90.00 hrs lecture  
Units: 5.00  
Prerequisite: MATH-152, MATH-153, MATH-158, or placement evaluation  
Advisory: ENGL-163  
Accepted For Credit: CSU & UC  
This course covers the use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education. (GR)  
C-ID MATH 110

MATH-167  Calculus for Business and Social Science  
90.00 hrs lecture  
Units: 5.00  
Prerequisite: MATH-186 or placement evaluation  
Accepted For Credit: CSU & UC  
This course includes the concepts of relations; algebraic, exponential, and logarithmic functions; differential and integral calculus; and functions of several variables and partial derivatives with applications to business, finance, and the social sciences. (GR) C-ID MATH 140

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Did you know???

Nearly half of students earning a bachelor's degree from a University of California campus in science, technology, engineering, and mathematics transferred from a California community college.

Source: California Community Colleges Chancellor's Office
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture Hours</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Acceptance For Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-181</td>
<td>Trigonometry</td>
<td>54.00 hrs</td>
<td>3.00</td>
<td>MATH-152 or placement evaluation</td>
<td>CSU</td>
<td>This course focuses on understanding the definitions and principles of trigonometry and their applications to problem-solving. (GR)</td>
</tr>
<tr>
<td>MATH-186</td>
<td>Pre-Calculus I</td>
<td>72.00 hrs</td>
<td>4.00</td>
<td>MATH-152 or placement evaluation</td>
<td>CSU &amp; UC</td>
<td>This course covers some of the algebraic and trigonometric concepts and skills necessary for calculus. The course includes the theory and graphing of elementary, rational, exponential, and logarithmic functions; and an introduction to trigonometric functions and their graphs. (GR)</td>
</tr>
<tr>
<td>MATH-186X</td>
<td>Pre-Calculus I Supplement</td>
<td>18.00 hrs</td>
<td>1.00</td>
<td>Corequisite: MATH-186</td>
<td></td>
<td>This course offers support for the algebraic concepts and skills introduced in Pre-Calculus I. The course provides additional instruction in solving equations and inequalities; modeling real world applications; the complex number system; and graphing. Not applicable to associate degree. (CR)</td>
</tr>
<tr>
<td>MATH-187</td>
<td>Pre-Calculus II</td>
<td>72.00 hrs</td>
<td>4.00</td>
<td>MATH-181, MATH-186, or placement evaluation</td>
<td>CSU &amp; UC</td>
<td>This course focuses on the study of trigonometric functions and application problems, and introduces systems of equations and inequalities; matrix operations; conic sections; and sequences and series. (GR)</td>
</tr>
<tr>
<td>MATH-188</td>
<td>Pre-Calculus</td>
<td>90.00 hrs</td>
<td>5.00</td>
<td>MATH-181</td>
<td>CSU &amp; UC</td>
<td>This course is a review of the concepts and skills necessary for calculus. The course includes the theory and graphing of elementary, exponential, and logarithmic functions; a review of trigonometry; systems of linear and quadratic equations; and an introduction to sequences and series. (GR)</td>
</tr>
<tr>
<td>MATH-190</td>
<td>Basic Mathematics</td>
<td>54.00 hrs</td>
<td>3.00</td>
<td></td>
<td></td>
<td>This course includes a study of the arithmetic of whole numbers, fractions, and decimals; applications of arithmetic-ratios, percents, word problems, and U.S. metric systems of measurement; statistical graphs, measurement of central tendency, and word problems employing those concepts. Not applicable to associate degree. (GR)</td>
</tr>
<tr>
<td>MATH-190A</td>
<td>Basic Mathematics (Self-Paced)</td>
<td>27.00 hrs</td>
<td>1.50</td>
<td></td>
<td></td>
<td>This self-paced course covers the arithmetic of whole numbers, integers, fractions, and decimals. Completion of MATH-190A and MATH-190B is equivalent to MATH-190. Not applicable to associate degree. (GR)</td>
</tr>
<tr>
<td>MATH-190B</td>
<td>Basic Mathematics (Self-Paced)</td>
<td>27.00 hrs</td>
<td>1.50</td>
<td>MATH-190A</td>
<td></td>
<td>This self-paced course covers ratios, proportions, percents, the U.S. customary and metric systems of measurement, statistical graphs, measurements of central tendency, and word problems employing those concepts. Completion of MATH-190A and MATH-190B is equivalent to MATH-190. Not applicable to associate degree. (GR)</td>
</tr>
<tr>
<td>MATH-191</td>
<td>Pre-Algebra</td>
<td>54.00 hrs</td>
<td>3.00</td>
<td></td>
<td></td>
<td>This course includes a study of signed integers, fractions, and decimals; variables and problem-solving; and applications in geometry. This course also covers study skills. Not applicable to associate degree. (GR)</td>
</tr>
<tr>
<td>MATH-192</td>
<td>Basic Mathematics and Pre-Algebra</td>
<td>90.00 hrs</td>
<td>5.00</td>
<td></td>
<td></td>
<td>This course covers topics from arithmetic through an introduction to algebra. Topics include basic operations on whole numbers, fractions, mixed numbers, decimal numbers, and signed numbers, along with presenting word problem applications for each. Additional topics include order of operations, ratio and proportion, solving percent problems, and an introduction to variables and beginning concepts of algebra. Algebraic concepts to be introduced include addition, subtraction, multiplication, and division of algebraic expressions and solving algebraic equations. Not applicable to associate degree. (GR)</td>
</tr>
<tr>
<td>MATH-199</td>
<td>Success in Math</td>
<td>18.00 hrs lecture, 18.00 hrs lab</td>
<td>1.00</td>
<td>Corequisite: Concurrent enrollment in another Math class</td>
<td></td>
<td>This course is designed to assist students in learning mathematics through the development of successful study skills and exam taking methods. Students will also be provided with skills necessary to overcome any math anxieties they may have. This course addresses learning styles, reading math textbooks, completing homework assignments, and taking notes. Not applicable to associate degree. (CR)</td>
</tr>
</tbody>
</table>

### NONCREDIT MATH COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lecture Hours</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Acceptance For Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH-900A</td>
<td>Applications of Math I</td>
<td>27.00 hrs</td>
<td>0.00</td>
<td></td>
<td></td>
<td>This noncredit course blends mathematical topics with practical applications. Emphasis is placed on the use of mathematics in solving word problems drawn from various real world scenarios. Not applicable to associate degree. Repeatable = Unlimited times (CR)</td>
</tr>
</tbody>
</table>

2020-2021 OHLONE COLLEGE CATALOG
MATH-900B Applications of Math II
27.00 hrs lecture
Units: 0.00
This noncredit course blends mathematical topics with practical applications. Emphasis is placed on the use of algebraic properties and graphing in solving word problems drawn from various real world scenarios. Not applicable to associate degree. Repeatable = Unlimited times (CR)

MATH-951 Algebra I
72.00 hrs lecture
Units: 0.00
This noncredit course includes the study of operations on algebraic expressions; linear equations and inequalities; graphs of linear equations; systems of equations (two variables); exponents; polynomials; factoring; and rational expressions. Not applicable to associate degree. Repeatable = Unlimited times (CR)

MATH-952 Algebra II
54.00 hrs lecture
Units: 0.00
This noncredit course includes the study of systems of equations; rational and quadratic inequalities; relations; functions and their graphs; and exponents and roots. Not applicable to associate degree. Repeatable = Unlimited times (CR)

MATH-965 Supervised Tutoring
72.00 hrs lab
Units: 0.00
Prerequisite: Referral by instructor
Corequisite: Enrollment in the course for which the student needs academic support in order to succeed
In this noncredit course students from referred courses receive supplemental academic support to reinforce course content and bolster academic skills. Under the supervision of qualified faculty in one of the college's Learning Centers, peer tutors provide individual and/or group instruction to improve learning in areas of assessed need. Not applicable to associate degree. Repeatable = Unlimited times (NG)

MATH-992 Arithmetic and Pre-Algebra
72.00 hrs lecture
Units: 0.00
This noncredit course provides a foundation in arithmetic and pre-algebra. Topics include basic operations on whole numbers, fractions, mixed numbers, decimal numbers, and signed numbers, along with presenting word problem applications for each. Additional topics include order of operations, ratio and proportion, solving percent problems, and an introduction to variables and beginning concepts of algebra. Not applicable to associate degree. Repeatable = Unlimited times (CR)

Multimedia (MM)

Division: Kinesiology, Athletics, and Arts
Academic Dean: Christopher Warden
Division Administrative Assistant: Maria Rocha
Location: Fremont campus, Room 9303
Phone number: 510-659-6044

This department offers Special Projects courses (MM-201, MM-202, and MM-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

MM-100 Introduction to Concepts in Digital Media
54.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
Digital technologies continue to have a profound effect on all aspects of human society, and new forms of digital media are increasingly perceived as essential to contemporary daily life. These technologies have altered how we work, communicate, learn, and interact with each other. We can observe unprecedented transformations and innovations in new media technologies almost every day. This course is a non-technical introduction to the history, theory, and practice of digital technologies and their applications within science, society, culture, and art. Students will gain an understanding of new media through an in-depth analysis of the history and trends within emerging technologies. They will examine the work of scientists, designers, political organizers, and multimedia artists who have developed technologies and explored new means of integrating these technologies into everyday life. Students will gain insight into the ways interdisciplinary collaboration and information sharing impact the development of the digital frontier. (GC)

MM-101 Visual and Interaction Design
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Cross-referenced Course: GA-101
Accepted For Credit: CSU
This course introduces students to the fundamental principles and practices of Design Thinking, User Interface Design (UI), and Interaction Design (IxD). The course examines how text, navigational systems, visual representation, time, and human behavior play a part in these disciplines and examines how to manage a systematic and iterative design process. Students are introduced to industry tools and methodologies for researching, conceptualizing, designing, and testing interactive and user-centric interfaces to properly communicate their design to key clients and to meet specific and meaningful experience goals for users. Specialized projects encourage students to develop organizing principles, workflows, prototypes, and interfaces that demonstrate principles of Visual and Interaction Design and an understanding of different target platforms. (GR)
MM-102A Introduction to Multimedia
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU & UC
In this course students will explore technical, artistic, and creative ways to produce animations, images, and basic interactive multimedia projects for web, print, and mobile devices. The course employs industry standard software and introduces new technologies such as augmented reality. Topics include typography, design principles, multimedia terminology, copyright issues, image, sound manipulation, and creating AR applications for mobile devices. (GC) C-ID ARTS 250

MM-103 History of Games and Play
54.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
This course examines the historical and cultural role of analog and electronic games; the current industrial landscape; and possible future developments in technology, design, and gaming culture. The course investigates the socio-cultural impacts of interactive entertainment and explores how games help construct beliefs and morals; develop ideologies and shape identity; and, in turn, how culture and society are expressed in gameplay. Students explore and analyze historical and contemporary games and their cultural context while reading current research and theory from a variety of sources in the sciences, social sciences, humanities, and the industry. (GR)

MM-105 Introduction to Web Design
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Advisory: CS-101
This course is a comprehensive introduction to designing and building websites. Students are provided with practical, skill-based instructions in HTML and CSS, usability, accessibility, web file management, responsive design techniques, and front-end frameworks. In addition to technical skills, the course emphasizes User Interface (UI) and User Experience (UX) design principles and visual communication perspectives to create engaging user-centered experiences. (GC)

MM-106 Advanced Interaction Design for Web and Mobile
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Advisory: MM-105
This course introduces students to advanced techniques in website design and web-based mobile applications. In addition to industry standard software like Dreamweaver and Photoshop, this course focuses on CSS for layout, user experience design, and navigation. Topics include rapid prototyping; forms; Ajax and JQuery; dynamic image galleries; building accessible and flexible layouts for screen, tablets, and mobile devices; and professional practices in website design. (GC)

MM-107 WordPress
45.00 hrs lecture, 135.00 hrs lab
Units: 0.50
WordPress is a free and open source content management system (CMS) and one of the most popular online tools to build websites. In this hands-on course students learn how to install, setup, customize, and publish websites using the WordPress platform. (GC)

MM-109 2D Animation
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: ART-106A, CS-101
Accepted For Credit: CSU & UC
This course teaches students the techniques and principles of two-dimensional digital animation production. Students will be introduced to the basic principles of animation and gain fluency in the production processes and the software applications widely used throughout the industry. The curriculum includes character and story development; storyboarding and motion control culminating in animated shorts; web animations; and 2D video game character designs. (GC)

MM-110 Digital Video for the Web and DVD
54.00 hrs lecture
Units: 4.00
Accepted For Credit: CSU
Cross-referenced Course: ART-140
This course is a hands-on introduction to digital video to develop media production skills. The course combines equipment demonstrations, technical workshops, lectures on film theory, readings, discussion, and critiques to give students a fully rounded introduction to all aspects of digital video pre-production, production, and post-production. Topics include producing narrative and documentary style videos, camera proxemics, composition, editing, video file formats and compression, special effects, and producing videos for a variety of outputs. (GR)

MM-112 Motion Graphics
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Cross-referenced Course: GA-112
This course is an introduction to concepts, practices, and techniques in Motion Graphic Design and Visual Effects software. Topics include digital compositing, animation, interaction design, and visual effects to produce captivating communication design for film, TV, web, and multimedia industries. (GR)

MM-113 Mobile Application Development
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
Advisory: MM-105
This course is a practical and project-oriented introduction to creating web and native applications for mobile platforms, specifically for Apple iOS and Android devices. Topics covered include user interface design, software design patterns, application architectures, Dreamweaver's mobile templates, jQuery Mobile, and PhoneGap. (GC)

MM-114 Textures for 3D
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: MM-102A and MM-121A
Advisory: MM-102A and MM-121A
Students will learn different techniques to enhance 3D objects and environments using computer-based 3D sculpting and painting tools. Topics include painting textures, manipulating digital images, texture mapping, lighting techniques, camera controls, applying principles of art and design to 3D imagery, and rendering images for multimedia and print. (GC)
MM-118 Introduction to Video Game Design
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: MM-118 and MM-119
Advisory: ENGL-101A
Accepted For Credit: CSU
This course focuses on the process of planning, developing, and creating content for video games. Students will gain an understanding of the video game industry, and learn how to design characters, levels, and design documents. (GC)

MM-119 Video Game Development
36.00 hrs lecture, 108.00 hrs lab
Units: 4.00
Prerequisite: MM-118
Advisory: MM-114 and MM-121A
Accepted For Credit: CSU
This course focuses on producing video games using 3D software and game engines. Students work individually and in a team environment and follow production practices employed in the video game industry. Topics include 2D and 3D game development processes, graphics, game scripting, motion control, narratives in games, interface design for game development, Mobile Gaming, Virtual Reality, music, and sound. (GR)

MM-120 Video Game Design and Development Capstone
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: MM-118 and MM-119
Accepted For Credit: CSU
This game design and development capstone course provides students with an opportunity to advance their skills. Students create an original game from concept development through implementation, testing, and launch. In addition to feedback from peers, students have the chance to gain feedback from game industry professionals. (GC)

MM-121A 3D Modeling
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: MM-121B
Advisory: ENGL-101A
Accepted For Credit: CSU
Students will learn different techniques to model virtual objects and environments using 3D modeling software. The topics covered are designing characters, modeling, texture mapping, lighting techniques, camera shots, 3D scene layout, and rendering images for different multimedia applications. Introduction to basic 3D animation techniques will be covered. (GC)

MM-121B 3D Animation
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: MM-121A
Advisory: ENGL-101A
Accepted For Credit: CSU
This course encompasses all major aspects of creating 3D animations using the latest animation software. Students will create original artwork and present their work in class. The topics covered include storyboards, principles of animation, function curves, bones, introduction to inverse kinematics, camera motion, lighting, rendering, scene direction, and exporting animations. (GC)

MM-121C Advanced 3D Modeling and Animation
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: MM-121B
Accepted For Credit: CSU
Students will learn advanced techniques in modeling and animation using 3D animation software. The topics include advanced modeling tools; texture mapping; topology and facial expressions; lighting and reflection effects; function curves; particle systems; camera effects; scene direction; sound; basic video editing; rigging and skinning; and animating using inverse kinematics. (GC)

MM-122 Digital Sculpting
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This course introduces students to digital sculpting and its integration with traditional modeling workflows for production. Students learn how to create ultra-realistic, lifelike 3D characters with a high level of detail utilizing industry-standard software applications. Demonstrations, exercises, and in-depth assignments help students develop sculpting, sculpting physics, composition, anatomy, and texture painting skills. (GR)

MM-123 3D Prototyping and 3D Printing
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
3D printing is reshaping the fields of art, science, and technology by revolutionizing how things are made. This course explores 3D Printer rapid-prototyping technology to design and print custom interlocking 3D parts, culminating in building functional electro-mechanical devices such as flying drone copters and robots. Students will gain the theoretical and practical knowledge necessary to wield this transformative technology in the real world. (GC)

MM-124 Commercial Drone Imaging
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
An introduction to using drones commercially and creatively for digital imaging. This course is designed to familiarize students with drone equipment; drone photography and videography; safety regulations; and preparations for obtaining a FAA-107 license required to operate a drone commercially. The course provides a starting point to using drones in multiple careers. (GR)

MM-159 Introduction to Social Media
36.00 hrs lecture, 18.00 hrs lab
Units: 2.00
Accepted For Credit: CSU
This course is an introduction to social media and social media platforms such as Twitter, Facebook, twitch, Snapchat, LinkedIn, and others for career, community building, communication, and marketing. Social media technologies enable individuals to create, collaborate, promote, and share messages with audiences and communities. Students explore the possibilities and limitations of social media and have hands-on experience with several forms of social media/platform technology. Class discussions, presentations by students, readings, case studies, and invited speakers highlight new, effective strategies and applications of these platforms. (GR)
MM-160 Multimedia Portfolio Development
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: MM-102A
Accepted For Credit: CSU
This course will focus on the development of student portfolios for the purpose of presentation on the web. Students will learn about the “cultures” of the multimedia industry, review job roles and responsibilities, go on field trips, and get advice from professionals in the industry. Topics covered include creating a digital portfolio for the web, evaluation of student work, resources in multimedia, preparing a resume, designing and producing business cards, preparing contracts, job hunting techniques, and preparing for a job interview. (GR)

NONCREDIT MM COURSES

MM-900 Game Design Essentials
6.00 hrs lecture, 6.00 hrs lab
Units: 0.00
Advisory: Basic computer literacy
This noncredit course is for students interested in game design or game development. The course provides students with an overview of the tools, skills, practices, and employment opportunities in an industry that encompasses dozens of job disciplines and employs thousands of people worldwide. Not applicable to associate degree. Repeatable = Unlimited times (CR)

MM-901 Web Design Essentials
6.00 hrs lecture, 6.00 hrs lab
Units: 0.00
This hands-on noncredit course introduces students to basic web design including creating, editing, publishing, and maintaining websites for business and personal use. The course does not require any prior knowledge of web design. Not applicable to associate degree. Repeatable = Unlimited times (CR)

MM-902 Video Production Essentials
6.00 hrs lecture, 6.00 hrs lab
Units: 0.00
Advisory: Basic computer literacy
This noncredit course introduces students to the basics of video production, camera functions, video editing, and exporting video to the web. Students work individually and in groups to develop, shoot, and edit small video projects. Not applicable to associate degree. Repeatable = Unlimited times (CR)

MM-903 Social Media for Business Essentials
6.00 hrs lecture, 6.00 hrs lab
Units: 0.00
Advisory: Basic computer literacy
This noncredit course provides students with an overview of social media and social media platforms used for digital marketing campaigns including Facebook, Instagram, Twitter, LinkedIn, and Pinterest. Students explore online advertising techniques to improve digital promotions, increase website traffic, and acquire and retain customers. Not applicable to associate degree. Repeatable = Unlimited times (CR)

Music (MUS)
Division: Kinesiology, Athletics, and Arts
Academic Dean: Christopher Warden
Division Administrative Assistant: Maria Rocha
Location: Fremont campus, Room 9303
Phone number: 510-659-6044

This department offers a Special Projects course (MUS-201). Please see page 156 of this catalog for more information regarding Special Projects courses.

MUS-100 Survey of the Arts
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: ART-100, IS-100, TD-100
Advisory: Eligible for ENGL-151B and ENGL-163
Accepted For Credit: CSU & UC
Art, music, and theatre are explored in this course through discussion, historical review, and contemporary issues. The purpose of this course is to increase student’s understanding and enjoyment of the arts. The course is taught by three instructors, one from each discipline. (GR)

C-ID MUS 100

MUS-101 Music Appreciation: Western Classical Music
54.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU & UC
This course concentrates on the development of an attentive style of listening, the introduction and systematic study of the building blocks of music, and enhancing awareness of the main musical styles of selected western cultures. (GR)
MUS-102 Music Appreciation
- 54.00 hrs lecture
- Units: 3.00
- Advisory: Eligible for ENGL-101A
- Accepted For Credit: CSU & UC
- This course is an introductory course in music for students without previous formal training in music, listening, or performance. The course is designed to provide understanding and enjoyment through informed listening, analysis, and discernment of musical element, forms, and repertoire. The material selected is from all styles, periods, and cultures. (GR)

MUS-103 Fundamentals of Music
- 54.00 hrs lecture
- Units: 3.00
- Accepted For Credit: CSU & UC
- This course provides an introduction to the notation and fundamental theoretical elements of Western music, covering pitch and rhythm concepts and structures; basic formal elements; and fundamental musicianship. The ability to read music is not required for this course. (GC) C-ID MUS 110

MUS-104 Music of World Cultures
- 54.00 hrs lecture
- Units: 3.00
- Accepted For Credit: CSU & UC
- A survey of traditional and contemporary music from around the world including, but not limited to, Africa, India, Indonesia, South/Central America, Caribbean, Europe, China, Japan, and the United States. This course will deal with the traditional instruments and ensembles, as well as vocal techniques and performance practices particular to each region. (GR)

MUS-108 Songwriting
- 36.00 hrs lecture
- Units: 2.00
- Advisory: MUS-103
- Accepted For Credit: CSU
- This course exposes students to the analytical processes, compositional techniques, and marketing fundamentals involved in the business of commercial songwriting. Song demos will be created in the computer program GarageBand. Final projects will be played and recorded by live musicians in the Ohlone recording studio. Songwriting experience is not necessary, but the ability to play guitar or piano is helpful. (GR)

MUS-110A Music Theory and Harmony
- 54.00 hrs lecture
- Units: 3.00
- Corequisite: MUS-111A
- Accepted For Credit: CSU & UC
- This course, through guided composition and analysis, incorporates the following concepts: rhythm and meter; basic properties of sound; intervals; diatonic scales and triads; diatonic chords, basic cadential formulas, and phrase structure; dominant seventh; figured bass symbols; and non-harmonic tones. Development of skills in handwritten notation is expected. (GR) C-ID MUS 120

MUS-110B Harmony
- 54.00 hrs lecture
- Units: 3.00
- Prerequisite: MUS-110A
- Corequisite: MUS-111B
- Accepted For Credit: CSU & UC
- This course includes the study of diatonic harmony in major keys, major and minor triads, inversions, modulation, non-harmonic tones, and secondary dominants. The course includes writing for the piano using the phrase, period, and two and three part song form. This course is the second in the four-semester theory sequence. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. (GR) C-ID MUS 130

MUS-110C Advanced Harmony
- 54.00 hrs lecture
- Units: 3.00
- Prerequisite: MUS-110B
- Corequisite: MUS-111C
- Accepted For Credit: CSU & UC
- This course is a study of chromatic harmony with particular emphasis on the chronological development of harmonic and contrapuntal techniques from the 16th through the 19th centuries. This course is the third in the four-semester theory sequence. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. (GR) C-ID MUS 130

MUS-110D Advanced Harmony
- 54.00 hrs lecture
- Units: 3.00
- Prerequisite: MUS-110C
- Corequisite: MUS-111D
- Accepted For Credit: CSU & UC
- This course is a study of compositional materials and techniques from the 19th century to the present. This course is the fourth in the four-semester theory sequence. (GR) C-ID MUS 150

MUS-111A Musicianship I
- 18.00 hrs lecture, 36.00 hrs lab
- Units: 1.00
- Corequisite: MUS-110A
- Accepted For Credit: CSU & UC
- This course develops basic facility in sight singing, ear training, and the ability to take musical dictation. (GR) C-ID MUS 125

MUS-111B Musicianship II
- 18.00 hrs lecture, 36.00 hrs lab
- Units: 1.00
- Prerequisite: MUS-111A
- Accepted For Credit: CSU & UC
- This course continues the development and application of skills in sight-singing, ear training, and the ability to take musical dictation. This curriculum parallels the analytical concepts presented in MUS-110B, Harmony. (GR) C-ID MUS 135
MUS-111C | Musicianship III
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Prerequisite: MUS-111B
Corequisite: MUS-110C
Accepted For Credit: CSU & UC
This course continues the development and application of skills in sight singing, ear training, and the ability to take musical dictation. This curriculum parallels the analytical concepts presented in MUS-110C, Advanced Harmony. (GR) C-ID MUS 145

MUS-111D | Musicianship IV
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Prerequisite: MUS-111C
Corequisite: MUS-110D
Accepted For Credit: CSU & UC
This course continues the development and application of skills in sight-singing, ear training, and the ability to take musical dictation. This curriculum parallels the analytical concepts presented in MUS-110C, Advanced Harmony. (GR) C-ID MUS 155

MUS-112A | Introduction to Music Technology
54.00 hrs lecture, 18.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This course provides an introduction to creating music with keyboards, audio samples, and beats using computer music software (Pro Tools). The course is designed to train students in the understanding and application of music technology with emphasis on mixing, mastering, and MIDI sequencing. The course covers the fundamental vocabulary, methods, concepts, and devices used in contemporary music production, including sound fundamentals, consumer audio equipment, personal computers, and software. (GR)

MUS-112B | Intermediate Music Technology
54.00 hrs lecture, 18.00 hrs lab
Units: 3.00
Advisory: MUS-112A
Accepted For Credit: CSU
This course deepens the focus on creating music with keyboards, audio samples, and beats using computer music software by taking a more detailed look at the Pro Tools system. The course covers intermediate recording, editing, and mixing techniques. This is the second course in the official Avid Pro Tools curriculum and the course provides a foundation for the later Pro Tools Music Production and Post Production courses. (GR)

MUS-113 | Studio Recording
54.00 hrs lecture, 18.00 hrs lab
Units: 3.00
Cross-referenced Course: BRDC-132
Advisory: MUS-112A
Accepted For Credit: CSU
This course is an introduction to the recording studio that follows the path of audio signals through the microphone, mixer, signal processors, digital audio workstation (DAW), and monitoring stations. Course topics include various types of microphones, the functions of virtual mixing boards, the characteristics of plug-in signal processors, and recording techniques. This course culminates in the production of a finished, master recording audio file. (GR)

MUS-121 | The History of Jazz
54.00 hrs lecture, 18.00 hrs lab
Units: 3.00
Accepted For Credit: CSU & UC
This course involves the study of jazz, its historical background, and its development in the world. The course is open to all students. (GR)

MUS-122 | History of Rock and Roll: Music and Culture of the 1950's
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: HIST-141, IS-142
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course charts the evolution of rock and roll music from the late 1950's through the 1960's, focusing on the history of the period as well as a detailed analysis of the stylistic development of this important musical genre. The course is designed to gradually develop students' appreciation for this art form while simultaneously exposing the symbiotic interrelationship between rock and American culture. The course will chart how rock and roll simultaneously reflects and affects society by grounding the key people, events, and songs within their historical context. (GC)

MUS-123 | History of Rock and Roll: Music and Culture of the 1960's
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: HIST-142, IS-143
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course charts the evolution of rock and roll music from the late 1950's through the 1960's, focusing on the history of the period as well as a detailed analysis of the stylistic development of this important musical genre. The course is designed to gradually develop students' appreciation for this art form while simultaneously exposing the symbiotic interrelationship between rock and American society. (GC)
MUS-125  History of Rock and Roll: Music and Culture
Since 1970
S4.00 hrs lecture
Units: 3.00
Cross-referenced Course: HIST-143
Accepted For Credit: CSU & UC
This course examines the development of popular music and its integration with general culture and society since 1970 and into the new millennium. The course includes identification and analysis of art rock, disco, new wave, reggae, rap, hip-hop, worldbeat, and other musical genres. (GR)

MUS-160A  Beginning Class Piano
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Accepted For Credit: CSU & UC
This course consists of self-paced group piano lessons for beginners and students who wish to develop elementary skill at the keyboard. The course is required for music majors and recommended for teaching credential applicants. It is also recommended for all students interested in learning the piano for fun. (GR)

MUS-160B  Class Piano
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Advisory: MUS-160A
Accepted For Credit: CSU & UC
This course consists of class piano lessons for beginners and students who wish to develop elementary skill at the keyboard. The course is required for music majors and recommended for teaching credential applicants. It is also recommended for all students interested in learning the piano for fun. (GR)

MUS-160C  Class Piano
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Advisory: MUS-160B
Accepted For Credit: CSU & UC
This course consists of intermediate level class piano lessons for students who wish to develop skill at the keyboard. The course is required for music majors and recommended for teaching credential applicants. It is also recommended for all students interested in learning the piano for fun. (GR)

MUS-160D  Class Piano
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Advisory: MUS-160C
Accepted For Credit: CSU & UC
This course consists of intermediate level class piano lessons for students who wish to develop skill at the keyboard. The course is required for music majors and recommended for teaching credential applicants. It is also recommended for all students interested in learning the piano for fun. (GR)

MUS-160E  Piano Repertoire
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Accepted For Credit: CSU & UC
This course consists of intermediate to advanced level class piano lessons for students who wish to develop skill at the keyboard. The course is required for music majors and recommended for teaching credential applicants. It is also recommended for all students interested in learning the piano for fun. (GR)

MUS-160F  Piano Repertoire
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Advisory: MUS-160E
Accepted For Credit: CSU & UC
This course consists of intermediate to advanced level class piano lessons for students who wish to develop skill at the keyboard. It is required for music majors and recommended for teaching credential applicants. It is also recommended for all students interested in learning the piano for fun. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. (GR)

MUS-161A  Class Guitar
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Accepted For Credit: CSU & UC
This course is group instruction giving students the opportunity to experience playing the guitar in solo, accompaniment, and ensemble settings. The repertoire represents all stylistic periods. Students must provide their own guitar. (GR)

MUS-161B  Class Guitar II
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Prerequisite: MUS-161A
Accepted For Credit: CSU & UC
This course is the second level of group instruction giving students the opportunity to learn song accompaniment, solo and ensemble experience playing the guitar. The literature represents all stylistic periods. Students must provide their own guitar. (GR)

MUS-161C  Class Guitar III
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Prerequisite: MUS-161B
Accepted For Credit: CSU & UC
This course is the third level of group instruction giving students experience playing solo, accompaniment, and ensemble guitar music. The repertoire represents all stylistic periods. Students must provide their own guitar. (GR)

MUS-161D  Class Guitar IV
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Prerequisite: MUS-161C
Accepted For Credit: CSU & UC
This course is the fourth level of group instruction giving students the opportunity to learn solo, accompaniment, and ensemble music on the guitar. The repertoire uses covers many stylistic periods. Students must provide their own guitar. (GC)

MUS-161E  Class Guitar V
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Prerequisite: MUS-161D
Accepted For Credit: CSU & UC
This course is the fifth level of group guitar instruction. The literature represents all stylistic periods. Students must provide their own guitar. (GR)
MUS-161F  Class Guitar VI  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.00  
Prerequisite: MUS-161E  
Accepted For Credit: CSU & UC  
This course is the sixth level of group guitar instruction. The literature represents all stylistic periods. Students must provide their own guitar. (GC)

MUS-162A  Class Voice-Beginning  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.00  
Accepted For Credit: CSU & UC  
This course offers group instruction in vocal production with emphasis on solo literature. Many common vocal problems are identified and analyzed through classroom participation and discussion utilizing vocal literature and art songs. Vocal literature is studied with regard to musical content and textual origin and meaning. (GR)

MUS-162B  Class Voice-Beginning  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.00  
Prerequisite: MUS-162A  
Accepted For Credit: CSU & UC  
This course will offer group instruction in vocal production with emphasis on solo literature. Many common vocal problems will be identified and analyzed through classroom participation and discussion utilizing vocal literature and art songs. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. (GR)

MUS-162C  Class Voice-Intermediate  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.00  
Prerequisite: MUS-162B  
Accepted For Credit: CSU & UC  
Students practice correct tone production, diction, stage presence, and style interpretation. Vocal problems are identified and corrected while students study literature consisting of standard vocal repertoire. (GR)

MUS-162D  Class Voice-Intermediate  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.00  
Prerequisite: MUS-162C  
Accepted For Credit: CSU & UC  
Students practice correct tone production, diction, stage presence, and style interpretation. Vocal problems are identified and corrected while students study literature consisting of standard vocal repertoire. (GR)

MUS-162E  Vocal Repertoire  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.00  
Prerequisite: MUS-162D  
Accepted For Credit: CSU & UC  
Students practice correct tone production, diction, and stage presence. Style interpretation will be stressed in each lesson. Vocal problems are identified and corrected while students study literature consisting of standard vocal repertoire. (GR)

MUS-162F  Vocal Repertoire  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.00  
Prerequisite: MUS-162E  
Accepted For Credit: CSU & UC  
Students practice correct tone production, diction, and stage presence. Style interpretation will be stressed in each lesson. Vocal problems are identified and corrected while students study literature consisting of standard vocal repertoire. (GR)

MUS-166A  Applied Music  
18.00 hrs lecture, 18.00 hrs lab  
Units: 1.00  
Prerequisite: Audition  
Corequisite: Participation in an appropriate performance ensemble and music major preparation course (such as MUS-103, Fundamentals of Music)  
Accepted For Credit: CSU & UC  
This course involves individual instruction in techniques and repertoire in voice, piano, guitar, or other traditional orchestral instruments for students who are currently enrolled in private instruction. Achievement is evaluated through periodic classroom performances and a juried final performance. Repeatable = 3 times (GR) C-ID MUS 160

MUS-169A  Jazz Guitar  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.00  
Advisory: Some guitar playing ability required  
Accepted For Credit: CSU & UC  
The course examines various aspects of jazz guitar with special emphasis on harmony and melodic improvisation in a group setting. Students need to supply their own electric or acoustic guitar. (GR)

MUS-169B  Blues/Rock Guitar  
18.00 hrs lecture, 36.00 hrs lab  
Units: 1.00  
Accepted For Credit: CSU & UC  
This course provides group instruction in blues/rock improvisation and accompaniment, including lecture, demonstration, and in-class playing. Students need to supply their own electric guitar and small amp, or an acoustic guitar with light-gauge strings. (GR)

MUS-169D  Applied Theory for Bass and Guitar  
54.00 hrs lecture  
Units: 3.00  
Accepted For Credit: CSU & UC  
This course applies fundamental music theory—scales, intervals, chords, keys, rhythmic figures, and ear training—to bass and guitar in a lecture/workshop setting. (GR)

MUS-351  Performance Ensembles  
54.00 hrs lab  
Units: 1.00  
Accepted For Credit: CSU & UC  
This course is the study and performance of vocal and/or instrumental ensemble literature, both jazz and classical. Performers participate in small ensembles of varied instrumentation throughout each semester. Attendance at scheduled public performances is required. This course is required of all instrumental music majors each semester of attendance. Repeatable = 3 times (GR)
### MUS-352 Jazz/Rock Ensemble
$4.00 hrs lab
Units: 1.00
Prerequisite: Audition
Advisory: Ability to read music
Accepted For Credit: CSU & UC
This course is for the study, rehearsal, and public performance of literature appropriate for jazz, rock, R&B, and stage band ensembles, focusing on the skills needed to perform in a large group setting including horn sections, vocal sections, and percussion sections. Different literature will be studied each semester. Open to all instruments and vocalists. Repeatable = 3 times (GR) C-ID MUS 180

### MUS-352B Advanced Jazz/Rock Combos
$4.00 hrs lab
Units: 1.00
Prerequisite: MUS-352
Accepted For Credit: CSU
This course is an advanced live-performance workshop for all instrumentalists and singers. The course is a continuation of the concepts covered in MUS-352 with greater emphasis on soloing, arranging, music theory, and contemporary performance practices. Repeatable = 3 times (GR)

### MUS-355 College Chorus
$4.00 hrs lab
Units: 1.00
Prerequisite: Audition
Accepted For Credit: CSU & UC
Students will perform a variety of choral music ranging from jazz and popular to light classical and contemporary choral literature. Emphasis is placed on developing good vocal technique and individual musicianship in order to create artistic ensemble singing. Repeatable = 3 times (GC) C-ID MUS 180

### MUS-356 Chamber Singers
$4.00 hrs lab
Units: 1.00
Prerequisite: Audition
Advisory: Ability to read music
Accepted For Credit: CSU & UC
This course is an audition-only choir ensemble of trained community/campus singers who specialize in choral music from all eras of Western European music history. The choir is limited in size, but enrollment is open to all qualified singers. Attendance at all rehearsals and concerts is required. Repeatable = 3 times (GC)

### MUS-369 Jazz, Rock, Pop, Blues Piano
18.00 hrs lecture, 36.00 hrs lab
Units: 1.00
Accepted For Credit: CSU & UC
This course is a basic techniques and forms study of the applied and improvisation techniques of Jazz, Rock, Pop, Fusion, and Blues piano. Some prior piano study and reading ability are advised, but beginners are welcome. Repeatable = 3 times (GR)

### MUS-370 Symphonic Band
$4.00 hrs lab
Units: 0.50
Advisory: Audition
Accepted For Credit: CSU & UC
This course includes the study and performance of large scale symphonic band literature. Emphasis will be placed on major composer repertoire, scored for an ensemble with multiple part duplication. Attendance at scheduled rehearsals and performances is required. Repeatable = 3 times (GR)

### MUS-371 Mixed Wind Ensemble
$4.00 hrs lab
Units: 0.50
Advisory: Audition
Accepted For Credit: CSU & UC
This course includes the study and performance of “one player per part” wind literature. Emphasis will be placed on solo preparation and execution. Attendance at scheduled rehearsals and performances is required. Repeatable = 3 times (GR)

### MUS-374 Community Orchestra
$4.00 hrs lab
Units: 0.50
Advisory: Audition
Accepted For Credit: CSU & UC
This course features the study and performance of both chamber and full symphonic orchestra repertoire. The literature represents all stylistic periods. Repeatable = 3 times (GR)

### MUS-380 Musical Workshop - College Cabaret
36.00 hrs lecture, 18.00 hrs lab
Units: 2.00
Prerequisite: MUS-162B and audition
Accepted For Credit: CSU & UC
This workshop is designed to familiarize and teach students the principles of singing dramatic music. Specific instruction is given in repertoire from musical theatre, operetta, and/or opera. Students need to bring the music of a prepared song to the first class session. Students are required to perform as part of this class. Repeatable = 3 times (GR)

### MUS-381 Musical Theatre Workshop - Chorus/Ensemble
$4.00 hrs lab
Units: 1.00
Prerequisite: MUS-162A and MUS-162B; or audition
Accepted For Credit: CSU & UC
This workshop is designed to familiarize and teach students the principles and complexities involved in the preparation and production of a dramatic musical performance. Specific instruction will be given in movement and music for members of the chorus. Repeatable = 3 times (GR)

### MUS-382 Musical Theatre Workshop III (Instrumental)
$4.00 hrs lab
Units: 1.00
Prerequisite: Audition
Accepted For Credit: CSU & UC
This course is designed to familiarize students with the principles and complexities involved in the preparation and production of a dramatic musical performance from the perspective of the “pit musician.” Repeatable = 3 times (GR)

### MUS-394 Show Choir
$4.00 hrs lab
Units: 1.00
Prerequisite: Audition
Advisory: Ability to sight read music
Accepted For Credit: CSU & UC
This course is an audition-only vocal ensemble of trained singers who specialize in choral music from the “show choir/vocal jazz choir/a cappella” repertoire. Repeatable = 3 times (GC)
Nursing (NUR)

Division: Health Sciences
Academic Dean: Robert Gabriel
Division Administrative Assistant: Zelma Hunter
Location: Newark campus, Room NC1324
Phone number: 510-742-3100

NUR-301 Foundations of Nursing
$4.00 hrs lecture, 135.00 hrs lab
Units: 5.50
Prerequisite: Admission to the Registered Nursing program
Accepted For Credit: CSU
Nursing 301 is the first course in the nursing sequence. Students are introduced to caring theory and practice of nursing based on nurse caring science. This course focuses on assessment of patients’ physical and psychological systems across the adult life span, including variations for the geriatric client. Health and wellness are explored within the context of the health care delivery system. Students begin holistic nursing socialization process into the role of the professional registered nurse, learning holistic communication skills, multiple ways of knowing, and the role of critical thinking in caring for culturally diverse patients in acute care settings. This course focuses on assessing, developing, implementing, and evaluating a plan of care that respects the uniqueness of patients and their care preferences related to sexual orientation, ethnicity, religion, developmental stage, and socioeconomic background. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of fundamental nursing skills occurs in a multimedia setting with utilization of both high and low fidelity mannequins. Clinical application of caring theory and skills occurs in the hospital. (GR)

NUR-302 Nursing Care of the Medical-Surgical Patient I
$4.00 hrs lecture, 135.00 hrs lab
Units: 5.50
Prerequisite: Admission to the Registered Nursing program
Accepted For Credit: CSU
Nursing 302 is the second course in the nursing sequence. The focus of this course is beginning concepts in nursing care of the medical-surgical patient experiencing chronic physical and psychological changes related to cardiovascular, respiratory, endocrine-protective, and ingestion-elimination systems. Issues surrounding chronicity and nursing care of high-risk populations will be explored. Students are introduced to pre-operative, intra-operative, and post-operative nursing roles. Pharmacology is expanded in this course and is addressed in each subsequent course. This course focuses on assessing, developing, implementing, and evaluating a plan of care that respects the individual’s cultural beliefs related to their health and experience of chronic illness. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of nursing skills occurs in a multimedia setting with utilization of high and low fidelity mannequins. Clinical application of nurse caring theory and skills occurs in the hospital. (GR)

NUR-303 Nursing Care of Women and Children
72.00 hrs lecture, 216.00 hrs lab
Units: 8.00
Prerequisite: NUR-301
Accepted For Credit: CSU
Nursing 303 is the third course in the nursing sequence. This course focuses on applying nurse caring science principles in providing nursing care to the childbearing, child rearing family. Nursing roles of being a provider and manager of care and a member of the nursing profession are explored in women’s health care, labor and delivery, post-partum, newborn nursery, and pediatric settings. The course incorporates lectures, discussion, and extensive video and multimedia components. Course content includes pathophysiology, nursing implications of diagnostic tests, and related pharmacology. Students assess patients, identify nursing diagnoses, and implement and evaluate nursing interventions to promote healing responses in women and children experiencing health and family changes. The course focuses on assessing, developing, implementing, and evaluating a plan of care that respects the individual’s cultural and ethnic childbearing beliefs regarding pregnancy, labor and delivery, and post-partum care of the mother and the newborn. Additionally, this course explores legal and ethical situations concerning parent-child rights; legal and cultural responses to child abuse and the child with congenital anomalies; and culturally appropriate education of families. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of nursing skills in a multimedia setting with the use of intermediate and high-fidelity mannequins is included. Clinical application of nursing caring theory and skills occurs in hospital and community settings. (GR)

NUR-304 Nursing Care of the Medical-Surgical Patient II
45.00 hrs lecture, 135.00 hrs lab
Units: 5.00
Prerequisite: NUR-303
Accepted For Credit: CSU
Nursing 304 is the fourth course in the nursing sequence. The focus of this course is intermediate concepts in nursing care of the medical-surgical patient experiencing acute physical and psychological changes related to cardiovascular, respiratory, neurosensation, endocrine-protective, and ingestion-elimination systems. Complex situations concerning acute care nursing of high-risk and oncology patients will be explored, including ethical and legal concerns with palliative and end-of-life care. This course focuses on assessing, developing, implementing, and evaluating a plan of care that respects the individual’s cultural beliefs related to their health and experience of cancer and other medical surgical conditions. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of nursing skills occurs in a multimedia setting with utilization of high and low fidelity mannequins. Clinical application of nurse caring theory and skills occurs in the hospital. (GR)
NUR-305 Nursing Care of the Medical-Surgical Patient III
45.00 hrs lecture, 135.00 hrs lab
Units: 5.00
Prerequisite: NUR-303
Accepted For Credit: CSU
Nursing 305 is the fifth course in the nursing sequence. This course focuses on providing advanced, often urgent or intensive nursing care to adult and geriatric patients with complex alterations in the cardiovascular, respiratory, endocrine-protective, elimination, and neuro/sensation systems. Students will use caring nursing process and advanced clinical reasoning to develop an individualized, culturally sensitive plan of care for the patient that interrelates pathophysiology, nursing assessments, diagnostic tests, pharmacology and medical treatments. Detailed objectives are written for each class and correlate with required preparation. Simulated practice of related skills occurs in a multimedia setting with utilization of high fidelity mannequins. Clinical application of caring theory and skills occurs in acute care hospitals. (GR)

NUR-306 Nursing Care of the Mental Health Client and Advanced Gerontologic Care
45.00 hrs lecture, 135.00 hrs lab
Units: 5.00
Prerequisite: NUR-305
Accepted For Credit: CSU
Nursing 306 is the sixth course in the nursing sequence. This course focuses on providing comprehensive nursing care with emphasis on therapeutic communication to mental health clients. Additionally, students will build on previously learned caring skills for older adults to address more complex care needs and concerns of the geriatric population across the care continuum. Nursing roles of being a provider and manager of care, communicator, teacher, and member of the profession are explored in caring for clients in community-based, inpatient behavioral health, and geriatric settings. Nurse caring skills will focus on assessments, holistic communication, the importance of self-care, multiple ways of knowing and critical thinking, spiritual health, and cultural diversity. These caring skills will be practiced in actual clinical situations, through role-playing, and/or through simulations in a multimedia setting. Students will assess, develop, implement, and evaluate care plans that respect clients' cultural beliefs related to verbal and non-verbal behaviors and the part of the mental health-mental illness continuum that clients are experiencing. Sources of stress and coping among diverse ethnic groups that may lead to violence, substance abuse, or altered life skills will be considered in care planning. In the geriatric clinical rotation, students will implement the leadership role of the RN as a manager and coordinator of care with ancillary staff. Detailed objectives are written for each class and correlate with required preparation. Clinical application of caring theory and skills occurs in acute care and community settings. (GR)

NUR-307 Nursing Leadership and Preceptorship
18.00 hrs lecture, 216.00 hrs lab
Units: 5.00
Prerequisite: NUR-305
Accepted For Credit: CSU
Nursing 307 is the final course in the nursing sequence. This course focuses on providing nursing care and first level management skills for groups of patients. Emphasis is placed on managing a full patient assignment in acute care, gerontological, and community settings. The registered nurse preceptor directly supervises the student under the guidance of the nursing faculty liaison. Professional development skills as well as current issues in nursing are discussed. This course focuses on managing groups of adults and geriatric patients with respect for the individual's cultural diversity, ethnicity, developmental stage, sexual orientation, gender, religion, and socioeconomic background related to health care practices. Students are expected to complete a senior capstone research based project on a patient care protocol used at their clinical site. Detailed objectives are written for each class and correlate with required preparation. Clinical application of caring theory and skills occurs in hospital, community, and gerontological health care settings. Simulated practice of advanced, comprehensive nursing skills occurs in a multimedia setting with high fidelity mannequins. (GR)

Clinical Skills Review
27.00 hrs lab
Units: 0.50
This nursing course provides supplemental instruction and enhancement of clinical skills obtained in previous nursing courses. Not applicable to associate degree. (CR)

International Nursing
27.00 hrs lecture, 81.00 hrs lab
Units: 3.00
Prerequisite: NUR-302; good academic standing in Nursing program; completed vaccinations and/or physical as recommended by international partner and CDC; application is required. Students will collaborate with international health care providers to provide basic health care in underserved communities outside of the United States. Students will gain an appreciation for the people, unique culture, and indigenous health practices. This intense course includes clinical hours in the country of choice assisting with various health care services as part of service learning. Not applicable to associate degree. (GC)

**Did you know??**

Occupations that typically require workers to have an associate degree for entry have an average annual wage of almost $53,000, compared to an average annual wage of $36,100 for workers in high school-level occupations, according to the U.S. Bureau of Labor Statistics.

Source: California Community Colleges Chancellor's Office
Personal Development (PD)

Division: Counseling, Student Support, and Success
Dean: Andree Thomas
Division Administrative Assistant: Shawna Lujan
Location: Fremont campus, Room 7322
Phone number: 510-659-6037

This department offers Special Projects courses (PD-201, PD-202, and PD-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

PD-100  Transition to College
18.00 hrs lecture
Units: 1.00
Accepted For Credit: CSU
This course is designed for new students as an orientation to Ohlone and to college life in general. Students will become familiar with various aspects of Ohlone such as college facilities, programs, services, policies, technology, and college-wide issues. Additional topics that will be covered are study skills, academic expectations, diversity, health/wellness, and relationships. (GC)

PD-102  International Student Orientation
9.00 hrs lecture
Units: 0.50
Prerequisite: International student with F-1 Visa
Accepted For Credit: CSU
This course is designed for new International students as an orientation to Ohlone College. This course covers specific topics designed to help International students transition to college and life in the U.S. Students will become familiar with the U.S. education system, college resources, and immigration regulations for F-1 Visa holding students. (CR)

PD-103  Transfer Success in Life Transitions
54.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
Through the context of transferring from a community college to a university, this course will introduce students to appropriate life skills that can help them achieve greater success in their educational, personal, and professional lives. The course is designed specifically for students interested in successfully navigating the process of transferring to a college or university. Topics include goal setting; motivation; learning styles; critical thinking; decision making; degree options; university systems and transfer programs; education planning; money management and financial aid; unique transitional considerations for transfer students; and maintaining a healthy lifestyle. (GC)

PD-105  College Success
54.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
The goal of this course is to assist students in developing personal and academic skills needed to be successful in college and life. This course integrates personal growth, learning techniques, academic and career success, problem solving, critical and creative thinking. The course focus is on the following topics: self-evaluation and assessment; goal setting; career decision making; educational planning; time and financial management techniques; instructor-student relationships; effective communication; cultural diversity; health maintenance; stress management; college resources; learning styles and strategies including lecture note-taking, test taking, memory, and concentration. This course cannot be taken in conjunction with PD-111 or PD-113. (GC)

PD-111  Strategies for College Success
18.00 hrs lecture
Units: 1.00
Accepted For Credit: CSU & UC
This course covers specific topics designed to help students succeed in college. Additionally, students are assisted in adjusting to college life and identifying learning strategies, problem solving, academic planning, critical thinking, and individual motivation. This course cannot be taken in conjunction with PD-105 or PD-113. (GC)
PD-113  
**Strategies for Succeeding in College**  
36.00 hrs lecture  
Units: 2.00  
Accepted For Credit: CSU & UC  
This course helps students adjust to college. The focus is on the following topics: college expectations, opportunities, and resources. This course will benefit students with a variety of learning styles while providing practical strategies for success. This course will help students develop life skills in areas such as goal setting, educational planning, health maintenance, cultural diversity, and relationships. This course cannot be taken in conjunction with PD-105 or PD-111. (GC)

PD-120A  
**Student Leadership I**  
9.00 hrs lecture  
Units: 0.50  
Advisory: Eligible for ENGL-151B and ENGL-163, or ENGL-151RW  
Accepted For Credit: CSU  
This course introduces theories and practice of leadership (roles of leaders, group process, management by objectives, motivational psychology, administration of programs) through lecture, student government meetings, and programs. This course is recommended for student government officers, club officers, and individuals who want to participate in leadership roles. (CR)

PD-120B  
**Student Leadership II**  
9.00 hrs lecture, 27.00 hrs lab  
Units: 1.00  
Advisory: Eligible for ENGL-151B and ENGL-163, or ENGL-151RW  
Accepted For Credit: CSU  
This course is designed to continue student's understanding and application of the theories and practice of leadership (roles of leaders, group process, management of goals and objectives, and administration of programs). This course is recommended for those students who have participated in student government, clubs, and other student leadership roles. (GR)

PD-141  
**College Orientation for Student-Athletes**  
9.00 hrs lecture  
Units: 0.50  
Accepted For Credit: CSU  
This course is designed for new student-athletes as an orientation to Ohlone College. This course will cover specific topics designed to help student-athletes transition to college and intercollegiate athletics. Students will become familiar with college resources, academic planning, time management, transfer and eligibility guidelines, and study skills. (CR)

PD-150  
**Career and Life Planning**  
36.00 hrs lecture  
Units: 2.00  
Advisory: Eligible for ENGL-151B and ENGL-163  
Accepted For Credit: CSU  
This course will allow students to evaluate personal interests, skills, values, work styles, and experience, and relate them to the world of work. Students will also learn decision making, educational and career planning, locating career resources, job search strategies, and labor market awareness. (GC)

PD-170  
**Welcome Day: The Freshman Connection**  
9.00 hrs lecture  
Units: 0.50  
Accepted For Credit: CSU  
Various workshops will be taught by counselors, faculty, and administrators to help students make the transition to college. Students will learn how to be successful in college, about what services are available to them, and where services are located. Attendance at Welcome Day does not satisfy the Orientation requirement. (CR)

PD-241  
**College Success for Athletes**  
36.00 hrs lecture  
Units: 2.00  
Accepted For Credit: CSU  
This course is designed for new student-athletes to assist with the adjustment to college-level academics and athletics. The focus is on application of learning strategies, academic planning, time management, transfer and eligibility guidelines, life skills, and study skills. Additionally, this course will promote realistic expectations of college while understanding what is necessary to succeed as an intercollegiate athlete. (GC)

**Philosophy**  
( PHIL )

**Division:** Social Sciences  
**Academic Dean:** Ghada Al-Masri  
**Division Administrative Assistant:** Sheila Holland  
**Location:** Fremont campus, Room 3316J  
**Phone number:** 510-659-6216

This department offers Special Projects courses (PHIL-201, PHIL-202, and PHIL-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

**PHIL-100**  
**Introduction to Philosophy**  
54.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course provides an introduction to philosophy, examining various philosophers, such as Plato, Aristotle, Descartes, Locke, and Nietzsche, and enduring questions such as “What is Reality?” “Who am I?” and “What can I know?” (GC) C-ID PHIL 100

**PHIL-101**  
**Ancient Philosophy**  
54.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course is an introduction to the development of Western philosophy through a study of its beginnings in ancient Greece. Thinkers considered include the Presocratics, Socrates, Plato, Aristotle, and post-Socrates such as the Stoics and Epicureans. (GC) C-ID PHIL 130
PHIL-102  Modern Philosophy  
54.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course is an introduction to the history of modern philosophy. Thinkers studied include Descartes, Hobbes, Locke, Berkeley, Hume, Kant, and contemporary philosophers. (GC) C-ID PHIL 140

PHIL-104  Logic  
54.00 hrs lecture  
Units: 3.00  
Accepted For Credit: CSU & UC  
This is an introductory course in formal deductive reasoning. Emphasis is on modern symbolic logic. Topics discussed include truth-functional connectors, truth tables, natural deduction, and proof. (GC) C-ID PHIL 110

PHIL-106  Ethics  
54.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course examines the major ethical systems and contemporary moral issues. Ethical theories include Kantianism, Utilitarianism, Virtue Theory, and ethics of care. Moral issues include euthanasia, abortion, the death penalty, animal rights, and obligations to charity. (GC) C-ID PHIL 120

PHIL-107  Critical Thinking  
54.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course is a practical examination of reasoning and argumentation illustrated by topics drawn from everyday life. Topics examined include the structure and form of arguments; informal fallacies; and ways in which cultural, social, and psychological factors support or detract from the reasoning process. (GC)

PHIL-109A  Understanding the Old Testament  
54.00 hrs lecture  
Units: 3.00  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
This course is a general introduction to the Hebrew Scriptures. Emphasis will be upon the history, literature, and religion of ancient Israel, using the findings of modern Biblical scholarship. (GC)

PHIL-109B  Understanding the New Testament  
54.00 hrs lecture  
Units: 3.00  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
This course is a general introduction to the New Testament. Emphasis will be upon the use of modern scholarship to investigate the historical, literary, and religious background of the New Testament. (GC)

PHIL-110  Introduction to Asian Religions  
54.00 hrs lecture  
Units: 3.00  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
This course is a secular survey of the religious and philosophical thought of the great Eastern religious traditions: Hinduism, Buddhism, Confucianism, and Taoism. Cultural backgrounds and historical development will be emphasized. (GC)

PHIL-112  Introduction to Western Religions  
54.00 hrs lecture  
Units: 3.00  
Advisory: Eligible for ENGL-101A  
Accepted For Credit: CSU & UC  
This course is a secular comparative survey of major religious traditions of the Western World: Judaism, Christianity, Islam, etc. Cultural backgrounds and historical development will be emphasized. (GC)

PHIL-114  Introduction to Islam  
54.00 hrs lecture  
Units: 3.00  
Accepted For Credit: CSU & UC  
This course will offer a basic overview of the nature of Islam as a religion or system of life, its culture, and its impact on Muslim individuals and groups. The course will consider the basic sources of Islam and the history of the Islamic tradition. This is a non-secular course. (GC)

PHIL-117  Environmental Ethics  
54.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
This course examines the major ethical systems, environmental perspectives, and ethical issues concerning the environment. The course covers topics such as deep ecology, ecofeminism, obligations towards animals and ecosystems, climate change, and ethical protesting. (GR)
Physical Education (PE)

**Division:** Kinesiology, Athletics, and Arts  
**Academic Dean:** Christopher Warden  
**Division Administrative Assistant:** Maria Rocha  
**Location:** Fremont campus, Room 9303  
**Phone number:** 510-659-6044

This department offers Special Projects courses (PE-201, PE-202, and PE-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Units</th>
<th>Advisory</th>
<th>Accepted For Credit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE-250</td>
<td>Fitness Camp</td>
<td>18.00 hrs lecture, 54.00 hrs lab</td>
<td>2.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This lifetime fitness and wellness course will emphasize total body fitness through aerobic activity, strength training, and stretching. Fitness and wellness-related lecture and lab activities will address cardiorespiratory endurance, muscular strength and endurance, safe and effective activity principles, basic nutrition principles, weight management strategies, and risk factors for disease. (GC)</td>
</tr>
<tr>
<td>PE-300A2</td>
<td>Beginning Basketball</td>
<td>36.00 hrs lab</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course provides students with an understanding of the fundamentals, rules, strategies, and skills of basketball. Game situations are also covered. (GC)</td>
</tr>
<tr>
<td>PE-300C2</td>
<td>Advanced Basketball</td>
<td>36.00 hrs lab</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed to further develop the techniques of the basketball player who has been taught the fundamentals, rules, and strategies of basketball. This course is recommended for those students who have played basketball competitively or who have more than basic level basketball skills. (GC)</td>
</tr>
<tr>
<td>PE-301A2</td>
<td>Beginning Volleyball</td>
<td>36.00 hrs lab</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed for students wishing to learn the fundamental concepts, skills, and rules of beginning volleyball. (GC)</td>
</tr>
<tr>
<td>PE-301B2</td>
<td>Intermediate Volleyball</td>
<td>36.00 hrs lab</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed for students wishing to learn the intermediate strategies and skills of volleyball. (GC)</td>
</tr>
<tr>
<td>PE-303C2</td>
<td>Soccer Fundamentals</td>
<td>36.00 hrs lab</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course will introduce students to the basic techniques of soccer. Basic skills, rules, and basic strategies will be covered. (GC)</td>
</tr>
<tr>
<td>PE-336A3</td>
<td>Express Cardio</td>
<td>54.00 hrs lab</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course will use both circuit and group training formats to provide a high intensity cardio workout. The course will require students to use a variety of cardio machines, jump ropes, BOSU, and calisthenics to elevate the heart rate and improve fitness. (GC)</td>
</tr>
<tr>
<td>PE-341A2</td>
<td>Beginning Strength Training</td>
<td>36.00 hrs lab</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed to assist students in developing a strength and fitness training program through the practical application of sound weight training techniques. (GC)</td>
</tr>
<tr>
<td>PE-341B2</td>
<td>Intermediate Strength Training</td>
<td>36.00 hrs lab</td>
<td>0.50</td>
<td>Medical check within the last year; PE-341A2, PE-342A2, PE-343A2, or PE-344A2</td>
<td>CSU &amp; UC</td>
<td>This course is designed to assist students with intermediate to advanced strength training concepts and techniques for personal physical development and weight room independence. This course expands students’ knowledge of progressive resistance (weight) training, with increased focus on free weights, thus increasing the variety and methods of training techniques. (GC)</td>
</tr>
<tr>
<td>PE-342A2</td>
<td>Circuit Training</td>
<td>36.00 hrs lab</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This activity course is designed to increase flexibility, strength, and cardiovascular endurance through the practical application of circuit training. (GC)</td>
</tr>
<tr>
<td>PE-342A3</td>
<td>Circuit Training</td>
<td>54.00 hrs lab</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This activity course is designed to increase flexibility, strength, and cardiovascular endurance through the practical application of circuit training. (GC)</td>
</tr>
</tbody>
</table>
PE-343A2 Strength and Cardio Training
36.00 hrs lab
Units: 0.50
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course provides students with an opportunity to create and practice an individualized fitness and wellness program through the use of cardiovascular equipment, circuit training, resistance machines, and free weights. (GC)

PE-343A3 Strength and Cardio Training
54.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course provides students with an opportunity to create and practice an individualized fitness and wellness program through the use of cardiovascular equipment, circuit training, resistance machines, and free weights. (GC)

PE-344A2 Total Fitness
36.00 hrs lab
Units: 0.50
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course provides students with a structured total body workout designed to improve fitness and health through the use of cardiovascular equipment, circuit training, resistance machines, and free weights. (GC)

PE-344A3 Total Fitness
54.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course provides students with a structured total body workout designed to improve fitness and health through the use of cardiovascular equipment, circuit training, resistance machines, and free weights. (GC)

PE-346A2 Guts and Butts
36.00 hrs lab
Units: 0.50
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course is a conditioning program emphasizing muscular strength, toning, and endurance for the abdominal, low back, gluteal, and thigh muscle groups. (GC)

PE-346A3 Guts and Butts
54.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course is a conditioning program emphasizing muscular strength, toning, and endurance for the abdominal, low back, gluteal, and thigh muscle groups. (GC)

PE-350A2 Learning to Swim
36.00 hrs lab
Units: 0.50
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course is designed for students who want to learn how to swim and become less fearful of the water. This course is also recommended for students wanting to become better swimmers. (GC)

PE-350A3 Learning to Swim
54.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course is designed for students who want to learn how to swim and become less fearful of the water. This course is also recommended for students wanting to become better swimmers. (GC)

PE-350B3 Stroke Refinement
54.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course is designed for those who already know how to swim and for students who would like more swimming instruction after completing the Learning to Swim course. The focus of this course is to improve swimming efficiency by refining swimming strokes. (GC)

PE-350C3 Intermediate Swimming
54.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course is designed to refine the four competitive swimming strokes through the use of stroke drills. This course will also include the proper starting and turning techniques for each swimming stroke. The Individual Medley will also be introduced along with its proper turns. (GC)

PE-350D2 Competitive Swimming
36.00 hrs lab
Units: 0.50
Advisory: Ability to swim 1200 yards in under 20 minutes. Medical check within the last year
Accepted For Credit: CSU & UC
This course consists of a swimming workout of progressively more difficult interval training. All four competitive strokes will be implemented as well as all associated starts, turns, and breakouts. (GC)

PE-350D3 Competitive Swimming
54.00 hrs lab
Units: 1.00
Advisory: Ability to swim 1200 yards in under 20 minutes. Medical check within the last year
Accepted For Credit: CSU & UC
This course consists of swimming workouts of progressively more difficult interval training. All four competitive strokes and their associated rules and strategies will be taught. (GC)

PE-351A2 Aquatic Conditioning
36.00 hrs lab
Units: 0.50
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course is designed for students who want to improve their swimming and conditioning skills by training the five physiological systems of the body. This course enables students to become physically fit while minimizing the risk of injury to joints of the body and improving swimming technique. (GC)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Lab Hours</th>
<th>Units</th>
<th>Advisory</th>
<th>Accepted For Credit: CSU &amp; UC</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE-351A3</td>
<td>Aquatic Conditioning</td>
<td>54.00</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed for students who want to improve their swimming and conditioning skills by training the five physiological systems of the body. This course enables students to become physically fit while minimizing the risk of injury to joints of the body and improving swimming skills. (GC)</td>
</tr>
<tr>
<td>PE-353A2</td>
<td>Water Polo</td>
<td>36.00</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed for students wishing to learn the basics of water polo, including fundamental skills and strategies. (GC)</td>
</tr>
<tr>
<td>PE-360A2</td>
<td>Beginning Badminton</td>
<td>36.00</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed to teach students the basic fundamentals of badminton, including rules and game strategy. (GC)</td>
</tr>
<tr>
<td>PE-360A3</td>
<td>Beginning Badminton</td>
<td>54.00</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed to teach students the basic fundamentals of badminton, including rules and game strategy. (GC)</td>
</tr>
<tr>
<td>PE-360B2</td>
<td>Intermediate Badminton</td>
<td>36.00</td>
<td>0.50</td>
<td>Medical check within the last year; PE-360A2 or PE-360A3</td>
<td>CSU &amp; UC</td>
<td>This course is designed to further develop the techniques and skill level of the badminton player. (GC)</td>
</tr>
<tr>
<td>PE-360B3</td>
<td>Intermediate Badminton</td>
<td>54.00</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed to further develop the techniques and skill level of the badminton player. (GC)</td>
</tr>
<tr>
<td>PE-362A2</td>
<td>Beginning Tennis</td>
<td>36.00</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed to teach the basic fundamentals, rules, and strategies pertaining to the game of tennis. (GC)</td>
</tr>
<tr>
<td>PE-362A3</td>
<td>Beginning Tennis</td>
<td>54.00</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed to teach the basic fundamentals, rules, and strategies pertaining to the game of tennis. (GC)</td>
</tr>
<tr>
<td>PE-362B2</td>
<td>Intermediate Tennis</td>
<td>36.00</td>
<td>0.50</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed to reinforce the fundamentals and continue developing intermediate skills of tennis. Strategy sessions in singles as well as doubles play will also be covered. (GC)</td>
</tr>
<tr>
<td>PE-362B3</td>
<td>Intermediate Tennis</td>
<td>54.00</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is designed to reinforce the fundamentals and continue developing intermediate skills of tennis. Strategy sessions in singles as well as doubles play will also be covered. (GC)</td>
</tr>
<tr>
<td>PE-366A3</td>
<td>Cardio Dance</td>
<td>54.00</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>Students will maintain and improve cardiovascular fitness through fat-burning, dance-based workout routines that tone and shape arms, legs, and core muscles. Students will improve balance and coordination while moving to Latin, hip hop, country, and pop hits. (GC)</td>
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<tr>
<td>PE-372A3</td>
<td>Conditioning</td>
<td>54.00</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course is an aerobic body conditioning course which includes a cardiovascular workout, abdominal strengthening, muscle toning, and stretching exercises. (GC)</td>
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<tr>
<td>PE-372B3</td>
<td>Boot Camp</td>
<td>54.00</td>
<td>1.00</td>
<td>Medical check within the last year</td>
<td>CSU &amp; UC</td>
<td>This course combines cardiorespiratory, strength, flexibility, and core training into a back-to-basics approach to fitness. Body weight exercises—like sit-ups, push-ups, leg and abdominal strengthening—will be combined with cardiorespiratory exercises—like running and jumping rope—in intervals that will challenge you to your max. This is a no-nonsense approach to total body training that helps you reach your potential. (GC)</td>
</tr>
</tbody>
</table>
PE-374A3  Kickboxing  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course utilizes martial arts techniques including kicks, punches, blocks, and defensive techniques in a cardio exercise program to enhance cardiorespiratory fitness and personal safety. (GC)

PE-375A2  Beginning Tai Chi  
36.00 hrs lab  
Units: 0.50  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This physical activity course is designed to focus on Tai Chi as a lifetime leisure activity. Tai Chi practice is suitable for all ages and levels of fitness. Benefits of regular Tai Chi practice include awareness in mindfulness or focus; stress reduction; improved balance; injury prevention through improvement in joint flexibility and stability; and increased range of motion. (GC)

PE-375A3  Beginning Tai Chi  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This physical activity course is designed to focus on Tai Chi as a lifetime leisure activity. Tai Chi practice is suitable for all ages and levels of fitness. Benefits of regular Tai Chi practice include awareness in mindfulness or focus; stress reduction; improved balance; injury prevention through improvement in joint flexibility and stability; and increased range of motion. (GC)

PE-375B3  Intermediate Tai Chi  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This physical activity course builds upon the basic concepts learned in Beginning Tai Chi and explores Tai Chi as an ancient martial art form. Students will cultivate and implement a comprehensive personal Tai Chi practice as a lifetime fitness and leisure activity. Benefits of Tai Chi include stress reduction; improved balance and injury prevention through improvement in joint flexibility; increased range of motion; and a general sense of wellness. Tai Chi practice is modifiable for all ages and levels of fitness. (GC)

PE-375C3  Qigong Meditation  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course is designed to introduce meditation techniques, both traditional and modern, to enhance one’s sense of well-being and centeredness through the cultivation of lifelong self-care tools. Qigong meditation utilizes one’s own breath and bio-electricity to harmonize and balance the mind and body stressors. Benefits include stress reduction, mindfulness, improved cognition, memory, and emotional regulation. (GC)

PE-375D3  Walking Meditation  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
Walking meditation helps promote and cultivate health maintenance and self-healing through regulating the mind, body, breath, and motion in real-time. Walking meditation is a Qigong exercise and meditation form used in traditional Chinese medicine for healing mind and/or body. Walking meditation is appropriate for all levels of fitness as one moves at one’s chosen pace. Training includes techniques and philosophies from the Asian philosophies of Buddhism, Daoism, and Confucianism. The techniques share commonalities in utilizing the breath, focusing inward to calm the mind, and progressive clarity in cognition and physical motion. (GC)

PE-376A2  Yoga  
36.00 hrs lab  
Units: 0.50  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course is designed to explore the philosophies and positions related to Yoga Fundamentals. In addition, concepts of stress management and creating a personal daily Yoga practice will be introduced. (GC)

PE-376A3  Yoga  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course is designed to explore the philosophies and positions related to Yoga Fundamentals. In addition, concepts of stress management and creating a personal daily Yoga practice will be introduced. (GC)

PE-376B2  Fitness Yoga  
36.00 hrs lab  
Units: 0.50  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course combines Yoga and fitness principles in a unique blend that develops muscle endurance, strength, balance, flexibility, and core stability through a series of exercises and traditional Yoga poses. (GC)

PE-376B3  Fitness Yoga  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course combines Yoga and fitness principles in a unique blend that develops muscle endurance, strength, balance, flexibility, and core stability through a series of exercises and traditional Yoga poses. (GC)

PE-376C2  Yoga and Meditation  
36.00 hrs lab  
Units: 0.50  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course introduces the student to the basic principles and practices of yoga, including yogic breathing, positioning, and a holistic approach to a healthy mind and body. Various meditation techniques will be introduced and practiced with a focus on relaxation and stress reduction. (GC)
PE-376C3 Yoga and Meditation
$4.00 hrs lab
Units: 0.50
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course introduces the student to the basic principles and practices of Yoga, including Yogic breathing, positioning, and a holistic approach to a healthy mind and body. Various meditation techniques will be introduced and practiced with a focus on relaxation and stress reduction. (GC)

PE-377A3 Pilates
$4.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course will allow the student to increase strength, flexibility, stamina, and concentration through the use of floor exercises inspired by Joseph Pilates. This technique driven course will introduce positions such as the 100’s, Roll Downs, Table Tops, and Rockers. (GC)

PE-378A2 Indoor Cycling
36.00 hrs lab
Units: 0.50
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
Indoor Cycling is a group exercise class performed on stationary bikes. An outdoor ride is simulated; students travel on flat roads, climb hills, sprint, and race. The workout is non-impact and provides every fitness level an excellent workout. During this class students will burn calories, improve endurance, strengthen the lower body, and relax the mind. (GC)

PE-378A3 Indoor Cycling
$4.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
Indoor Cycling is a group exercise class performed on stationary bikes. An outdoor ride is simulated; students travel on flat roads, climb hills, sprint, and race. The workout is non-impact and provides every fitness level an excellent workout. During this class students will burn calories, improve endurance, strengthen the lower body, and relax the mind. (GC)

PE-378C3 Indoor Cycling: Hills and Drills
$4.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course is an activity-based, group fitness course which involves continuous aerobic activity on indoor cycling bikes. Students will learn proper body positions, cycling safety, participate in rhythmic drills involving variable speed, resistance simulating hills, and sprints. The emphasis is on improving cardiorespiratory endurance, lower body muscular strength, and endurance; stress management; and improved health and wellness. This course is appropriate for all fitness levels. (GC)

PE-378D3 Indoor Cycling: Heart Rate Training
$4.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course involves continuous aerobic activity on indoor cycling bikes. Students will learn to calculate their personal target heart rate zones and will use heart rate monitors and training zones to personalize their workout. Students will learn proper body positions, indoor cycling techniques, cycling safety, methods for increasing intensity, and fitness training principles, and theories. The emphasis is on improving cardiorespiratory endurance and lower body muscular strength and endurance in a challenging but fun environment. This course is appropriate for all fitness levels. (GC)

PE-380A3 Beginning Outdoor Cycling
$4.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This course is an introduction to outdoor cycling for fitness. Nutrition, cardiorespiratory endurance, strength development, and age-related conditioning considerations are covered. Students participate in Bay Area bike rides as a means to improve physical fitness and maintain good health. Bike rides feature safety, efficiency, and exploring local bicycle trails unique to the San Francisco Bay Area. Rides take place on both paved and unpaved surfaces. Bicycles are provided. (GC)

PE-380B3 Intermediate Outdoor Cycling
$4.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year
Accepted For Credit: CSU & UC
This is a progressive course in outdoor cycling where students participate in Bay Area bike rides for improved health and wellness. This course builds upon beginning cycling skills through the introduction and practice of more technical skills, longer rides, and hills of increasing difficulty. Through this course students develop technique, strength, and endurance for cycling low level hills. Distances from 10-15 miles may be covered in each ride. Preparation, safety, hydration, efficiency, and managing energy are covered. Rides take place both on and off paved routes. Students may use their own or the college-provided bicycle. (GC)

PE-381A3 Triathlon Training
$4.00 hrs lab
Units: 1.00
Advisory: Medical check within the last year. Ability to swim a minimum of 500 yards using the freestyle stroke.
Accepted For Credit: CSU & UC
This course introduces the skills, techniques, equipment, and fitness requirements for successful participation in the sport of triathlon. Students will participate in a variety of activities designed to improve their swimming, cycling, and running skills as they prepare to complete a sprint distance triathlon (400 meter swim, 20 kilometer cycle, and 5 kilometer run). (GC)
PE-383A3  Beginning Kayaking  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
Students will learn skills to kayak including terminology, etiquette, local regulations, basic paddle strokes, dock launching, and landing skills. Overnight field experience camping may be required. Equipment will be provided. (GC)

PE-383B3  Intermediate Kayaking  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
Students will learn kayak skills launching and landing from/to irregular natural surfaces, two person rescue skills, and managing waves to four inches in height. Overnight field experience will be required in a wilderness setting. All equipment will be provided. (GC)

PE-384A3  Beginning Canyoneering  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This is an introductory course in Canyoneering in which students will be hiking slot canyons, down climbing, rappelling, and wading through water. Basic canyoneering skills introduced will include rope handling, introductory rappelling, and entry-level bouldering skills. The course will include on and off campus meetings and an overnight field experience Canyoneering in a wilderness area. (GC)

PE-384B3  Intermediate Canyoneering  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This is a progressive course in Canyoneering in which students will be hiking slot canyons, bouldering, approving anchors, and rappelling. Canyoneering skills covers use of rappel devices, foot and hand bouldering skills, and route management. The course will include on and off campus meetings and an overnight field experience Canyoneering in a wilderness area. (GC)

PE-387A3  Beginning Hiking  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course will broaden the spectrum of outdoor physical education opportunities and provide necessary skills/understanding for safe participation in adventurous, outdoor hiking. (GC)

PE-387B3  Intermediate Hiking  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course will develop greater understanding and capacity to hike distances up to 10 miles with elevation changes up to 2,000 feet. Students will learn about trail ratings; planning for extended exposure; managing hydration and energy needs; and risk management. The course includes an overnight field experience camping and hiking in a wilderness area. (GC)

PE-388A3  Beginning Rock Climbing  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
Students will learn about introductory rock climbing terminology, gear, tie-in, basic knots, and climbing techniques. Skills will be practiced on natural rock and/or artificial surfaces. The course will develop physical activity skills in rock climbing that can contribute to lifelong wellness. The course may include an overnight camping field experience where skills are practiced on natural rock. Equipment will be provided. (GC)

PE-388B3  Intermediate Rock Climbing  
$4.00 hrs lab  
Units: 1.00  
Advisory: Medical check within the last year; PE-388A3  
Accepted For Credit: CSU & UC  
Students will learn top rope climbing skills to master routes designated up to 5.6 on the Yosemite decimal system. Basic belay and repel skills will be introduced. Skills will be practiced on natural and/or artificial surfaces. The course will develop physical activity skills in rock climbing that can contribute to lifelong wellness. The course may include an overnight camping field experience where skills are practiced on natural rock. Equipment will be provided. (GC)

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**Did you know??**

Among students who left Ohlone without transferring to go into the workforce, the median annual earnings year after leaving Ohlone was $85,120. Not only is that the highest annual earning among the 21 Bay Area community colleges, it is more than double that of students leaving 17 of those colleges.

*Source: California Community Colleges Chancellor’s Office*
Physical Therapist Assistant (PTA)

Division: Health Sciences
Academic Dean: Robert Gabriel
Division Administrative Assistant: Zelma Hunter
Location: Newark campus, Room NC1324
Phone number: 510-742-3100

PTA-101 Introduction to Physical Therapy
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: BIOL-103A and BIOL-103B
Accepted For Credit: CSU
This course will introduce students to the field of physical therapy by covering the history and ethics of the profession as they relate to the health care system. The course will cover the development of the team approach in health care delivery, philosophies of rehabilitation, patient relationships, and the psychosocial impact of illness and injury. Also emphasized is the scope of practice of the physical therapist assistant. Course content includes observational experiences in patient care settings. (GR)

PTA-102 Pathology
54.00 hrs lecture
Units: 3.00
Prerequisite: Admission to the PTA program. All graded PTA courses must be completed with a grade of C or better.
Accepted For Credit: CSU
This course introduces common pathological conditions with emphasis on the following systems: musculoskeletal, circulatory, respiratory, gastrointestinal, and genitourinary. The role of physical therapy in the treatment of these conditions is covered as well as interventions commonly performed by the physical therapist assistant. (GR)

PTA-103 Kinesiology I
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: Admission to the PTA program. All graded PTA courses must be completed with a grade of C or better.
Accepted For Credit: CSU
This course deals with the biomechanical principles of the trunk and lower extremities. The course includes the kinesiological functions of muscles and muscle groups. Clinical manifestations of muscle dysfunction are covered, as well as techniques for joint measurement. Assessment by manual muscle testing and gait analysis is also covered. (GR)

PTA-104 Kinesiology II
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: PTA-103. All graded PTA courses must be completed with a grade of C or better.
Accepted For Credit: CSU
This course is a continuation of Kinesiology I and deals with the biomechanical principles of the cervical spine, upper extremities, and thoracic area of the body. The course includes the kinesiological functions of muscles and muscle groups. Clinical manifestations of muscle dysfunction are covered, as well as techniques for joint measurement. Assessment by manual muscle testing and activities of daily living are presented. (GR)

PTA-105A Therapeutic Exercise I
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: Admission to the PTA program. All graded PTA courses must be completed with a grade of C or better.
Accepted For Credit: CSU
This course teaches the use of exercise as a preventative and rehabilitative modality for the treatment of pathological conditions. Emphasis is placed on the design and application of exercise programs to improve, maintain, and offset the effects of various pathological conditions on the body. (GR)

PTA-105B Therapeutic Exercise II
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: PTA-105A. All graded PTA courses must be completed with a grade of C or better.
Accepted For Credit: CSU
This course is a continuation of PTA-105A. The emphasis is on rehabilitation exercise programs, testing, and documentation. Programs on balance training, work hardening, water as rehabilitation medium, and specific orthopedic and amputee rehabilitation programs are demonstrated and discussed. (GR)

PTA-106 Orthopedics
36.00 hrs lecture
Units: 2.00
Prerequisite: PTA-101
Accepted For Credit: CSU
This course discusses common disease, injury, trauma, and surgical procedures of the musculoskeletal system with orthopedic diagnoses encountered by the physical therapist assistant (PTA) in various physical therapy settings under the direct supervision of the physical therapist. Topics include concepts of orthopedic management, tissue healing, and musculoskeletal conditions to the upper and lower extremities and spine. The course adopts the Guide to Physical Therapy and evidence-based clinical guidelines for rehabilitation for the orthopedic patient. (GR)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Hours</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Corequisites Comments</th>
<th>Acceptance For Credit</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>PTA-108</td>
<td>Advanced Modalities</td>
<td>2.00</td>
<td>27.00</td>
<td>27.00 hrs lecture, 27.00 hrs lab</td>
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<td></td>
<td>This course deals with specific advanced physical</td>
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<td>therapy procedures which are employed in the physical therapy clinic, including</td>
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<td>treatment of the disabled individual, as well as</td>
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<td>the central, peripheral, and autonomic nervous systems. Emphasis is placed on</td>
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<td>the clinical manifestations of disease or injury</td>
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<td>the nervous system as they relate to the clinical picture of the physical therapy</td>
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<td>PTA-109</td>
<td>Physical Therapy Through the Life Span</td>
<td>2.00</td>
<td>27.00</td>
<td>27.00 hrs lecture, 27.00 hrs lab</td>
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<td>This course will introduce students to the role of</td>
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<td>physical therapy treatment as it applies to the developmental process from gestation</td>
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<td>treatment plans based on the test results and to communicate</td>
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<td>these to the clinical instructor for the purpose of modifying treatment plans. Students are required to complete a clinical in-service. Students will also learn about the clinical environment as it relates to patient referral patterns, time management, staff utilization, and clinical marketing. Laboratory experiences may include opportunities to practice in more than one setting, as designed by the instructor. (CR)</td>
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<td>PTA-110A</td>
<td>Neurological Disorders I</td>
<td>2.00</td>
<td>27.00</td>
<td>27.00 hrs lecture, 27.00 hrs lab</td>
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<td>This course is intended to increase students’ knowledge of the anatomy</td>
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<td>and physiology of the human nervous system including the central, peripheral, and</td>
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<td></td>
<td>systems. Emphasis is placed on the clinical manifestations</td>
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<td>of disease or injury to the nervous system as it relates to the clinical picture of the physical therapy patient. (GR)</td>
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<td>PTA-110B</td>
<td>Neurological Disorders II</td>
<td>2.00</td>
<td>27.00</td>
<td>27.00 hrs lecture, 27.00 hrs lab</td>
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<td>This course is a continuation of PTA-110A and is intended to increase the</td>
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<td>the clinical picture of the physical therapy patient. (GR)</td>
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<td>PTA-111</td>
<td>Advanced Procedures</td>
<td>2.00</td>
<td>27.00</td>
<td>27.00 hrs lecture, 27.00 hrs lab</td>
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<td>This course is a continuation of clinical procedures mastered in PTA-108, Advanced Modalities. This course is an introduction to the application of orthotic and prosthetic devices. Included in the course is a discussion and demonstration of the types of devices utilized in the treatment of the disabled individual, as well as procedures commonly used in the maintenance, donning, and removal of these devices. Students will learn how to instruct and prepare the patient to utilize this specialized equipment. Problem solving will be utilized in assisting students to apply standardized practices to meet individual patient needs. (GR)</td>
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<td>PTA-140</td>
<td>PTA Licensure Preparation</td>
<td>1.00</td>
<td>4.00</td>
<td>243.00 hrs lab</td>
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<td>This course is designed to assist students in preparation to sit for licensure as a physical therapist assistant. Content, scope, and format of both the National PTA Licensure Exam and the California PT Laws and Regulations Exam will be addressed. Additionally, test-taking skills, study skills, content review, and self-assessment exercises will be used to facilitate preparation for these examinations. Not applicable to associate degree. (GR)</td>
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Physics (PHYS)

Division: Science, Engineering, and Mathematics
Academic Dean: Loretta Silverman
Division Administrative Assistant: Irene Benavidez
Location: Fremont campus, Room 1301L
Phone number: 510-659-6191

PHYS-106  Physics for Respiratory Therapy
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: MATH-153
Advisory: ENGL-151B and ENGL-163
Accepted For Credit: CSU

This course provides an algebra-based survey of physics, including the topics most relevant to respiratory therapy. These topics include linear motion, Newton's laws, energy, gravity, the atomic hypothesis, the phases of matter, temperature and heat, waves, electrical current, and quantum mechanics. Special emphasis will be placed on Hooke's law, pressure, gas laws, and topics related to fluid flow. Graphs and unit conversions of interest to respiratory therapy will be used. (GR)

PHYS-108  Survey of Physics
54.00 hrs lecture
Units: 3.00
Advisory: MATH-153
Accepted For Credit: CSU & UC

This is a general education course for non-science majors that gives a non-mathematical survey of physics, exploring the fundamental underlying principles of mechanics, electromagnetism, quantum mechanics, relativity and recent developments, with illustrations to commonly encountered situations. Students can then continue to apply these basic principles to situations encountered in the physical world of everyday life. The knowledge of physics provided in this course will also help students better understand science-related current events and public policy issues. Demonstrations are used extensively. (GR)

PHYS-120  Introduction to Physics I
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Prerequisite: MATH-181 or MATH-186
Accepted For Credit: CSU & UC

This course is the first semester of a two-semester sequence of algebra/trigonometry based introductory physics for biomedical majors. This course is a study of Newtonian mechanics that focuses on the kinematics of point masses with constant acceleration; the dynamics of point masses and rigid bodies with constant forces or torques and accelerations, including circular motion, rolling motion, and spinning motion. Besides Newton's laws of motion, the impulse-momentum and work-energy approaches are explored and applied to a variety of physical situations, including collisions and oscillatory motions. Special attention is given to the concept of energy and its transformations; to phases of matter; and other topics in thermal physics. The equations of fluid statics and dynamics; wave equation; and wave behavior are briefly introduced and discussed. Students are required to purchase a scientific calculator. (GR)

C-ID PHYS 105

PHYS-120A  Introduction to Physics I - Calculus Supplement
18.00 hrs lecture
Units: 1.00
Prerequisite: MATH-101A
Corequisite: PHYS-120
Accepted For Credit: CSU & UC

This course reviews the basic concepts of limits, differentiation, and integration through their application to problems of Newtonian mechanics. The material is directly related to the topics studied in the main course (PHYS-120), but the application of calculus enables the solution of a wider range of problems. This supplement focuses on the kinematics of point masses with variable acceleration; the dynamics of point masses and rigid bodies with variable forces and accelerations, including circular motion, oscillatory motion and rotations; the calculation of impulse and work by variable forces; the calculation of potential energy functions for variable forces; the evaluation of center-of-mass and moment of inertia of rigid bodies; the equations of fluid statics and dynamics; and the wave equation. (GR)
PHYS-121 Introduction to Physics II
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Prerequisite: PHYS-120
Accepted For Credit: CSU & UC
This course is the second semester of a two-semester sequence of algebra/trigonometry based introductory physics for biomedical majors. This course is designed to provide a good foundation in electromagnetism; wave and geometrical optics; and modern physics. Topics in electromagnetism include electrostatics, including electric field and potential; electric current and basic circuits; magnetism; magnetic fields; Lorentz force; electromagnetic induction; and electromagnetic waves. Topics in optics include wave optics, interference, diffraction, polarization, ray optics, including optical instruments. In modern physics, it covers special relativity; basic ideas of quantum physics and their application to the photon theory of light; atomic and nuclear physics. (GR) C-ID PHYS 110

PHYS-121A Introduction to Physics II - Calculus Supplement
18.00 hrs lecture
Units: 1.00
Prerequisite: MATH-101A and PHYS-120
Corequisite: PHYS-121
Accepted For Credit: CSU & UC
This course reviews basic concepts in vectors, differentiation, and integration, through their application to problems in electromagnetism. The material is directly related to the topics studied in the main course (PHYS-121), but the application of calculus enables the solution of a wider range of problems. This supplement focuses on the calculation of static electric fields and their corresponding potentials due to various continuous charge distributions; calculation of static magnetic fields generated by electric current distributions; flux and induced field calculations; derivation of the capacitance and resistance of certain interesting geometries; and problems on circuits with time-dependent currents. Vector theory and a variety of integration and differentiation techniques are required. (GR)

PHYS-140 Mechanics
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Prerequisite: MATH-101A
Accepted For Credit: CSU & UC
This course is the first semester of a three-semester sequence of calculus-based introductory physics for scientists and engineers. This course provides a strong foundation in a vector-based formulation of Newtonian mechanics applied to a point mass and to a system of particles. Topics include one- and two-dimensional kinematics, including planetary and satellite orbits; Newton’s laws of motion; free-body diagrams; everyday forces; impulse-momentum; work-energy; conservative and non-conservative forces; potential energy; conservation of momentum and energy; rotation dynamics and static equilibrium of rigid objects utilizing the concepts of torque; angular acceleration and conservation of angular momentum; Newton’s law of universal gravitation; Basic fluid statics and dynamics; oscillations and an introduction to (mechanical) wave motion including sound; and the superposition and interference of waves. (GR) C-ID PHYS 205

PHYS-141 Electricity and Magnetism
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Prerequisite: PHYS-140 and MATH-101B
Advisory: MATH-101C
Accepted For Credit: CSU & UC
This course is the second semester of a three-semester sequence of calculus-based introductory physics for scientists and engineers. This course builds a strong foundation in the physical laws and principles of electromagnetism, grounded in a careful vector and calculus-based discussion. Throughout the course, emphasis is placed on developing the field-model of electromagnetism and on the strong connection between electrical and magnetic phenomena. Topics include the atomic basis of macroscopic electromagnetism; Coulomb’s law; electric fields of static discrete and continuous charge distributions; electric dipoles; Gauss Law; electric potential and potential energy; conductors and insulators; capacitance; electrical current and fundamentals of electric circuits including RC circuits; magnetism; Biot-Savart’s law and the magnetic fields of common current distributions; magnetic dipoles; Lorentz force; Ampere’s law; electromagnetic induction; Lenz’s and Faraday’s laws. A brief introduction to displacement current, Maxwell’s equations, and electromagnetic waves will be provided. (GR) C-ID PHYS 210

PHYS-142 Optics, Heat, and Modern Physics
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Prerequisite: PHYS-140 and MATH-101B
Advisory: PHYS-141 and MATH-101C
Accepted For Credit: CSU & UC
A review of wave physics is offered to introduce physical optics (interference, diffraction, polarization) and to prepare for quantum physics. The basic principles of quantum physics (wave-particle duality, uncertainty principle, wave functions and probability interpretation, Schrodinger’s wave equation and quantification) are covered. Wave mechanical calculations are performed on a few simple systems (free and trapped electron, harmonic oscillator) in order to illustrate energy quantification and tunneling. In special relativity, the historical significance of speed of light measurements is discussed in order to understand Einstein’s postulates of special relativity and contrast them with Newtonian relativity. Then appropriate thought experiments are used to establish time dilation, length contraction, and relativistic expressions for Newton’s second law, momentum, acceleration, total and kinetic energy. In geometrical optics, the laws of reflection and refraction and their application to optical instruments containing lenses and mirrors are covered. In thermal physics, the concept of temperature and its meaning in kinetic gas theory is highlighted. A phenomenological study of thermal energy transfer and of the laws of thermodynamics is offered. Labs in wave physics and optics as well as in atomic physics are available. (GR) C-ID PHYS 215
Political Science (PS)

Division: Social Sciences
Academic Dean: Ghada Al-Masri
Division Administrative Assistant: Sheila Holland
Location: Fremont campus, Room 3316J
Phone number: 510-659-6216

This department offers Special Projects courses (PS-201, PS-202, and PS-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

PS-102 Introduction to American Politics
S4.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course provides an introduction to the principles of government and the practice of politics within the United States. The course examines political actors, institutions, processes, and policies at the federal, state, and local levels. (GR) C-ID POLS 110

PS-103 Introduction to International Relations
S4.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course provides an introduction to theories of international relations. The course examines the roles of sub-national, national, international, and transnational actors, and considers how their institutions, interactions, and processes relate to contemporary global issues. (GR) C-ID POLS 140

PS-104 Introduction to Political Theory
S4.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course examines various theoretical approaches to politics. It traces how selected political theories and ideologies impact the development of political institutions, approach political problems, and propose solutions to these problems. Through close reading of selected theorists’ works, the course considers the relevance of theory to contemporary political issues. (GR) C-ID POLS 120

PS-105 Introduction to Comparative Politics
S4.00 hrs lecture
Units: 3.00
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU & UC
This course uses comparative analysis to study different kinds of political systems, including their institutions, processes, and policies; the environments in which they occur; the problems they face; and their consequences. (GR) C-ID POLS 130

PS-106 Constitutional Law and the United States
S4.00 hrs lecture
Units: 3.00
Cross-referenced Course: AJ-121
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU
This course examines the development of judicial review and the evolving role of the U.S. Supreme Court through analysis of landmark decisions of the Court. In particular, this course will focus on a theoretical discussion exploring the plurality of methods of constitutional interpretation used by justices in the past and present. (GC)

Psychology (PSY)

Division: Social Sciences
Academic Dean: Ghada Al-Masri
Division Administrative Assistant: Sheila Holland
Location: Fremont campus, Room 3316J
Phone number: 510-659-6216

This department offers Special Projects courses (PSY-201, PSY-202, and PSY-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

PSY-101 General Psychology
S4.00 hrs lecture
Units: 3.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
Psychology is the scientific study of behavior and mental processes. Students explore the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology. Topics include research methods; neuroscience; sensation and perception; consciousness; learning; memory; motivation and emotion; lifespan development; personality; social psychology; applied psychology; disorders; and therapies. (GR) C-ID PSY 110

PSY-102 Introduction to Experimental Psychology
S4.00 hrs lecture
Units: 3.00
Prerequisite: PSY-101 and MATH-159
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course is an introduction to the theory and application of the scientific method in the study of behavior. The emphasis is on experimental procedures and data collection, research design, data analysis, presentation, and research report writing. (GR) C-ID PSY 200

PSY-104 Murder in America
S4.00 hrs lecture
Units: 3.00
Cross-referenced Course: AJ-119
Advisory: ENGL-101A
Accepted For Credit: CSU
This course surveys the psychological and criminological aspects of murder throughout America, emphasizing serial killers, mass murderers, spree killers, and foreign and domestic terrorists and their victims. (GR)
PSY-105 | Child Development
$4.00 hrs lecture  
Units: 3.00  
Advisory: ENGL-101A, PSY-101  
Accepted For Credit: CSU & UC  
This course examines the development of children from conception through adolescence. Course includes the study of prenatal, physical, cognitive, linguistic, social, and emotional development. The course examines many of the concerns and complex issues involved in this developmental period, and considers the contexts in which they occur. (GR)

PSY-106 | Adolescent Development
$4.00 hrs lecture  
Units: 3.00  
Advisory: PSY-101, ENGL-101A  
Accepted For Credit: CSU & UC  
This course examines the scientific study of the developmental period of adolescence—including physical, cognitive, and socio-emotional development—and the contexts in which development occurs. (GC)

PSY-108 | Human Development
$4.00 hrs lecture  
Units: 3.00  
Advisory: PSY-101, ENGL-101A  
Accepted For Credit: CSU & UC  
This course provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems. (GC) C-ID PSY 180

PSY-112 | Social Psychology
$4.00 hrs lecture  
Units: 3.00  
Advisory: PSY-101, ENGL-101A  
Accepted For Credit: CSU & UC  
This course considers individual human behavior in relation to the social environment. The power of the situation, other individuals, and the social group are examined. Emphasized topics include aggression; prejudice and stereotypes; interpersonal attraction; attitudes and attitude change; conformity; group phenomena; gender roles; cultural norms; person perception; and social cognition. (GC) C-ID PSY 170

PSY-115 | Abnormal Psychology
$4.00 hrs lecture  
Units: 3.00  
Advisory: PSY-101, ENGL-101A  
Accepted For Credit: CSU & UC  
This course introduces the scientific study of psychopathology and atypical behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced. (GC) C-ID PSY 120

PSY-120 | Biological Psychology
$4.00 hrs lecture  
Units: 3.00  
Prerequisite: PSY-101  
Advisory: ENGL-101A  
Accepted For Credit: CSU & UC  
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, and psychological disorders are 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. (GR) C-ID PSY 150

PSY-139 | Psychology in the Workplace
$4.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: BA-139  
Advisory: PSY-101, ENGL-101A  
Accepted For Credit: CSU  
This course applies principles of psychology to the workplace. Topics include combination skills, stress, cultural diversity, teamwork, understanding self and others, motivation, leadership, and other factors crucial to functioning effectively in the workplace. (GC)

Did you know???

With more than 2.1 million students on 115 campuses, the California Community Colleges is the largest system of higher education in the United States.

Source: California Community Colleges Chancellor’s Office
Real Estate (RE)

Division: Business
Academic Dean: Andrew LaManque
Location: Newark campus, Room NC1220
Phone number: 510-742-2301

RE-117 Computer Applications in Real Estate
45.00 hrs lecture, 27.00 hrs lab
Units: 3.00
The Real Estate Computer Applications course covers computer hardware and software basics that apply to real estate practitioners. Computer technology has changed the way this country does business, particularly in the field of real estate. Statistics show that buyers now use the Internet during their initial search for a new home or real estate loan. Real Estate Computer Applications provides a broad overview of Internet and software applications used in the day-to-day life of real estate and related professions. This course covers the very simple basics of computer skills and progresses to the more complex tasks such as downloading information and forms and using real estate-specific software for accounting, property management, escrow, and more. The course identifies hundreds of useful website addresses to help in computer and real estate-related tasks, as well as instruction on how best to access the information that the real estate agent/broker will need in the business. (GR)

RE-121 Real Estate Principles
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
This is a fundamental real estate course covering basic laws and principles of California real estate. The course provides background and terminology necessary for advanced study in specialized courses and is required in order to qualify for the real estate sales license examination. (GR)

RE-122 Real Estate Practice
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
The day-to-day business of real estate including how to do listings, deposit receipts, open escrows, and obtain financing will be covered in this course. This course is one of the required courses for the real estate salesperson license examination. (GR)

RE-124 Legal Aspects of Real Estate
$4.00 hrs lecture
Units: 3.00
Prerequisite: RE-121
Accepted For Credit: CSU
This course is a study of California real estate law including rights incident to property ownerships and management, agency, contracts, and application of real estate transfer. Specific topics include conveyance, probate proceedings, trust deeds, foreclosure, and recent legislation governing real estate transactions. This course is one of the required courses for the broker's license examination. (GR)

RE-126 Real Estate Finance
$4.00 hrs lecture
Units: 3.00
Advisory: RE-121
Accepted For Credit: CSU
This course covers the various types of lenders, their policies, and the market they serve. The course will present basic terminology, official agencies, and private enterprise essential to real estate finance including secondary markets, conventional lenders, and FHA/VA policies. This is one of the required courses for the State of California Real Estate Broker's Examination. (GR)

RE-128 Real Estate Appraisal
$4.00 hrs lecture
Units: 3.00
Prerequisite: RE-121 or valid real estate license
Accepted For Credit: CSU
An introductory course covering the purposes of appraisals; the appraisal process; and the different approaches, methods, and techniques used to determine the value of various types of property. This is one of the required courses for the broker license examination. (GR)

RE-149 Real Estate Property Management
$4.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
This course studies the day-to-day problems encountered by owners and managers of residential income properties. The application of sound business principles in the pursuit of operational effectiveness is emphasized. (GC)

Respiratory Therapist (RT)

Division: Health Sciences
Academic Dean: Robert Gabriel
Division Administrative Assistant: Zelma Hunter
Location: Newark campus, Room NC1324
Phone number: 510-742-3100

RT-101 Principles of Respiratory Therapy I
$4.00 hrs lecture
Units: 3.00
Prerequisite: Admission to the Respiratory Therapist program
Accepted For Credit: CSU
This course presents basic theory and rationale for respiratory care. The course includes the history and organization of respiratory therapy services, basic cardiopulmonary anatomy, physiology, medical gas therapy theory, and an introduction to pathophysiology. (GR)

RT-101L Beginning Clinical Practice
$4.00 hrs lab
Units: 1.00
Prerequisite: Admission to the Respiratory Therapist program
Accepted For Credit: CSU
This course introduces students to the care of patients requiring respiratory therapy modalities. The course also covers beginning level assessment skills, patient interviewing techniques, and the establishment and monitoring of therapeutic equipment systems. (CR)
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Units</th>
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Sociology (SOC)

Division: Social Sciences
Academic Dean: Ghada Al-Masri
Division Administrative Assistant: Sheila Holland
Location: Fremont campus, Room 3316J
Phone number: 510-659-6216

This department offers Special Projects courses (SOC-201, SOC-202, and SOC-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

**SOC-101 Introduction to Sociology**
- 54.00 hrs lecture
- Units: 3.00
- Advisory: ENGL-101A
- Accepted For Credit: CSU & UC

This course is an exploration of our culturally diverse society. The course examines the impact of society's structure on human behavior and group interaction. This course offers a multiperspective approach to analyzing the diversity and complexity of social life. (GC) C-ID SOCI 110

**SOC-102 Social Problems**
- 54.00 hrs lecture
- Units: 3.00
- Advisory: ENGL-101A
- Accepted For Credit: CSU & UC

This course analyzes the nature and characteristics of social problems within the context of sociological theory. The course examines four major areas of social problems. First, the course explores social problems of behavioral deviance, such as those related to sexual behavior, alcohol and drugs, violence, and crime. Second, the course examines social problems of inequality, including economic, racial/ethnic, gender, and sexual orientation inequalities. Third, the course looks at problems of social institutions, such as problems situated in health care, the criminal justice system, and the family. Fourth, the course analyzes social change and global social problems, including those related to urbanization, the environment, and war. This course introduces theoretical frameworks for understanding the causes and effects of social problems, as well as potential solutions for social problems. (GC) C-ID SOCI 115

**SOC-103 Social Science Research Methods**
- 54.00 hrs lecture, 54.00 hrs lab
- Units: 4.00
- Prerequisite: SOC-101
- Advisory: ENGL-101A
- Accepted For Credit: CSU & UC

This course introduces students to research methods used in the social sciences. Students will examine critical issues and techniques in research design, data collection, and data analysis. The course also investigates the ethical responsibilities of social science researchers. This course contains a lab component that provides students with practical experience in evaluating and conducting social science research. (GC) C-ID SOCI 120

**SOC-105 Marriage and Family**
- 54.00 hrs lecture
- Units: 3.00
- Advisory: ENGL-101A
- Accepted For Credit: CSU & UC

This course examines the family as a social institution and includes an analysis of historical and recent changes. Students will study the present nature of marriage and family, and the socio-cultural and economic forces shaping these changes. Emphasis is placed on understanding interpersonal relationships, gender roles, mate selection, marital and parental roles, as well as variations of family structures. (GC) C-ID SOCI 130

**SOC-106 Chicano/Latino Culture**
- 54.00 hrs lecture
- Units: 3.00
- Cross-referenced Course: CHS-101
- Accepted For Credit: CSU & UC

This course examines the social, cultural, political, and economic heritage of the Chicanos and their contribution to American society. (GR)

**SOC-108 Social Inequalities**
- 54.00 hrs lecture
- Units: 3.00
- Advisory: Eligible for ENGL-101A
- Accepted For Credit: CSU & UC

This course focuses on various forms of social inequalities that exist within the United States. The course examines patterns of economic, status, and political inequalities on the basis of multiple, and intersecting, factors such as social class, gender, sexual orientation, and race/ethnicity. The course analyzes classical and contemporary explanations of inequalities and the consequences of inequalities on individuals and groups. The course also explores social mobility and changes in the systems of inequalities. (GC)
Spanish (SPAN)
Division: Language, Communication, and Academic Success
Academic Dean: Mark Lieu
Division Administrative Assistant: Dana Pope
Location: Fremont campus, Room 3420K
Phone number: 510-659-6173

This department offers Special Projects courses (SPAN-201, SPAN-202, and SPAN-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

SPAN-101A Elementary Spanish
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Advisory: ENGL-101A
Accepted For Credit: CSU & UC
This course is an introduction to fundamentals of Spanish grammar through the development of speaking, reading, writing, and listening skills. Course material is presented within the cultural context of Spanish-speaking countries. (GR) C-ID SPAN 100

SPAN-101B Elementary Spanish
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Prerequisite: SPAN-101A or two years high school Spanish
Advisory: Eligible for ENGL-101A
Accepted For Credit: CSU & UC
This course is an introduction to the fundamentals of Spanish grammar through the development of speaking, reading, writing, and listening skills. Course material is presented within the cultural context of Spanish-speaking countries. This course is a continuation of SPAN-101A studies. (GR) C-ID SPAN 110

SPAN-102A Intermediate Spanish
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Prerequisite: SPAN-101B or three years of high school Spanish
Accepted For Credit: CSU & UC
This course is the first half of Intermediate Spanish and a continuation of the SPAN-101 series. The course includes a more in-depth review of grammar, composition, and development of conversation skills through an introduction to Spanish and Latin-American literature. Readings include short stories, essays, dramas, poetry, and journalism articles in Spanish. (GR) C-ID SPAN 200

SPAN-102B Intermediate Spanish
90.00 hrs lecture, 18.00 hrs lab
Units: 5.00
Prerequisite: SPAN-102A
Accepted For Credit: CSU & UC
This course is the second half of Intermediate Spanish and a continuation of SPAN-102A. The course continues with a more in-depth review of advanced grammar, composition, and development of conversation skills through an introduction to Spanish and Latin-American literature. Readings include short stories, essays, dramas, poetry, and journalism articles in Spanish. (GR) C-ID SPAN 210

SPAN-121A Beginning Conversational Spanish
54.00 hrs lecture
Units: 3.00
Accepted For Credit: CSU
This course teaches essentials in Spanish conversation leading to the development of oral use of the Spanish language in everyday situations. Students will experience extensive oral practice of the language as well as essential grammatical fundamentals. (GR)

SPAN-121B Beginning Conversational Spanish
54.00 hrs lecture
Units: 3.00
Prerequisite: SPAN-101A or SPAN-121A
Advisory: SPAN-101B
Accepted For Credit: CSU
This course continues teaching the essentials in Spanish conversation leading to the development of oral use of the Spanish language in everyday situations. Students will experience extensive oral practice of the language as well as essential grammatical fundamentals. Conducted in Spanish, this course will further develop the audio-lingual skills that the students have acquired in their early Spanish language training. Emphasis will be placed on maintaining ideas and concepts in actual conversation situations, taken from topics of most interest to students. (GC)

Theatre and Dance (TD)
Division: Kinesiology, Athletics, and Arts
Academic Dean: Christopher Warden
Division Administrative Assistant: Maria Rocha
Location: Fremont campus, Room 9303
Phone number: 510-659-6044

This department offers Special Projects courses (TD-201, TD-202, and TD-203). Please see page 156 of this catalog for more information regarding Special Projects courses.

TD-100 Survey of the Arts
54.00 hrs lecture
Units: 3.00
Cross-referenced Course: ART-100, IS-100, MUS-100
Advisory: Eligible for ENGL-151B and ENGL-163
Accepted For Credit: CSU & UC
Art, music, and theatre are explored in this course through discussion, historical review, and contemporary issues. The purpose of this course is to increase student's understanding and enjoyment of the arts. The course is taught by three instructors, one from each discipline. (GR)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TD-102</td>
<td>Introduction to Theatre Appreciation</td>
<td>3.00</td>
<td>36.00</td>
<td>54.00</td>
<td>Advisory: TD-100</td>
<td>Accepted For Credit: CSU &amp; UC</td>
</tr>
<tr>
<td>TD-103</td>
<td>International Performing Arts Appreciation</td>
<td>2.00</td>
<td>27.00</td>
<td>36.00</td>
<td>Accepted For Credit: CSU</td>
<td>This is a study abroad course intended to provide students with a global understanding and appreciation of contemporary, traditional, and classical performing arts. Students will travel to international destinations and attend live performances of theatre, dance, opera, and music, among other performing arts. Additional fees will be required. (GC)</td>
</tr>
<tr>
<td>TD-104</td>
<td>Touring Theatrical Production</td>
<td>0.50</td>
<td>27.00</td>
<td>54.00</td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td>This course requires students to participate in a field trip which consists of a full theatrical production that tours nationally or internationally. Student actors and crew members learn the basics and necessities of touring a play, musical, or dance production. For students unable to participate in the tour, all assignments will be due during the rehearsal period prior to the tour beginning. (GR)</td>
</tr>
<tr>
<td>TD-107</td>
<td>History of Film</td>
<td>3.00</td>
<td>54.00</td>
<td>54.00</td>
<td>Cross-referenced Course: HIST-107</td>
<td>Accepted For Credit: CSU &amp; UC</td>
</tr>
<tr>
<td>TD-109</td>
<td>Theatre for Today</td>
<td>3.00</td>
<td>54.00</td>
<td></td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td>This course is designed for students who wish to explore and experience the contemporary world of theatre, its cultural differences, and how it relates to film and the entertainment industry. This course examines all aspects of production: designing, producing, the audience experience, and employment opportunities. Students learn through reading and research; attending live events; student-generated reports; and blogs. (GR)</td>
</tr>
<tr>
<td>TD-110</td>
<td>Introduction to Acting</td>
<td>4.00</td>
<td>54.00</td>
<td></td>
<td>Advisory: ENGL-151B and ENGL-163</td>
<td>Accepted For Credit: CSU &amp; UC</td>
</tr>
<tr>
<td>TD-111</td>
<td>Intermediate Acting - Scene Study</td>
<td>4.00</td>
<td>54.00</td>
<td></td>
<td>Prerequisite: TD-110</td>
<td>Accepted For Credit: CSU &amp; UC</td>
</tr>
<tr>
<td>TD-112</td>
<td>Acting Styles-Classical</td>
<td>4.00</td>
<td>54.00</td>
<td></td>
<td>Prerequisite: TD-110</td>
<td>Accepted For Credit: CSU &amp; UC</td>
</tr>
<tr>
<td>TD-113</td>
<td>Advanced Acting</td>
<td>4.00</td>
<td>54.00</td>
<td></td>
<td>Prerequisite: TD-111</td>
<td>Accepted For Credit: CSU &amp; UC</td>
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<tr>
<td>TD-114A</td>
<td>Acting for the Camera I</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td>This course includes analysis and practical study of techniques and skills necessary for performing in front of the camera. Emphasis is placed on acting, but the course includes daily work in practical cinematography, directing, script supervision, and crewing for all styles of film and video. (GR)</td>
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<tr>
<td>TD-114B</td>
<td>Acting for the Camera II</td>
<td>4.00</td>
<td>4.00</td>
<td></td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td>This course is an advanced analysis and practical study of techniques and skills necessary for performing in front of the camera. Emphasis is placed on true emotional accessibility, complex character development, substitution, imagery, and inner monologues while filming on a film or TV set. (GR)</td>
</tr>
<tr>
<td>TD-115A</td>
<td>Theatre Improvisation</td>
<td>3.00</td>
<td>36.00</td>
<td></td>
<td>Accepted For Credit: CSU &amp; UC</td>
<td>Students will learn how to improvise a story, character, and setting. They will create improvisations through pantomime as well as vocal techniques. There will be a public performance final at the end of the term. (GR)</td>
</tr>
</tbody>
</table>
TD-116 Acting Laboratory
$4.00 hrs lab
Units: 1.00
Accepted For Credit: CSU & UC
This laboratory course covers a variety of acting styles, such as Commedia, Comedy of Manners, Stanislavski, film, and musicals. (GC)

TD-117 Musical Theatre Performance
216.00 hrs lab
Units: 4.00
Prerequisite: Audition
Accepted For Credit: CSU
This course is designed to familiarize students with the principles and complexities involved in the preparation of a musical theatre production. Specific instruction is given to actors, dancers, and singers in taking and implementing direction and applying it in a theatrical production. (GR)

TD-118 Survey of Acting Techniques
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU & UC
This course is an active survey of, and participation in, a variety of public performance techniques, including scenework, monologues, Shakespeare, film acting, improvisation, avant-garde styles, and theatre games. (GC)

TD-119 Directing for the Stage
54.00 hrs lecture, 54.00 hrs lab
Units: 4.00
Advisory: TD-110 and TD-114A
Accepted For Credit: CSU & UC
This course is designed for theatre students to study the techniques for the director in theatre with an emphasis on practical experience in directing through class projects and public performances. (GR)

TD-120A3 Student Repertory Theatre
162.00 hrs lab
Units: 4.00
Prerequisite: Auditions (for actors only)
Advisory: TD-110
Accepted For Credit: CSU & UC
This course is a combination of professional and educational theatre. Students will participate in performance and technical roles in a repertory company. There will be a variety of plays presented for public performance. Members of the company will be expected to participate in all phases of production. (GR) C-ID THTR 191

TD-120B4 Student Repertory Theatre
18.00 hrs lecture, 162.00 hrs lab
Units: 4.00
Accepted For Credit: CSU & UC
This course is a combination of professional and educational theatre and is open to all members of the community. Students participate in positions of leadership in acting and/or technical roles in a repertory company. Members of the company are expected to participate in all phases of production—particularly in the capacity of producer, director, designer, or other position of artistic or business leadership—with the goal of producing a festival of plays for a live audience. (GC) C-ID THTR 191

TD-121A Dance Rehearsal and Performance
108.00 hrs lab
Units: 2.00
Advisory: Concurrent enrollment in a dance technique class
Accepted For Credit: CSU & UC
This course is an educational setting for dance performance experience. The student will learn the ins and outs of a theatrical dance performance. Each student, regardless of skill level, will be given the opportunity to perform on stage in a professional setting with the security of an educational environment. The course also supports the Theatre Technology students to do the same. (GC)

TD-121B Dance Rehearsal and Performance
162.00 hrs lab
Units: 3.00
Advisory: Concurrent enrollment in a dance technique class
Accepted For Credit: CSU & UC
This course is an educational setting for dance performance. The student will learn the ins and outs of a theatrical dance performance. Each student, regardless of skill level, will be given the opportunity to perform on stage in a professional setting with the security of an educational environment. (GR)

TD-121C Dance Rehearsal and Performance
216.00 hrs lab
Units: 4.00
Advisory: Concurrent enrollment in a dance technique class
Accepted For Credit: CSU & UC
This course is an educational setting for dance performance. The student will learn the ins and outs of a theatrical dance performance. Each student, regardless of skill level, will be given the opportunity to perform on stage in a professional setting with the security of an educational environment. It also supports the Theatre Technology students to do the same. (GR)

TD-122 Rehearsal and Performance
108.00 hrs lab
Units: 2.00
Prerequisite: Audition or tryout
Accepted For Credit: CSU & UC
This course is for students studying the requirements of an understudy position or acting internship in a major college production. Understudies will study and prepare a leading and/or supporting role with the possibility of performing in front of a live audience. Acting interns will study and prepare a leading and/or supporting role to perform for the director/instructor only. Enrollment is for the duration of the production. (GR)

TD-123 Rehearsal and Performance
162.00 hrs lab
Units: 3.00
Prerequisite: Audition or tryout
Accepted For Credit: CSU & UC
This course is for students performing in a major college production in a supporting role. Enrollment is for the duration of the production. (GR)

TD-124 Rehearsal and Performance
216.00 hrs lab
Units: 4.00
Prerequisite: Audition
Advisory: Eligible for ENGL-151B and ENGL-163; TD-110
Accepted For Credit: CSU & UC
This course is for students performing in a major college production in a principal role. (GR) C-ID THTR 191
TD-125  **Summerfest - Principals**
270.00 hrs lab  
Units: 5.00  
Prerequisite: Audition  
Accepted For Credit: CSU & UC  
This course is designed to familiarize students with the principles and complexities involved in the preparation and production of the Summerfest production in a principal role. Specific instruction will be given in acting, movement, speech, music, and voice/singing as appropriate and as it relates to the style and historical period. (GC)

TD-126  **Summerfest - Featured Parts**
216.00 hrs lab  
Units: 4.00  
Prerequisite: Audition  
Accepted For Credit: CSU & UC  
This course is designed to familiarize students with the principles and complexities involved in the preparation and production of the Summerfest production in a featured role. Specific instruction will be given in acting, movement, speech, music, and voice/singing as appropriate as it relates to the style and history of the period. (GC)

TD-127  **Summerfest - Chorus and Ensemble**
162.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU & UC  
This course is designed to familiarize students with the principles and complexities involved in the preparation and production of the Summerfest production as a chorus or ensemble member. Specific instruction and direction will be given in acting, movement, speech, and the implementation of directorial notes as they relate to the style and history of the piece. (GC)

TD-129  **Summerfest - Technicians**
270.00 hrs lab  
Units: 5.00  
Advisory: TD-150  
Accepted For Credit: CSU & UC  
This course is normally taught as an eight to ten-week summer session course. It is designed to familiarize and teach students the various technical aspects (i.e., set construction, lighting, costuming, makeup, publicity and house management) needed for the preparation and production of a major theatrical Summerfest production. (GR)

TD-130  **Oral Interpretation of Literature**
54.00 hrs lecture, 18.00 hrs lab  
Units: 3.00  
Cross-referenced Course: COMM-130  
Advisory: ENGL-151B  
Accepted For Credit: CSU & UC  
Using performance as a communication concept, students will explore performance theory and apply theoretical communication theories of performance using all genres of literature. (GR) C-ID COMM 170

TD-132  **Voice and Diction**
54.00 hrs lecture, 18.00 hrs lab  
Units: 3.00  
Cross-referenced Course: COMM-132  
Accepted For Credit: CSU & UC  
Students learn to understand and enhance the speaking voice and vocal quality through oral exercises that focus on expressiveness and articulation. Students also increase vocabulary and use the International Phonetic Alphabet in transcription and pronunciation. (GR)

TD-134  **Introduction to Performance Studies**
54.00 hrs lecture  
Units: 3.00  
Cross-referenced Course: COMM-134  
Accepted For Credit: CSU & UC  
Live performance is used as a method for exploring human behavior as it occurs within contemporary cultures and societies. Performance assignments will draw from among the following: performance of texts, street performance, personal narrative, oral history, everyday life, and social justice. (GR)

TD-141A  **Introduction to Ballet**
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU & UC  
This course introduces the rudiments of classical ballet to the beginning dance student. Students will develop the strength and coordination to perform the technical skills of basic ballet through barre and center work and by learning simple movement combinations. Ballet terminology will be covered. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. (GR)

TD-141B  **Intermediate Ballet**
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Prerequisite: TD-141A  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
This course continues the training in the rudiments of classical ballet for the intermediate level student. Students will further develop the technical skills to perform intermediate-level choreography. Ballet II terminology will be covered. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. (GR)

TD-142A  **Introduction to Jazz Dance**
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Advisory: Medical check within the last year  
Accepted For Credit: CSU & UC  
Students will learn the basic skill of jazz dance with emphasis on body alignment, strength, and coordination. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. (GR)

**Did you know??**

The Gary Soren Smith Center on the Fremont campus is named in recognition of a significant donation in honor of Dr. Gary Smith, the first music faculty member hired at Ohlone and eventual Division Director.
TD-142B Intermediate Jazz Dance  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Advisory: TD-142A  
Accepted For Credit: CSU & UC  
Students will work on more advanced skills and styles inherent in jazz dance. Class work will deal with technical skills, combinations of steps, and exploration of composition in jazz dance form. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. (GR)

TD-142C Advanced Jazz Dance  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Advisory: TD-142B  
Accepted For Credit: CSU & UC  
Students will complete advanced skills inherent in jazz dance. This advanced level technical jazz dance course will deal with leaps, turns, and technique as well as dance composition. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. (GR)

TD-143A Introduction to Tap  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU & UC  
Students will study basic tap dance techniques and elementary tap dances. This course provides students with the opportunity to develop coordination, rhythm, and performance skills. Some history of tap will be included. Requires attendance at selected events offered by Ohlone College at the Gary Soren Smith Center for the Fine and Performing Arts. Repeatable = 3 times (GR)

TD-143B Intermediate Tap  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Advisory: TD-143A  
Accepted For Credit: CSU & UC  
Students will further develop intricate skills in tap dancing by studying intermediate-level skills and choreography. Repeatable = 3 times (GR)

TD-143C Advanced Tap Dance  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Advisory: This is an advanced-level course; the student is expected to have a strong intermediate-level skill set upon enrollment. Accepted For Credit: CSU & UC  
Students will further develop advanced and intricate skills in tap dance by studying advanced rhythm patterns, movements, and choreography with some provision for student composition of dance. Performance skills will be included. Repeatable = 3 times (GR)

TD-144A Introduction to Contemporary Dance  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU & UC  
Students will learn basic fundamentals of contemporary dance with emphasis on body alignment, strength, coordination, rhythmic movement, and creative expression. Repeatable = 3 times (GR)

TD-144B Intermediate Contemporary Dance  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Advisory: TD-144A  
Accepted For Credit: CSU & UC  
Students will further prepare their bodies as an instrument for dance, progressing to longer, faster-paced, more diversified, and more difficult movement phrases. Coursework will include some creative dance experiences, abstract dance, and musical mime. Repeatable = 3 times (GR)

TD-145A Dance Ensemble I  
27.00 hrs lab  
Units: 0.50  
Advisory: Concurrent enrollment in an Ohlone Dance class  
Accepted For Credit: CSU & UC  
Students will be introduced to the art of performance dance in various styles, including jazz, tap, contemporary, and hip hop. Students will be introduced to new choreography with each level that best displays their abilities. (GR)

TD-145B Dance Ensemble II  
54.00 hrs lab  
Units: 1.00  
Advisory: Concurrent enrollment in an Ohlone Dance class  
Accepted For Credit: CSU & UC  
Students will be introduced to the art of performance dance in various styles, including jazz, tap, contemporary, and hip hop. Students will be introduced to new choreography and perform three to four dances that best display their abilities. (GR)

TD-145C Dance Ensemble III  
81.00 hrs lab  
Units: 1.50  
Advisory: Concurrent enrollment in an Ohlone Dance class  
Accepted For Credit: CSU & UC  
Students will be introduced to the art of performance dance in various styles, including jazz, tap, contemporary, and hip hop. Students will be introduced to new choreography and perform five to six dances that best display their abilities. (GR)
TD-146L Open Dance Lab
36.00 hrs lab
Units: 0.50
Accepted For Credit: CSU
Students will have supervised and tutored studio time to perfect skills and techniques learned in a concurrently enrolled dance class. (GR)

TD-148A2 Introduction to Hip Hop
36.00 hrs lab
Units: 0.50
Accepted For Credit: CSU & UC
Students learn basic skills of hip hop dance with emphasis on creative expression, strength, coordination, and rhythmic style. (GC)

TD-148A3 Introduction to Hip Hop
54.00 hrs lab
Units: 1.00
Prerequisite: TD-148A3
Accepted For Credit: CSU & UC
Students will learn basic skills of contemporary street jazz/hip hop dance with emphasis on body alignment, strength, coordination, rhythmic movement, and creative expression. Repeatable = 3 times (GR)

TD-148B2 Intermediate Hip Hop
36.00 hrs lab
Units: 0.50
Accepted For Credit: CSU & UC
Students learn, at an intermediate level, skills of hip hop dance with emphasis on creative expression, strength, coordination, rhythmic movement, and creative expression. Repeatable = 3 times (GR)

TD-148B3 Intermediate Hip Hop
54.00 hrs lab
Units: 1.00
Prerequisite: TD-148A3
Accepted For Credit: CSU & UC
Students learn, at an intermediate level, skills of hip hop dance with emphasis on creative expression, strength, coordination, rhythmic movement, and creative expression. Repeatable = 3 times (GR)

TD-149A Choreography for Production I
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Accepted For Credit: CSU & UC
Students will learn methods and elements of choreography; relate them to technical theatre elements of set, lighting, costuming, and sound; then present their piece with elements of production. (GR)

TD-149B Choreography for Production II
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Prerequisite: TD-149A
Accepted For Credit: CSU & UC
Students will learn methods and elements of choreography; relate them to technical theatre elements of set, lighting, costuming, and sound; then present their piece in full production as part of a large-scale, professional-level, dance production. (GR)

TD-150 Technical Theatre
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU & UC
This course introduces the theory and practice of technical theatre production. Emphasis is placed on theatre safety, scenery construction techniques, materials, and backstage procedures. Students receive hands-on training in the scene shop and as members of the stage crew of a department production. (GR) C-ID THTR 171

TD-152 Introduction to Stage Lighting and Sound
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: TD-150
Accepted For Credit: CSU & UC
This course introduces the basic concepts, technology, and safe practices of electricity, lighting, and sound for live events. Lectures will focus on theory and practice, while lab will provide opportunities to use equipment in “real life” situations. (GR) C-ID THTR 173

TD-153 Scenic Painting
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: TD-150
Accepted For Credit: CSU & UC
This course is a study of various methods of painting theatrical scenery. Tools to be used will include brushes, rollers, sponges, and stencils. Students will learn techniques in faux, trompe-l'oeil, and forced perspective. Students also participate in current department productions. (GR)

TD-154 Theatrical Makeup for Stage, TV, and Dance
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Accepted For Credit: CSU & UC
This course includes lecture, demonstration, and laboratory practice in the design and application of stage and film makeup, including ethnic, fantasy, horror, period styles, and special effects. (GR)

TD-155A Costume Construction I
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU & UC
This course provides basic costume construction techniques to develop a students’ skill in the use of fabrics, methods, and simple patterns in a theatrical context. (GR)

TD-155B Costume Construction II
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Prerequisite: TD-155A
Accepted For Credit: CSU & UC
This course provides costume construction techniques to advance students’ skill in the use of special fabrics, methods, and more complex patterns. (GC)
TD-156 Theatrical Costuming
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: TD-155A
Accepted For Credit: CSU & UC
This course covers the costume design process and the history of costumes. Play analysis, rendering, research, fabrics and their uses, and related topics will be addressed. (GR) C-ID THTR 174

TD-158 Live Event Management
27.00 hrs lecture, 27.00 hrs lab
Units: 2.00
Accepted For Credit: CSU
This course offers students leadership instruction and practical roles in live event management. Students in this course will learn techniques and practices in production, scheduling, time management, budgeting, and event staffing. There is practical lab application of studies in conjunction with on-campus productions and events. (GC)

TD-159 Theatre Management
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: Eligible for ENGL-151B
Accepted For Credit: CSU
This course is an introduction to the theories and practices of dance, theatre, and music performance management. Students will study advertising, public relations, box office operations, and event staffing. There is practical lab application of studies in conjunction with concurrent productions (student and professional) and/or outside projects in film and TV. (GR)

TD-160A Production Lab
27.00 hrs lab
Units: 0.50
Accepted For Credit: CSU
This lab provides hands-on instruction and practice in technical production for theatre, dance, and television. (GC)

TD-160A2 Production Lab
108.00 hrs lab
Units: 2.00
Accepted For Credit: CSU & UC
This lab provides hands-on instruction and practice in technical production for theatre, dance, and television. (GC)

TD-161 Stagecraft Lab (Theatre, Television, Dance)
54.00 hrs lab
Units: 1.00
Accepted For Credit: CSU & UC
This course involves participation in all or some of the technical aspects of preparing a scheduled College production (stage, television, and dance), including set construction, lighting, sound, costuming, makeup, stage management, projection, publicity, and house management. (GR)

TD-162 Stagecraft Lab (Theatre, Television, Dance)
108.00 hrs lab
Units: 2.00
Accepted For Credit: CSU & UC
This stagecraft lab involves participation in all of the technical aspects of preparing a scheduled College production (stage, television, and dance), including set construction, lighting, sound, costuming, makeup, stage management, publicity, and house management. (GR)

TD-163 Stagecraft Lab (Theatre, Television, Dance)
162.00 hrs lab
Units: 3.00
Accepted For Credit: CSU & UC
This course involves participation in all the technical aspects of preparing a scheduled College production (stage, television, and dance), including set construction, lighting, sound, costuming, makeup, stage management, publicity, and house management. (GR) C-ID THTR 192

TD-164 Stagecraft Lab (Theatre, Television, Dance)
216.00 hrs lab
Units: 4.00
Accepted For Credit: CSU & UC
This course involves participation in all the technical aspects of preparing a scheduled College production (stage, television, and dance), including set construction, lighting, sound, costuming, makeup, stage management, publicity, and house management. (GR) C-ID THTR 192

TD-170 Survey of Entertainment Design
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This course explores trends in entertainment design and technology through lectures, practicum labs, and field trips. Areas covered will include live performance; film and television; themed entertainment and retail; and corporate events and gaming technologies. This course will provide students a broad overview of the field of Entertainment Design and Technology with emphasis on current and future employment opportunities and the skills needed for them. (GR) C-ID THTR 172

TD-171 3D Entertainment Design for Lighting
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: TD-152
Accepted For Credit: CSU
This course focuses on the fundamentals of computer-aided design as related to lighting design for the entertainment industry. Using Mini-CAD design and drafting programs, this course will guide students through the process of creating lighting designs using three-dimensional models of theatres and other spaces. (GR)

TD-172 Intermediate Lighting for Stage, Video, and Live Events
36.00 hrs lecture, 54.00 hrs lab
Units: 3.00
Advisory: TD-152
Accepted For Credit: CSU
This course offers lecture and project-based instruction on the equipment and techniques used in lighting. Students will learn lighting for stage, video, and live events. This is a hands-on project based course that will give students the opportunity to practice the technologies they learn in a creative and collaborative environment. (GR)

TD-173 Introduction to Moving Lights
18.00 hrs lecture, 54.00 hrs lab
Units: 2.00
Advisory: TD-172
Accepted For Credit: CSU
This course offers an introduction to the technology and applications of intelligent lighting systems for the entertainment industry. The course and lab work will concentrate on the features and functions of a wide variety of lighting fixtures and control systems in use in the entertainment industry today. (GC)
TD-174  Intermediate Moving Lights  
18.00 hrs lecture, 54.00 hrs lab  
Units: 2.00  
Prerequisite: TD-173  
Advisory: TD-172  
Accepted For Credit: CSU  
This course builds upon the work done in TD-173. Students will learn moving light programming and design techniques for theatre, television, and live events using the latest intelligent lighting control technology. Students will utilize the computer visualization lab for hands-on practice. (GC)

TD-175  Intermediate Sound for Stage, Television, and Live Events  
36.00 hrs lecture, 54.00 hrs lab  
Units: 3.00  
Advisory: TD-152  
Accepted For Credit: CSU  
This course offers project-based instruction on the equipment and techniques used in sound design, recording, and reinforcement. The course is divided into three sections, each of which will focus on a specific area of the entertainment industry: sound for the stage, for television production, and for live events. (GC)

TD-176  Digital Sound Editing for Stage and TV  
36.00 hrs lecture, 54.00 hrs lab  
Units: 3.00  
Advisory: TD-175 and MUS-113  
Accepted For Credit: CSU  
This project-based course provides advanced, hands-on instruction in industry-standard digital sound editing, MIDI systems, including Peak, Pro Tools, and CueBase. The course is intended for students pursuing careers in audio/technology in the entertainment industry. (GC)

TD-178  Fundamentals of Rigging  
36.00 hrs lecture, 36.00 hrs lab  
Units: 2.00  
Advisory: Ability to climb ladders and lift 40 pounds  
This course offers an introduction to the rigging systems and equipment commonly used in the entertainment industry. Through a combination of classroom and lab, students learn the fundamental concepts of safe rigging techniques. (GC)

TD-179  Introduction to Stage Management  
36.00 hrs lecture, 54.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU  
This course introduces the responsibilities, techniques, and tools of a modern stage manager for live and broadcast events. Areas covered will include creating schedules, promptbooks, and other paperwork; organizing and managing crew; managing production meetings; managing the rehearsal process; running performances. (GR)

TD-190  Experimental Theatre Ensemble  
162.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU & UC  
This course is for students developing and performing in a new play or newly created theatrical production. (GC)

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**Work Experience Education (WEX)**

**WEX-185A1** General Work Experience Education  
75.00 hrs lab  
Units: 1.00  
Accepted For Credit: CSU  
This course offers students the ability to engage in work-based learning to gain employment experience while enrolled in school. Through a set of learning objectives established by the student, supervisor, and instructor, students shall enhance their career awareness and expand understanding of the skills required to be successful in the workplace. This experience will promote a better understanding of the relationship between formal education and job success. For each paid internship students must perform 75 hours of work-based learning per credit unit. For each unpaid internship students must perform 60 hours per credit unit. Students may only take a maximum of 16 semester units in Work Experience courses. They also cannot take more than 6 units in one semester of General Work Experience. (GC)

**WEX-185A2** General Work Experience Education  
150.00 hrs lab  
Units: 2.00  
Accepted For Credit: CSU  
This course offers students the ability to engage in work-based learning to gain employment experience while enrolled in school. Through a set of learning objectives established by the student, supervisor, and instructor, students shall enhance their career awareness and expand understanding of the skills required to be successful in the workplace. This experience will promote a better understanding of the relationship between formal education and job success. For each paid internship students must perform 75 hours of work-based learning per credit unit. For each unpaid internship students must perform 60 hours per credit unit. Students may only take a maximum of 16 semester units in Work Experience courses and no more than 6 units in one term of General Work Experience. (GC)

**WEX-185A3** General Work Experience Education  
225.00 hrs lab  
Units: 3.00  
Accepted For Credit: CSU  
This course offers students the ability to engage in work-based learning to gain employment experience while enrolled in school. Through a set of learning objectives established by the student, supervisor, and instructor, students shall enhance their career awareness and expand understanding of the skills required to be successful in the workplace. This experience will promote a better understanding of the relationship between formal education and job success. For each paid internship students must perform 75 hours of work-based learning per credit unit. For each unpaid internship students must perform 60 hours per credit unit. Students may only take a maximum of 16 semester units in Work Experience courses and no more than 6 units in one term of General Work Experience. (GC)
WEX-195A1 Occupational Work Experience Education
75.00 hrs lab
Units: 1.00
Accepted For Credit: CSU
This course offers students the ability to engage in work-based learning applied to their major. Through a set of learning objectives established by the student, supervisor, and instructor, students shall enhance their career awareness and expand their understanding of the skills required to be successful in the workplace. This experience will promote a better understanding of the relationship between formal education and job success. For each paid internship students must perform 75 hours of work-based learning per credit unit. For each unpaid internship students must perform 60 hours per credit unit. Students may only take a maximum of 16 semester units in Work Experience courses and no more than 8 units in one term of Occupational Work Experience. (GC)

WEX-195A2 Occupational Work Experience Education
150.00 hrs lab
Units: 2.00
Accepted For Credit: CSU
This course offers students the ability to engage in work-based learning applied to their major. Through a set of learning objectives established by the student, supervisor, and instructor, students shall enhance their career awareness and expand their understanding of the skills required to be successful in the workplace. This experience will promote a better understanding of the relationship between formal education and job success. For each paid internship students must perform 75 hours of work-based learning per credit unit. For each unpaid internship students must perform 60 hours per credit unit. Students may only take a maximum of 16 semester units in Work Experience courses and no more than 8 units in one term of Occupational Work Experience. (GC)

WEX-195A3 Occupational Work Experience Education
225.00 hrs lab
Units: 3.00
Accepted For Credit: CSU
This course offers students the ability to engage in work-based learning applied to their major. Through a set of learning objectives established by the student, supervisor, and instructor, students shall enhance their career awareness and expand their understanding of the skills required to be successful in the workplace. This experience will promote a better understanding of the relationship between formal education and job success. For each paid internship students must perform 75 hours of work-based learning per credit unit. For each unpaid internship students must perform 60 hours per credit unit. Students may only take a maximum of 16 semester units in Work Experience courses and no more than 8 units in one term of Occupational Work Experience. (GC)

WEX-195A4 Occupational Work Experience Education
300.00 hrs lab
Units: 4.00
Accepted For Credit: CSU
This course offers students the ability to engage in work-based learning applied to their major. Through a set of learning objectives established by the student, supervisor, and instructor, students shall enhance their career awareness and expand their understanding of the skills required to be successful in the workplace. This experience will promote a better understanding of the relationship between formal education and job success. For each paid internship students must perform 75 hours of work-based learning per credit unit. For each unpaid internship students must perform 60 hours per credit unit. Students may only take a maximum of 16 semester units in Work Experience courses and no more than 8 units in one term of Occupational Work Experience. (GC)
Academic Freedom

The following Academic Freedom policy is from the Ohlone Community College District Board Policy 4030:

- Approved by Ohlone Community College District Board of Trustees on November 9, 2005
- Reviewed and Re-approved by Ohlone Community College District Board of Trustees on March 10, 2010
- Amended on November 18, 2015

“Citizens in a free society in order to discharge their responsibilities intelligently must examine, with critical judgment, all points of view on major issues. (continued on next column)
Teaching Controversial Subjects: Citizens in a free society in order to discharge their responsibilities fully and intelligently must examine, with critical judgment, all points of view regarding major issues of their day and nation.

A. Objectivity: Instructors shall maintain an attitude of objectivity on controversial topics when discussing them with students.

B. Respect for Others: Instructors shall encourage a spirit of mutual respect for honest and informed opinions, regardless of how divergent they may be.

C. Relevant Data: Instructors shall become fully informed about the various viewpoints on problems relevant to their instructional assignments and present pertinent and objective data to their students.

D. Suitable Learning Materials: Instructors and librarians shall make available a variety of suitable learning materials from which students may obtain valid data dealing with the pros and cons of issues being studied.

E. Time Consideration: A reasonable allocation of time shall be devoted to the study of any single issue, in accordance with the approved course outline and student needs.

Equal Educational and Employment Opportunity Policy

Ohlone College maintains an atmosphere that is welcoming to all students and conducive to their academic and personal success. The College provides an environment free of all forms of harassment, in which all students and employees are treated with dignity and respect.

Ohlone College is committed to equal opportunity in educational programs, employment, and college life. The College does not unlawfully discriminate on the basis of actual or perceived ancestry, color, disability, sex, gender, gender identity, gender expression, ethnicity, national origin, race, religion, sexual orientation, or veteran status, or association with a person or group with one or more actual or perceived characteristics, or any other basis protected under applicable law to the extent required by law, in any access to course recruitment; extracurricular programs and activities; facilities; access to course offerings; counseling and testing; financial assistance; employment; physical education; and athletics. Equal employment opportunity includes, but is not limited to, providing and safeguarding the opportunity for all persons to seek, obtain, and hold employment; and qualify for advancement in the District without discrimination.

Ohlone College is committed to nondiscrimination in compliance with all applicable law including the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973 (Sections 503 and 504); the Americans with Disabilities Act of 1990; Executive Orders 11246 and 11375; the Vietnam Era Veterans’ Readjustment Act of 1974; the Age Discrimination in Employment Act of 1967; other applicable federal non-discrimination laws, and applicable non-discrimination laws of the State of California, such as FEHA prohibiting discrimination in employment based on protected characteristics that include medical condition, pregnancy, marital status, age, genetic information, military and veteran status, and possessing a driver’s license under Vehicle Code section 12801.9.

Ohlone College is committed to the civil rights responsibilities spelled out in the Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Education Programs. Race, color, national origin, disability, sex, or the lack of English language skills will not be a barrier for admission to and participation in vocational education programs at Ohlone College. Ohlone complies with all non-discrimination laws that apply to a program.

Inquiries related to Americans with Disabilities Act and the Rehabilitation Act of 1973 may be made as follows:

All inquiries to:

Vice President, Human Resources and Training
Ohlone College
43600 Mission Boulevard
Building 19
Fremont, CA 94539
510-659-6088

Student inquiries to:
Vice President, Student Services
Ohlone College
43600 Mission Boulevard
Building 7
Fremont, CA 94539
510-659-6262

Inquiries related to equal opportunity and nondiscrimination may be made as follows:

Staff inquiries to:
Vice President, Human Resources and Training
Ohlone College
43600 Mission Boulevard
Building 19
Fremont, CA 94539
510-659-6088

Student inquiries to:
Vice President, Student Services
Ohlone College
43600 Mission Boulevard
Building 7
Fremont, CA 94539
510-659-6262

Inquiries related to sexual or other unlawful harassment may be made as follows:

Staff inquiries to:
Vice President, Human Resources and Training
Ohlone College
43600 Mission Boulevard
Building 19
Fremont, CA 94539
510-659-6088

Student inquiries to:
Vice President, Student Services
Ohlone College
43600 Mission Boulevard
Building 7
Fremont, CA 94539
510-659-6262

(continued on next column)
Policies and Procedures, Student Life

Copies of policies and procedures which relate specifically to student life are available from the Office of the Vice President, Student Services in Building 7, Second Level on the Fremont campus and online at www.ohlone.edu/studentservices.

Such policies and procedures include the following:
- Academic Dishonesty Procedures
- General Complaint Procedures
- Equal Educational and Employment Opportunity
- Procedures for Handling Complaints of Unlawful Discrimination
- Prohibition of Harassment
- Student Code of Conduct

Following are summaries and information from policies and procedures which relate to student life. Students are advised to read the catalog carefully for information about policies and procedures and to obtain full copies of the documents which may relate to their concerns.

Student Access to Records

Students may request to review the contents of their academic file and may challenge the contents and accuracy of the records by requesting, in writing, a review of the records with the Dean, Enrollment Services. All such requests for review will be honored within fifteen working days.

Students do not have access to
- information provided by a student's parents relating to applications for financial aid or scholarships;
- physicians', psychiatrists', or psychologists' reports;
- information maintained by Campus Police Services;
- instructors' personal records regarding a student.

Academic Dishonesty and Its Consequences

Students at Ohlone College are expected to pursue their coursework with integrity and honesty. The two most common kinds of academic dishonesty are cheating and plagiarism. Definitions of plagiarism, falsification, cheating, theft, or sale of protected materials are found in Administrative Procedure 5501. Students are responsible for knowing what constitutes academic dishonesty and for consulting with instructors about questions or concerns. Violations of academic dishonesty shall be cause for disciplinary action. Copies of the Academic Dishonesty Procedures are available from the Office of the Vice President, Student Services in Building 7, Second Level on the Fremont campus, and online at www.ohlone.edu/studentservices/academicdishonesty.

Complaint Procedures

Ohlone College encourages prompt reporting of complaints so that rapid response and appropriate action may be taken. Information on the process, timelines, and forms to make an informal or formal complaint is available from the Office of the Vice President, Student Services located in Building 7, Second Level on the Fremont campus.

Students may file a complaint when they believe that a College faculty or staff member has violated College rules, policies, or procedures, or other local, state, or federal laws including the Civil Rights Act; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973 (Sections 503 and 504); the Americans with Disabilities Act of 1990; Executive Orders 11246 and 11375; the Vietnam Era Veterans Readjustment Act of 1974; the Age Discrimination and Employment Act of 1967; and the nondiscrimination laws of the State of California.

The California Community Colleges Chancellor's Office also serves as a resource to students wishing to resolve complaints or grievances. The link to the process and form is at https://www.cccco.edu/Complaint-Process-Notice.

Following is a list of types of complaints considered under these procedures.

Academic Complaint

An academic complaint may be filed with an academic dean when a student feels that a faculty member has violated state law, federal law, or College policies and procedures relative to grading or other academic matters.

All grades awarded by the instructor of record shall be final. According to the California Code of Regulations, §55025, “The determination of the student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency.”

General Student Complaint

Students may consult with the Ombudsperson before proceeding with a complaint or grievance process. More information about the Ombudsperson is available at www.ohlone.edu/ombudsperson.

A general student complaint may be filed by a student who feels an action of a College staff member, office, or group violates existing College rules, policy, or procedures or other local, state, and federal laws. A complaint of discrimination, Americans with Disabilities Act (ADA) compliance, or sexual harassment is not included in this category; see Ohlone Administrative Procedure 3430, Prohibition of Harassment, and Ohlone Administrative Procedure 3435, Procedures for Handling Complaints of Unlawful Discrimination, for information on these complaints.

The Complaint Procedures are formalized procedures to ensure timely resolution at the lowest possible level. The first step is the informal resolution stage which involves the student who has a complaint and the staff member or specific group with whom the student has a complaint. The student must notify the staff person or representative of a group that the student wishes to make an appointment for an informal meeting to review an action within ten days of its occurrence. In the absence of the instructor or staff person and after a good faith effort to make contact, the student may directly contact the academic dean. Additional information is available from the Office of the Vice President, Student Services in Building 7, Second Level on the Fremont campus and online at www.ohlone.edu/studentservices/policies.

Did you know???

The 38.4% of Ohlone students enrolled full-time constitute the second highest full-time enrollment rate among the 21 colleges in the Bay Area.

Source: California Community Colleges Chancellor’s Office
Title IX Complaint
These procedures are used when a complaint concerns discrimination on the basis of sex, including sexual harassment. The procedures are available from the Office of the Vice President, Student Services in Building 7, Second Level on the Fremont campus, and online at www.ohlone.edu/studentservices/policies. The Vice President, Human Resources and Training serves as compliance officer for student matters regarding Title IX regulations.

Section 504/ADA Complaint
These procedures are used when a complaint concerns matters pertaining to compliance with the Americans with Disabilities Act (ADA) and discrimination on the basis of a disability. The procedures are available from the Office of the Vice President, Student Services in Building 7, Second Level on the Fremont campus and online at www.ohlone.edu/studentservices/policies. The Vice President, Human Resources and Training serves as compliance officer for student matters concerning ADA law and regulations.

Civil Rights Complaints
These procedures are used when a complaint concerns matters of discrimination or failure to comply with college policy or procedures or federal and/or state regulations including the Civil Rights Act; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973 (Sections 503 and 504); the Americans with Disabilities Act of 1990; Executive Orders 11246 and 11375; the Vietnam Era Veterans’ Readjustment Act of 1974; the Age Discrimination and Employment Act of 1967; and the nondiscrimination laws of the State of California. The procedures are available from the Office of the Vice President, Student Services in Building 7, Second Level on the Fremont campus and online at www.ohlone.edu/studentservices/policies. The Vice President, Academic Affairs/Deputy Superintendent serves as the compliance officer for all of the above except ADA and Rehabilitation Act of 1973 (Sections 503 and 504) complaints. The Vice President, Human Resources and Training serves as the compliance officer for ADA and Rehabilitation Act of 1973 (Sections 503 and 504) complaints.

Civil law remedies including, but not limited to, injunctions, restraining orders, or other remedies or orders may be available to complainants.

Students wishing to pursue a civil rights complaint beyond the College level should direct their inquiries to the Board of Governors of California Community Colleges at 1102 Q Street, Suite 4554, Sacramento, CA 95811 or the Office of Civil Rights, United States Department of Education, 50 Beale Street, Suite 4554, Sacramento, CA 95811 or the Office of Civil Rights, United States Department of Education, 50 Beale Street, Suite 4554, Sacramento, CA 95811 or the Office of Civil Rights, United States Department of Education, 50 Beale Street, Suite 4554, Sacramento, CA 95811 or the Office of Civil Rights, United States Department of Education, 50 Beale Street, Suite 4554, Sacramento, CA 95811 or the Office of Civil Rights, United States Department of Education, 50 Beale Street, Suite 4554, Sacramento, CA 95811 or the Office of Civil Rights, United States Department of Education, 50 Beale Street, Suite 4554, Sacramento, CA 95811 or the Office of Civil Rights, United States Department of Education, 50 Beale Street, Suite 4554, Sacramento, CA 95811 or the Office of Civil Rights, United States Department of Education, 50 Beale Street, Suite 4554, Sacramento, CA 95811 or the Office of Civil Rights, United States Department of Education, 50 Beale Street, Suite 4554, Sacramento, CA 95811.

External Resources
Most complaints, grievances, and disciplinary matters should first go through the college complaint process before seeking external resolution. Individuals are strongly encouraged to make every attempt to resolve matters through appropriate processes outlined in the college procedures. Matters that are not resolved at the college level may be processed by using one of the following agencies.

If the complaint is associated with the college’s compliance with academic program quality and accrediting standards, contact the Accrediting Commission for Community and Junior Colleges (ACCJC) at https://accjc.org/complaint-process.

If the complaint does not concern Ohlone College’s compliance with accreditation standards, contact the California Community College Chancellor’s Office by completing the web form at https://www.cccco.edu/Complaint-Process-Notice.

Unlawful Discrimination and Unlawful Harassment
The District is committed to providing an academic and work environment free of unlawful harassment and unlawful discrimination. This procedure defines sexual harassment and other forms of unlawful harassment that are prohibited at the District, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff, faculty member, student, contractor, volunteer, or intern within the District.

Definitions
General Harassment: Harassment of a student, contractor, volunteer, intern, or an employee based on perceived or actual race; religion or religious creed; color; national origin; ethnic group identification; ancestry; physical disability; mental disability; sex; gender; gender identity; gender expression; sexual orientation; veteran status; or on any other basis protected by applicable law to the extent required by applicable law, of any person, or based on the individual’s association with a person or group with one or more of these actual or perceived characteristics is illegal and violates District policy.

The law also protects employees, contractors, volunteers, or interns from discrimination and harassment based on medical condition, pregnancy, marital status, military and veteran status, age, genetic information, and possessing a driver’s license under Vehicle Code section 12801.9.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person’s competency to do the job, when based on that person’s gender, could constitute gender-based harassment.

(continued on next page)
Harassment comes in many forms, including, but not limited to, the following conduct:

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

- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing; patting; lingering or intimate touches; grabbing; pinching; leering; staring; unnecessarily brushing against or blocking another person; whistling; or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person’s gender, race, national origin, sexual orientation, or other protected status.

- **Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics, or electronic media transmissions (including postings on social media).

- **Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendos; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation, or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders, or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual’s learning or work.

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

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

This definition encompasses two kinds of sexual harassment:

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

- “Hostile environment” sexual harassment occurs when unwelcome conduct based on a person’s gender is sufficiently severe or pervasive so as to alter the conditions of an individual’s learning or work environment; unreasonably interfere with an individual’s academic or work performance; or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile.

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

**Examples:** Harassment includes, but is not limited to, the following misconduct:

- **Verbal:** Inappropriate or offensive remarks, slurs, jokes, or innuendos based on a person’s protected status, including, but not limited to, sex. This may include, but is not limited to, inappropriate comments regarding an individual’s body, physical appearance, attire, sexual prowess, marital status, or sexual orientation; demands for sexual favors; verbal abuse, threats, or intimidation; or sending a sexual or pornographic image, message, or email.

- **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing; patting; lingering or intimate touches; grabbing; pinching; leering; staring; unnecessarily brushing against or blocking another person; whistling; or sexual gestures.

- **Visual or Written:** The display or circulation of offensive sexually oriented or otherwise sexually suggestive visual or written material. This may include, but is not limited to, posting offensive sexually oriented or otherwise sexually suggestive images, videos, or text messages.

- **Environmental:** An academic or work environment that is permeated with racially or sexually oriented talk, innuendo, insults, or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual’s learning or work.

The District has detailed procedures for filing complaints. Anyone who feels that he/she has been unlawfully discriminated against, harassed, or witnessed discrimination or harassment should contact the appropriate District officer for referral or resolution. The designated District officers are:

- Vice President, Student Services: Student complaints
- Vice President, Human Resources and Training: Employee, intern, and volunteer complaints
- Vice President, Administrative and Technology Services: Contractors (including vendors), community members, and general public complaints

Please refer to Administrative Procedure 3435 at www.ohlone.edu/board/policy/ap-chapter3/ap3435 for the complete procedure for filing complaints.
Drug and Alcohol Free Environment and Drug Prevention Program

These procedures are provided to students and employees of the Ohlone Community College District in accordance with the Drug Free Schools and Communities Act Amendment of 1989; 20 U.S. Code Sections 1011i; 1091(r); 1092(t)(1)(H); 1092(k); 34 Code of Federal Regulations 86.1 et seq.; 34 Code of Federal Regulations 86.100; Federal Drug-Free Workplace Act of 1988 (41 U.S. Code Section 8103); California Drug-Free Workplace Act, Cal. Gov. Code 8355; and the California Business & Professions Code Section 25608(a).

The Board of Trustees of the Ohlone Community College District prohibits the unlawful possession, use, giving, manufacture, sale, delivery, dispensation, or distribution of illicit drugs and alcohol by any person on District property or as part of any District activity. Any student or employee in violation of this policy is subject to disciplinary action up to, and including, expulsion from the District or termination from employment and/or contacting or referral to law enforcement for prosecution. A student convicted of an offense loses eligibility for a grant, loan, or work assistance for one to two years or indefinitely for certain repeat offenses. The final decision to take disciplinary action rests with the Ohlone Community College District Board of Trustees after consideration of the recommendation of the Superintendent/President of the Ohlone Community College District. The final decision of law enforcement action rests with the District Attorney’s Office. Students and employees may be required to participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved for such purposes by a state, federal, or local health, law enforcement, or other appropriate agency in order to regain rights or privileges lost by the violation (such as grants, loans, or work assistance for students).

The possession, use, and sale of alcoholic beverages by anyone on the Ohlone Community College District controlled property is a misdemeanor per California Business and Professions Code 25608 (community college) and a violation of the Standards of Student Conduct. The use, sale, or possession of any illegal drug is a violation of state law and any person found in violation may be subject to arrest by federal, state, local, or campus security authorities. Criminal prosecution is separate from any administrative discipline that may be imposed by the Ohlone Community College District.

An employee must notify the Ohlone College Human Resources Department of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after the conviction.

The health risks associated with the use of illicit drugs and the abuse of alcohol include:

- Death, including by alcohol poisoning or drug overdose;
- Risk of addiction and withdrawal symptoms including pain, convulsions, and depression;
- Liver, heart, kidney, pancreas, and brain damage and/or loss of brain cells;
- Impaired judgment and resulting safety and health risks including accidents, unwanted pregnancies, or sexually transmitted diseases, and aggressive or violent behavior;
- Impaired performance including drowsiness, impaired memory, and impaired concentration;
- Sexual dysfunctions;
- Harm to a fetus, including spontaneous abortions, premature labor, and detached placenta;
- Psychological problems including depression, anxiety, paranoia, panic reactions, psychosis, and hallucinations;
- Seizures;
- Strokes, cardiac arrest, or cardiovascular problems;
- Lung damage or illnesses, bronchitis, or respiratory arrest; and
- Needle-related illnesses and complications such as hepatitis, HIV, muscle and nervous tissue death necessitating limb amputation, and infections.

Drug or alcohol counseling, treatment, rehabilitation, re-entry programs, or referrals are available to employees and students. Ohlone College provides confidential referrals through an Employee Assistance Program (EAP) for employees and their families needing assistance with drug or alcohol abuse. Please contact the Vice President, Human Resources and Training for more information or visit the Human Resources web page at www.ohlone.edu/hr/benefits/eap for information on contacting CONCERN EAP.

Students should contact the Student Health Center or the Vice President, Student Services for resources or assistance. The Student Health Center also provides counseling; alcohol and drug abuse education information; and resources for students. Students may visit the Student Health Center on the Fremont campus (Building 7, Third Level) or call the Student Health Center at 510-659-6258.

Additional information contained in this procedure is on the Ohlone College website, Administrative Procedure 3550, Drug Free Environment and Drug Prevention Program, at www.ohlone.edu/board/policy/ap-chapter3/ap3550.
Smoke-Free District

The following Smoking on Campus statement is from Ohlone College Administrative Procedure 3570:

- References: Government Code Sections 7596, 7597, and 7598; Labor Code Section 6404.5; Title 8, Section 5148
- Adopted in January 2010 (previously Ohlone Regulation 10.1.1)
- Amended in August 2013

“Ohlone Community College District is a designated smoke-free district. Smoking is prohibited in all College vehicles, buildings, indoor and outdoor facilities, disabled and general use parking lots, and all open areas of district property.”

Student Code of Conduct

Ohlone College is primarily concerned with academic achievement; the growth and development of its students; and the wellness and safety of every member of its community. In addition, the College strives to preserve peace; support a moral and just climate; meet its contractual obligations; and protect its property and that of its community members. The College strives to treat members of the community with equal care, concern, honor, fairness, and dignity. The College, therefore, has established the Student Code of Conduct to communicate its expectations of students as positive and responsible members of the College community.

The primary purpose of the Student Code of Conduct, including the Standards of Student Conduct and its associated Student Discipline Procedures, is to protect the College community and foster a safe, non-threatening environment that advances the academic mission of the College. Accordingly, students and student organizations will be held accountable for violations of College regulations and policies. Within this context, a reasonable effort will be made to foster the personal and social development of all parties involved. The Student Code of Conduct will be used in a manner the College determines is fair and equitable, and not for purposes of retaliation. Additionally, it is not intended to infringe unlawfully on the rights of individuals and groups to engage in free expression as protected by the state and federal constitutions, and by California Education Code 76120, and will not be used to punish expression that is legally protected.

The Student Code of Conduct is established in accordance with California Education Code Section 66300, which requires each community college district to adopt standards of student conduct along with applicable penalties for violation. It is not intended to substitute for criminal or civil proceedings that may be initiated by other agencies.

The College reserves the right to take any necessary and/or appropriate steps to protect the safety and well-being of the College community. While the jurisdiction of the College shall generally be limited to conduct which occurs on College premises or at College-sponsored events, a student who is charged with a felony as a result of off-campus behavior, or who represents a risk to the health or safety of the College community, or whose conduct causes or is foreseeably likely to cause a material and substantial disruption of school, may also be subject to student conduct action. In addition, the jurisdiction may be extended when a student, or a student organization, commits a prohibited act off-campus against a student or employee of the College, or against the College itself, when such act is related to the student’s or victim’s status at the College.

(continued on next column)

Violations for which students are subject to disciplinary action include, but are not limited to, the following:

- Academic Dishonesty
- Dishonesty
- Disruptive Behavior
- Threatening or Intimidating Behavior
- Harassment
- Sexual Harassment
- Endangerment of Others
- Possession or Use of Weapons
- Smoking
- Alcohol
- Controlled Substances
- Gambling
- Unauthorized Animals
- Traffic/Parking Violations
- Skates/Skateboards
- Non-compliance
- Conduct Process Abuse
- Legal Violations
- Lewd, Indecent, or Obscene Conduct or Expression
- Willful Disobedience
- Willful Misconduct

Disciplinary action may include one or more of the following sanctions:

- Removal from Class
- Written or Verbal Reprimand
- Probation with Loss of Privileges
- Probation without Loss of Privileges
- Restitution
- Withdrawal of Consent to Remain on Campus
- Suspension
  - Short-term Suspension
  - Long-term Suspension
- Expulsion

The Student Code of Conduct, including descriptions of the above violations and sanctions, is available on the Ohlone College website at www.ohlone.edu/studentservices/studentcodeofconduct.
Student Right-to-Know

In compliance with the Student Right-to-Know (SRTK) and Campus Security Act of 1990 (Public Law 101-542), it is the policy of the Ohlone Community College District to make available its completion and transfer rates to all current and prospective students.

For each year beginning in 1993, a cohort of all certificate-, degree-, and transfer-seeking first-time, full-time students were tracked over a three-year period. The Fall 2016 cohort was tracked through Spring 2019. The completion rate is the percentage of students in the cohort who earned a degree or certificate, or could be considered transferrable to a baccalaureate institution (completed 60 or more transferrable units with at least a 2.0 GPA). The transfer rate is the percentage of students in the cohort who have been identified as having transferred to another California Community College or a baccalaureate institution, but did not meet the criteria above to be classified as a completer.

The tables below present the SRRT rates for Ohlone College and statewide since 2012.

<table>
<thead>
<tr>
<th>Completion Rate</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohlone College</td>
<td>34.4%</td>
<td>36.9%</td>
<td>41.42%</td>
<td>NA</td>
<td>46.73%</td>
</tr>
<tr>
<td>Statewide</td>
<td>29.5%</td>
<td>29.3%</td>
<td>30.36%</td>
<td>NA</td>
<td>32.36%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transfer Rate</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohlone College</td>
<td>13.8%</td>
<td>14.1%</td>
<td>11.08%</td>
<td>NA</td>
<td>11.27%</td>
</tr>
<tr>
<td>Statewide</td>
<td>10.9%</td>
<td>10.3%</td>
<td>9.48%</td>
<td>NA</td>
<td>10.35%</td>
</tr>
</tbody>
</table>

It should be noted that the cohort used for SRTK represents a very small proportion of the students at Ohlone College. Many students attend Ohlone with goals other than earning a degree or certificate or preparing to transfer to a baccalaureate institution. In addition, the majority of Ohlone students attend on a part-time basis, thus excluding them from the SRTK cohort.

Jeanne Clery Act and Violence Against Women Act (VAWA)

What is the Jeanne Clery Act?
The “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act” (formerly the Campus Security Act) is a federal law that requires institutions of higher education (colleges and universities) in the United States to disclose campus security information including crime statistics for the campus and surrounding areas. The act was first enacted by Congress in 1990 and amended in 1992, 1998, and 2000.

What is the Violence Against Women Act?
On March 7, 2013, President Obama signed the Violence Against Women Reauthorization Act of 2013 (VAWA), which amended the Higher Education Act of 1965, the Clery Act. All higher education institutions are now required to compile statistics for incidents of domestic violence, dating violence, sexual assault, and stalking. VAWA also requires higher education institutions to include policies, procedures, and programs pertaining to these incidents in the annual security report.

Who is Jeanne Clery?
In 1986 Jeanne Clery, a freshman at Pennsylvania’s Lehigh University, was murdered and sexually assaulted in her campus residence hall room by another student she didn’t know. Her school hadn’t informed students about 38 violent crimes on campus in the three years preceding her murder. Clery’s parents, Connie and Howard, led the crusade to enact the original Campus Security Act. In 1998, Congress formally named the law in memory of Jeanne Clery.

Which schools must comply with the Clery Act?
All institutions of postsecondary education, both public and private, that participate in federal student aid programs must publish and disseminate an annual campus security report as well as make timely warnings of any criminal activities.

What does a school have to disclose under the Clery Act?
Schools must publish and disseminate an Annual Campus Security Report containing various security policies and three years worth of crime statistics. They must also issue timely warnings about crimes that pose an ongoing danger. Schools with a police or security department of any kind must also maintain a public crime log of all crimes reported to that department.

The Annual Campus Security Report is published and disseminated on or before October 1 each year. The Annual Campus Security Report is available online at www.ohlone.edu/cps/cleryact. Students, staff, and the general public may obtain a printed copy by contacting Campus Police Services in Building 20 on the Fremont campus.

Who is entitled to receive information under the Clery Act?
Currently enrolled students and employees are to receive a school’s annual campus security report automatically. Prospective students and employees are to be provided with information about the report and entitled to request a copy. The general public, including parents and the news media, have access to the public crime log as well.

Does a school have to submit their annual crime statistics to the Department of Education (DOE)?
Yes, they do. Schools have to report their crime statistics to the DOE through a specially designed website.

Do school officials other than law enforcement have reporting obligations under the Clery Act?
Yes, they do. All institutional officials with significant responsibility for campus and student activities have reporting obligations under the Clery Act. A school should have a policy for surveying these officials each year to determine if any of the covered crimes were reported to them. Only professional mental health and pastoral counselors are exempt from reporting.

Are schools required to include crimes reported to local police agencies?
Schools are required to “make a reasonable, good-faith effort to obtain statistics from outside” law enforcement agencies for inclusion in their annual report for all geographic areas including the main campus.

Does someone have to be convicted of a crime before it is reportable under the Clery Act?
Not necessarily. Convictions are not required under either the Clery Act or the FBI Uniform Crime Report (UCR) program for a crime to be reportable.

Who enforces the Jeanne Clery Act and what are the penalties for noncompliance?
The United States Department of Education is charged with enforcing the Jeanne Clery Act and may level civil penalties against institutions of higher education up to $54,789 per violation or may suspend them from participating in federal student financial aid programs. Complaints of violations should be filed with DOE regional offices.

Do schools have to add arson and manslaughter, as well as a geographic breakdown, to their annual crime statistics?
Yes, they do.

What is the difference between FBI’s Uniform Crime Reporting (UCR) program and the Clery Act?
There are several key differences between how crime statistics are reported under the UCR program and the Clery Act. The UCR program is a voluntary program where law enforcement agencies submit monthly reports, while reporting under the Clery Act is mandatory and not limited to crimes reported to law enforcement. Additionally, some reporting categories are different, specifically simple theft is not included and the definition of sexual assault is broader under the Clery Act.
Does the Clery Act follow the guidelines established in the UCR program?

Where guidance from the UCR program does not conflict with Clery Act reporting requirements schools are expected to follow the classifying and scoring methods outlined in the FBI UCR Handbook.

If more than one crime occurs in the same incident, which offense is reported?

Under a UCR standard known as the “hierarchy rule” only the most serious (using the order found in the UCR Handbook) incident is to be reported in annual crime statistics. The crime log and timely warnings may reflect more than one crime.

Registered Sex Offenders: Megan’s Law

Notification

California Penal Code Section 290.01 requires every person who was convicted of a sex offense to register with the Campus Police Department of a college or university within five days where he/she is:

- Enrolled as a full-time student.
- Enrolled as a part-time student.
- Employed as a full-time staff, faculty, or instructor.
- Employed as a part-time staff, faculty, or instructor.
- Employed as a full-time or part-time classified employee.
- Employed as a volunteer.
- A contractor who is contracted by the college or university to work on campus.
- A carrier driver who delivers to that college or university more than 14 consecutive days or 30 days in a calendar year (i.e. water delivery; mail; VTA drivers; Outreach drivers; armored car drivers; telephone, gas, and electricity technicians; computer technicians, office supply drivers, and others).

This section does not relieve the person to register as a Sex Offender with the jurisdiction where he/she is residing. The registrations as a Sex Offender with a College or University Police Departments are in addition to the registration with the local police and sheriff’s departments.

Authority for Law Enforcement

Campus Police Officers are granted authority to act as Police Officers by 830.32(a) of the Penal Code and 72330 of the Education Code. Campus Security Officers act as non-sworn officers only and do not have police powers. They take crime reports and reports of minor auto accidents; write parking citations; patrol the campuses (on foot and in vehicles); and observe and report any unusual conditions or circumstances.

All officers working for the College (sworn and non-sworn) are required by law to attend the 832.2 P.C. School Peace Officers course or School Security Guard Course as required by the Peace Officer Standards and Training and the Department of Consumer Affairs.

Sufficient equipment, along with POST-trained and non-POST-trained personnel, shall be maintained to accomplish Campus Police Services’ assigned responsibility of seven day a week coverage of facilities owned, operated, or under the control of the Ohlone Community College District.

<table>
<thead>
<tr>
<th>Crime Prevention and Safety Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Police Services distributes crime prevention material to the College community. They make inspections of facilities to insure physical security; design and present programs to reduce risk from criminal acts; review plans and new construction additions to facilities to insure against design defects that could contribute to criminal acts; make preventative patrols of grounds; make necessary arrests and detentions; and interact with all other law enforcement and investigative agencies.</td>
</tr>
</tbody>
</table>

Crime prevention and safety information such as Preventing Sexual Assault/Rape, Escort Service, Earthquake Procedures, and Parking Rules and Information are provided by Campus Police Services. This information is available online at www.ohlone.edu/safety-tips-campus-police-services-safety-and-security. Information regarding how to call Campus Police Services for emergencies is available online at www.ohlone.edu/cps; information on how to report crimes is available online at www.ohlone.edu/cps. A rape awareness program is available online for both staff and students.

Crime Statistics

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (commonly known as the Clery Act) is federal legislation designed to provide students, prospective students, and the public with uniform information from universities throughout the country on criminal problems and police and security issues. The Three-Year Annual Crime Report meets all reporting requirements as set forth in the Clery Act. Criminal statistics are updated by October 1 of each year and include data from the three previous calendar years.

Reporting and Response Systems for Campus Police Services

The Procedures Manual contains the rules and regulations that govern the conduct of Campus Police Services personnel and enforcement procedure of the Ohlone Community College District. It is the responsibility of the Chief, Ohlone Police and Safety to maintain the Procedures Manual and communicate additions and deletions to employees.

An operational Memorandum of Understanding with the Fremont Police Department and Newark Police Department—which includes records, patrol, investigative, communications, and incarceration support—is maintained at the Campus Police Services Office. Fremont Police or Newark Police are called for assistance in any instance where a major crime has been committed or for an auto accident in which there are visible injuries or complaint of pain and the complaining party is transported to the hospital via ambulance.

Security of Facilities

Unauthorized persons are not allowed into buildings that are secured for evenings, weekends, and holidays. If an individual needs to gain entry into a building Campus Police Services personnel must first check that person’s identification (unless the person is known). An entry is then made in the activity log stating the building, time, date, and name of the person allowed into the building. Campus Police Services has the authority to request Facilities staff to respond to situations that present a threat to the public safety and/or liability of the District.
# Three-Year Annual Crime Report

## Statistics for Fremont Campus

<table>
<thead>
<tr>
<th>Offense Type</th>
<th>On Campus</th>
<th>Non-Campus Property</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homicide</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Violence Against Women Act (Enacted 2013)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stalking</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Unfounded</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Non-Clery Reported Crimes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Burglary</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Theft/Larceny</td>
<td>4</td>
<td>0</td>
<td>8</td>
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<tr>
<td>Simple Assault</td>
<td>1</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Vandalism</td>
<td>32</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td><strong>Special Category Arrests (Liquor, Drug, and Weapons)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Laws</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Violations</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Weapons Possession</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## Statistics for Newark Campus

<table>
<thead>
<tr>
<th>Offense Type</th>
<th>On Campus</th>
<th>Non-Campus Property</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homicide</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rape</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fondling</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Incest*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Statutory Rape</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Burglary</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Violence Against Women Act (Enacted 2013)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Violence</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dating Violence</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Stalking</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unfounded</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Non-Clery Reported Crimes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Burglary</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Theft/Larceny</td>
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<tr>
<td>Simple Assault</td>
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</tr>
<tr>
<td>Vandalism</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td><strong>Special Category Arrests (Liquor, Drug, and Weapons)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liquor Laws</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Violations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Weapons Possession</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disciplinary Referrals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alleged offenses reported to and investigated by Ohlone College Authority officials. Alleged offenders are referred for disciplinary action but are not arrested.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offense</strong></td>
<td>2016</td>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td>Liquor Laws</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Drug Violations</td>
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<td>0</td>
</tr>
<tr>
<td>Weapons Possession</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## Hate Crimes for Both Campuses

- **2016**: Four total criminal offenses district-wide under destruction/damage/vandalism of property. Category of Bias: Race = Three at Fremont campus; Religion = One at Newark campus
- **2017**: No hate crimes reported
- **2018**: No hate crimes reported

## Disciplinary Referrals

Alleged offenses reported to and investigated by Ohlone College Authority officials. Alleged offenders are referred for disciplinary action but are not arrested.
Parking Policies

Parking permit requirements are waived during the first week of each semester; however, all other parking rules are enforced. After the first week of each semester, parking permits must be prominently displayed at any of the Ohlone Community College District campuses. Semester parking permits may be purchased online at through WebAdvisor at https://webadvisor.ohlone.edu. One-day permits may also be purchased at permit vending machines in Lots E, H, P, and K, and all levels of the South Parking Structure on the Fremont campus, and at permit vending machines in Lots B, C, D, and E on the Newark campus. Please refer to Chapter 4 of this catalog for parking fees. The parking fee structure and policies are subject to change.

All parking rules are enforced at all times. On the Fremont campus parking permit requirements are enforced every day from 6:00am-11:00pm. On the Newark campus parking permit requirements are enforced on Monday-Friday from 6:00am-11:00pm and Saturdays from 6:00am-5:00pm. Sundays are free on the Newark campus. General/Student or Daily Permits are not required at either campus during observed College holidays or semester breaks. Please refer to the district academic calendar for holidays and semester breaks.

Most parking lots are open to students, visitors, and guests, with the exception of Lots A, B, D (staff stalls only), T, U, V, and W on the Fremont campus and those spaces designated as Administration, Maintenance or Police/Emergency Vehicle. Lot Q is restricted. See the Ohlone College campus maps for disabled parking locations; these locations are indicated with an asterisk (*). Parking vending machines are available in each lot on the Newark campus and in Lots E, H, K, and P, as well as all levels of the South Parking Structure on the Fremont campus for visitors, guests, and students to purchase daily parking permits.

Daily permits must be displayed on the dashboard and are valid at both campuses for the day purchased, regardless for which campus the daily permit was purchased. Semester permits are valid at both campuses and must be affixed to the lower driver’s side corner of the front windshield.

Disabled persons displaying either State of California license plates issued for disabled parking purposes may park in spaces reserved for the disabled. These spaces are marked with the standard blue painted disabled insignia. In addition to the disabled placard, an Ohlone College semester or daily permit must also be displayed.

Parking Rules

1. Cars must park in marked stalls only, not on roadways, paths, etc.
2. Motorcycles and bicycles are prohibited on campus walkways and in buildings.
3. Vehicles parked in permit only zones without the necessary permit are subject to citation and/or storage (towing).
4. Yellow loading zones are for use by vendors and staff who must deliver bulky items. These zones are restricted to 15 minute parking.
5. Government vehicles engaged in required duties may park in all areas except fire lanes and disabled lots.
6. The use of skateboards and similar devices are prohibited on both the Fremont and Newark campuses.
7. Driving is permitted on paved roads only.
8. The Fremont and Newark campuses are closed from 11:00pm-6:00am.

All California Vehicle Code Laws apply on the Ohlone College campuses, along with the following rules set by the Ohlone Community College District Board of Trustees:

1. The maximum speed limit is 25 m.p.h. on roadways and 15 m.p.h. in parking lots. The maximum speed limit is 5 m.p.h. in the South Parking Structure of the Fremont campus.
2. All traffic collisions must be reported to Campus Police Services.
3. Current registration, driver’s license, and proof of insurance are required of all vehicle operators on both campuses.
4. No privately owned vehicles shall be washed, repaired, or stored on College property.
5. Alcoholic beverages and prohibited drugs and narcotics are not permitted on both campuses.
6. Suspicious persons, incidents, or thefts should be reported directly to Campus Police Services at extension 6111 or at 510-659-6111 if using a non-campus phone.

If a parking permit machine is broken, contact Campus Police Services at 510-659-6111 and use a different permit machine.

On the Fremont campus vehicles are not allowed in bus zones. Drivers may park in Key B on the Fremont campus to drop off or pick up passengers, as long as the driver does not leave the vehicle unattended.

On the Newark campus emergency phones are located in each parking lot, marked with a blue pole with a blue light on top. On the Fremont campus there are emergency phones that directly connect to Campus Police Services; these emergency phones are located outside on the Second Levels of Buildings 4 and 6; on every level of the South Parking Structure; on Olive Way; and at the Athletic Field House. Phones in the campus elevators call an operator for emergency assistance. Campus Police Services has a 24-hour hotline recording at 510-979-7997 which may be used to report crime or suspicious events anonymously.

Permit requirements may be subject to change. On-campus official signage will take precedence. Please contact Campus Police Services for any questions.

All other parking rules and regulations such as disabled, staff, emergency, and fire lanes, and other restricted parking are enforced on both campuses, 24 hours a day, seven days a week.

For more information contact Campus Police Services in Building 20, call 510-659-6111, or go to the Campus Police Services web page at www.ohlone.edu/cps.
Chapter Eleven

DISTRICT PERSONNEL

President Browning and the Board of Trustees cut the ribbon to open the Frank DiMino Academic Core Complex in January 2020.

Eric Bishop, Ed.D.
Superintendent/President

Anthony F. DiSalvo
Vice President, Academic Affairs/Deputy Superintendent

Christopher Dela Rosa, D.M.
Vice President, Administrative and Technology Services

Milton Lang, Ph.D.
Vice President, Student Services

Shairon Zingsheim
Vice President, Human Resources and Training
ADMINISTRATION

Ghada Al-Masri
Academic Dean, Social Sciences

Eric Bishop
Superintendent/President

Michael Bowman
Executive Dean, Research and Planning; Accreditation Liaison Officer

Christopher Dela Rosa
Vice President, Administrative and Technology Services

Anthony F. DiSalvo
Vice President, Academic Affairs/Deputy Superintendent

Robert Gabriel
Academic Dean, Health Sciences; Interim Dean, Health Sciences

Darlene Gunsauls
Academic Dean, Special Projects

Andrew LaMange
Executive Dean, Academic Affairs and Newark Center

Milton Lang
Vice President, Student Services

Mark Lieu
Academic Dean, Language, Communication, and Academic Success

Binh Nguyen
Executive Director, College Foundation, Community Outreach, and Marketing

Loretta Silverman
Academic Dean, Science, Engineering, and Mathematics

Andree Thomas
Dean, Counseling, Student Support, and Success

Christopher Warden
Academic Dean, Kinesiology, Athletics, and Arts

Shairon Zingsheim
Vice President, Human Resources and Training

MANAGEMENT

Desire Andjou
Accounting Manager

Ruben Aviles
Custodial Supervisor

Christopher Booras
Director, District Civic Center Rentals and Smith Center Operations

Ann Burdett
Director, Student Accessibility Services

Sara Goldware
Director, Strong Workforce and Career Pathways

Oscar Guillon
Director, Facilities and Maintenance Operations

Margaret Jackson
Director, Small Business Development Center

Gary Kauf
Director, Television Operations

Vy Le
Human Resources Supervisor

Aleksy Lebedeff
Director, Purchasing, Contract Administration, Auxiliary Services, and Hazardous Materials Compliance

Michael Leib
Director, Tutoring

Nancy Navarro-Leça
Interim Director, Extended Opportunity Programs and Services; Ombudsperson

Daniel Newell
Director, Career Center

Kristina Radke
Director, Technology Services and Information Security Officer

Steven Reeves
Director, International Programs and Services

Kimberly Robbie
Director, Curriculum and Scheduling; Articulation Officer

Farhad Sabit
Executive Director, Business Services

Pamela Snedigar
Regional Director, Gallaudet

Scott Snyder
Director, Information Systems

Tina Vossugh
Director, Communications, Outreach, and Public Relations

John Worley
Chief, Campus Police and Safety

SUPERVISORY/PROFESSIONAL/CONFIDENTIAL

Christina Caratachea
Human Resources Specialist

Shawn Domingo
Supervisor, Financial Aid

Patricia Elizondo
Assistant to the Vice President, Student Services

Shelby Foster
Assistant to the President/Board of Trustees

Joanne Gapuz
Senior Human Resources Analyst

Edgar Hernandez
Interim Assistant to the President

Aundrea Love
Professional Confidential Interpreter/Coordinator

Santino Martinez
Interim Supervisor, Admissions and Records

Michael Moore
Senior Human Resources Analyst

Veronica Nevarez
Assistant to the Vice President, Academic Affairs/Deputy Superintendent

Matthew Ng
Senior Institutional Research Analyst

David Panales
Assistant to the Vice President, Human Resources and Training

Leticia Perez
Assistant to the Vice President, Administrative and Technology Services

Gage Rodriguez
Supervisor, Student Accessibility Services

Mary Wilhelm-Chapin
Instructional Designer

BOARD OF TRUSTEES

Greg Bonaccorsi
Suzanne Lee Chan
Teresa Cox
Vivien Larsen
Tawney Warren
Richard Watters
Megan Aves

Greg Bonaccorsi
Suzanne Lee Chan
Teresa Cox
Vivien Larsen
Tawney Warren
Richard Watters
Megan Aves
### EMERITUS OHLONE COLLEGE PERSONNEL

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norma Alexander (1975-1992)</td>
<td>Professor, Mathematics</td>
</tr>
<tr>
<td>Elaine C. Ames (1975-2002)</td>
<td>Instructional Assistant, Typing</td>
</tr>
<tr>
<td>Dan Archer (1979-2007)</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>Rick Arellano (2001-2014)</td>
<td>Professor, Computer Applications and Occupational Technology</td>
</tr>
<tr>
<td>John Baczuk (1986-2009)</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Iola Barber (1974-1995)</td>
<td>Professor, Biology</td>
</tr>
<tr>
<td>Donna J. Bartlett (1975-2002)</td>
<td>Program Specialist</td>
</tr>
<tr>
<td>Clayton J. Bell (1968-2000)</td>
<td>Professor, Counseling</td>
</tr>
<tr>
<td>Bruce Bennett (1981-2010)</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Dolores E. Bischer (1972-2002)</td>
<td>Instructional Assistant, Reading Lab</td>
</tr>
<tr>
<td>Janice M. Blanchard (1968-1994)</td>
<td>Director General Services/Purchasing</td>
</tr>
<tr>
<td>Ward S. Blanchard (1967-1972)</td>
<td>Director of Library Services</td>
</tr>
<tr>
<td>Thomas Blank (1994-2012)</td>
<td>Professor, Theatre</td>
</tr>
<tr>
<td>Peter Blomerley (1979-1994)</td>
<td>Professor, President/Superintendent</td>
</tr>
<tr>
<td>William E. Blum (1967-1996)</td>
<td>Professor, Psychology</td>
</tr>
<tr>
<td>Robert (Bob) Bogshaw (1986-2019)</td>
<td>Professor, Mathematics</td>
</tr>
<tr>
<td>Sally A. Brenner (1975-2001)</td>
<td>Professor, Medical Office Assisting</td>
</tr>
<tr>
<td>Curtis Bressler (2000-2010)</td>
<td>Professor, Mathematics</td>
</tr>
<tr>
<td>Robert L. Briggs (1976-2001)</td>
<td>Professor, Dean, Occupational Education and Grants</td>
</tr>
<tr>
<td>Martha Brown (1991-2010)</td>
<td>Professor, Dean, Counseling</td>
</tr>
<tr>
<td>Gari Browning (2008-2020)</td>
<td>President/Superintendent</td>
</tr>
<tr>
<td>Ronald C. Burdett (1973-2004)</td>
<td>Professor, Dean of Instruction</td>
</tr>
<tr>
<td>Barbara M. Burri (1985-1996)</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Colleen M. Carr (1974-1994)</td>
<td>Interim Division Dean</td>
</tr>
<tr>
<td>Roy Chitwood (1987-2007)</td>
<td>Instructional Assistant, Math Learning Center</td>
</tr>
<tr>
<td>Betty A. Clamp (1975-1999)</td>
<td>Professor, Consumer &amp; Family Sciences</td>
</tr>
<tr>
<td>L. Stacy Cole (1969-2001)</td>
<td>Professor, History</td>
</tr>
<tr>
<td>Miloslava Collins (1969-1993)</td>
<td>Professor, French and German</td>
</tr>
<tr>
<td>Jack Croghan (1975-1994)</td>
<td>Professor, Physical Education</td>
</tr>
<tr>
<td>Susan Cunningham (1992-2011)</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Anitra H. Dark (1975-1980, 1988-1996)</td>
<td>Associate Professor, English/Writing Lab</td>
</tr>
<tr>
<td>Raphael DeBenito (1971-1996)</td>
<td>Professor, Spanish</td>
</tr>
<tr>
<td>Patricia A. Deggelman (1982-2004)</td>
<td>Executive Assistant to the President/Superintendent</td>
</tr>
<tr>
<td>Juan dela Cruz (1973-2006)</td>
<td>Custodian</td>
</tr>
<tr>
<td>Frances S. DiPippo (1967-1992)</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Nancy A. Duman (1972-1992)</td>
<td>Professor, Nursing</td>
</tr>
<tr>
<td>Claire C. Ellis (1993-2011)</td>
<td>Professor, Counselor</td>
</tr>
<tr>
<td>Stephen E. Epler (1966-1975)</td>
<td>President/Superintendent</td>
</tr>
<tr>
<td>Kathryn A. Farley (1990-2002)</td>
<td>District Cusheer</td>
</tr>
<tr>
<td>Ruthe Foster (1996-2007)</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>Allen J. Frawley (1966-1990)</td>
<td>Vice President, Business Services</td>
</tr>
<tr>
<td>Gloria Villasana Fuerniss (1979-1997)</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>Evangeline Michel Genera (1976-2007)</td>
<td>Professor, Counseling</td>
</tr>
<tr>
<td>Anne E. Golseth (1977-1997)</td>
<td>Vice President, Student Services</td>
</tr>
<tr>
<td>James R. Goodwin (1968-2003)</td>
<td>Professor, Biology</td>
</tr>
<tr>
<td>Richard Grotegut (1998-2015)</td>
<td>Professor, Computer Studies</td>
</tr>
<tr>
<td>Walter Halland (1971-2000)</td>
<td>Professor, Biology</td>
</tr>
<tr>
<td>Paul R. Halula (1974-1996)</td>
<td>Professor, Supervision</td>
</tr>
<tr>
<td>Ronald Halverson (1977-1995)</td>
<td>Assistant Professor, Landscape/Horticulture</td>
</tr>
<tr>
<td>Kay Harrison (1976-2010)</td>
<td>Professor, English; Speech and Communication Studies</td>
</tr>
<tr>
<td>Barbara C. Hendrickson (1967-1989)</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Karen M. Hendrickson (1990-2001)</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>Fred Hille (1976-2011)</td>
<td>Professor, Counseling</td>
</tr>
<tr>
<td>Floyd M. Hogue (1994-2003)</td>
<td>Professor, Counseling and Personal Development</td>
</tr>
<tr>
<td>Jose Hurtado (1972-2006)</td>
<td>Professor, Counseling</td>
</tr>
<tr>
<td>Curtis D. Huska (1976-1992)</td>
<td>Assistant to the Vice President</td>
</tr>
<tr>
<td>Donna Ireland (1982-2013)</td>
<td>Executive Assistant to the Associate Vice President, Information Technology</td>
</tr>
<tr>
<td>Willie D. Jackson (1981-1997)</td>
<td>Lead Custodian</td>
</tr>
<tr>
<td>Kathleen Johnson (1995-2016)</td>
<td>Senior Human Resources Analyst</td>
</tr>
<tr>
<td>Frank L. Kahl (1970-2003)</td>
<td>Professor, Business Administration</td>
</tr>
<tr>
<td>Meredith Kane (1972-1996)</td>
<td>Professor, Counseling</td>
</tr>
<tr>
<td>Carl F. Karasek (1966-1970)</td>
<td>Dean of Instruction</td>
</tr>
<tr>
<td>Marian H. Kass (1990-2002)</td>
<td>Administrative Secretary II</td>
</tr>
<tr>
<td>Cynthia Katona (1975-2009)</td>
<td>Professor, English/Journalism</td>
</tr>
<tr>
<td>Louise D. Kavasch (1984-2000)</td>
<td>Administrative Secretary</td>
</tr>
<tr>
<td>Name</td>
<td>Title/Department</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Samir Abboud</td>
<td>Assistant Professor, Engineering</td>
</tr>
<tr>
<td>Brenda Athonholz</td>
<td>Professor, Communication Studies</td>
</tr>
<tr>
<td>Ghada Al-Masri</td>
<td>Academic Dean, Social Sciences</td>
</tr>
<tr>
<td>Sandra Ammona</td>
<td>Associate Professor, American Sign Language</td>
</tr>
<tr>
<td>James Andrews</td>
<td>Professor, Accounting/Business Administration</td>
</tr>
<tr>
<td>Nabeel Atique</td>
<td>Professor, Mathematics</td>
</tr>
<tr>
<td>Narinder Bansal</td>
<td>Associate Professor, Environmental Studies, Geography</td>
</tr>
<tr>
<td>Elias Barbosa</td>
<td>Assistant Professor, Ethnic Studies</td>
</tr>
<tr>
<td>Darren Bardell</td>
<td>Professor, History</td>
</tr>
<tr>
<td>Mark Barnky</td>
<td>Professor, Biology</td>
</tr>
<tr>
<td>James Baxter</td>
<td>Professor, Biology</td>
</tr>
<tr>
<td>Paul Belasky</td>
<td>Professor, Geology/Geography</td>
</tr>
<tr>
<td>Diane Berkland</td>
<td>Professor, Counselor</td>
</tr>
<tr>
<td>Eric Bishop</td>
<td>Superintendent/President</td>
</tr>
<tr>
<td>Steven Blitzer</td>
<td>Professor, Mathematics</td>
</tr>
<tr>
<td>Elizabeth Blau-Ogilvie</td>
<td>Assistant Professor, Art</td>
</tr>
<tr>
<td>Andrew Bloom</td>
<td>Associate Professor, Mathematics</td>
</tr>
<tr>
<td>Michael Bowman</td>
<td>Professor; Executive Dean, Research and Planning;</td>
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<tr>
<td>Mark Brosamer</td>
<td>Professor, English</td>
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<tr>
<td>Ann Burdett</td>
<td>Director, Student Accessibility Services</td>
</tr>
<tr>
<td>Monica Cappiello</td>
<td>Associate Professor, Multimedia</td>
</tr>
<tr>
<td>Simeon Castro</td>
<td>Public Services Librarian</td>
</tr>
<tr>
<td>Sandra Chackarthy</td>
<td>Associate Professor, Anthropology</td>
</tr>
<tr>
<td>Nilanjana Chakrabarty</td>
<td>Assistant Professor, Medical/Surgical Nursing</td>
</tr>
<tr>
<td>Suporn Chenhansa</td>
<td>Associate Professor, Computer Science</td>
</tr>
<tr>
<td>Sarah Cooper</td>
<td>Associate Professor, Psychology</td>
</tr>
<tr>
<td>Janet Corcoran</td>
<td>Associate Professor, Counselor</td>
</tr>
<tr>
<td>Michael Curran</td>
<td>Professor, Kinesiology; Head Baseball Coach</td>
</tr>
<tr>
<td>Nadia Dodgar</td>
<td>Associate Professor, Counselor</td>
</tr>
<tr>
<td>Carrie Dameron</td>
<td>Associate Professor, Medical/Surgical Nursing</td>
</tr>
<tr>
<td>Cecile Davila</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Jeffrey Dean</td>
<td>Professor, English Composition</td>
</tr>
<tr>
<td>Luc Desmedt</td>
<td>Professor, Physics/Astronomy</td>
</tr>
<tr>
<td>Michael De Unamuno</td>
<td>Associate Professor, Counselor</td>
</tr>
<tr>
<td>Nancy Dinsmore</td>
<td>Professor, Psychiatric/Mental Health/Medical Surgical Nursing</td>
</tr>
<tr>
<td>Anthony F. DiSalvo</td>
<td>Vice President, Academic Affairs/Deputy Superintendant</td>
</tr>
<tr>
<td>Sheryl Einfeld</td>
<td>Associate Professor, Physical Therapist Assistant</td>
</tr>
<tr>
<td>Larissa Favela</td>
<td>Assistant Professor, Communication Studies</td>
</tr>
<tr>
<td>Melanie Fernandez</td>
<td>Assistant Professor, English</td>
</tr>
<tr>
<td>Katherine Frank</td>
<td>Professor, Art</td>
</tr>
<tr>
<td>Robert Gabriel</td>
<td>Academic Dean, Health Sciences; Interim Dean, Deaf Studies</td>
</tr>
<tr>
<td>Perri Gallagher</td>
<td>Professor, English</td>
</tr>
<tr>
<td>Anusree Ganguley</td>
<td>Professor, Chemistry</td>
</tr>
<tr>
<td>Yong Gao</td>
<td>Professor, Computer Science</td>
</tr>
</tbody>
</table>
Emmanuel Garcia
Assistant Professor, Mathematics
B.A., B.S., M.S., University of California, Riverside

Maria Eugenia Grant
Professor, Chemistry
B.S., Ph.D., National University of Mexico; M.S., University of Delaware

Darline Günsauls
Associate Professor; Academic Dean, Special Projects
B.S., Gallaudet University; M.Ed., Northcentral University

Debora Halloran
Associate Professor, Pediatric Nursing
B.A., University of California, Berkeley; M.S.; Brandman University; M.S., San Francisco State University; Ph.D., Capella University

Jennifer Harper
Professor, Counselor
B.A., Sonoma State University; M.A., San Jose State University

Yvonka Headley
Associate Professor, Counseling
B.A., M.A., San Jose State University

Sheldon Helms
Professor, Psychology
B.A., M.A., California State University, Bakersfield

Larry Heelin
Instructor, Physical Education; Head Women's Soccer Coach
B.S., M.S., California Polytechnic State University, San Luis Obispo

Thomas Holcomb
Professor, Deaf Studies/ASL
B.A., Gallaudet University; M.S., Rochester Institute of Technology; Ph.D., University of Rochester

Chieko Homma
Professor, Mathematics
B.S., M.S., San Jose State University

Jennifer Hurley
Associate Professor, English
B.A., University of California, San Diego; M.A., Boston University

Laurie Issel Tarver
Professor, Biotechnology; Coordinator
B.S., Louisiana University; Ph.D., University of California, Berkeley

Rose-Margaret Iuata
Professor, Engineering
B.S., Federal University of Technology, Nigeria; M.S.; University of Surrey, United Kingdom; Ph.D., University of Reading, United Kingdom

Janice Jones
Professor, Early Childhood Studies
B.A., M.A., California State University, Hayward; Ed.D., University of San Francisco

Jennifer Jovel
Associate Professor, Sociology
B.A., University of California, Berkeley; M.A., San Jose State University; M.A., Ph.D., Stanford University

Margaret Kauffman
Professor, Biology
B.S., Cornell University; M.A., Ph.D., Princeton University

Kerrie Kawasaki Hull
Professor, English
A.B., University of California, Davis; M.Ed., University of California, Los Angeles; M.A., California Polytechnic State University, San Luis Obispo

E. Gene Kendall
Professor, Physical Education
B.S., San Jose State University; M.A., Saint Mary's College of California

Alison Kuehner
Professor, English
B.A., University of California, Berkeley; M.A., University of Chicago

Robin Kurotori
Professor, Health/Fitness and Wellness
B.A., University of California, Davis; M.S., California State University, Hayward

Mandy Kwok Yip
Associate Professor, Counselor
Special Education Teaching Credential, Sir Robert Black College of Education, Hong Kong; M.A., San Jose State University

Andrew LaManque
Executive Dean, Academic Affairs and Newark Center
B.S., State University of New York at Geneseo; M.A., Ph.D., State University of New York at Albany

Milton Lang
Vice President, Student Services
B.A., California State University, Chico; M.A., Ed.D., Washington State University

Margaret Lee
Assistant Professor, Biology
B.S., Stanford University; Ph.D., University of California, Berkeley

Michael Leib
Director, Tutoring
B.A., University of Illinois at Chicago; M.A., University of Chicago; M.A., University of Hawaii

Deborah Lemon
Associate Professor, Spanish
B.A., North Carolina State University; M.A., University of California, Santa Barbara

Adam Levy
Professor, Geography
B.A., Ph.D., University of Colorado Boulder; M.A., University of Miami

Mark Lieu
Professor; Academic Dean, Language, Communication, and Academic Success
B.A., University of California, Davis; M.A., San Francisco State University

Kyle Livie
Professor, History
A.A., Santa Rosa Junior College; B.A., University of California, Berkeley; M.A., San Francisco State University; Ph.D., University of California, Los Angeles

Jesse MacEwan
Associate Professor, Counselor
B.A., M.A., San Francisco State University

Carmen Madden
Associate Professor, English
A.A., Chabot College; B.A., M.A., San Francisco State University

Teresa Massimo
Professor, Communication Studies
B.A., California State University, Fresno; M.A., California State University, Chico; Ed.D., Alliant University

Heather McCarty
Professor, History
B.S., University of California, Los Angeles; M.A., Ph.D., University of California, Berkeley

J. Michele McDowell
Professor, Early Childhood Studies
B.S., California State Polytechnic University, Pomona; M.B.A., University of California, Irvine; M.S., California State University, Hayward

Margaret McKenzie
Associate Professor, English
B.A., University of California, Berkeley; M.A., Ph.D., The Catholic University of America

James McManus
Professor, Music
B.A., University of California, Santa Cruz; M.A., University of Massachusetts; D.M.A., University of Illinois

Elizabeth Metzler
Instructor, English as a Second Language
B.A., Fordham University; M.A., San Diego State University

Katherine Michel
Associate Professor, Political Science
B.A., M.A., Ph.D., University of California, Berkeley; M.A., University of Athens

Raj Misra
Assistant Professor, Physics
B.S., Indian Institute of Technology, India; M.A., University of California, Berkeley; Ph.D., Syracuse University

Fateme (Tina) Mosleh
Associate Professor, Economics
B.A., M.A., San Jose State University

Paul Mueller
Associate Professor, Art (Photography)
B.A., San Francisco Art Institute; M.F.A., Stanford University

Susana Myers
Professor, Counselor
B.A., M.A., University of Nevada, Reno; Ed.D., San Francisco State University

Anh Nguyen
Professor, Mathematics
B.S., University of California, Davis; M.S., San Jose State University

EOPS celebrates 50 years of serving students.
Long Nguyen  
Instructor, Accounting  
A.A., College of Alameda; B.S., M.S., California State University, East Bay  

Paul Nguyen  
Instructor, Computers, Networks, and Emerging Technology  
B.S., M.S., San Jose State University  

Jeffrey O’Connell  
Professor, Mathematics  
A.A., Diablo Valley College; B.S., University of California, Davis; M.S., San Jose State University  

Matthew O’Donnell  
Associate Professor, Entertainment Design and Technology  
B.A., San Jose State University; M.F.A., University of Washington  

Connie Olsen  
Professor, English as a Second Language  
B.A., California Baptist University; M.A., University of California, Irvine  

Elizabeth Pannell  
Assistant Professor, Mathematics  
B.A., University of California, Berkeley; M.A., University of California, Santa Cruz  

Mylene Pelimiano  
Professor, Mathematics  
B.S., M.S., California State University, Hayward  

Elizabeth Postovit  
Assistant Professor, Respiratory Therapist; Clinical Education Director  
A.S., Ohlone College; B.A., University of California, Berkeley; M.S., National University  

Stephanie Ramos  
Associate Professor, Counselor  
B.A., St. Mary’s College; M.S., University of La Verne  

Noella Rashid  
Assistant Professor, Mathematics  
B.S., California State University, Stanislaus; M.S., California State University, East Bay  

Isabel Reichert  
Assistant Professor, Multimedia  
B.F.A., Hochschule der Bildenden Kuenste Saar, Germany; M.F.A., San Francisco Art Institute  

Brenda Reynoso  
Associate Professor, Counselor  
B.A., University of California, Berkeley; M.A., San Jose State University  

Jose Rico  
Assistant Professor, Mathematics  
B.S., M.A., M.S., University of Michigan  

Jeffrey Roberts  
Associate Professor, Physical Education; Athletic Trainer  
B.S., University of Iowa; M.S., University of Arizona  

Timothy Roberts  
Associate Professor, Music (Commercial)  
B.S., Kalamazoo College; M.A., San Jose State University  

Ron Sha  
Assistant Professor, Computers, Networks, and Emerging Technology  
B.S., San Jose State University; M.S., Santa Clara University  

Matthew Silva  
Instructor, Physical Therapist Assistant; Clinical Education Director  
A.A., Chabot College; A.S., Ohlone College; B.S., California State University, Hayward  

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Associate Professor, English  
B.A., M.F.A., Mills College  

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B.E., State University of New York at Stony Brook; M.S., Stanford University; M.S., California State University, Hayward  

Michael Smith  
Associate Professor, Theatre  
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Professor, Systems and Technical Services Librarian  
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Kim Stiles  
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Shyam Sundar  
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Bernadette VanDeusen  
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CLASSIFIED STAFF

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Career Center

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College Marketing Specialist  
Foundation, Community Relations, and Marketing

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Purchasing, Contracts, and Auxiliary Services

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Extended Opportunity Programs and Services

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Information Technology Services

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Maintenance Aide  
Facilities

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English Language Center

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Veterans/Umoja Center

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Facilities Department

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Business Services

Antonio Garcia  
Custodian  
Facilities Department

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Health Science Skills Lab Coordinator  
Health Sciences Division

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Information Technology Services

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Grounds Maintenance Worker  
Facilities Department

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Theater Operations Technical Coordinator  
Theatre and Dance Department

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Custodian  
Facilities Department

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Gary Soren Smith Center for the Fine and Performing Arts

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English Learning Center

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Office of Admissions and Records

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Information Technology Services

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Staff Interpreter I  
Student Accessibility Services

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Information Technology Services

Shirleen Ho  
Programmer/Analyst  
Information Technology Services

Nam Hoang  
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Business Services

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Facilities Department

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Health Sciences Division

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Business Services

Cuixia (Portia) Jiang  
Payroll Officer  
Payroll Office

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Career Center Technician  
Career Center

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Lead Grounds Maintenance Worker  
Facilities Department

Jovon Johnson  
Learning Resources Technician I  
Learning Resource Center

Susan Johnson  
Enrollment Services Specialist I  
Office of Admissions and Records

Tim Johnson  
Sign Language Interpreter I  
Student Accessibility Services

James Keogh  
Reserve Police Officer I  
Campus Police Services

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Facilities Department

Yu-Pui Kong  
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Information Technology Services

Padmapriya Krishnamurthy  
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Biology and Chemistry Departments

Wen Kuang  
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Information Technology Services

Elaine Lee  
Accounting Technician  
Business Services

Richard Leyvas  
Maintenance Mechanic II/Electrician  
Facilities Department

Jaourong Lin  
Instructional Assistant  
Deaf Studies Division

Wei Yang (Wendy) Lin  
Alternative Media/Assistive Technology Specialist  
Student Accessibility Services

Arnie Loleong  
Video Systems Engineer  
Broadcasting Department

Shawna Lujana  
Division Administrative Assistant  
Counseling, Student Support, and Success Department

Hoan Doa Ly  
Custodian  
Facilities Department
<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mario Maglino</td>
<td>Lead Custodian Facilities Department</td>
</tr>
<tr>
<td>Weng-Chi Man</td>
<td>Instructional Lab Specialist Facilities Learning Center</td>
</tr>
<tr>
<td>Michael Martinez</td>
<td>Skilled Maintenance Worker Facilities Department</td>
</tr>
<tr>
<td>Rosemarie Martinez</td>
<td>Student Services Assistant Counseling, Student Support, and Success Department</td>
</tr>
<tr>
<td>Kevin McCoy</td>
<td>Science Laboratory Technician Biology Department</td>
</tr>
<tr>
<td>Sherri Medeiros</td>
<td>Senior Accounting Technician Business Services</td>
</tr>
<tr>
<td>Miguel Mendoza</td>
<td>Maintenance Mechanic II Facilities Department</td>
</tr>
<tr>
<td>Roque Mojica</td>
<td>Lead Custodian Facilities Department</td>
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<tr>
<td>Brandon Moniz-Sewell</td>
<td>Groundskeeper Facilities Department</td>
</tr>
<tr>
<td>Marcus Montague</td>
<td>Learning Resources Technician I Learning Resource Center</td>
</tr>
<tr>
<td>Steven Moreci</td>
<td>System and Network Administrator Information Technology Services</td>
</tr>
<tr>
<td>Jeremy Mull</td>
<td>Radio Station Technician Specialist Broadcasting – Radio Department</td>
</tr>
<tr>
<td>Harold Derrick Mumin</td>
<td>Skilled Maintenance Worker Facilities Department</td>
</tr>
<tr>
<td>Reginald Mundy</td>
<td>Campus Safety Officer II Campus Police Services</td>
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<tr>
<td>Roman Nahi</td>
<td>Custodian Facilities Department</td>
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<tr>
<td>Bidisha Nag</td>
<td>Science Laboratory Technician Science, Engineering, and Mathematics Division</td>
</tr>
<tr>
<td>Harshdeep Nanda</td>
<td>Employer and Entrepreneurship Advisor Career Center</td>
</tr>
<tr>
<td>Shyla Narayanan</td>
<td>Senior Information Systems Engineer Information Technology Services</td>
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<tr>
<td>Kwok-Fai Ng</td>
<td>Custodian Facilities Department</td>
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<tr>
<td>Quan Nguyen</td>
<td>Administrative Systems Analyst Information Technology Services</td>
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<tr>
<td>Thao Nguyen</td>
<td>Financial Aid Specialist I Financial Aid Office</td>
</tr>
<tr>
<td>JoyDawn Olla</td>
<td>Accommodations Services Specialist Student Accessibility Services</td>
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<tr>
<td>Alisa Omeragic</td>
<td>Lead Budget and Accounting Analyst Business Services</td>
</tr>
<tr>
<td>Charles Outing</td>
<td>Systems and Network Administrator Information Technology Services</td>
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<tr>
<td>Jipssee Sayalit</td>
<td>IT Support Technician I Information Technology Services</td>
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<tr>
<td>Delphine Rollins</td>
<td>IT Support Technician II Information Technology Services</td>
</tr>
<tr>
<td>Evelyn Diaz Sanchez</td>
<td>Outreach Coordinator, Career Education and Financial Aid Foundation, College Relations, and Marketing</td>
</tr>
<tr>
<td>Abel Rodarte</td>
<td>Lead Applications and Systems Analyst Information Technology Services</td>
</tr>
<tr>
<td>Nicole Pagan</td>
<td>Dispatcher Campus Police Services</td>
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<tr>
<td>Jennifer Parker</td>
<td>Administrative Assistant Facilities Department</td>
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<tr>
<td>Benedick Peralta</td>
<td>Campus Police Officer Campus Police Services</td>
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<tr>
<td>Cynthia Perez</td>
<td>Sign Language Interpreter II Student Accessibility Services</td>
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<tr>
<td>Thao Phan</td>
<td>Program Specialist, Small Business Development Center Career Center</td>
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<tr>
<td>Alex Pinarck</td>
<td>Warehouse Worker Business Services</td>
</tr>
<tr>
<td>Dana Pope</td>
<td>Division Administrative Assistant Language, Communication, and Academic Success Division</td>
</tr>
<tr>
<td>Andrew Press</td>
<td>Enrollment Services Specialist II Office of Admissions and Records</td>
</tr>
<tr>
<td>Janet Quijas</td>
<td>Administrative Assistant Student Health Center</td>
</tr>
<tr>
<td>Elizabeth Ritter</td>
<td>Rentals Coordinator Civic and Smith Center Operations</td>
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<tr>
<td>Maria Ana Robertson</td>
<td>Science Laboratory Technician Biotechnology Department</td>
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<tr>
<td>Chrissy Robinson</td>
<td>Payroll Officer Payroll Office</td>
</tr>
<tr>
<td>Maria Rocha</td>
<td>Division Administrative Assistant Kinesiology, Athletics, and Arts Division</td>
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<tr>
<td>Abel Rodarte</td>
<td>Lead Applications and Systems Analyst Information Technology Services</td>
</tr>
<tr>
<td>Trang Tran</td>
<td>International Programs Admission Coordinator International Programs and Services Office</td>
</tr>
<tr>
<td>Cathy Chan</td>
<td>Transfer Center Coordinator Counseling, Student Support, and Success Department</td>
</tr>
<tr>
<td>Raj Patel</td>
<td>Facilities Help Desk/Dispatcher Facilities Department</td>
</tr>
<tr>
<td>Marta Hernandez</td>
<td>Bond Accountant Business Services</td>
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<tr>
<td>Spencer Washington</td>
<td>Financial Aid Specialist I Financial Aid Office</td>
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<tr>
<td>Jipssee Sayalit</td>
<td>IT Support Technician I Information Technology Services</td>
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<tr>
<td>Abigail Wu</td>
<td>Lead Skilled Maintenance Worker Facilities Department</td>
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<tr>
<td>Michael Sewell</td>
<td>Maintenance Mechanic Facilities Department</td>
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<tr>
<td>Brian Smith</td>
<td>Safety Officer I Campus Police Services</td>
</tr>
<tr>
<td>Daniel Smith</td>
<td>Music Library Technician/Coordinator Music Department</td>
</tr>
<tr>
<td>Patrick Smith</td>
<td>Theatre Operations Technical Assistant Theatre and Dance Department</td>
</tr>
<tr>
<td>Robert Smith</td>
<td>Student Success Coordinator Counseling, Student Support, and Success Department</td>
</tr>
</tbody>
</table>
# DISTRICT DIRECTORY

## Fremont Campus

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>510-659-6000</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>510-659-6100</td>
</tr>
<tr>
<td>Bookstore</td>
<td>510-659-6061</td>
</tr>
<tr>
<td>Campus Police Services</td>
<td>510-659-6111</td>
</tr>
<tr>
<td>Cashier's Office</td>
<td>510-659-6073</td>
</tr>
<tr>
<td>Community Education</td>
<td>510-979-7590</td>
</tr>
<tr>
<td>Counseling Appointments</td>
<td>510-659-6110</td>
</tr>
<tr>
<td>Counseling, Student Support, and Success</td>
<td>510-659-6037</td>
</tr>
<tr>
<td>Division Office</td>
<td>510-344-5700 (Video Phone)</td>
</tr>
<tr>
<td>Deaf Studies Division Office</td>
<td>510-659-6269 (Voice)</td>
</tr>
<tr>
<td>EOPS</td>
<td>510-659-6152</td>
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<tr>
<td>Financial Aid</td>
<td>510-659-6150</td>
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<tr>
<td>Gallaudet University Regional Center</td>
<td>510-659-6268 (Voice)</td>
</tr>
<tr>
<td>Health Sciences Division Office</td>
<td>510-344-5594 (Video Phone)</td>
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<tr>
<td>International Programs and Services</td>
<td>510-659-6439</td>
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<tr>
<td>Kinesiology, Athletics, and Arts Division</td>
<td>510-659-6044</td>
</tr>
<tr>
<td>KOHL Radio (FM 98.3)</td>
<td>510-659-6221</td>
</tr>
<tr>
<td>Language, Communication, and Academic Success Division Office</td>
<td>510-659-6173</td>
</tr>
<tr>
<td>Learning Resource Center/Library</td>
<td>510-659-6171</td>
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<tr>
<td>New Student Orientation</td>
<td>510-659-6005</td>
</tr>
<tr>
<td>Ohlone for Kids and Teens</td>
<td>510-979-7597</td>
</tr>
<tr>
<td>Ohlone College Foundation</td>
<td>510-659-6020</td>
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<tr>
<td>Online Education/eCampus</td>
<td>510-659-6162</td>
</tr>
<tr>
<td>Science, Engineering, and Mathematics Division Office</td>
<td>510-659-6191</td>
</tr>
<tr>
<td>Social Sciences Division Office</td>
<td>510-659-6216</td>
</tr>
<tr>
<td>Student Accessibility Services</td>
<td>510-659-6079</td>
</tr>
<tr>
<td>Student Life</td>
<td>510-659-6553</td>
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<tr>
<td>Student Health Center</td>
<td>510-659-6258</td>
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<tr>
<td>Transfer Center</td>
<td>510-659-6241</td>
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<tr>
<td>Tutoring Services</td>
<td>510-659-6521</td>
</tr>
<tr>
<td>Veterans’ Affairs Office</td>
<td>510-659-6199</td>
</tr>
</tbody>
</table>

## Newark Campus

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>510-742-2300</td>
</tr>
<tr>
<td>Administration Office</td>
<td>510-742-3100</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>510-742-2341</td>
</tr>
<tr>
<td>Business Division Office</td>
<td>510-742-2301</td>
</tr>
<tr>
<td>Campus Police Services</td>
<td>510-742-6111</td>
</tr>
<tr>
<td>Career Center</td>
<td>510-742-2323</td>
</tr>
<tr>
<td>Counseling</td>
<td>510-742-2341</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>510-742-2340</td>
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<tr>
<td>Health Sciences Division Office</td>
<td>510-742-3100</td>
</tr>
<tr>
<td>Learning Resource Center/Library</td>
<td>510-742-3128</td>
</tr>
<tr>
<td>Online Education/eCampus</td>
<td>510-742-3149</td>
</tr>
<tr>
<td>Student Services</td>
<td>510-742-2340</td>
</tr>
</tbody>
</table>
Glossary

AB 540: A California Assembly Bill that qualifies certain non-resident students to pay the California resident tuition rate. AB 540 was enacted in 2001.

AB 705: A California Assembly Bill that requires that community colleges maximize the probability that students will enter and complete transfer-level coursework in English and math within one year. As a result, placement tests are no longer required at Ohlone. AB 705 was signed in October 2017 and took effect on January 1, 2018.

Academic Calendar: A calendar of important dates for each term, including add and drop deadlines. The academic calendar is available in the catalog and the Admissions and Records web page.

Academic Dishonesty: Academic dishonesty occurs when a student attempts to show possession of a level of knowledge or skill which he or she does not possess. The two most common kinds of academic dishonesty are cheating and plagiarism.

Academic Freedom: The protection of the opportunity for the teacher to teach, and for the teacher and the student to study without coercion, censorship, or other forms of restrictive interference.

Academic Renewal: A means whereby a student may petition to have previous college work (grades and credits) excluded from the current grade point average, if that work is over two years old and is not reflective of the student's present level of ability or performance.

Academic Year: The regular terms of instruction at Ohlone—not including summer term—are fall and spring semesters.

Accreditation: A voluntary process of institutional evaluation of educational quality and institutional effectiveness by peer professionals in order to support student success. Ohlone is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Add Authorization Code: A code provided to students by an instructor, thereby allowing students to add a class via their WebAdvisor account after the last day to add without an add authorization code.

ADT: See Associate Degree for Transfer.

Advanced Placement: A national testing program whereby high school students may earn college credit by examination.

Advisory: A course that students are recommended—but not required—to take before registering in another course. Students are encouraged to take an Advisory course before registering in another course as the information in the first course will help them succeed in the second course. For example, AJ-101, Administration of Justice, has an Advisory of ENGL-101A, Reading and Written Composition.

Articulation: An agreement where one university agrees to accept a community college course in lieu of a course at the university. Ohlone's articulation agreements with the CSU and UC campuses are available online at www.assist.org.

ASOC: Associated Students of Ohlone College. ASOC serves as the governing student body of Ohlone College. ASOC's role is to act as a liaison between the College administration and the student body, and to serve as a forum to express student opinions and concerns.

ASSIST: Website for all articulation for California community college, CSU, and UC campuses; CSU and UC transferability; and CSU GE Breadth and IGETC approvals. ASSIST is available to the public and can be found at www.assist.org.

Associate Degree: A degree awarded upon completion of a prescribed program of study in a major field and General Education courses at Ohlone College. The associate in arts (AA), associate in science (AS), associate in arts for transfer (ADT), and associate in science for transfer (ADT) are associate degrees that may be earned at Ohlone College.

Associate Degree Applicable Courses: Courses are degree applicable unless identified with the notation “Not applicable to associate degree” in the catalog and WebAdvisor. Only associate degree applicable courses are included in calculation of the grade point average and can be applied towards degree, certificate, and General Education requirements.

Associate Degree for Transfer (ADT): Senate Bill 1440 (SB 1440) was signed by Governor Schwarzenegger in September 2010. SB 1440 guarantees admission to a California State University (CSU) campus for any California community college student who completes an “associate degree for transfer,” a variation of the associate degrees traditionally offered at a California community college. Ohlone currently has twenty-seven approved associate degrees for transfer.

Audit: An enrollment status in a class where no units or grades are awarded.
Baccalaureate: Refers to the bachelor's degree usually achieved after four years of undergraduate college study. Ohlone College offers the first two years of baccalaureate work in many fields of study.

Basic Skills: Basic Skills courses prepare students for college-level work with an emphasis in reading, writing, mathematics, and English as a Second Language.

California Code of Regulations: The official compilation and publication of the regulations adopted, amended, or repealed by state agencies pursuant to the Administrative Procedure Act (APA). Properly adopted regulations that have been filed with California's Secretary of State have the force of law. Title 5 of the California Code of Regulations specifically governs California Community Colleges.

California College Promise Grant (CCPG): The CCPG is a non-monetary award program that covers the cost of the Enrollment Fees for the primary academic semesters and summer term.

Certificate of Accomplishment: A specific program of study and training of less than 16 semester units, completed usually in one year.

Certificate of Achievement: A focused program of study and training of 16 or more semester units.

Certificate of Competency: A certificate comprised entirely of noncredit (zero unit) courses that recognizes students have completed a specific program that prepares them to take degree applicable or non-degree applicable credit courses.

Certificate of Completion: A certificate comprised entirely of noncredit (zero unit) courses that recognizes students have completed a specific program leading to improved employability or job opportunities.

C-ID: A statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. For example, Ohlone's MATH-101A has a C-ID number of MATH 210; this information appears in the course listing in the catalog and WebAdvisor.

Class Load: The number of units a student takes in any given term. A full-time class load is twelve or more units during Fall and Spring Semesters and six units during Summer Term. A standard class load is fifteen units.

Clear Standing: Indicates that a student's grade point average in the previous semester and cumulative grade point average are 2.0 or better.


Comprehensive Student Education Plan (cSEP): Individualized plan to guide students in completing educational goals and/or degree requirements. Students should see an Ohlone counselor for assistance in creating a comprehensive Student Education Plan.

Continuing Student: A student who was enrolled at Ohlone College during the most recent previous semester, not including Summer Term.

Corequisite: A course that must be taken during the same term as another course. Students need to take both courses during the same semester as information is shared between the courses and students will have a better chance of succeeding. For example, students who register for MUS-110A, Music Theory and Harmony, must also register for MUS-111A, Musicianship I, during the same semester.

Course Identification Numbering System: See C-ID.

Credit: A completed unit of study recorded on the student's official college record.

Credit by Examination: A means of awarding college credit by assessing knowledge achieved elsewhere.

CSU GE (Plan B): A pattern of general education courses for students earning an Ohlone associate degree or intending to transfer to a CSU campus.

CSU: The California State University System. Of the twenty-three California State University campuses, the two closest to Ohlone College are California State University, East Bay and San José State University.

Curriculum (plural, curricula): Often called discipline, it includes all of the courses of study offered by Ohlone College. It may also refer to a particular course of study (major) and the courses in that area.

Dismissal: A status caused by low academic or progress performance. A dismissed student may not continue at Ohlone College without approval for reinstatement. See the Academic Regulations section in this catalog for more information.

District: The area served by Ohlone College is the Ohlone College Community District. The District is the governing entity of the College.

Drop/Add: Process when students remove (drop) or add a class(es) to their schedule. At Ohlone students add and drop classes online via their WebAdvisor account (https://webadvisor.ohlone.edu).

e-Cashier: A third party vendor that allows students to sign up for a monthly payment plan to pay for their classes.

Enrollment Fee: Fee required of all students, except Kindergarten-12th grade students, who qualify for a fee waiver, and students exclusively taking noncredit courses.

Elective: Any course not required for major field or general education requirements.

Electronic Access Fee: Fee required of all students who use WebAdvisor.

ELI: English Language Institute. International students who are not yet proficient enough in English to gain direct admission to an Ohlone College degree program may wish to first join the Ohlone College English Language Institute (ELI). The ELI is a full-time, intensive English language program designed for non-native speakers of English who have or wish to obtain an F-1 Student Visa.

Enrollment: Official recorded placement of a student in a class.

Enrollment Verification: Enrollment verifications certify enrollment, unit load, and dates of attendance at Ohlone College for the current and any prior terms.

EOPS: Extended Opportunity Programs and Services. EOPS was created to meet the educational needs of students hindered by language, social, and economic disadvantages.

ESL: English as a Second Language. Courses designed to assist students whose first language is not English.

FAFSA: Free Application for Federal Student Aid. Students can file a FAFSA online at www.fafsa.ed.gov beginning January 1 of each year for the Fall and Spring semesters of the upcoming academic year.

Federal Direct Subsidized Loan: For this type of loan, the U.S. Department of Education pays interest while the borrower is in school.

Federal Direct Unsubsidized Loan: For this type of loan, the borrower is responsible for paying interest during all periods.


Former student: A student who has attended Ohlone College at some time but did not enroll during the most recent previous semester.

Freshman: A student who has earned from 0 to 29.5 semester units of college credit.

Full-time student: A student taking twelve or more units in the Fall or Spring Semesters. During Summer Term, six units is considered full time.

General Education Certification: Transferable courses certified by Ohlone College as meeting General Education requirements at campuses of the California State University or University of California.

General Education Requirements: Required courses satisfying the breadth requirements of a liberal education expected of students who receive an associate degree. Ohlone has three GE Plans—Ohlone GE (Plan A), CSU GE (Plan B), and IGETC (Plan C).

G.P.A.: Grade Point Average. The G.P.A. is computed in the following manner. Students receive a certain number of points for each grade. Per unit an A grade is worth 4 points, a B worth 3, a C worth 2, D worth 1, and an F worth 0. The total number of points accumulated is then divided by the number of course units taken for a letter grade. The result is the grade point average. Pass (P), No Pass (NP), Withdraw (W), Military Withdraw (MW), or Incomplete (I) grades are not computed in the grade point average. Current G.P.A. is for the most recent semester. Cumulative G.P.A. is for all college work to date. Only associate degree applicable courses are included in calculation of the G.P.A.

Grant: Financial Aid funds that do not need to be repaid.

Half-time student: A student enrolled in 6 or fewer semester units.

Historically Black Colleges and Universities (HBCUs): Colleges and universities that are leading institutions in awarding degrees to Black students in the life sciences, physical sciences, mathematics, and engineering.

IGETC (Plan C): A pattern of general education courses for students earning an Ohlone associate degree or intending to transfer to a UC campus, CSU campus, or some private/out-of-state universities.

IGETC for STEM for CSU: A pattern of general education courses for students pursuing certain STEM associate degrees. Currently at Ohlone College only students pursuing the Biology associate degree for transfer (ADT) are able to use IGETC for STEM for CSU.

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Incomplete Grades: An incomplete grade may be assigned by the instructor only when a student has failed to complete the final examination, a final class project, or a term paper because of illness or an unforeseen personal emergency. It is the student's responsibility to contact the instructor in such cases.

International Student: A person who has or wishes to obtain an F-1 Student Visa to study in the United States.


Learning Community: A group of 2-4 classes linked together during the same semester; Learning Community classes have a common theme and a common group of students.

Loan: Financial aid funds that must be repaid with interest.

Major: Area or field of concentration for an associate degree or an occupational certificate.

Megan's Law: A California law that provides the public with detailed information on registered sex offenders so that communities may protect themselves and their children. California's Megan's Law was enacted in 1996.

Nonresident: A person who has not lived continuously in California for one full year and a day prior to enrollment and therefore does not meet residency requirements.

Ombudsperson: An Ohlone office that assists students in garnering disputes (academic and otherwise), as well as administrative complaints. The Ombudsperson Office can direct students to the appropriate channels to be used in requesting a review of an action or decision.

Orientation: A program for new students to learn about the programs and services available to Ohlone students.

Overload: Permission a student receives to register for more units in a particular semester than the normal semester load.

Part-time student: Any student enrolled for less than twelve units of coursework in a Fall or Spring Semester.

Pass/No Pass Grades: A “pass” grade is granted for performance that is equivalent to the letter grade of C or better. A student who fails to perform satisfactorily is assigned a “no pass” grade.

Peer Mentors: Ohlone students who help in recruiting and College relations.

Petition: A request, usually written on a standard form, to adjust a study list or curriculum to fit an individual situation and/or request exception to the policy or regulation.

Placement: The process by which students are placed into classes. High school GPA, high school course completion, and a guided placement survey are used for placement.

Prerequisite: A course that needs to be successfully completed with a grade of C or better before a student can register for another course. The prerequisite course contains knowledge and skills that will enable the student to be more prepared for the next course. For example, students must complete CHEM-102, Preparation for General Chemistry, with a grade of C or better before being able to register for CHEM-101A, General Chemistry.

Probation: An indication that performance is below standard because of academic or progress deficiencies; a trial period in which a student is permitted to redeem failing grades or deficit units.

Quarter: A subdivision of the academic year consisting of four terms (fall, winter, spring, and summer quarters). To convert semester units to quarter units, multiply by 3/2. To convert quarter units to semester units, multiply by 2/3.

Registration: The process of signing up for classes each term.

Reinstatement: Readmission to the college after having been dismissed.

Resident: A person who has resided in California for at least one year and one day prior to enrollment and who meets other residency requirements.

SAS: Student Accessibility Services. SAS is designed to open doors to educational and occupational opportunities for students with disabilities.

SB 1440: Senate Bill 1440 was signed by Governor Schwarzenegger in September 2010. SB 1440 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. Ohlone currently has twenty-seven approved associate degrees for transfer (ADT).

Scholarship: Financial aid funds awarded to students to pay for educational expenses. These funds do not need to be repaid.

Selected Topics: Courses that are designed to offer instruction in topics of current concern in any of the instructional disciplines. The topics selected are related to existing subject fields, but not necessarily offered within the regular catalog courses. Selected Topics courses are not CSU or UC transferable.

Semester: A subdivision of the academic year into two sessions, usually fall and spring, each lasting approximately sixteen weeks. To convert semester units to quarter units, multiply by 3/2. To convert quarter units to semester units, multiply by 2/3.

Sophomore: A student who has earned from 30 to 60 semester units of college credit.

Special Projects: Courses designed for students who wish to undertake an individual study or to complete research related to a particular field.

Special Student: A Kindergarten-12th grade student who attends Ohlone before graduating from high school, either by taking classes on an Ohlone campus or at their local high school.

Student Activity Fee/Student ID Card: An optional, non-refundable fee that supports co-curricular and student events.

Student Code of Conduct: Communicates the College’s expectations of students as positive and responsible members of the college community.

Student Equity and Achievement (SEA): A program intended to increase student access and success through the provision of core support services. These services include orientation; assessment and placement; counseling; advising; and other education planning services, with the goal of providing all students with the support services necessary to assist them in achieving their educational goal and declared course of study.

Student Help: Students working at on-campus jobs funded by Ohlone College.

Student Learning Outcomes (SLOs): The knowledge, skills, and abilities that students will have attained as a result of successfully completing a course or program.

Student Right-to-Know: Also known as SRTK. A federally-mandated public disclosure of a college's Completion Rate and Transfer Rate. The intent of SRTK is to provide to the consumer a statistic of comparable effectiveness that they can use in the determination of college choice.

Subject to Dismissal: An academic standing status caused by low academic or progress performance.

TAG: See Transfer Admission Agreement.

TBA: To Be Announced (TBA) is noted on WebAdvisor when certain information about a class is not yet known.

The Ohlone Pantry (TOP): A food assistance program sponsored by the Student Life Office and available for any student in need.

Title 5: The education component of the California Code of Regulations, which all public educational institutions in California (Kindergarten-12th grade, community colleges, CSUs, and UCs) must follow.

Transcript: Official copy of a student's academic record (courses and grades).

Transfer: Receiving credit at a CSU, UC, or private college/university for coursework completed at Ohlone.

Transfer Admission Agreement (TAG): Transfer students have an opportunity to secure a seat at a specific college or university prior to the regular admission application period through the Transfer Admission Guarantee (TAG) program. By signing a TAG agreement and meeting TAG requirements, admission to the chosen university is granted.

Unit: Courses are assigned a unit value based on one unit of credit for every hour of lecture or three hours of laboratory time per week by the student. A student's progress at Ohlone is determined in part by the number of units completed.

UC: University of California. There are ten University of California campuses; the closest UC campus to Ohlone is UC Berkeley.

Veteran: A person who has served in the U.S. military.

Waitlisting: A process where students can “wait in line” electronically for a full class. Students are notified via email once they are added into a class via the waitlist, and can monitor their status on the waitlist via their WebAdvisor account.

WebAdvisor: Web registration system for students to add and drop classes, pay fees, and check grades. WebAdvisor is available at https://webadvisor.ohlone.edu.

Work Experience Education: A program of college credit for work experience combined with college study.

Work Study: A program of federal aid that provides funds for student jobs on campus.
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